

APPENDIX 1

Equality and health analysis guidance and template

Guidance notes

Things to remember:

Under the Public Sector Equality Duty (PSED) public authorities are required to have due regard to the aims of the general equality duty when making decisions and when setting policies. Understanding the affect of the council's policies and practices on people with different protected characteristics is an important part of complying with the general equality duty. Under the PSED the council must ensure that:

- Decision-makers are aware of the general equality duty's requirements.
- The general equality duty is complied with before and at the time a particular policy is under consideration and when a decision is taken.
- They consciously consider the need to do the things set out in the aims of the general equality duty as an integral part of the decision-making process.
- They have sufficient information to understand the effects of the policy, or the way a function is carried out, on the aims set out in the general equality duty.
- They review policies or decisions, for example, if the make-up of service users changes, as the general equality duty is a continuing duty.
- They take responsibility for complying with the general equality duty in relation to all their relevant functions. Responsibility cannot be delegated to external organisations that are carrying out public functions on their behalf.
- They consciously consider the need to do the things set out in the aims of the general equality duty not only when a policy is developed and decided upon, but when it is being implemented.

Best practice guidance from the Equality and Human Rights Commission recommends that public bodies:

- Consider all the [protected characteristics](#) and all aims of the general equality duty (apart from in relation to marriage and civil partnership, where only the discrimination aim applies).
- Use equality analysis to inform policy as it develops to avoid unnecessary additional activity.
- Focus on the understanding the effects of a policy on equality and any actions needed as a result, not the production of a document.
- Consider how the time and effort involved should relate to the importance of the policy to equality.
- Think about steps to advance equality and good relations as well as eliminate discrimination.
- Use good evidence. Where it isn't available, take steps to gather it (where practical and proportionate).
- Use insights from engagement with employees, service users and others can help provide evidence for equality analysis.

Equality analysis should be referenced in community impact statements in Council reports.

Community impact statements are a corporate requirement in all reports to the following meetings: the cabinet, individual decision makers, scrutiny, regulatory committees and community councils. Community impact statements enable decision makers to identify more easily how a decision might affect different communities in Southwark and to consider any implications for equality and diversity.

The public will be able to view and scrutinise any equality analysis undertaken. Equality analysis should therefore be written in a clear and transparent way using plain English. Equality analysis may be published under the council's publishing of equality information, or be present with divisional/departmental/service business plans. These will be placed on the website for public view under the council's Publications Scheme.

Equality analysis should be reviewed after a sensible period of time to see if business needs have changed and/or if the effects that were expected have occurred. If not then you will need to consider amending your policy accordingly. This does not mean repeating the equality analysis, but using the experience gained through implementation to check the findings and to make any necessary adjustments.

Engagement with the community is recommended as part of the development of equality analysis. The council's Community Engagement Division and critical friend, the Forum for Equality and Human Rights in Southwark can assist with this (see section below on community engagement and www.southwarkadvice.org.uk).

Whilst the equality analysis is being considered, Southwark Council recommends considering health and wellbeing implications, as health and health inequalities are strongly influenced by the environment we live and work in. As a major provider of services to Southwark residents, the council has a legal duty to reduce health inequalities and this is reflected in its values and aims. For this reason, the council recommends considering health & wellbeing impacts in all equality analyses, not forgetting to include identified potential mitigating actions.

Section 1: Equality analysis details

Proposed policy/decision/business plan to which this equality analysis relates		Theatre and Primary Schools Programme			
Equality analysis author		Jennifer Wood			
Strategic Director:		Ian Smith			
Department		Environment & Leisure	Division		Culture & Events
Period analysis undertaken		January 2019			
Date of review (if applicable)		Upon completion of detailed mapping exercise by commissioned organisation			
Sign-off		Position		Date	

Section 2: Brief description of policy/decision/business plan

1.1 Brief description of policy/decision/business plan

A new targeted programme to deliver the Council's fairer future commitment to: **'...ensure that every primary child gets a free visit to the theatre every year'** and provide a lasting legacy supporting *Creative Southwark*, the Council's cultural strategy.

The aims of the programme are to:

- Ensure every primary child gets a free visit to the theatre every year
- Support Southwark's theatres existing work and encourage development of a meaningful programme that facilitates a legacy of on-going relationships with schools
- Support the delivery of the council's culture strategy, *Creative Southwark*

An organisation will be commissioned to manage delivery of the programme. The commissioned organisation will:

- Connect schools and theatres, identifying and matching existing free and discounted theatre ticket schemes and current uptake from schools, and identifying gaps
- Provide funding to theatres for enhanced or new programmes to ensure that one free ticket is available to every primary school child, and to schools to enable off-site trips
- Create a branded digital platform promoting opportunities to schools in one place
- Monitor activity to ensure uptake across the board, evaluate success of programme
- Work with venues and productions that support the highest standards for the UK theatre industry as set out by various unions such as Equity and BECTU. This will be clearly set out in any procurement and contracts for the programme
- Work within a robust monitoring and evaluation framework to capture and analyse uptake and feedback from children, teachers and theatres, and track children's engagement with theatre over time as well as longer term impacts such as the number of children entering creative further education or creative industries careers

This will deliver a programme that:

- Utilises existing theatre programmes, and existing funding streams from schools
- Targets funding to reach less engaged schools not already benefiting from schemes
- Gives schools choice on the type of theatre visit they want, via a digital platform bringing all opportunities together into one easily accessible point, with the option to 'top-up' existing offers with own funding to access higher priced tickets e.g. West End
- Provides an opportunity to promote other activity e.g. backstage tour or directors talk
- Benefits from economies of scale, and better value if cheaper tickets are secured

Section 3: Overview of service users and key stakeholders consulted

2. Service users and stakeholders	
Key users of the department or service	Primary Schools in Southwark (meeting with 12 Southwark Heads) Theatres in Southwark (meeting with 12 theatres) Survey with theatres in Southwark (18 responses)
Key stakeholders were/are involved in this policy/decision/business plan	Primary Schools in Southwark Theatres in Southwark Southwark Theatre Education Partnership Education team, Children's and Adults' Service Children's Social Care team, Children's and Adults' Service Care Leavers Trust Partnership

Section 4: Pre-implementation equality analysis

This section considers the potential impacts (positive and negative) on groups with 'protected characteristics', the equality information on which this analysis is based and any mitigating actions to be taken.

The first column on the left is for societal and economic issues (discrimination, higher poverty levels) and the second column on the right for health issues, physical and mental. As the two aspects are heavily interrelated it may not be practical to fill out both columns on all protected characteristics. The aim is, however, to ensure that health is given special consideration, as it is the council's declared intention to reduce health inequalities in the borough. The Public Health Team can assist with research and data.

Age - Where this is referred to, it refers to a person belonging to a particular age (e.g. 32 year olds) or range of ages (e.g. 18 - 30 year olds).	
Potential impacts (positive and negative) of proposed policy/decision/business plan	Potential health impacts (positive and negative)
Provides equal opportunities for primary school children ages five to eleven years old to visit the theatre	Potential positive impact on health and wellbeing resulting from children visiting the theatre - can support health and wellbeing by boosting heart rate to similar levels as cardio exercise, and improve overall mood and feeling connected to other people
Equality information on which above analysis is based	Health data on which above analysis is based
Programme is designed to be open to all primary school children aged five to eleven	https://www.ericksonliving.com/articles/2014/12/how-can-watching-theater-benefit-mind https://www.thestage.co.uk/opinion/2014/benefits-theatre-children/ https://www.standard.co.uk/go/london/theatre/going-to-the-theatre-is-as-good-for-your-heart-as-30-minutes-of-cardio-apparently-a3646496.html
Mitigating actions to be taken	
Programme to remain open and promoted equally to all school year groups, ensuring sufficient shows available for different age groups	Promote the positive health and wellbeing benefits of visiting the theatre

Disability - A person has a disability if s/he has a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day-to-day activities.	
Potential impacts (positive and negative) of proposed policy/decision/business plan	Potential health impacts (positive and negative)

Potential issues around access at smaller/older theatre buildings	Potential positive impact on health and wellbeing resulting from children visiting the theatre - can support health and wellbeing by boosting heart rate to similar levels as cardio exercise, and improve overall mood and feeling connected to other people
Equality information on which above analysis is based	Health data on which above analysis is based
Potential issues around access in older theatre buildings	https://www.ericksonliving.com/articles/2014/12/how-can-watching-theater-benefit-mind https://www.thestage.co.uk/opinion/2014/benefits-theatre-children/ https://www.standard.co.uk/go/london/theatre/going-to-the-theatre-is-as-good-for-your-heart-as-30-minutes-of-cardio-apparently-a3646496.html
Mitigating actions to be taken	
Full access assessments to be completed for participating theatres so these can be clearly communicated with schools in advance of organising a visit	Promote the positive health and wellbeing benefits of visiting the theatre

Gender reassignment - The process of transitioning from one gender to another.	
Potential impacts (positive and negative) of proposed policy/decision/business plan	Potential health impacts (positive and negative)
None anticipated	None anticipated
Equality information on which above analysis is based.	Health data on which above analysis is based
N/A	N/A
Mitigating actions to be taken	
N/A	N/A

Marriage and civil partnership – In England and Wales marriage is no longer restricted to a union between a man and a woman but now includes a marriage between a same-sex

couple. Same-sex couples can also have their relationships legally recognised as 'civil partnerships'. Civil partners must not be treated less favourably than married couples and must be treated the same as married couples on a wide range of legal matters. **(Only to be considered in respect to the need to eliminate discrimination.)**

Potential impacts (positive and negative) of proposed policy/decision/business plan	Potential health impacts (positive and negative)
None anticipated	None anticipated
Equality information on which above analysis is based	Health data on which above analysis is based
N/A	N/A
Mitigating actions to be taken	
N/A	N/A

Pregnancy and maternity - Pregnancy is the condition of being pregnant or expecting a baby. Maternity refers to the period after the birth, and is linked to maternity leave in the employment context. In the non-work context, protection against maternity discrimination is for 26 weeks after giving birth, and this includes treating a woman unfavourably because she is breastfeeding.

Potential impacts (positive and negative) of proposed policy/decision/business plan	Potential health impacts (positive and negative)
None anticipated	None anticipated
Equality information on which above analysis is based	Health data on which above analysis is based
N/A	N/A
Mitigating actions to be taken	
N/A	N/A

Race - Refers to the protected characteristic of Race. It refers to a group of people defined by their race, colour, and nationality (including citizenship) ethnic or national origins. N.B. Gypsy, Roma and Traveller are recognised racial groups and their needs should be considered alongside all others

Potential impacts (positive and negative) of proposed policy/decision/business plan	Potential health impacts (positive and negative)
None anticipated	None anticipated
Equality information on which above analysis is based	Health data on which above analysis is based
N/A	N/A
Mitigating actions to be taken	
N/A	N/A

Religion and belief - Religion has the meaning usually given to it but belief includes religious and philosophical beliefs including lack of belief (e.g. Atheism). Generally, a belief should affect your life choices or the way you live for it to be included in the definition.

Potential impacts (positive and negative) of proposed policy/decision/business plan	Potential health impacts (positive and negative)
None anticipated	None anticipated
Equality information on which above analysis is based	Health data on which above analysis is based
N/A	N/A
Mitigating actions to be taken	
N/A	N/A

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Sex - A man or a woman.	
Potential impacts (positive and negative) of proposed policy/decision/business plan	Potential health impacts (positive and negative)
None anticipated	None anticipated
Equality information on which above analysis is based	Health data on which above analysis is based
N/A	N/A
Mitigating actions to be taken	
N/A	N/A

Sexual orientation - Whether a person's sexual attraction is towards their own sex, the opposite sex or to both sexes	
Potential impacts (positive and negative) of proposed policy/decision/business plan	Potential health impacts (positive and negative)
None anticipated	None anticipated
Equality information on which above analysis is based	Health data on which above analysis is based
N/A	N/A
Mitigating actions to be taken	
N/A	

<p>Socio-economic disadvantage – although the Equality Act 2010 does not include socio-economic status as one of the protected characteristics, Southwark Council recognises that this continues to be a major cause of inequality in the borough.</p> <p>Socio economic status is the measure of an area's, an individual's or family's economic and social position in relation to others, based on income, education, health, living conditions and occupation.</p>	
<p>Potential impacts (positive and negative) of proposed policy/decision/business plan</p>	<p>Potential health impacts (positive and negative)</p>
<p>It is unlikely that the programme will have anything other than positive impacts for the community, there may be accessibility and parity issues regarding which schools engage and more importantly don't.</p>	<p>Potential positive impact on health and wellbeing resulting from children visiting the theatre - can support health and wellbeing by boosting heart rate to similar levels as cardio exercise, and improve overall mood and feeling connected to other people</p>
<p>Equality information on which above analysis is based</p>	<p>Health data on which above analysis is based</p>
<p>Based on feedback from theatres with existing programmes, which suggests some schools more readily engage than others</p>	<p>https://www.ericksonliving.com/articles/2014/12/how-can-watching-theater-benefit-mind</p> <p>https://www.thestage.co.uk/opinion/2014/benefits-theatre-children/</p> <p>https://www.standard.co.uk/go/london/theatre/going-to-the-theatre-is-as-good-for-your-heart-as-30-minutes-of-cardio-apparently-a3646496.html</p>
<p>Mitigating actions to be taken</p>	
<p>Programme to remain open to all schools, with focus on engaging schools which do not currently take groups to the theatre. A further Equalities and Health Analysis will be carried out once this level of detail is clearer.</p>	<p>Promote the health and wellbeing benefits of visiting the theatre</p>

<p>Human Rights</p> <p>There are 16 rights in the Human Rights Act. Each one is called an Article. They are all taken from the European Convention on Human Rights. The Articles are The right to life, Freedom from torture, inhuman and degrading treatment, Freedom from forced labour , Right to Liberty, Fair trial, Retrospective penalties, Privacy, Freedom of conscience, Freedom of expression, Freedom of assembly, Marriage and family, Freedom from discrimination and the First Protocol</p>
<p>Potential impacts (positive and negative) of proposed policy/decision/business plan</p>
<p>It is unlikely that the programme will have anything other than positive impacts for the community, there may be accessibility and parity issues regarding which schools engage and more importantly don't.</p>

Information on which above analysis is based
Based on feedback from theatres with existing schools visits to theatres programmes.
Mitigating actions to be taken
A further Equalities and Health Analysis will be carried out once this level of detail is clearer.

Section 5: Further actions and objectives

5. Further actions			
Based on the initial analysis above, please detail the key mitigating actions or the areas identified as requiring more detailed analysis.			
Number	Description of issue	Action	Timeframe
1	It is unlikely that the programme will have anything other than positive impacts for the community, there may be accessibility and parity issues regarding which schools engage and more importantly don't	A further Equalities and Health Analysis will be carried out once this level of detail is clearer	Once commissioned organisation has been contracted
2	Programme is designed to be open to all primary school children aged five to eleven	Ensure a range of productions suiting different age groups are available, and monitor uptake across age groups	Once commissioned organisation has been contracted
3	Potential issues around access at smaller/older theatre venues	Full access assessments to be completed for participating theatres so these can be clearly communicated with schools in advance of organising a visit	Once commissioned organisation has been contracted
4			
5			
6			
7			

5. Equality objectives (for business plans)				
Based on the initial analysis above, please detail any equality objectives that you will set for your division/department/service. Under the objective and measure column please state whether this objective is an existing objective or a suggested addition to the Council Plan.				
Objective and measure	Lead officer	Current performance (baseline)	Targets	
			Year 1	Year 2

5. Health objectives (for business plans)

Based on the initial analysis above, please detail any health objectives that you will set for your division/department/service. Under the objective and measure column please state whether this objective is an existing objective or a suggested addition to the Council Plan.

Objective and measure	Lead officer	Current performance (baseline)	Targets	
			Year 1	Year 2