**Equality Impact Assessment / Equality Analysis**

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| **Title of service or policy** | A model for future delivery of Children and Young People’s Specialist Service – a consultation paper |
| Name of directorate and service | People and Communities: Safeguarding, Social Care and Family Service |
| **Name and role of officers completing the EIA** | Maurice Lindsay, Divisional Director, Safeguarding, Social Care and Family Service |
| Date of assessment | 21st September 2012 |

Equality Impact Assessment (or ‘Equality Analysis’) is a process of systematically analysing a new or existing policy or service to identify what impact or likely impact it will have on different groups within the community.  The primary concern is to identify any discriminatory or negative consequences for a particular group or sector of the community.  Equality impact Assessments (EIAs) can be carried out in relation to service delivery as well as employment policies and strategies.

This toolkit has been developed to use as a framework when carrying out an Equality Impact Assessment (EIA) or Equality Analysis on a policy, service or function. It is intended that this is used as a working document throughout the process, with a final version including the action plan section being published on the Council’s and NHS Bath and North East Somerset’s websites.

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| **1.** | | **Identify the aims of the policy or service and how it is implemented.** | | | | |
|  | | **Key questions** | | **Answers / Notes** | | |
| **1.1** | | Briefly describe purpose of the service/policy including   * How the service/policy is delivered and by whom * If responsibility for its implementation is shared with other departments or organisations * Intended outcomes | | The consultation paper details how specialist services will be planned, developed and delivered to children, young people, parents and carers in Bath and North East Somerset.   * The Service will be delivered by a range of children’s social work teams and youth offending services * Responsibility for its implementation will be shared with other divisions within the People and Communities Department. * To provide a range of specialist services within a continuum of services provided to children and young people to ensure that their identified needs are met by the right service at the right time: to safeguard and promote the welfare of identified children at risk: to promote the life chances of children in care and leaving care. | | |
| **1.2** | | Provide brief details of the scope of the policy or service being reviewed, for example:   * Is it a new service/policy or review of an existing one? * Is it a national requirement?). * How much room for review is there? | | * This is a re-design of the existing Children’s Social Care and Youth Offending Service within the overall proposal for the structure for the People and Communities Department. * It is not a national requirement; thought the Munro Review of Child Protection did include a recommendation that Local Authorities review their delivery of Children’s Social Care Services. * The re-design is taking place within the restructuring of the Council into 3 Services (People: Place: Resources) and the establishment of the People and Communities Department from April 2013 and is therefore operating within those parameters and within the resources and budgets currently allocated. It will need to take account of the impact of changing central Government funding arrangements and Council budget savings being planned for the next 3 financial years. | | |
| **1.3** | | Do the aims of this policy link to or conflict with any other policies of the Council? | | No – they promote Council policies in respect of equalities: access to services: improving outcomes for children and young people | | |
| **2. Consideration of available data, research and information** | | | | | | |
| Monitoring data and other information should be used to help you analyse whether you are delivering a fair and equal service. Please consider the availability of the following as potential sources:   * **Demographic** data and other statistics, including census findings * Recent **research** findings (local and national) * Results from **consultation or engagement** you have undertaken * Service user **monitoring data** (including ethnicity, gender, disability, religion/belief, sexual orientation and age) * Information from **relevant groups** or agencies, for example trade unions and voluntary/community organisations * Analysis of records of enquiries about your service, or **complaints** or **compliments** about them * Recommendations of **external inspections** or audit reports | | | | | | |
|  | | **Key questions** | | | **Data, research and information that you can refer to** | |
| **2.1** | | What is the equalities profile of the team delivering the service/policy? | | | Staff establishment: staffing profile: recruitment practice. The staff providing the service are predominately White British and female: minority ethnic groups and disabled people are underrepresented. | |
| **2.2** | | What equalities training have staff received? | | | Common Induction training: Equalities training: Workshops re equalities impact assessments. Equalities is a theme throughout all staff training. Equalities Impact Assessments completed by all Social Care teams. | |
| **2.3** | | What is the equalities profile of service users? | | | Children and Young People’s Plan: Children’s Service Monitoring and Management Information Reports. Service users are predominantly White British. BOME children and young people are overrepresented in numbers in care: with protection plans: in youth justice services, though absolute numbers are low. More males in care than females. | |
| **2.4** | | What other data do you have in terms of service users or staff? (e.g results of customer satisfaction surveys, consultation findings). Are there any gaps? | | | All teams employ feedback processes with service users. Regular consultations with children and young people in care. Children and young people’s views inform assessments, plans, case conferences and looked after children reviews. Parent’s views inform assessments, plans and reviews. Children and young people’s views inform Team Plans. Consultations re Children and Young People’s Plan in extensive and undertaken annually. Complaints, representations and compliments also reflect levels of customer satisfaction. | |
| **2.5** | | What engagement or consultation has been undertaken as part of this EIA and with whom?  What were the results? | | | All Children’s Social Care staff involved in consultations re: Lean Review and Re-design. Feedback informed draft versions of the consultation paper. | |
| **2.6** | | If you are planning to undertake any consultation in the future regarding this service or policy, how will you include equalities considerations within this? | | | To be undertaken within the formal consultation period commencing 08/10/12. | |
| **3. Assessment of impact: ‘Equality analysis’** | | | | | | | |
|  | Based upon any data you have considered, or the results of consultation or research, use the spaces below to demonstrate you have analysed how the service or policy:   * Meets any particular needs of equalities groups or helps promote equality in some way. * Could have a negative or adverse impact for any of the equalities groups | | | | | | |
|  |  | | **Examples of what the service has done to promote equality** | | | **Examples of actual or potential negative or adverse impact and what steps have been or could be taken to address this** | |
| **3.1** | **Gender** – identify the impact/potential impact of the policy on women and men. (Are there any issues regarding pregnancy and maternity?) | | * Commitment to Parenting Services * Celebrating Fatherhood Year * Commitment to Domestic Violence Service * Working with perpetrators of abuse | | |  | |
| **3.2** | **Transgender –** – identify the impact/potential impact of the policy on transgender people | | * Promotes diversity and supports individual identity – e.g. work with young people in care | | |  | |
| **3.3** | **Disability** – identify the impact/potential impact of the policy on disabled people (ensure consideration of a range of impairments including both physical and mental impairments) | | * Maintains specialist service and support to disabled children, young people and their carers | | |  | |
| **3.4** | **Age** – identify the impact/potential impact of the policy on different age groups | | * Commitment to services for 0 – 19, and 24/25 in line with identified needs | | |  | |
| **3.5** | **Race** – identify the impact/potential impact on different black and minority ethnic groups | | * Promotes diversity and supports individual identity * Promotes commitment to ensuring that cultural needs inform assessments, plans and services * Recognises and values racial and cultural diversity of BANES communities | | |  | |
| **3.6** | **Sexual orientation –** identify the impact/potential impact of the policy on  lesbians, gay, bisexual & heterosexual people | | * Promotes diversity and supports individual identity * Positive promotion of fostering and adoption | | |  | |
| **3.7** | **Religion/belief** – identify the impact/potential impact of the policy on people of different religious/faith groups and also upon those with no religion. | | * Promotes commitment to ensuring that religious beliefs inform assessments, plans and services | | |  | |
| **3.8** | **Socio-economically disadvantaged** – identify the impact on people who are disadvantaged due to factors like family background, educational attainment, neighbourhood, employment status can influence life chances | | * Recognises impact of current economic climate and welfare benefit changes upon families and makes provision for responding to increased demand for support services * Operates within a continuum of services to support children and families * Single point of entry for services | | |  | |
| **3.9** | **Rural communities** – identify the impact / potential impact on people living in rural communities | |  | | | * Single point of entry could result in access difficulties for some families. Plans to make use of resources within such communities – e.g. Children’s Centres – for the provision of services | |

**4. Bath and North East Somerset Council & NHS B&NES**

**Equality Impact Assessment Improvement Plan**

Please list actions that you plan to take as a result of this assessment. These actions should be based upon the analysis of data and engagement, any gaps in the data you have identified, and any steps you will be taking to address any negative impacts or remove barriers. The actions need to be built into your service planning framework. Actions/targets should be measurable, achievable, realistic and time framed.

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| **Issues identified** | **Actions required** | **Progress milestones** | **Officer responsible** | **By when** |
| 1. Access to services for families living in rural communities | Explore further options for meeting with families in Children’s Centres | Facilities identified and being used | Trina Shane  Sara Willis | 01/12/12 |
| 1. Range of foster carers to meet needs of BOME children in care | Implement strategy for recruiting additional foster carers | Increase in number of foster carers able to meet needs | Charlie Moat  Sara Worth | 01/04/13 |
| 1. Need for range of services to meet the needs of BOME children and young people at earlier stages | Implementation of 0 – 11 and 11 – 19 strategies and delivery of continuum of services | Fewer Children in Need  Fewer in Care/CPlans | Sara Willis  Tony Parker | 01/04/13 |

**5. Sign off and publishing**

Once you have completed this form, it needs to be ‘approved’ by your Divisional Director or their nominated officer. Following this sign off, send a copy to the Equalities Team ([equality@bathnes.gov.uk](mailto:equality@bathnes.gov.uk)), who will publish it on the Council’s and/or NHS B&NES’ website. Keep a copy for your own records.

**Signed off by**: Maurice Lindsay (Divisional Director or nominated senior officer)

**Date:** 21st September 2012