

Guidance for CYPS Managers on Equalities Impact Assessments (EIAs)

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Introduction

There appears to be some confusion amongst managers as to their responsibilities in relation to **Equalities Impact Assessments (EIAs) (including Race Impact Assessments under the Race Equality Scheme)**, and so this guidance explains the background, and provides a suggested format for each of the three areas of work that need to have assessments carried out on them. It also shows the timescales by which individual managers are required to do EIAs on their particular policies/functions (see Appendix 1.)

1. What is an Equalities Impact Assessment (EIA)?

In the context of the Race Relations (Amendment) Act and the Equality Standard for Local Government, an EIA is a systematic analysis of a new or existing **policy/function** to determine the extent of the “differential impact” it has, or is likely to have, on members of different equalities groups, and in turn, whether that impact is negative (adverse). If it is considered there may be an adverse impact on particular groups, then the Council must consider alternative policies or measures that “mitigate the adverse impact.”

To be clear - all this is is a method of trying to ensure that our services and policies are not inadvertently or unintentionally discriminating against particular equalities groups-something we have to do by law- and if we find they are, then we have to do something about it.

In order to establish a baseline, all services in CYPS were prioritised by the Senior Management Team in 2003 to do an EIA of their overall function, and dates allocated by which EIAs had to be carried out, so that by 2006 all service areas were to have been covered. (See Appendix 1 for list of services and dates by which EIAs are due. On restructuring, new services in CYPS were added.)

This covers all the LA’s **policies or functions**, but there is a wide definition of a **policy** in the guidance and this should include “*the full range of formal and informal decisions that you make in carrying out your duties and the ways in which you decide to use or not to use your powers, so it should include any an examination of existing custom and practice and management decisions as well as a formal policy*”-**so really this is about looking at actual**

policies and reports you write with recommendations for action, but also about the way you run your service generally.

All EIAs involve three stages:

- 1. Assessing the impact of proposed or existing policies or functions on different equalities groups including collecting and analysing relevant data.**
- 2. Consulting people who are likely to be affected by the policies.**
- 3. Reviewing and revising the policies in the light of the assessment and consultation.**

*The **process** of an EIA should not be seen as an end in itself, the aim of the assessment is promote equality of opportunity so the **outcomes** of the EIA are the most important factors.*

If you do an EIA and find a certain equalities group does not have equal access to your service, or is over represented, or is not getting as good a service, you can't then do nothing to resolve the situation, you must agree actions to change the situation and these should be in your service plan.

2. Legal background

Under the Race Relations (Amendment) Act (RRAA), which came into force on 2nd April 2001, all public authorities have three general duties:

- To promote equality of opportunity**
- To promote good relations between persons of different racial groups**
- To eliminate unlawful racial discrimination**

This also applies to services provided by private contractors on behalf of the LA or a school, and we remain responsible for ensuring the service is compliant with the legislation and is non-discriminatory in its impact.

There is a specific duty on LAs and schools to:

- Agree a written statement for promoting race equality (we have the corporate Race Equality Scheme, which is on the intranet and covers the actions we have agreed to take.
- *Monitor by reference to racial groups the admission and progress of pupils*
- *Monitor by reference to racial groups the recruitment and career progress of staff*
- *Assess the operation and impact of all of its policies on staff, pupils and parents, and in particular on the attainment levels of pupils*
- *Publish and communicate the results of impact assessments and monitoring activity under the policy.*

We can only comply with the last four of these duties through carrying out EIAs.

All managers must “take account of race equality in day to day policy making, service delivery, employment practice and other functions.”

Currently we are in breach of this legislation in a number of areas. The Commission for Racial Equality is empowered to enforce the specific duties through serving a compliance notice, (which can be backed by a County Court order to obey), or a judicial review.

The Disability Discrimination Act 2005 and Equality Act 2006 have extended the requirements to do EIAs to gender and disability. You have to do EIAs on these areas, which should lead to actions in the Department’s plans e.g. Children and Young People’s Plan, Local Authority Agreement.

However, from March 2004, the Council agreed that, in line with the Equality Standard for Local Government, ALL EIAs should not just relate to race, gender and disability equality as required by law, but also Lesbians, Gay Men and Bi-sexuals and younger people and older people.

3. When should an EIA be undertaken?

There are **three priority areas** in which managers should be undertaking EIAs:

- a. On all Executive and Scrutiny reports (or any reports to the Directorate that recommend new policies or functions or changes to existing ones).***
- b. On each service area identified in the Race, Gender or Disability Equality Scheme, listed in Appendix 1***
- c. On all existing or new policies.***

In addition, managers should be aware there was a corporate commitment to:

- *Have a 100% return on ethnic monitoring of school staff by Sept 2002*
- *Introduce ethnic monitoring of PMDS by April 2003*
- *Train all staff in the RRAA by 2005*

4. The Three Types of Equality Impact Assessment

a. The Initial Assessment or screening *which must be carried out on all priority areas listed above- you can not do a Partial or Full Impact Assessment without doing the Initial Assessment first.* This is usually based on data you already have, and may only produce estimates or signs of unequal treatment, but it should be undertaken in all cases, to allow you to decide which sort of assessment is then required. It should be undertaken by completing the form attached as **Appendix 2**.

b. Partial Impact Assessment- this builds on the Initial Assessment, and will be undertaken if the Initial Assessment points to the possibility of an adverse impact (discrimination) on any equality group. It then outlines the risks and benefits and includes advice from experts and interested groups (e.g. the Equalities Team, specific voluntary sector or user groups). It should be undertaken using the pro-forma attached as **Appendix 3**.

c. Full Impact Assessment- to be written as a report in the format outlined in Appendix 4. This must include all 8 steps

of the EIA listed in the guidance below, and must include external public consultation, a final recommendation, and arrangements for monitoring and evaluating the policy/function and its impact on practice, and must be published and communicated to the public.

Whether you proceed from the **Initial Assessment** to a **Full or Partial Assessment** will depend on the relevance of the policy/function to equalities issues. An **Initial Assessment** would be done on all three priority areas, this will lead to a **Partial Impact Assessment** if there is some possibility of unjustifiable adverse impact on an equalities group (e.g. ICT policies, Awards policies) and a **Full Impact Assessment** if there is a high degree of relevance to equalities groups (e.g. attendance or achievement related policies/services, personnel policies, school closures, reviews.)

All services listed in Appendix 1 must do a Full Impact Assessment. The **Full Impact Assessment** must follow all 8 steps listed below:

5. The 8 Steps of Equalities Impact Assessments

Step 1

Identify the aims of the policy/function and how it will work

In preparing this section you need to consider:

What are the aims, objectives and purposes of the policy/function?

How does it fit in with any wider aims or strategic objectives?

Are there associated objectives of the policy or function (e.g. “spin offs” such as raising the profile of the service, improving customer satisfaction)?

Who is intended to benefit from the function/policy and in what way?

Who are the main stakeholders in relation to the policy?

How does the policy relate to other authorities policies in this area?

What are the intended outcomes of the policy/function?

Step 2

Baseline data and research

In preparing this section you need to consider:

- **What baseline quantitative data is already held about the policy/ functions relating to equalities groups internally and externally?** (This should involve collecting and analysing all monitoring data relating to different racial groups, men and women (boys and girls), disabled adults and children, Lesbians, Gay Men and Bi-sexuals and younger or older people) and comparing it to other data sources such as census data, LEA and school based data on different equalities groups.)
- **What qualitative data or evaluative research do you hold on different groups internally or externally?** This may include customer satisfaction surveys, observations, focus groups, in-depth interviews, reviews of complaints citizens juries, feedback exercises, evidence from other authorities, academic publications etc.
- Can you build on this data with information from research studies or surveys?
- Are there any gaps in the data?
- Are there any partners who may be able to provide you with additional data?
- Is it possible to commission new data?
- Have you used the Council's Consultation Finder which may already have results of relevant consultations?
- Have you checked with Statistics and research that they do not hold any other relevant data?

Step 3

Assessing the Impact

Having collected and analysed the data you should be in a position to assess the likely impact on equalities groups.

- **Does the quantitative data show disproportionate differences between different equalities groups?**
- **Does the qualitative data show any such differences?**

Then there are several questions to consider:

- **Does the policy/function directly discriminate against any groups?**
- **Are there concerns that the policy/function affects equalities groups differently and if so, do any differences amount to an adverse impact or even unlawful indirect discrimination?**

- ***If there are concerns that it is indirectly discriminatory, could it still be justifiable e.g. on grounds of promoting equality of opportunity for one group (taking positive action)? it is advisable to get legal advice on this***

Step 4

Consideration of measures to mitigate any adverse impact

*At this point you have completed the Initial Impact Assessment Pro-forma and will need to decide whether to proceed to a **Partial Impact Assessment using the pro-forma Form 2 in Appendix 3** or a **Full Impact Assessment using the report format in Appendix 4.***

If an adverse impact has been identified then it is necessary to consider how this impact can be removed or lessened and the policy objective still achieved through various options e.g. by changing the policy/function or the way it is implemented. In other words you must decide to do something about it!

If no action is taken to modify the policy/function to avoid adverse impact against some groups, or where adverse impact against some groups is unavoidable a check must be done to ensure this can be justified legally.

The Council must ensure that an option for alleviating an adverse impact for one group does not in turn create and adverse impact for another group.

The following questions must also be addressed:

- What are the consequences for the group concerned and for the Council of not adopting an option more favourable to equality of opportunity?
- How will the relevant group get advised of any changes to policy /function?
- What are the social and economic costs and benefits of implementing each option?
- Will the social and economic costs and benefits to the particular groups of implementing an option outweigh the costs to the Council or other groups?
- Does the authority have statutory or international obligations that would be breached by, or could be furthered by, each of the options?

At this point actions must be agreed to improve the situation or fill gaps in data collection or to make your service delivery more equitable. Actions should be agreed and then put into your service or other plans.

Step 5 Consultation

Consultation should feature throughout the Impact Assessment process, but at this stage you must consult with people from all equalities groups on your draft policy and any adverse impact identified to date. **The level of consultation will vary for a Partial and Full Impact Assessment.**

For a **Partial Impact Assessment** you could refer the policy/function to the CYPS Departmental Equalities Group, specific voluntary sector or equalities focussed organisations e.g. Black Development Agency, self organised groups (e.g. Disabled Employees' Group, Black Workers' Group), or the CYPS Groups Forum, LA LGB Forum (TEACH), Trades Unions or you could ask advice from the Equalities Team, who will have all these contacts

For a **Full Impact Assessment** there must be wider public consultation with particular attention and positive taken to involve equalities groups who are often marginalised and under-represented in these exercises. This could include press releases, internet voting, newsletters, invitations to comment, public meetings etc.

Consultation should:

- **Have clear objectives, be timetable properly and be explained to the people involved**
- **Be properly resourced to ensure full participation of marginalised groups (e.g. paying childcare and travel expenses)**
- **Be made accessible through the use of interpreters, crèches etc.**
- **Have accessible information in a variety of languages and formats**
- **Consider the date, timing, venue, transport so as not to exclude any group**
- **Should produce results that are fed back into the decision making process**

All consultation should be based on the Accessible Information and Meetings Guidance available on the Intranet.

Step 6

Deciding Whether to Introduce the Policy

On the basis of the consultation results you should be in a position to make a recommendation about the policy /function in its final form. Again it is important at this stage to check it is compliant with all equalities legislation and Bristol City Councils' Equalities Policy.

A highly structured approach to decision making may not be possible due to the nature of the quantitative and qualitative data which is used. However, it is still useful to systemise the decision making processes to be able to record a procedure which can be scrutinised and can be justified.

Step 7

Monitoring and reviewing the Policy and its Impact

Having adopted or amended the policy/function, arrangements must be made put in place to monitor the policy regularly, either as part of existing monitoring arrangements or as a separate timetabled activity. This would usually be through your service planning processes. Systems of monitoring should have been established in the data collection phase to allow for the routine collection in the future, but there may be a need for the establishment of particular methods of data collection in response to particular policy concerns. Issues may arise in the implementation of the policy that were not apparent in the development phase and the application may need to be reviewed.

Step 8

Publish the Results

Any impact assessment should be published in full as an appendix to an Executive, Partnership, Scrutiny or Directorate report.

All EIAS for CYPS have to be uploaded on to the corporate website as evidence for the Equality Standard so need to be passed to the Equalities Team (ruth.pickersgill@bristol.gov.uk).

In terms of generally publishing the process and outcomes, you can use whatever methods you already use to publicise

information to the general public e.g. website, newsletter, mail out to community groups. Communications should be accessible in line with the Accessible Meetings and Information Guidance (available on the Intranet).

The Council will also publish the results of EIAs in reports on the implementation of the Race, Gender and Disability Equality Scheme and the Equality Standard for Local Government.

Appendix 1

Equalities Impact Assessments-Timescales and Responsibilities

Strategy Area	EIAs Required	Manager	Date required by	Completed and on website
Cross Phase School Improvement (Farzana Aldridge)				
	EMAS	Claudette Radway	2004	
	Racist Incidents 2005/6	Ruth Pickersgill	2006	Yes
	Racist Incidents 2006/7	Ruth Pickersgill	Sept 2007	
	Governor Development Service	Susie Pannell	March 2007	
	Teacher Recruitment and Retention	Mike King	March 2008	Done in 2004
	International Education and CPD	Jill Ritchie	March 2008	Done in 2004
	ACTES	Lynda Howells	March 2007	
Secondary Strategy(Jackie Turner)				
	Secondary Strategy (including BME Strategy)	Jackie Turner	March 2008	
	SEN Strategy	John Ward	March 2007	Yes
	SEN Provision Strategy	John Ward	March 2008	
	SEN Statutory processes (statementing etc.)	?	March 2004	
	Hospital Education Service	?	March 2004	
	Learning Support	Jennie	March	

	Service	George	2006	
	Behaviour Strategy	Brigid Allen	March 2008	
	Behaviour Support Service	Anne Gurner	March 2005	
	Fixed Term Exclusions	Brigid Allen	March 2008	
	ICT Strategy	Ayleen Driver	March 2008	
	Gifted and Talented	Debbie Sainsbury	March 2006	
Early Years and Primary Strategy (Airlie Fife)				
	Primary Strategy	Airlie Fife	March 2008	
	Early Years Strategy	Airlie Fife	March 2008	
Capital Assets and School Organisation (Mick Branaghan)				
	School Organisation Plan	Mick Branaghan	March 2008	
	Access Strategy	Mick Branaghan	March 2006	
	Transforming School Meals	Sharon Sexton	March 2008	
	Health and Safety	Bill Crocker	March 2006	
	School Organisation	Catherine Filmer/Ian Bell	Carried out on each reorganisation	
	BSF/PFI	Gordon Clements	Carried out on each project	
Safeguarding (Angela Clarke)				
	CP Register	Lucy Young	March 2008	

	Children in Need	Angela Clarke	March 2008	
Planning and Performance (Lucia Dorrington)				
	Service Delivery Plans	Lucia Dorrington	Annually	
	Children and Young People's Plan	Lucia Dorrington	Annually	
	Staff Development	Sue Naughton	March 2005	Yes
Looked After Children (Karen Gazzard/Christine Teller)				
	ECLAS	Pippa John	March 2005	
	Family Placement	Karen Amegashit si/Kay Foley/Michelle Llewellyn	March 2008	
	Adoption	Kate O'Brien/Sophie Slingsby	March 2008	
	Care and After	Joan Icton/Ann James	March 2008	
	BCS	Patsy Burrows	March 2008	
	Children's Residential Services	Patricia Beardsley/Ann James	March 2008	
Complex Needs (Mark Hamilton)	Disabled Children's Service	Mark Hamilton	March 2008	
	Complex Needs Review	Mark Hamilton	March 2008	
	Parent Partnership Services	Mark Hamilton	March 2008	

	Sensory Support Service	Joao Roe	March 2006	
Children's Workforce (Fran Havard)	Children's Workforce Strategy	Fran Havard	March 2008	
	Social Care Training	Fran Havard	March 2008	
Multi-Agency Locality Teams (Alison Jackson/Jeannette Veira)	Permanent Exclusions	Jeannette Veira	March 2007	
	The Meriton	Carole Bowery	March 2005	
	St Matthias Park	Pauline Hodges	March 2005	
	Children Out of School	Pauline Hodges	March 2008	
	Educational Psychology Service	Chris Stevens	March 2004	
	Children Missing Education Policy	Chris Stevens	March 2008	
	Education Welfare Service	Gill Tippetts	March 2006	
Finance (Geraldine Mead)	Annual Budget	Geraldine Mead	March 2007	
Innovations and Access (Piers Brunning)				
	Admissions	Jane Penrose	March 2005	
	Student Access (Awards)	Clair Sepulvada	March 2005	
	SEN Transport	?	March 2007	
Parents and Learning Communities (Jane Taylor)	Learning Communities' Team	Jane Taylor	March 2007	
	Parents' Strategy	Jane Taylor	March 2007	
Learning Partnerships and Collaboration (Michele Farmer)				

	Arts and Music	Paul Matthews	March 2007	Yes
	Extended Schools' Partnerships	Michele Farmer	March 2008	
	Outdoor Education	?	March 2007	
	Study Support	Hamish McDonald	March 2006	
	Aim Higher	Hamish McDonald	March 2006	
Children's Centres and Childcare (to be appointed)	Each New Children Centre Proposal	Rachel Williams	On going	
	Childminder Service	?	March 2008	
Information Management Tracey O'Brien	Research and Stats	Larry Adams	March 2004	Done
	MIS Review	?	March 2007	
Programme Director-Health Partnerships(Claudia McConnell)	Joint Commissioning Framework	Nicola Waterworth	June 2008	
Other				
	Personnel policies	Lorna Whitehead	On-going	
	Joint Commissioning Framework	Rebecca Cross	July 2007	

Appendix 2

Form 1- Pro-forma for the Initial Impact Assessment of a policy or function (Please refer to each of the steps in the guidance notes in order to complete this form.)

Name of policy or function to be assessed:	Name of manager responsible for assessment:
Is this a new or existing policy/ function? Review of policy?	Date of assessment:
Step 1. Describe the aims, objectives and purpose of the policy or function (include how it fits in to wider aims or strategic objectives).	
Are there any associated objectives of the policy or function (i.e. setting a standard of good practice, improving consumer confidence in the service)?	
Who is intended to benefit from the policy/function and in what way?	
What are the intended outcomes of this policy/function?	

Step 2

What baseline quantitative data do you have about the policy /function relating to equalities groups (e.g. monitoring data on proportions of service users compared to proportions in the population)? What does it tell you?

What qualitative data do you have on different groups (e.g. results of previous consumer satisfaction surveys, feedback exercises, or evidence from other authorities undertaking similar work)? What does it tell you?

<p>Step 3</p> <p>Are there concerns that the policy/ function could have a differential impact on different racial groups? What evidence do you have for this? Do the differences amount to an adverse impact or unlawful discrimination? If there are concerns that it is indirectly discriminatory could it still be justifiable e.g. on grounds of promoting equality if opportunity for one group? (It is advisable to get legal advice on this.)</p>	
<p>Are there concerns that the policy/ function could have a differential impact on boys/girls or men/women? What evidence do you have for this? Do the differences amount to an adverse impact or unlawful discrimination? If there are concerns that it is indirectly discriminatory could it still be justifiable e.g. on grounds of promoting equality if opportunity for one group? (It is advisable to get legal advice on this.)</p>	

<p>Are there concerns that the policy/ function could have a differential impact on Disabled than on non-disabled children or adults? What evidence do you have for this?</p> <p>Do the differences amount to an adverse impact or unlawful discrimination?</p> <p>If there are concerns that it is indirectly discriminatory could it still be justifiable e.g. on grounds of promoting equality of opportunity for one group? (It is advisable to get legal advice on this.)</p>	
<p>Are there concerns that the policy/ function could have a differential impact on Lesbians, Gay Men and Bi-sexuals than on heterosexual young people or adults? What evidence do you have for this?</p> <p>Do the differences amount to an adverse impact or unlawful discrimination?</p> <p>If there are concerns that it is indirectly discriminatory could it still be justifiable e.g. on grounds of promoting equality of opportunity for one group? (It is advisable to get legal advice on this.)</p>	

<p>Are there concerns that the policy/ function could have a differential impact on younger or older people? What evidence do you have for this? Do the differences amount to an adverse impact or unlawful discrimination? If there are concerns that it is indirectly discriminatory could it still be justifiable e.g. on grounds of promoting equality of opportunity for one group? (It is advisable to get legal advice on this.)</p>	
<p>Step 4 Should the policy proceed to a Partial Impact Assessment (see Appendix 3) and why have you decided this? Date by which the Partial Impact Assessment will take place: Should the policy function move to a Full Impact Assessment (see Appendix 4) and why have you decided this? Date by which the Full Impact Assessment will take</p>	

place:	
Signed (completing officer): Job Title :	

Appendix 3- Form 2
Pro-forma for a Partial Impact Assessment

Name of policy/function being assessed:	Name of manager carrying out the assessment:
Has the Initial Impact Assessment form been completed? Yes	Is this a new or existing policy/function?
1. In what areas are there concerns that the policy/function <u>could</u> have a differential impact (please circle.)	Gender Race Disability Sexuality Age (younger or older people)
2. What sort of concerns are there that the policy/function could have a differential impact on other groups? Please give details (continue overleaf if necessary).	
3. What evidence do you have for this?	

4. What are the risks associated with the policy in relation to the differential impact?	
5. What are the expected benefits of the policy?	
6. Which relevant experts or equalities groups have you approached to explore these issues? (Please give dates and detail of contact).	
7. How have you gained the views of these experts/groups? (e.g. by letter, meetings, interviews, Fora, workshops, questionnaires, or any other method?)	

<p>8. Please give details of the views of the experts/groups on the issues involved.</p>	
<p>9. Taking into account these views, and the available evidence, please outline the risks associated with the policy/function weighed against the benefits.</p>	
<p>10. What changes/modifications will now be made to the policy/function in the light of this Impact Assessment?</p>	

<p>11. How will these changes/modifications be communicated to interested parties (i.e. the groups that were adversely affected) and those consulted?</p>	
<p>12. Is there a need to move to a Full Impact Assessment? Yes/ No</p>	<p>Date of proposed start and finish of Full Impact Assessment:</p>
<p>Signed (completing officer)..... Job Title</p>	<p>Date of completion of Partial Impact Assessment:</p>

Appendix 4

Report Format for the FULL Equalities Impact Assessment

The report should follow the standard reporting format for any Council report, and should have the Initial Impact Assessment Form attached as an appendix.

However, the report must include the following areas:

Introduction

This should include a description of the service or policy's aims and objectives, the context in which it operates, the scope of the service or policy etc. (This should be available from the Initial Impact Assessment Form already completed).

Background

This should give information about the perceived problems with the service/function or policy that were identified in the Initial Impact Assessment.

Baseline data and Research

This section should show how you collected your data, the sources and methodology used. It should give a clear analysis of all the quantitative data (e.g. attendance, attainment, achievement, exclusions, participation in the service, referrals) that is relevant to your service and make comparisons with the representation of particular groups in the city or and schools.

The quantitative data must include data on ethnicity, gender, SEN/disability, sexuality and age. If you have no monitoring data on any of these areas you should explain why (e.g. it is not appropriate to collect sexuality data on children)-you should also include in your actions how you will monitor in future all the areas where there are currently gaps.

It should also have an analysis of qualitative data your Service has monitored by equalities groups (e.g. satisfaction surveys, focus groups, questionnaires, research etc.) It should also outline any gaps that were found in the data, new data that was commissioned, and any actions that resulted from the exercise for data collection in this area in future.

Assessment of Impact on Particular Groups

This should include the detailed assessment on the service/policy/function's impact on the different groups (women/men, boys/girls, different racial groups, Disabled people, Lesbians, Gay Men and Bi-sexuals, older and younger people)-this will come from the Initial Impact Assessment pro-forma. It should give detail of any ways the service/policy/function could have an adverse impact on any of these groups e.g. where any equalities groups are over or under-represented.

How will this impact be addressed?

This should outline all the options that were considered "to mitigate the adverse impact of the service/policy/function" i.e. modifications to the way the service/policy operates to make it more equal, or to take positive action to target interventions at particular groups.

In other words-you have looked at the data and identified issues-WHAT ARE YOU GOING TO DO ABOUT THEM? It should have a clear list of actions that you intend to take as a result of the EIA. Include clear bullet pointed action points that you intend to take forward.

Consultation

This should outline why you carried out a consultation, who was consulted and why they were chosen, and the consultation methods used. All Full Impact Assessments must include consultation with equalities groups and internal specialists in the equalities areas e.g. the CYPS Equalities Team / EMAS/ ECLAS/ ACTES.

Results of the consultation

This should include all the key issues that arose during the consultation process, e.g. notes of any meetings, summary of any replies received.

Monitoring arrangements

These should outline the monitoring or data collection systems that have been put in place to monitor any adverse impact in the future with the timetable for action and how you will use the results to develop policy and practice. It should be clear how the actions you have identified above as needing to happen will be monitored - are they in the team's service plan, in the CYP plan etc? Who will check they are done?

Publication of EIA

This should state how you intend to publish the EIA and to let all interested parties know the outcome of the EIA. The minimum legal requirement is that they will be on the website - they must be sent to the Equalities Team to be uploaded onto the corporate website as evidence for the Equality Standard.

Conclusions

This should include all the options that were considered during the process to mitigate the adverse impact, and the decisions that were then taken on the basis of the EIA to take the issues forward. It should include the risks and benefits and social and economic costs analysis that was done during the process. It could also include an action plan with timescales for the next steps the service will take.