LONDON BOROUGH OF RICHMOND UPON THAMES

Equality Impact and Needs Analysis (EINA) Template

Directorate:	ECCS
Service Area:	School Effectiveness
Name of service/ function/ policy/ being assessed:	Managed Learning Environment (MLE) Governor Support
Officer leading on assessment:	Angela Langford
Other staff involved:	Lyn Barnes

PREPARATION FOR THE EQUALITY IMPACT AND NEEDS ANALYSIS

1. **Briefly describe the service/ function/ policy:**

The Managed Learning Environment (MLE) is a Fronter password protected platform, developed to engage and inform borough school governors and clerks, whose schools fully subscribe to the Governor Support service.

The purpose of its function is to enhance the communication channels provided, allowing governors to access information and guidance outside of normal working hours.

The content of the MLE comprises a catalogue of general governance information (local and national) with specific links to key websites/topical articles; policy templates; guidance documents; briefing summaries; CPD schedules etc. It is also a platform which allows us to conduct governance surveys in a protected environment.

The MLE is currently in its first phase of implementation. Having been launched to all clerks and chairs of governors during the spring term 2012. Initial feedback and suggestions for improvement are still in the process of being gathered. Second phase is full implementation to all governors early in the summer term 2012. The survey/feedback channel will remain an ongoing feature to ensure we capture all stakeholder needs in a timely and effective manner.

2. **Why is the equality impact and needs analysis being undertaken?**

The MLE project has been identified for an EINA following the recent Information Audit conducted in December 2011. It is also standard practice, from a service delivery perspective, that we continuously monitor that equality duties are met.

3. **Has this service/ function/ policy undertaken a screening for relevance?**

If so, which protected characteristics and parts of the duty were identified as of high or medium relevance and why? Please attach screening for relevance as an appendix to this EINA.

If not, make an assessment of which protected characteristics and parts of the duty are of high or medium relevance and explain why:

With regard to the MLE, one fundamental area identified, that could prevent a small percentage of our clients from utilising this function is their inability to access the net. At present our database records show 100% of all chairs and clerks with accessibility, and less than 3% of a total of 713 governors who have never supplied email details. It should be noted that any governors without access to a computer are offered assistance with accessibility via their associated school or local library. Communication strategies are also in place at all individual governing body level, primarily via the clerk and chair, hence information sharing can be cascaded to those governors who may need further assistance.

Protected characteristics identified as relevant to this analysis via the screening for relevance exercise are:
- **Disability –** (need assessment on an individual basis)
- **Race/ethnicity –** (in terms of potential language barriers)

4. **What sources of information have been used in the preparation of this equality impact and needs analysis?** For example, this could include equalities monitoring information, performance data, consultation feedback or needs assessment. Please provide the details in the table below:

Information source	*Description and outline of the information source*
Equalities Monitoring Questionnaire	Questionnaire issued to every newly appointed governor, allows the service to monitor all EINA characteristics. Full analysis by academic year from 2008/09 – to date, has been collated accordingly and statistical evidence in this EINA relates to this data.
MLE phased implementation questionnaires to clerks and chairs/all governors	User surveys – will be assessed on an ongoing basis to ensure the platform is adapted and updated to meet all clients needs.

ANALYSING IMPACT, NEEDS AND EFFECTS

It is important that the analysis addresses each part of the duty assessed as relevant to the area being examined (see further Guidance on RIO).

5. **Key questions to consider:**

   a. **What does the data tell you about the groups identified as relevant to the area being assessed?**

   b. **What does customer feedback, complaints or discussions with stakeholder groups tell you about the impact of the service/ function/**

policy on the protected characteristic groups, where assessed as relevant to area being examined?

Remember that equality analysis is not simply about identifying and removing negative effects of discrimination but it is also an opportunity to identify ways to advance equality of opportunity and to foster good relations.

Protected Group	Findings
Age	No issues identified.
Disability	Data collated via Equalities Monitoring questionnaires of all newly appointed governors (2008 – to end of academic year 2010/11) shows: Less than 3% of governors have declared a disability or impairment – with only one governor outlining a specific request for reasonable adjustments.
Gender (Sex)	No issues identified.
Gender reassignment	No issues identified.
*Marriage and civil partnership (*only in relation to first part of the duty: eliminate discrimination and harassment)	No issues identified.
Pregnancy and maternity	No issues identified.
Race/ethnicity	Data collated via Equalities Monitoring questionnaires of all newly appointed governors (2008 – to end of academic year 2010/11) shows: Percentage of mixed, Asian, Black and other ethnic backgrounds equates to 7%. No feedback to date has been received in relation to difficulties of language barriers. However we will continue to monitor. For total clarity this does perhaps highlight the need for an additional question: is English your first language?
Religion and belief including non-belief	No issues identified.
Sexual orientation	No issues identified.

6. **Have you identified any data gaps in relation to the relevant protected characteristics and relevant parts of the duty?** **If so, how will these data gaps be addressed?**

Gaps in data	Action to deal with this
Identifying English as a first language	Add a specific question to our Equalities Monitoring questionnaire for all newly appointed governors.
MLE specific user survey	Add a question to the current MLE user

	survey to ensure equality characteristics are met/are any reasonable adjustments necessary.

SUMMARY OF THE KEY FINDINGS

7. **Set out the key findings from the equality impact needs analysis of the service/ function/ policy. Key questions to consider when completing this section:**

- *Are there findings of unlawful discrimination?*
- *Can you address any identified adverse impact?*
- *Can you mitigate any negative impact?*
- *Please provide rationale if you are unable to address any adverse impact.*
- *Have you identified any ways of advancing equality in this area? For example, meeting diverse needs?*
- *Is there a need for any actions to promote understanding between different protected groups?*

EINA findings in relation to the Governor Support MLE include:

- Procedures and processes for collating EINA data on all current governors and clerks are in line with equality duties placed on the LA. However the addition of a question in relation to English being a first language, may help assess if stakeholder needs require modification.
- We are able to analyse our current clients via all characteristics (only if data has been willingly supplied).
- Analysis shows that the vast majority of governors can access the MLE and if not there are mechanisms in place to allow them to do so.
- There is not a clear need for adapting the MLE at this stage due to the low statistical evidence produced for this EINA, however if we identify sufficient demand through individual feedback we will seek to provide the MLE in the appropriate format.

CONSULTATION ON THE KEY FINDINGS

8. **What consultation have you undertaken with stakeholders or critical friends about the key findings? What feedback did you receive as part of the consultation?**

MLE Questionaire/Survey tool:
We currently have an ongoing dialogue with our stakeholders via the MLE and appropriate forums throughout the academic year.

Feedback provided to date has proved positive with no relevance to EINA implications.

Second phase – implementation to all governors over the summer term 2012 – ongoing.

ACTION PLANNING

9. **What issues have you identified that require actions? What are these actions, who will be responsible for them and when will they be completed?**

Issue identified	Planned action	Lead officer	Completion Date
Gap in Equalities Monitoring questionnaire	Add relevant question in relation to first language	Angela Langford	End May 2012
MLE specific user survey	Add a question to the current MLE user survey to ensure equality characteristics are met/or any reasonable adjustments necessary.	Angela Langford	End May 2012
MLE second phase implementation	Monitor and address feedback from stakeholders	Angela Langford	End of summer term 2012

MONITORING AND REVIEW

10. How will the actions in the action plan be monitored and reviewed? For example, any equality actions identified should be added to business, service or team plans and performance managed.

Actions will be incorporated into service plan and monitored and reviewed via performance appraisal process of Lead Officer.

PUBLISHING THE COMPLETED ANALYSIS

11. When completed, the equality impact and needs analysis should be approved by a member of DMT and published on the Council's website. Please provide details below:

Approved by	Education, Children's and Cultural Services Equalities Working Group
Date of approval	11 July 2012
Date of publication	Summer 2012

DECISION-MAKING PROCESS

12. Has a copy of this EINA or summary of key findings been provided to key decision-makers to help inform decision making, for example as an appendix to a Cabinet or Committee report?

- **If so please provide the details including the name of the report, the audience i.e. Cabinet/ Committee, the date it went, and the report author.**

- **Please also outline the outcome from the report and details of any follow up action or monitoring of actions or decision taken:**

N/A