Appendix 2 – London Borough of Barnet Employee Equality Impact Assessment (EIA)

Outline Business Case – Review of the Registration & Nationality Service

[This document remains live with information being added at each critical milestone]

EIA Contents

- 1. Introduction
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1. Introduction

1.1 Purpose

It is recognised that any transformation of services is likely to have an impact upon staff. This impact will be monitored through the completion of an Employee Equalities Impact Assessment; this is a "live" document and will be updated at key milestones throughout the lifespan of the project.

As part of the public sector Equality Duty, section 149 of the Equality Act 2010, the Authority is required to give due regard to the need to eliminate discrimination, advance equality of opportunity, and foster good relations between different people when carrying out activities.

This EIA will be used to understand the impacts on groups of staff over the period of the review of the Registration and Nationality Service.

The London Borough of Barnet is currently reviewing the delivery of its Registration and Nationality Service in order to generate efficiency savings and fulfil the council's commitment to improving the customer experience.

As part of this review a cost-benefit analysis has been undertaken for the following options:

- Maintaining the Registration and Nationality service as it currently stands (which requires additional resourcing to maintain current standards)
- Exploring ways of delivering greater efficiencies and a better customer experience within the existing service
- Implementing a shared service model, with the London Borough of Brent delivering Barnet's Registration and Nationality service
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The recommendation to the Committee is for approval of the Outline Business Case to enter into a shared service arrangement with the London Borough of Brent delivering Barnet's Registration and Nationality service.

1.2 Aims and objectives of the One Barnet Programme

The aim of reviewing the delivery of the Registration and Nationality service supports the six priority outcomes set out in the 2013/16 Corporate Plan:

- To promote economic growth in a way which is fair and inclusive
- To ensure that the equality impacts of the council's decisions are mainstreamed throughout decision making processes and across all parts of the organisation
- To work with partners to deliver better outcomes for residents
- To promote diversity in the local economy
- To promote diversity in service provision
- To promote community engagement and cohesion

The review of the Registration and Nationality service is part of the London Borough of Barnet (Barnet)'s corporate change programme (One Barnet Programme). It supports the One Barnet key priorities of:

- A new relationship with citizens
- A relentless drive for efficiency
- A 'one public sector' approach

1.3 Description of the critical milestones

• These will be updated if the proposal is taken forward to options appraisal stage

1.4 Key Stakeholders

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- In-scope staff represented by the Trade Unions, dependent on the changes going forward a staff group may be developed
- Council customers representation will be defined going forward
- Politicians decisions regarding the progress of the project will be taken by Cabinet Resources Committee and Cabinet
- Senior council officers the project is sponsored by the Assistant Director Adults and Communities
- Trade Unions represented by trade union staff, who attend monthly meetings with the project manager, HR and project sponsor

Any Anticipated Equalities Issues at each milestone and identified mitigation

To be defined if approval given to explore options

Monitoring Summary

Table 1- Employee EIA Profile of the One Barnet Project — Review of the Registration & Nationality Service (this profile is in accordance with the requirements of the Equality Act 2010 and the Council will collect this information so far as we hold it)

All numbers replaced by an 'X' have been aggregated to protect personal identification

Critical Milestones

		04/12/12 In-scope Profile at Outset date		[c	[date]		[date]		[date]	
		In-scope %	Total Council Equality Figures %	"wedoos-ul	Total Council Equality Figures %	"In-scope"	Total Council Equality Figures %	"wedoos-ul	Total Council Equality Figures %	
Number of employees		9	2,784							
Gender	Female Male	88.9% 11.1%	64.3% 35.7%							
Date of Birth (age)	1996-1986 1985-1976 1975-1966 1965-1951 1950-1941 1940 and earlier	X	4.6% 20.4% 25.6% 44.0% 5.4%							
Race	White British	X	51.6%							

	Irish		3.1%				
	Other White	X	6.8%				
	Mixed						
	White and Black		0%				
	Caribbean						
	White and Black		0%				
	African						
	White and Asian		0.6%				
	White - Turkish		0.6%				
	Cypriot		1.2%				
	White – Greek		1.2 /0				
	Cypriot						
	Other Mixed		1.9%				
	Asian and Asian		1.970				
	British		7.00/				
	Indian		7.0%				
	Pakistani		1.2%				
	Bangladeshi	X	0.9%				
	Other Asian		1.7%				
	Black or Black						
	British				1		
	Caribbean	Χ	5.7%		1		
	African		7.4%				
	Other Black		0.9%				
	Chinese or Other						
	Ethnic Group						
	Chinese		0.6%				
	Other Ethnic Group	Χ	1.8%				
	Blank		7.1%				
			1		<u> </u>		
	Handan (accelenge	00/	1				
	Hearing (such as:	0%	Х				
	deaf, partially deaf	0%	X				
	deaf, partially deaf or hard of hearing)						
	deaf, partially deaf or hard of hearing) Learning	0%	X				
	deaf, partially deaf or hard of hearing) Learning difficulties (such						
	deaf, partially deaf or hard of hearing) Learning difficulties (such as dyslexia)	0%	X				
	deaf, partially deaf or hard of hearing) Learning difficulties (such as dyslexia) Mental illness						
	deaf, partially deaf or hard of hearing) Learning difficulties (such as dyslexia) Mental illness (substantial and	0%	X				
	deaf, partially deaf or hard of hearing) Learning difficulties (such as dyslexia) Mental illness (substantial and lasting more than a	0%	X				
	deaf, partially deaf or hard of hearing) Learning difficulties (such as dyslexia) Mental illness (substantial and lasting more than a year)	0%	X				
	deaf, partially deaf or hard of hearing) Learning difficulties (such as dyslexia) Mental illness (substantial and lasting more than a year) Vision (such as	0%	X				
	deaf, partially deaf or hard of hearing) Learning difficulties (such as dyslexia) Mental illness (substantial and lasting more than a year) Vision (such as blind or	0%	X				
	deaf, partially deaf or hard of hearing) Learning difficulties (such as dyslexia) Mental illness (substantial and lasting more than a year) Vision (such as blind or fractional/partial	0%	X				
Djeahility	deaf, partially deaf or hard of hearing) Learning difficulties (such as dyslexia) Mental illness (substantial and lasting more than a year) Vision (such as blind or fractional/partial sight. Does not	0%	X				
Disability	deaf, partially deaf or hard of hearing) Learning difficulties (such as dyslexia) Mental illness (substantial and lasting more than a year) Vision (such as blind or fractional/partial sight. Does not include people	0%	X				
Disability	deaf, partially deaf or hard of hearing) Learning difficulties (such as dyslexia) Mental illness (substantial and lasting more than a year) Vision (such as blind or fractional/partial sight. Does not include people whose visual	0%	X				
Disability	deaf, partially deaf or hard of hearing) Learning difficulties (such as dyslexia) Mental illness (substantial and lasting more than a year) Vision (such as blind or fractional/partial sight. Does not include people	0%	X				
Disability	deaf, partially deaf or hard of hearing) Learning difficulties (such as dyslexia) Mental illness (substantial and lasting more than a year) Vision (such as blind or fractional/partial sight. Does not include people whose visual problems can be corrected by	0%	X				
Disability	deaf, partially deaf or hard of hearing) Learning difficulties (such as dyslexia) Mental illness (substantial and lasting more than a year) Vision (such as blind or fractional/partial sight. Does not include people whose visual problems can be corrected by	0%	X				
Disability	deaf, partially deaf or hard of hearing) Learning difficulties (such as dyslexia) Mental illness (substantial and lasting more than a year) Vision (such as blind or fractional/partial sight. Does not include people whose visual problems can be	0%	X				
Disability	deaf, partially deaf or hard of hearing) Learning difficulties (such as dyslexia) Mental illness (substantial and lasting more than a year) Vision (such as blind or fractional/partial sight. Does not include people whose visual problems can be corrected by glasses/contact lenses)	0%	X				
Disability	deaf, partially deaf or hard of hearing) Learning difficulties (such as dyslexia) Mental illness (substantial and lasting more than a year) Vision (such as blind or fractional/partial sight. Does not include people whose visual problems can be corrected by glasses/contact lenses) Reduced physical	0%	X				
Disability	deaf, partially deaf or hard of hearing) Learning difficulties (such as dyslexia) Mental illness (substantial and lasting more than a year) Vision (such as blind or fractional/partial sight. Does not include people whose visual problems can be corrected by glasses/contact lenses) Reduced physical capacity (such as	0%	X				
Disability	deaf, partially deaf or hard of hearing) Learning difficulties (such as dyslexia) Mental illness (substantial and lasting more than a year) Vision (such as blind or fractional/partial sight. Does not include people whose visual problems can be corrected by glasses/contact lenses) Reduced physical capacity (such as inability to lift, carry	0%	X				
Disability	deaf, partially deaf or hard of hearing) Learning difficulties (such as dyslexia) Mental illness (substantial and lasting more than a year) Vision (such as blind or fractional/partial sight. Does not include people whose visual problems can be corrected by glasses/contact lenses) Reduced physical capacity (such as inability to lift, carry or otherwise move	0%	X				
Disability	deaf, partially deaf or hard of hearing) Learning difficulties (such as dyslexia) Mental illness (substantial and lasting more than a year) Vision (such as blind or fractional/partial sight. Does not include people whose visual problems can be corrected by glasses/contact lenses) Reduced physical capacity (such as inability to lift, carry or otherwise move everyday objects,	0%	X				
Disability	deaf, partially deaf or hard of hearing) Learning difficulties (such as dyslexia) Mental illness (substantial and lasting more than a year) Vision (such as blind or fractional/partial sight. Does not include people whose visual problems can be corrected by glasses/contact lenses) Reduced physical capacity (such as inability to lift, carry or otherwise move everyday objects, debilitating pain	0%	X				
Disability	deaf, partially deaf or hard of hearing) Learning difficulties (such as dyslexia) Mental illness (substantial and lasting more than a year) Vision (such as blind or fractional/partial sight. Does not include people whose visual problems can be corrected by glasses/contact lenses) Reduced physical capacity (such as inability to lift, carry or otherwise move everyday objects, debilitating pain and lack of	0%	X				
Disability	deaf, partially deaf or hard of hearing) Learning difficulties (such as dyslexia) Mental illness (substantial and lasting more than a year) Vision (such as blind or fractional/partial sight. Does not include people whose visual problems can be corrected by glasses/contact lenses) Reduced physical capacity (such as inability to lift, carry or otherwise move everyday objects, debilitating pain	0%	X				

	T (1 ·				1	1		ı
	asthma, angina or diabetes)							
	Mobility (such as wheelchair user, artificial lower	0%	X					
	limb(s), walking aids, rheumatism or arthritis)							
	Other disability	0%	1.4%					
	Blank	100%	97.3%					
			1		II.	I	,	l .
	Christian	Χ	47.6%					
	Buddhist		0.5%					
	Agnostic		1.3%					
	Atheist	Χ	1.4%					
	Humanist		Χ					
	Hindu	Χ	6.0%					
Religion or	Jewish		3.1%					
Belief	Muslim	Χ	4.3%					
Bollot	Jain		0.4%					
	Sikh		0.4%					
	Baha'i		0%					
	Other religions		3.5%					
	No religion		16.4%					
	No response on faith	Х	13.9%					
	No form returned		1.1%					
	Heterosexual	Χ	69.6%					
Sexual	Bisexual		0.4%					
Orientation	Lesbian / Gay		1.4%					
	Prefer not to say	X	19.6%					
	Blank		8.9%					
					Г	T		1
	Married	Χ	32.1%				1	
	Single		23.8%					
Marriage and	Widowed	Χ	0.6%				-	
civil partnership	Divorced		2.8%				-	
partifersilip	In civil partnership		0.4% 1.4%				-	
	Co-habiting Separated		0.4%				 	
	Not stated	Χ	38.6%					
	1101 010100		00.070	1	I	I	<u> </u>	I
Relevant and	Formal	0%	N/A					
related	Upheld	0%	N/A					
grievances	Dismissed	0%	N/A					
		1 - / -	1	l	1	1	1	l

Data

The above table shows the protected characteristics for the in-scope community for this project.

Data will be assessed over the key milestones if it is agreed at Cabinet Resources Committee to go with the recommended option.

The assessment of this data is to:

 understand the make up of the affected community and compare this against the make up of the Council, the preferred position would be that the affected group is of a similar representation as the Council.

The protected characteristics are:

- Gender
- Age
- Race
- Disability
- Religion or belief
- Sexual orientation
- Marriage and civil partnership
- Pregnancy and maternity leave

Data Gaps

Data to be analysed against any potential changes.

Evidence

List below available data and research that will be used to determinate impact on different equality groups

The revised establishment lists from SAP provide the primary data.

When making any decisions affecting staff, the new provider will be expected to consider the impact of the project on the following, amongst other potential factors:

- Flexible working arrangements and their impacts on parents and carers
- Working from home
- The impact of potential changes to holidays / term-time
- The impact on staff of changes to their working culture
- The impact on staff of additional health and safety

2. Project Milestone Outcomes, Analysis and Actions

To be defined if approval of the recommended option is given

Potential Impacts and Proposed Mitigating Actions/Benefits to Staff

Listed below is a summary of the key benefits to staff

Proposed Activities	Potential Impact	Impact Type	Protected Groups Affected	Proposed Mitigating Actions/Benefits to Staff
				•
				•
				•

		•
		•
		•
		•
		•
		•

3. Briefing, Sharing and Learning

This table summarises the briefing activities. This EIA forms the primary briefing tool and has been shared as detailed below.

Table 2 Milestone Description	Strategic Commissioning Board	Trade Unions Engagement	Cabinet Briefing	Cabinet Resources Committee	Formal Staff & Trade Unions Consultation	General Functions Committee	
Outset Data	15 Oct 2013	18 Oct 2013	17 Oct 2013	04 Nov 2013	Nov 2013	Subject to approval of OBC	
Identification of services in scope							
[date]							
[date]							
[date]							