



Portsmouth

Clinical Commissioning Group

# Equality Impact Assessment

Preliminary assessment form 2018

[www.portsmouthccg.nhs.uk](http://www.portsmouthccg.nhs.uk)

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The preliminary impact assessment is a quick and easy screening process. It should:

- identify those policies, projects, services, functions or strategies which require a full EIA by looking at:
  - negative, positive or no impact on any of the equality groups
  - How are going to mitigate or remove any potential negative impacts
  - opportunity to promote equality for the equality groups
  - data / feedback
- prioritise if and when a full EIA should be completed
- justify reasons for why a full EIA is not going to be completed

**Directorate:**

Community & communication

**Service, function:**

Democratic Services

**Title of policy, service, function, project or strategy (new or old) :**

Education, Children and Young People Scrutiny Review into School Attendance and Reduced Timetables in Portsmouth.

**Type of policy, service, function, project or strategy:**

- Existing
- New / proposed
- Changed

### Q1 - What is the aim of your policy, service, function, project or strategy?

The objectives of the scrutiny review were:

- (1) To understand the main reasons for school absence and review the Council's strategy to improve school attendance,
- (2) To explore the use of reduced timetables, how children on reduced timetables are supported to resume full time attendance as early as possible and consider how to minimise the use of reduced timetables,
- (3) To investigate where we have good practice and where there is scope for improvement in relation to ensuring children attend school. Particular focus shall be given to vulnerable children, children with SEND, persistent absentees, those on reduced timetables and elective home education.
- (4) To review arrangements for ensuring that where children and young people are out of school for significant periods through reduced timetables or poor attendance, there is good multi agency risk assessment and action where necessary to reduce their vulnerability to exploitation.
- (5) To investigate the reasons why parents are choosing to home educate their child and how their progress can be monitored and their safeguarding ensured.

The recommendations arising from the review will be considered by Cabinet.

### Q2 - Who is this policy, service, function, project or strategy going to benefit or have a detrimental effect on and how?

The ECYP Scrutiny Panel undertook a review into school attendance and reduced timetables in Portsmouth. The ECYP Scrutiny Panel's recommendations seek to improve school attendance rates for young people in the city and also improve the relationship between the local authority and parents who choose to home educate their children.

During the review the panel received evidence from headteachers, parents, voluntary sector groups, Hampshire police and children's services to understand the impact that children missing school has on safeguarding, criminality and the future of the city's young people. Feedback from young people who had previously not attended school was also received as well as some case study examples from the youth offending team manager.

This helped the panel to formulate their conclusions and recommendations.

### Q3 - Thinking about each group below, does, or could the policy, service, function, project or strategy have a negative impact on members of the equality groups below?

Group	Negative	Positive / no impact	Unclear
Age	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Disability	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Race	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Sex	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Gender reassignment	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Sexual orientation	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Religion or belief	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Pregnancy and maternity	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Marriage & civil partnership	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Other excluded groups	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

**Note:**Other excluded groups examples includes,Homeless, rough sleeper and unpaid carers. Many forms of exclusion are linked to financial disadvantage. How will this change affect people on low incomes, in financial crisis or living in areas of greater deprivation?

**If the answer is "negative" or "unclear" consider doing a full EIA**

**If there are any potential negative impacts on any of the protected characteristics, What have you put in place to mitigate or remove the negative impacts/barriers?**

**Q4 - Does, or could the policy, service, function, project or strategy help to promote equality for members of the equality groups? e.g. A new service has been created for people with a disability to help them gain employment this would mean that this helps promote equality for the protected characteristic of disability only.**

Group	Yes	No	Unclear
Age	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Disability	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Race	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sex	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Gender reassignment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sexual orientation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Religion or belief	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Pregnancy or maternity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Marriage & civil partnership	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Other excluded groups	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

If the answer is "no" or "unclear" consider doing a full EIA

**Q5 - Do you have any feedback data from the equality groups that influences, affects or shapes this policy, service, function, project or strategy?**

Please add in the text boxes below what feedback / meetings you have attended for each specific protected characteristic

Group	Positive or negative feedback
Age	The panel received some written evidence from some young people who are part of the children in care council (CiCC) and some case study examples of some young people who the Youth Offending Team have been working with. This was both positive and negative of the local authority processes and support.
Disability	none
Race	none
Sex	none
Gender reassignment	none
Sexual orientation	none
Religion or belief	none
Pregnancy and maternity	none
Marriage & civil partnership	none
Other excluded groups	none

**Q6 - Using the assessments in questions 3, 4 and 5 should a full assessment be carried out on this policy, service, function or strategy?**

yes  No

**PCC staff**-If you have to complete a full EIA please contact the Equalities and diversity team if you require help Tel: 023 9283 4789 or email:[equalities@portsmouthcc.gov.uk](mailto:equalities@portsmouthcc.gov.uk)

**CCG staff**-If you have to complete a full EIA please email: [sehccg.equalityanddiveristy@nhs.net](mailto:sehccg.equalityanddiveristy@nhs.net) if you require help

**Q7 - How have you come to this decision? Summarise your findings and conclusion below**

The ECYP Scrutiny Panel's recommendations do not have any negative impact on any of the protected characteristics and are intended to improve school attendance for young people to improve their outcomes and minimise their risk to exploitation if they are not attending school.

The panel consulted with officers within education and children's social care, headteachers, parents of

electively home educated children, and received case study examples from the Portsmouth YOT and feedback from the Children in Care Council (CiCC)

If the scheme/actions within the report's recommendations are taken forward individual EIAs may need to be completed.

#### Q8 - Who was involved in the EIA?

Lisa Gallacher, Local Democracy Officer

This EIA has been approved by: Vicki Plytas

Contact number: 9283 4058

Date: 9/10/2018

**PCC staff**-Please email a copy of your completed EIA to the Equality and diversity team. We will contact you with any comments or queries about your preliminary EIA.

Telephone: 023 9283 4789, Email: [equalities@portsmouthcc.gov.uk](mailto:equalities@portsmouthcc.gov.uk)

**CCG staff**-Please email a copy of your completed EIA to the Equality lead who will contact you with any comments or queries about your preliminary . Email: [sehccg.equalityanddiversity@nhs.net](mailto:sehccg.equalityanddiversity@nhs.net)