

Voluntary Sector Spending Review Equality Impact Analysis, Issue Log & Action Plan


What is Equality Impact Analysis?

The Equality Act 2010 seeks to eliminate discrimination and meet the positive promotion aspects of equality legislation. An Equality Impact Analysis uses equality information and the results of engagement with groups to understand the actual or the potential effects of change or key decisions on our workforce and the general public. Completing this analysis will assist Members and officers to identify practical steps to address any negative effects and to highlight positive interventions.

Section 1- Ownership

This section identifies the individual(s) responsible for identifying the potential positive and negative impacts from developing and implementing the spending reductions. There will be a number of potential positive and negative internal impacts which should be undertaken and monitored by the person responsible for implementing the proposed reductions.

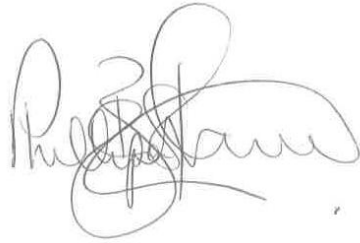
Title:	Equality Impact Assessment on the proposed changes to funding / spending reductions in the voluntary sector				
Service impacted by proposed spending review	Motorvations				
Date Created	10 th December 2015	Review Date:	N/A	Version:	1
Author:	Anita McDade / Jerry Haley				

Person completing EIA: Jerry Haley (Senior Community Safety and Development Officer)	
Signed: 	Date: 6.1.15

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Person supervising EIA: Pippa Brent-Isherwood (Head of Policy and Performance)

Signed:



Date: 06/01/2015

Section 2 - Potential Issues

Key Issues:	Impacts on:	Mitigating Action Taken:
Proposed de-commissioning of the service currently provided by Motorvations	Young people aged 13-17 Schools and Pupil Referral Units (PRUs) making referrals to the service Motorvations staff	A similar service is provided by the Pupil Referral Unit (PRU) and funded through the schools fund. The fund facilitates the purchasing of places for excluded and disengaged pupils from Motorvations and other providers as required.
The service assists disengaged young people to obtain trade qualifications at levels 1 and 2 as well as basic skills in literacy, numeracy and IT. The service offers skills and qualifications in engineering and technology, motor vehicles, carpentry, health and fitness, construction, beauty therapy, basic skills and life skills. Students engage in 6 – 24 hours of learning per week.	Young people aged 13-17	There is some overlap with the provision available at Havering College. Some of the students engaged with Motorvations also attend school, where some of these skills are taught.
A reduction in funding may adversely affect the sustainability of the organisation and the services it provides	Young people aged 13-17 Schools and Pupil Referral Units (PRUs) making referrals to the service Motorvations staff	Motorvations is also funded by schools. Currently, around a third of its on-costs are met by schools. Additional support to be offered from the Community Development team to identify and apply for alternative funding sources.

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Key Issues:	Impacts on:	Mitigating Action Taken:
Motorvations provides a range of add-on services for young people in the borough (e.g. Chlamydia screening, sexual health sessions, drugs awareness and smoking cessation) which may be lost if the level of funding is reduced or withdrawn	Young people aged 13-17 Health services	Such services are available from other providers across the borough

Section 3 - Potential Workforce Issues

No specific workforce issues have so far been identified

Protected Characteristics	Description of Issue	Date Raised	Mitigating Actions	Action Status	Open/Closed	Owner
Age						
Disability						
Sex						
Gender Reassignment						
Marriage & Civil Partnership						
Pregnancy & Maternity						
Race						
Religion or Belief						
Sexual Orientation						

Section 4 - Communication and Engagement Activity

Target Audience	Date	Activity	Summary of Feedback	Actions Raised	Action Status	Open/Closed	Owner
Motorvations	Quarterly	Contract monitoring meetings	Motorvations has been formally advised of the review of voluntary sector funding and budgetary changes. The organisation is aware				

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			that future funding is dependent on the outcomes of the review and that funding may be discontinued.				
Motorvations	October 2015	Meeting	<p>Motorvations explained the history of the grant. Funding was originally provided by London Councils. LB Havering provided a grant when this was discontinued.</p> <p>It was raised that the resourcing / costing of the project is expensive in terms of consumables, vehicles, tools and other equipment</p>				

Section 5 - Service Delivery Impacts and Issues

Due regard – Brown principles

These principles have been taken from the Equality and Human Rights Commission’s paper on making fair financial decisions (Equality and Human Rights Commission, 2012).

Case law sets out broad principles about what public authorities need to do to have due regard to the aims set out in the general equality duties. These are sometimes referred to as the 'Brown principles' and set out how courts interpret the duties. They are not additional legal requirements but form part of the Public Sector Equality Duty as contained in section 149 of the Equality Act 2010.

Under the duty, local authorities must, in the exercise of their functions, have due regard to the need to:

- Eliminate unlawful discrimination, harassment, victimisation and other conduct prohibited by the Act
- Advance equality of opportunity between people who share a protected characteristic and those who do not
- Foster good relations between people who share a protected characteristic and those who do not.

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In summary, the Brown principles say that:

- Decision-makers must be made aware of their duty to have 'due regard' and to the aims of the duty.
- Due regard is fulfilled before and at the time a particular policy or proposal that will or might affect people with protected characteristics is under consideration, as well as at the time a decision is taken.
- Due regard involves a conscious approach and state of mind. A body subject to the duty cannot satisfy the duty by justifying a decision after it has been taken. Attempts to justify a decision as being consistent with the exercise of the duty, when it was not considered before the decision, are not enough to discharge the duty. General regard to the issue of equality is not enough to comply with the duty.
- The duty must be exercised in substance, with rigour and with an open mind in such a way that it influences the final decision.
- The duty has to be integrated within the discharge of the public functions of the body subject to the duty. It is not a question of 'ticking boxes'.
- The duty cannot be delegated and will always remain on the body subject to it.
- It is good practice for those exercising public functions to keep an accurate record showing that they had actually considered the general equality duty and pondered relevant questions. If records are not kept it may make it more difficult, evidentially, for a public authority to persuade a court that it has fulfilled the duty imposed by the equality duties.

Potential Service delivery impacts (Positive and Negative)

There is currently limited capture of demographic information. A CRM database is currently under construction which will assist with the monitoring of demographic information and outcomes in respect of students.

Protected Characteristics	Description of Issue	Date Raised	Mitigating Actions	Action Status	Open/Closed	Owner
Age	The service is aimed at disengaged young people aged 13 -17. There are 24 – 30 students on the programme at any one time, mainly from school years 10 and 11. As at the end of Quarter 3 2015/16, 2 (8%) of the students were looked after by the local authority and one was known to the	October 2015	A similar service is provided by the Pupil Referral Unit (PRU) and funded through the schools fund. The fund facilitates the purchasing of places for excluded and disengaged pupils from Motorvations and other providers as required.			

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	Youth Offending Service (YOS).					
Disability	As at the end of Quarter 3 2015/16, 12.5% of students at Motorvations were stated.	October 2015	There is some overlap with the provision available at Havering College, in schools and from other providers.			
Sex	As at the end of Quarter 3 2015/16, a third of Motoravtions' students were female and two thirds were male.	December 2015	Dyslexia support is also available through schools and colleges.			
Gender Reassignment						
Marriage & Civil Partnership						
Pregnancy & Maternity						
Race	As at the end of Quarter 3 2015/16, all bar one student at Motorvations were White British, suggesting that this cohort of young people may be particularly affected by the proposal to decommission the service.	December 2015	A similar service is provided by the Pupil Referral Unit (PRU) and funded through the schools fund. The fund facilitates the purchasing of places for excluded and disengaged pupils from Motorvations and other providers as required.			
			There is some overlap with the provision available at Havering College, in schools and from other providers.			
Religion or Belief						
Sexual Orientation						

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Section 6: Data Sources

Data used	How has this information informed your decision
Contract monitoring data	Profiles service users, so has informed the content of this EIA, and also assists in assessing the overall value for money delivered by through the agreement.