

## Equality impact assessment form for quick COVID 19 decisions only

Directorate	Children's Commissioning, School Organisation & Provision
Service area	School Admissions
Proposal	To hear School Admission Appeals virtually
Reason for proposal	Due to COVID pandemic restrictions school admission appeals cannot be held face to face, temporary DfE School Admission Appeal guidance issued outlining virtual hearings to take place instead of face to face
Sign off (Director/Head of Service)	
Date of assessment	10 November 2020

***Please read the support notes before completing your assessment that are set out in Appendix 1.***

### The form

You need to attach the completed form to any report to help councillors and colleagues make their decisions by taking equality implications into account.

### The assessment team or name of individual completing this form

Team leader's name and job title – Lisa Sansum, Admission Manager

Other team members if appropriate

Name	Job title	Organisation	Area of expertise
Alison Trail	Appeals Officer	DCC	Appeals
Robin Norman	School & Transport Officer	DCC	Appeals
Sarah Baines	Business Manager	DCC	

### Step 1- setting the scene

Make sure you have clear aims and objectives on what you are impact assessing – this way you keep to the purpose of the assessment and are less likely to get side- tracked.

1. What are the main aims, objectives and purpose of the decision you want to make?	To continue with school admission appeals virtually, via video or telephone conference call – video has proven to be problematic for our families and Panel members.
2. Why do you need to make this decision?	Due to COVID pandemic restrictions school appeal hearings cannot be heard face to face. School Admission Appeals are a statutory duty for admission authorities that must be under section 84 School Standards and Framework Act 1998.
3. Who delivers/will deliver the changed service/policy including any consultation on it and any outside organisations who deliver under procurement arrangements?	School Admissions and Democratic Services.
4. Who are the main customers, users, partners, colleagues or groups affected by this decision?	Families.

### Step 2 – collecting information and assessing impact

<p>5. Who have you consulted and engaged with so far about this change, and what did they tell you? Who else do you plan to consult with? – tell us here how you did this consultation and how you made it accessible for the equality groups, such as accessible locations, interpreters and translations, accessible documents.</p>	<p>There has not been a consultation as the change in way hearings are now performed was in the temporary DfE guidance that was issued 24<sup>th</sup> April 2020.</p>
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6. Using the skills and knowledge in your assessment team or what you know yourself, and from any consultation you have done, what do you already know about the equality impact of the proposed change on particular groups? Also, use any other information you know about such as any customer feedback, surveys, national research or data. Indicate by a tick for each protected characteristic group whether this is a negative or a positive impact. Only fill in the mitigation box if you think the decision will have a negative impact and then you'll need to explain how you are going to lessen the impact.

	What do you already know?	Positive impact	Negative impact	Mitigation - what actions will you take to lessen impact?
<p><b>Age</b> – older and younger people</p>	<p><b>Some older individuals are often not as conversant with technology, including ways of virtually meeting with others.</b></p> <p><b>However, during Covid 19 many more older people have embraced technology, but for a hearing it is essential that there are no breaks in service as everyone needs to know what is said.</b></p>		<p><b>Yes</b></p>	<p><b>Provide large print information and offer support to allow individuals to access the technology needed.</b></p> <p><b>To provide an alternative option to virtual hearing. We have been using telephone for those who can use this method</b></p>
<p><b>Disability</b> – the effects on the whole range of disabled people, including Deaf people, hearing impaired people, visually impaired people, people with mental health issues, people with learning difficulties, people living with autism and people with physical impairments</p>	<p><b>Individuals with particular impairments (Deaf people, hearing impaired people, visually impaired people, and people with learning difficulties and physical impairments.)</b></p> <p><b>Holding a phone for a length of time can be</b></p>		<p><b>Yes</b></p>	<p><b>Provide access to information such as formats like Easy Read and Braille, BSL interpreters and adhering to the accessible communication protocol.</b></p> <p><b>To provide alternative option to telephone hearing and using Sign Video for Deaf people</b></p>

	<b>What do you already know?</b>	<b>Positive impact</b>	<b>Negative impact</b>	<b>Mitigation - what actions will you take to lessen impact?</b>
	<p>difficult for some disabled people</p> <p>We know from news reports that virtual meetings have been problematic for people living with autism</p> <p>For some disabled people though, a virtual meeting may be more accessible for them as they can have the meeting from home</p>	Yes		
<b>Gender identity-</b> trans and those people who don't identify with a particular gender, for example, non-binary, genderfluid, genderqueer, polygender and those who are questioning their gender or non-gendered identity.	<b>Individuals that identify as a trans person, may face difficulty when using the phone when the other party addresses them by the sound of their voice.</b>		Yes	<p>To ensure that the individuals are introduced using their preferred name.</p> <p>To provide an alternative option to virtual hearing.</p>
<b>Marriage and Civil Partnership</b>	<b>We can't identify an impact on marriage or civil partnership</b>			
<b>Pregnancy and maternity</b> - women who are pregnant or who have recently had a baby, including breast feeding mothers	<b>Some pregnant women/new mothers may find this easier as they can have the meetings from home</b>	Yes		
<b>Race</b> - the effects on minority ethnic communities, including newer communities, Gypsies and Travellers and the Roma community	<b>Individuals may have English as their second language, but we will provide interpreters through our contractors</b>	Yes		

	What do you already know?	Positive impact	Negative impact	Mitigation - what actions will you take to lessen impact?
<b>Religion or belief or none</b> - the effects on religious and cultural communities, customers and colleagues	<p>Individuals may be more comfortable with an interpreter of the same sex and we can provide this service</p> <p>We will take into account religious observance when organising meetings</p>	Yes		
<b>Sex</b> - the effects on both men and women and boys and girls	We can provide same sex interpreters if required	Yes		
<b>Sexual orientation</b> - the effects on lesbians, gay men, bisexuals, pansexual, asexual and those questioning their sexuality	We cannot identify any impact on grounds of sexual orientation			

**Important** - For any of the equality groups you don't have any information about, then please contact our Lead on Equality and Diversity for help. You can also get lots of information on reports completed from organisations' websites such as the Equality and Human Rights Commission, Stonewall, Press for Change, Joseph Rowntree Trust and so on. Please don't put down that the impact affects 'everyone the same' – it never does!

### Step 3 – deciding on the outcome

7 What outcome does this assessment suggest you take? – You might find more than one applies. Please also tell us why you have come to this decision?

<b>Outcome 1</b>		<b>No major change needed</b> – the EIA hasn't identified any potential for discrimination or negative impact and all opportunities to advance equality have been taken
<b>Outcome 2</b>	2	<b>Adjust the proposal</b> to remove barriers identified by the EIA or better advance equality. Are you satisfied that the proposed adjustments will remove the barriers you identified?
<b>Outcome 3</b>		<p><b>Continue the proposal</b> despite potential for negative impact or missed opportunities to advance equality identified. You will need to make sure the EIA clearly sets out the justifications for continuing with it. You need to consider whether there are:</p> <ul style="list-style-type: none"> <li>• sufficient plans to stop or minimise the negative impact</li> <li>• mitigating actions for any remaining negative impacts</li> <li>• plans to monitor the actual impact.</li> </ul>
<b>Outcome 4</b>		<b>Stop and rethink</b> the proposal when the EIA shows actual or potential unlawful discrimination

Why did you come to this decision?

For some people in equality groups, virtual meetings are a positive, but for others not so good, so we have tried to mitigate to lessen the negative impact in light of the situation we are living in at the moment.

If you have decided on **Outcome 3**, then please tell us here the justification for continuing with the proposal. You also need to make sure that there are actions in the Mitigation Box to lessen the effect of the negative impact. This is so important and may face a legal challenge in the future.

If you have decided on **Outcome 4** then if the proposal continues, without any mitigating actions, it may be likely that we will face a legal challenge and possibly a Judicial Review on the process - it is so important that the equality impact assessment is done thoroughly, as this is what the Judge will consider.

We can give you this information in any other way, style or language that will help you access it. Please contact us on: 01332 Minicom: 01332 640666

#### Polish

Aby ułatwić Państwu dostęp do tych informacji, możemy je Państwu przekazać w innym formacie, stylu lub języku. Prosimy o kontakt: Tel. tekstowy: 01332 640666

#### Punjabi

ਇਹ ਜਾਣਕਾਰੀ ਅਸੀਂ ਤੁਹਾਨੂੰ ਕਿਸੇ ਵੀ ਹੋਰ ਤਰੀਕੇ ਨਾਲ, ਕਿਸੇ ਵੀ ਹੋਰ ਰੂਪ ਜਾਂ ਬੋਲੀ ਵਿੱਚ ਦੇ ਸਕਦੇ ਹਾਂ, ਜਿਹੜੀ ਇਸ ਤੱਕ ਪਹੁੰਚ ਕਰਨ ਵਿੱਚ ਤੁਹਾਡੀ ਸਹਾਇਤਾ ਕਰ ਸਕਦੀ ਹੋਵੇ। ਕਿਰਪਾ ਕਰਕੇ ਸਾਡੇ ਨਾਲ ਟੈਲੀਫੋਨ ਮਿਨੀਕਮ 01332 640666 ਤੇ ਸੰਪਰਕ ਕਰੋ।

#### Slovakian

Túto informáciu vám môžeme poskytnúť iným spôsobom, štýlom alebo v inom jazyku, ktorý vám pomôže k jej sprístupneniu. Skontaktujte nás prosím na tel.č: Minicom 01332 640666

#### Urdu

یہ معلومات ہم آپ کو کسی دیگر ایسے طریقے، انداز اور زبان میں مہیا کر سکتے ہیں جو اس تک رسائی میں آپ کی مدد کرے۔ براہ کرم منی کام 01332 640666 پر ہم سے رابطہ کریں۔

## Appendix 1

### Equality impact assessment form for quick decisions concerning COVID 19 – please read this section first before you do the assessment

We've adapted our usual equality impact assessment form so you can use it for quick decisions needed concerning COVID 19. Remember it needs to be completed **before** that decision is made, but we hope it will just act as a reminder that we still need to 'pay due regard to equality' under our **Public Sector Equality Duty** as this is still very much in force. The Equality and Human Rights Commission are keeping an eye on examples of discrimination and collecting evidence so it's important we still check for equality impact.



Derby City Council

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www.derby.gov.uk

The Public Sector Equality Duty is part of the Equality Act 2010 and this Duty requires us as a public body to have '**due regard**' to eliminating discrimination, harassment and victimisation and any other conduct that is prohibited by or under the Act. It requires us to advance equality of opportunity and foster good relations between people who share a '**relevant protected characteristic**' and people who don't. Protected characteristics are age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

Having 'due regard' means:

- removing or minimising disadvantages suffered by people due to their protected characteristics
- taking steps to meet the needs of people with certain protected characteristics where these are different from the needs of other people – this also involves taking account of disabled people's barriers and may involve treating some people more favourably than others to achieve this
- encouraging people with certain protected characteristics to participate in public life or in other activities where the participation is disproportionately low.

We usually ask for teams to complete Equality impact assessments, but we realise this is not helpful for quick decisions to do with COVID 19 so you can complete them yourself, if you can't get a team together. Please ask Ann Webster, our Lead on Equality and Diversity for help and advice if you're not sure about something. You'll need to pull together all the information you can about how your proposal affects different groups of people so you can check whether they will be negatively or positively affected. Then you'll need to look at ways of lessening any negative effects or making the service more accessible. Against every negative impact you will need to complete the mitigation section to explain how you will lessen the impact and what action you will take.

When you have completed the assessment, get it signed by your Head of Service or Service Director and **send it to our Lead on Equality and Diversity for checking and to publish on our website**. It's a public document so make it easy to understand and no jargon please.

#### **Contact for help**

Ann Webster – Lead on Equality and Diversity

[ann.webster@derby.gov.uk](mailto:ann.webster@derby.gov.uk) Tel 01332 643722 Mobile 07812301144