

Report Title:	Proposal for creation of Social Emotional and Mental Health Service and provision.
Contains Confidential or Exempt Information	No - Part I
Cabinet Member:	Councillor Stuart Carroll - Deputy Chairman of Cabinet, Adult Social Care, Children's Services, Health and Mental Health
Meeting and Date:	Schools Forum 18 November 2021
Responsible Officer(s):	Helen Huntley – Special Educational Needs and Disabilities Consultant. Clive Haines - School Leadership Development Manager. Alasdair Whitelaw – Social Emotional and Mental Health Coordinator
Wards affected:	All

REPORT SUMMARY

The purpose of this report is:

1. *To ask Schools Forum to agree on the proposals to maintain a Royal Borough of Maidenhead and Windsor Social Emotional and Mental Health Service (SEMH) and provision and to further develop its SEMH provision.*
2. *To ask Schools Forum to consider on the recommendations as to how this service and provision will be funded which includes changes to the use of the of Designated School Grant (DSG) funding.*
3. *To consider Targeted Support for Social, Emotional and Mental Health Early Years Hub.*

1. DETAILS OF RECOMMENDATION(S)

RECOMMENDATION: That Schools Forum notes the report and considers the proposals set out in section 3.

2. REASON(S) FOR RECOMMENDATION(S) AND OPTIONS CONSIDERED

Context

- 2.1 At the Schools Forum meeting on 17th July 2021, it was agreed that a finance paper be presented in the Autumn which outlines how the Social Emotional and Mental Health Service and provision could be financed, acknowledging the pressures on the High Needs Block.
- 2.2 Since April 2021 the SEMH intervention Project and the Behaviour Support Team (BST) have been jointly managed by the SEMH Coordinator. The funding for the Social Emotional and Mental Health Intervention project ceases in April 2022.

- 2.3 The overwhelming support for the Social, Emotional and Mental Health service to be maintained and the creation of further provision came from recommendations following consultation between the Local Authority and Headteachers of Royal Borough of Windsor and Maidenhead schools. These reflect schools' concerns about the increasing number of children and young people with Social Emotional and Mental Health difficulties in Early Years settings as well as primary and secondary aged pupils. These pressures have continued and, in many schools, have got worse since the return to school in September 2021. We are aware of this due to the rise in direct referrals from schools to the Social Emotional and Mental Health email address and feedback from the School Improvement advisors.
- 2.4 The July School Forum paper recommended that the following approaches be considered to fund Social Emotional and Mental Health services and provision in the future.
- **Direct funding** from the High Needs Block – which will mean stopping other directly funded services or creating an invest to save model
 - A **block transfer** from another block to the High Needs Block – this will mean a reduction in the source block to give more budget for the new services
 - A **specific agreement to fund the service from delegated budgets** – this option has been explored and is not permitted under the financial regulations
 - A **buy-back arrangement** where individual schools make an up-front payment to be able to access the service – this limits the capacity of the service and may disadvantage schools with the larger likely need
 - **Pay as you go** arrangements – this puts the setup costs onto the High Needs Block and would add a level of transactional commitment to the arrangement.
- 2.5 Due to ongoing pressures on school budgets a block transfer is not considered an option. Buy-back and pay as you go arrangements would not provide the sustainability that schools require for this service and provision.
- 2.6 Current expenditure on SEMH service and provision is £195,814 as set out in appendix 1.

3. KEY IMPLICATIONS

Recommendations and developments following the discussion between Headteachers and the Local Authority.

- 3.1 RBWM needs to consider an invest to save model to mitigate the risk of an exponential increase in costs for provision for pupils with significant SEMH SEND needs. This model reflects the requirement to establish the service into the base budget offset by indicative cost avoidance due to fewer pupils being excluded.
- 3.2 These measures need to consider:
- Preventative measures: Universal and Targeted.

- Specialist provision for excluded children and those not able to access mainstream provision.

3.3 The core service to schools would include:

- Primary Social Emotional and Mental Health Intervention – ½ term placement of a Social Emotional and Mental Health coach/mentor to support a child at risk of Permanent Exclusion.
- Secondary Social Emotional and Mental Health Intervention to support young people at risk of Permanent exclusions.
- Whole school Social Emotional and Mental Health Training free at point of delivery
- Social Emotional and Mental Health Emails and rapid response consultations for Head Teachers regarding pupils at risk of disengagement in education or of exclusion.
- Social Emotional and Mental Health Network Meeting at which information and good practice is shared to support Quality First Teaching for pupils with Social Emotional and Mental Health difficulties in local schools.
- The administration of Borough wide Online Boxall Profile screening tool which will allow the early identification of a Social Emotional Mental Health need.
- Ad Hoc school observations of pupils and attendance at strategy meetings to provide ongoing advice and support to school staff.
- Targeted Transition Support – Onwards and Upwards / Moving on up
- Nurture Support – training and ongoing support for leaders of nurture.

3.4 The cost for maintaining a core Social Emotional and Mental Health Service from April 2022 can be seen in section 4. This figure does include the 0.8FTE salary of one member of the Behaviour Support Team who has resigned.

Options for 2022 / 2023

- A. To discontinue the SEMH Service and provision.
- B. To fund the SEMH Service and provision Block base budget with an invest to save budget equating to the cost of provision; service would be budgeted as cost neutral. Indicative cost avoidance is set out in table 3.
- C. To fund the SEMH Service and provision as part of the High Needs Block base budget without an invest to save.

3.5 Additional Social Emotional and Mental Health Services – over and above core service.

- Universal support: *Online Boxall Profile* - Headteachers reiterated their support to invest in the early identification of pupils with Special Educational Needs and Disabilities. An opportunity to do this was to

invest in the Boxall profile – a Social Emotional and Mental Health screening tool.

- The licence has been purchased by the Local Authority for all school settings for 2021/22 at the cost of £16,900. This was funded from an underspend from the 2020/21 SEMH intervention. The cost for 2022/2023 would be the same as for this year, £16,900.

Options for 2022 / 2023

- A. To discontinue the purchase of the Online Boxall Profile screening tool from September 2022.
- B. To fund until July 2023 from the underspend from the Social Emotional and Mental Health Intervention project, with future costs met from an invest to save budget equating to the cost of provision; service would be budgeted as cost neutral. Indicative cost avoidance is set out in table 3.
- C. To ask schools to fund as individual institutions.

3.6 Targeted support: Pupils Educationally at Risk (PEAR) Panel.

- The Pupils Educationally at Risk panel was established in September 2021 following an increase in the number of pupils who are Medically Vulnerable, at risk of permanent exclusion and those who are experiencing Emotionally Related School Avoidance.
- The panel consists of Local Authority professionals and a representative from schools. The panel meets monthly and considers ways in which the school can be supported which will ensure current placement is maintained. This can include access to a part-time, short term intervention at an alternative provision, the result of which will see the pupil reintegrate back into school. This is co funded by the school using Age Weighted Pupil Unit funding and match funded by the Local Authority.
- The funding for 2021/2022 and 2022/2023 has been identified from the SEMH Intervention Project underspend. This equates to £55,000 over the next 2 years.
- There have been 9 referrals to the panel from 01/09/21 to 05/11/21. A formal evaluation of impact of the PEAR Panel will be conducted before July 2022.

Options for 2023 onwards

- A. The panel ceases to exist from September 2023.
- B. This panel is funded annually directly from the High Needs Block from September 2023.

3.7 Targeted support: Social Emotional and Mental Health Hubs - Background

- The creation of three Social Emotional and Mental Health Hubs was discussed at the Headteacher consultation. This would be instead of a Social Emotional and Mental Health Resource Provision being created which schools did not have an appetite to have on their school site.

- Following a request to all schools, expressions of interest have been received from The Nursery Federation, Alexander First School and Desborough Secondary school to host such a facility.

The *Early Years SEMH Hub* would support children aged 4-5 who are not yet “school ready” due to a significant SEMH need. Challenging behaviour has meant the PEX of pupils this age as no provision has been available to support them. Following a PEX, they have been put on to the RISE roll and applications for an EHCP assessment have followed. The opportunity for intervention and preventative work has been missed. The Nursery Federation have submitted a proposal supported by Manor Green School to support up to 8 pupils. *Appendix 2*

Following further discussions, it has been agreed to pilot the project with a smaller number of pupils which will require one teacher and two support staff at a cost of £78,000 p/a.

Options for 2022 / 2023

- A. To not have an Early Years SEMH Hub.
- B. To fund the Early Years SEMH Hub as an alternative to the Early Years Inclusion Fund.
- C. To fund the Early Years SEMH Hub with an invest to save budget equating to the cost of provision; service would be budgeted as cost neutral. See table 3.
- D. To fund the Early Years SEMH Hub as part of the High Needs Block without an invest to save.

3.8 The Local Authority will continue to explore options with primary and secondary Headteachers about the creation of two additional hubs.

4. FINANCIAL DETAILS / VALUE FOR MONEY

4.1 The financial costings of the options are reflected in table 1.

Table 1 - Financial Costings of options

Service/Provision	2022/2023	2023/2024	2024/2025
Core Social Emotional and Mental Health Service and Provision	£195,814	£201,688	£207,739
Early Years Social Emotional and Mental Health Hub	£78,000	£80,340	£82,750.
*Online Boxall Profile	£16,900	£17,407	£17,929
*PEAR	£20,000	£35,000	£35,000
Total Cost	£310,714	£334,435	£343.418

Indicative Cost Avoidance based on 7 pupils not being excluded (at average cost of £44,200 see table 3)	£310,714	£334,435	£343.418
Net Cost	£0	£0	£0

* Funding available until September 2023. Consideration for funding post September 2023 dependant on evaluation outcome.

5. LEGAL IMPLICATIONS

5.1 There are no legal implications arising from this report.

6. RISK MANAGEMENT

6.1 The number of pupils with a Social Emotional and Mental Health Special Educational Need and Disability has been increasing over the last few years and the impact of COVID on the Mental Health of families and children and young people has further impacted on this.

6.2 Permanent Exclusions of secondary aged children and young people with challenging behaviours remains high.

Table 2 – Comparison of Permanent Exclusions Year on Year

Primary Permanent Exclusions (inc. OOB residents)

<i>2017/2018</i>	<i>2018/2019</i>	<i>2019/2020</i>	<i>2020/2021</i>
<i>1</i>	<i>6</i>	<i>3</i>	<i>2</i>

Secondary in borough Permanent Exclusions (inc. OOB residents)

<i>2017/2018</i>	<i>2018/2019</i>	<i>2019/2020</i>	<i>2020/2021</i>
<i>25</i>	<i>27</i>	<i>35</i>	<i>23</i>

6.3 A total of 21 children have completed the Social Emotional and Mental Health Intervention Project and all have remained in a school setting.

6.4 The reduction in primary permanent exclusions over the last few years is a direct result of the Social Emotional and Mental Health Intervention project.

6.5 This rise in Social Emotional and Mental Health need has happened at the same time as increasing pressures on mental health provision as well as access to a range of universal services.

6.6 School budgets have been cut and this has meant a reduction in the ability to provide additional adult support in schools for children with a Social Emotional and Mental Health need.

6.7 Over the last few years there has been limited capacity in local specialist Social Emotional and Mental Health provision requiring the Borough to commission placements in independent provision at a cost of £35,000 - £80,000 per annum.

6.8 Financial Risk of Children and Young People (C&YP) with a SEMH SEND being permanently excluded and having to enter full time Alternative Provision or requiring education in a specialist provision.

Table 3 – Indicative Cost of Specialist Provision

Risk	Average cost per annum per pupil £	Over five years per pupil £	Average Cost per annum for five pupils £	Total cost five pupils for five years £
1. Increase in number of permanent exclusions and therefore the need to increase the RISE contract due to lack of early intervention.	17,500	87,500	87,500	437,500
2. Increase in the number of C&YP with and EHCP who require a placement in a specialist (OOB and or independent) provision	35,000 to 80,000	175,000 to 400,000	175,000 to 400,000	875,000 to 2,000,000
Average Cost	44,200	221,000	221,000	1,105,000

6.9 C&YP who enter Alternative Provision (AP) or specialist provision rarely return to mainstream education. Once in, some could require this cost for more than five years, especially if the early intervention is not in place during their primary education. The above table demonstrates the potential cost of five pupils for five years Alternative Provision. This table does not include the cost of additional Education Health and Care Plans (EHCPs) which again is likely to happen if the preventative work and early intervention is not in place.

7. POTENTIAL IMPACTS

- 7.1 Equalities. Equality Impact Assessments are published on the [council's website](#). It has been assessed that there are no Equality Impact risks arising from this report.
- 7.2 Climate change/sustainability. There are no climate change/ sustainability risks arising from this report.
- 7.3 Data Protection/GDPR. There are no data protection/ GDPR risks arising from this report.

8. CONSULTATION

- 8.1 There is no requirement for further stakeholder consultation arising from this report.

9. TIMETABLE FOR IMPLEMENTATION

9.1 Implementation date if not called in: April 2022 and ongoing.

APPENDICES

This report is supported by 2 appendices:

- Appendix 1 Service Costs
- Appendix 2 Early Years SEMH Hub

10. BACKGROUND DOCUMENTS

10.1 This report is supported by the Schools Forum paper July 2021`

11. CONSULTATION

Name of consultee	Post held	Date sent	Date returned
Mandatory:		Statutory Officers (or deputy)	
Adele Taylor	Executive Director of Resources/S151 Officer	11-11-21	
Emma Duncan	Deputy Director of Law and Strategy / Monitoring Officer	11-11-21	11-12-21
Deputies:			
Andrew Vallance	Head of Finance (Deputy S151 Officer)	11-11-21	
Elaine Browne	Head of Law (Deputy Monitoring Officer)	11-11-21	
Karen Shepherd	Head of Governance (Deputy Monitoring Officer)	11-11-21	
Other consultees:			
Directors			
Duncan Sharkey	Chief Executive	11-11-21	15-11-21
Andrew Durrant	Executive Director of Place	11-11-21	
Kevin McDaniel	Executive Director of Children's Services	11-11-21	11-11-21
Hilary Hall	Executive Director of Adults, Health and Housing	11-11-21	11-11-21
Heads of Service			
Nikki Craig	Head of HR, Corporate Projects and IT	11-11-21	
Louisa Dean	Head of Communications	11-11-21	
Councillor Stuart Carroll	Cabinet Member for Adult Social Care, Children's Services, Health and Mental Health	Consulted on contents on report: Yes	

REPORT HISTORY

Decision type:	Urgency item?	To follow item?
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For information	No	Yes - Report written in consultation with Schools Forum High Needs Block Working Party held 2nd November; resulting in challenging deadline.
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Report Author: Helen Huntley – SEND Consultant - 07715 559534
AI Whitelaw – SEMH Coordinator - 07562 434921

ROYAL BOROUGH OF WINDSOR AND MAIDENHEAD

EQUALITY IMPACT ASSESSMENT

EqIA : Social, Emotional and Mental Health Service & Provision

Essential information

Items to be assessed: (please mark 'x')

Strategy		Plan		Project		Service procedure	X
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Responsible officer	Clive Haines	Service area	Education	Directorate	Achieving for Children
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Stage 1: EqIA Screening (mandatory)	Date created: 02/11/2021	Stage 2 : Full assessment (if applicable)	Date created :N/A
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Approved by Head of Service / Overseeing group/body / Project Sponsor:

"I am satisfied that an equality impact has been undertaken adequately."

Signed by (print): Clive Haines

Dated: 02-11-2021

ROYAL BOROUGH OF WINDSOR AND MAIDENHEAD

EQUALITY IMPACT ASSESSMENT

EqlA : Social, Emotional and Mental Health Service & Provision

Guidance notes

What is an EqlA and why do we need to do it?

The Equality Act 2010 places a 'General Duty' on all public bodies to have 'due regard' to:

- Eliminating discrimination, harassment and victimisation and any other conduct prohibited under the Act.
- Advancing equality of opportunity between those with 'protected characteristics' and those without them.
- Fostering good relations between those with 'protected characteristics' and those without them.

EqlAs are a systematic way of taking equal opportunities into consideration when making a decision, and should be conducted when there is a new or reviewed strategy, policy, plan, project, service or procedure in order to determine whether there will likely be a detrimental and/or disproportionate impact on particular groups, including those within the workforce and customer/public groups. All completed EqlA Screenings are required to be publicly available on the council's website once they have been signed off by the relevant Head of Service or Strategic/Policy/Operational Group or Project Sponsor.

What are the "protected characteristics" under the law?

The following are protected characteristics under the Equality Act 2010: age; disability (including physical, learning and mental health conditions); gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; sexual orientation.

What's the process for conducting an EqlA?

The process for conducting an EqlA is set out at the end of this document. In brief, a Screening Assessment should be conducted for every new or reviewed strategy, policy, plan, project, service or procedure and the outcome of the Screening Assessment will indicate whether a Full Assessment should be undertaken.

Openness and transparency

RBWM has a 'Specific Duty' to publish information about people affected by our policies and practices. Your completed assessment should be sent to the Strategy & Performance Team for publication to the RBWM website once it has been signed off by the relevant manager, and/or Strategic, Policy, or Operational Group. If your proposals are being made to Cabinet or any other Committee, please append a copy of your completed Screening or Full Assessment to your report.

Enforcement

Judicial review of an authority can be taken by any person, including the Equality and Human Rights Commission (EHRC) or a group of people, with an interest, in respect of alleged failure to comply with the general equality duty. Only the EHRC can enforce the specific duties. A failure to comply with the specific duties may however be used as evidence of a failure to comply with the general duty.

ROYAL BOROUGH OF WINDSOR AND MAIDENHEAD

EQUALITY IMPACT ASSESSMENT

EqIA : Social, Emotional and Mental Health Service & Provision

Stage 1 : Screening (Mandatory)

1.1 What is the overall aim of your proposed strategy/policy/project etc and what are its key objectives?

A Social Emotional Mental Health (SEMH) difficulty is one of the four areas of Special Educational Needs, identified in the 2014 Code of practice. It is recognised that this is a growing area of need for C&YP of all ages, exacerbated by the impact of the pandemic.

The overall aim of the report is to provide the Schools Forum with recommendations as to how a SEMH outreach service and other SEMH provision could be funded if it was agreed that this is what is required.

Objectives

To create an Outreach Service to provide intervention and preventative support for C&YP with a SEMH Special Educational Need within RBWM mainstream schools. The aim is to so reduce the number of permanent exclusions and number of C&YP who require specialist independent provision.

To fund the purchase a licence which will enable all RBWM early years and school settings to access a Boxall profile which identifies a SEMH need and provides strategies to address these. If needs are identified early enough, and so need is met, there will be less need for applications for EHCPs.

To create a fund to support the Pupils Educationally at Risk (PEAR) panel which will support schools to offer intervention strategies, including alternative provision interventions, to encourage pupils to remain on their roll.

To create an Early Years SEMH Hub which will support 4 – 6-year-olds who are not “school ready” due to a significant SEMH difficulty. This collaboration between Manor Green School and Maidenhead Nursery Federation could reduce the need for there to be an application for an EHCP and also to reduce the risk of very young children being permanently excluded and entering Alternative Provision.

ROYAL BOROUGH OF WINDSOR AND MAIDENHEAD

EQUALITY IMPACT ASSESSMENT

EqIA : Social, Emotional and Mental Health Service & Provision

1.2 What evidence is available to suggest that your proposal could have an impact on people (including staff and customers) with protected characteristics? Consider each of the protected characteristics in turn and identify whether your proposal is Relevant or Not Relevant to that characteristic. If Relevant, please assess the level of impact as either High / Medium / Low and whether the impact is Positive (i.e. contributes to promoting equality or improving relations within an equality group) or Negative (i.e. could disadvantage them). Please document your evidence for each assessment you make, including a justification of why you may have identified the proposal as “Not Relevant”.

ROYAL BOROUGH OF WINDSOR AND MAIDENHEAD

EQUALITY IMPACT ASSESSMENT

EqlA : Social, Emotional and Mental Health Service & Provision

Protected characteristics	Relevance	Level	Positive/negative	Evidence
Age	No			There is nothing in the report which is considered to impact on this protected characteristic.
Disability	Yes	High	Positive	This report does impact on pupils within this protected characteristic. These proposals will provide additional support for children with a SEMH SEND and so help to mitigate any risk of the LA being accused of not having services and provision in place to support C&YP with a SEMH, SEND need.
Gender re-assignment	No			There is nothing in the report which is considered to impact on this protected characteristic.
Marriage/civil partnership	No			There is nothing in the report which is considered to impact on this protected characteristic.
Pregnancy and maternity	No			There is nothing in the report which is considered to impact on this protected characteristic.
Race	No			There is nothing in the report which is considered to impact on this protected characteristic.
Religion and belief	No			There is nothing in the report which is considered to impact on this protected characteristic.
Sex	No			There is nothing in the report which is considered to impact on this protected characteristic.
Sexual orientation	No			There is nothing in the report which is considered to impact on this protected characteristic.

ROYAL BOROUGH OF WINDSOR AND MAIDENHEAD

EQUALITY IMPACT ASSESSMENT

EqIA : Social, Emotional and Mental Health Service & Provision

Outcome, action and public reporting

Screening Assessment Outcome	Yes / No / Not at this stage	Further Action Required / Action to be taken	Responsible Officer and / or Lead Strategic Group	Timescale for Resolution of negative impact / Delivery of positive impact
Was a significant level of negative impact identified?	No		Clive Haines David Griffiths.	Monthly reporting to EMT Annual reporting to Schools Forum.
Does the strategy, policy, plan etc require amendment to have a positive impact?	No			

If you answered **yes** to either / both of the questions above a Full Assessment is advisable and so please proceed to Stage 2. If you answered “No” or “Not at this Stage” to either / both of the questions above please consider any next steps that may be taken (e.g. monitor future impacts as part of implementation, re-screen the project at its next delivery milestone etc).

Stage 2 : Full assessment

2.1 : Scope and define

ROYAL BOROUGH OF WINDSOR AND MAIDENHEAD

EQUALITY IMPACT ASSESSMENT

EqIA : Social, Emotional and Mental Health Service & Provision

2.1.1 Who are the main beneficiaries of the proposed strategy / policy / plan / project / service / procedure? List the groups who the work is targeting/aimed at.

C&YP with a SEMH SEND
The families of C&YP with a SEMH SEND
Schools who are supporting C&YP with a SEMH SEND

2.1.2 Who has been involved in the creation of the proposed strategy / policy / plan / project / service / procedure? List those groups who the work is targeting/aimed at.

C&YP
Local schools
Local authority Inclusion services.

2.2 : Information gathering/evidence

ROYAL BOROUGH OF WINDSOR AND MAIDENHEAD

EQUALITY IMPACT ASSESSMENT

EqIA : Social, Emotional and Mental Health Service & Provision

2.2.1 What secondary data have you used in this assessment? *Common sources of secondary data include: censuses, organisational records.*

PEX data
Applications for assessment for an EHCP
Costing for Alternative Provision and Specialist provision for C&YP with SEND.

2.2.2 What primary data have you used to inform this assessment? *Common sources of primary data include: consultation through interviews, focus groups, questionnaires.*

Conversations with C&YP
Survey of families
Consultation with RBWM HTs

ROYAL BOROUGH OF WINDSOR AND MAIDENHEAD

EQUALITY IMPACT ASSESSMENT

EqIA : Social, Emotional and Mental Health Service & Provision

Eliminate discrimination, harassment, victimisation

Protected Characteristic	Advancing the Equality Duty : Does the proposal advance the Equality Duty Statement in relation to the protected characteristic (Yes/No)	If yes, to what level? (High / Medium / Low)	Negative impact : Does the proposal disadvantage them (Yes / No)	If yes, to what level? (High / Medium / Low)	Please provide explanatory detail relating to your assessment and outline any key actions to (a) advance the Equality Duty and (b) reduce negative impact on each protected characteristic.
Age					
Disability	YES	medium	NO		
Gender reassignment					
Marriage and civil partnership					
Pregnancy and maternity					
Race					
Religion and belief					
Sex					
Sexual orientation					

ROYAL BOROUGH OF WINDSOR AND MAIDENHEAD

EQUALITY IMPACT ASSESSMENT

EqlA : Social, Emotional and Mental Health Service & Provision

Advance equality of opportunity

Protected Characteristic	Advancing the Equality Duty : Does the proposal advance the Equality Duty Statement in relation to the protected characteristic (Yes/No)	If yes, to what level? (High / Medium / Low)	Negative impact : Does the proposal disadvantage them (Yes / No)	If yes, to what level? (High / Medium / Low)	Please provide explanatory detail relating to your assessment and outline any key actions to (a) advance the Equality Duty and (b) reduce negative impact on each protected characteristic.
Age					
Disability	Yes	Medium	No		
Gender reassignment					
Marriage and civil partnership					
Pregnancy and maternity					
Race					
Religion and belief					
Sex					
Sexual orientation					

ROYAL BOROUGH OF WINDSOR AND MAIDENHEAD

EQUALITY IMPACT ASSESSMENT

EqIA : Social, Emotional and Mental Health Service & Provision

Foster good relations

Protected Characteristic	Advancing the Equality Duty : Does the proposal advance the Equality Duty Statement in relation to the protected characteristic (Yes/No)	If yes, to what level? (High / Medium / Low)	Negative impact : Does the proposal disadvantage them (Yes / No)	If yes, to what level? (High / Medium / Low)	Please provide explanatory detail relating to your assessment and outline any key actions to (a) advance the Equality Duty and (b) reduce negative impact on each protected characteristic.
Age					
Disability	Yes	High	No		
Gender reassignment					
Marriage and civil partnership					
Pregnancy and maternity					
Race					
Religion and belief					
Sex					
Sexual orientation					

2.4 Has your delivery plan been updated to incorporate the activities identified in this assessment to mitigate any identified negative impacts? If so please summarise any updates.

These could be service, equality, project or other delivery plans. If you did not have sufficient data to complete a thorough impact assessment, then an action should be incorporated to collect this information in the future.

ROYAL BOROUGH OF WINDSOR AND MAIDENHEAD

EQUALITY IMPACT ASSESSMENT

EqIA : Social, Emotional and Mental Health Service & Provision