

Equality Impact Assessment / Equality Analysis

(Updated Nov 2024)

Item name	Details
Title of service or policy	Additional Savings to the 24/25 MTFS
Name of directorate and service	Children and Young Peoples Services
Name and role of officers completing the EIA	Mary Kearney-Knowles
Date of assessment	26/11/24

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 main aim is to identify any discriminatory or negative consequences for a particular group or sector of the community, and also to identify areas where equality can be better promoted. Equality impact Assessments (EIAs) can be carried out in relation to services provided to customers and residents as well as employment policies/strategies that relate to staffing matters.

This toolkit has been developed to use as a framework when carrying out an Equality Impact Assessment (EIA) or Equality Analysis. **Not all sections will be relevant – so leave blank any that are not applicable.** It is intended that this is used as a working document throughout the process, and a final version will be published on the Council's website.

1.1 Identify the aims of the policy or service and how it is implemented

Key questions	Answers / notes
<p>1.1 Briefly describe purpose of the service/policy e.g.</p> <ul style="list-style-type: none"> ● How the service/policy is delivered and by whom ● If responsibility for its implementation is shared with other departments or organisations ● Intended outcomes 	<p>The project aims to generate an additional £540,000 savings to add to the MTFs on top of the existing savings plan. The savings will be delivered by an increase in family reunifications and step downs from residential placements. The responsibility of the savings fall to the Director of Children and Young Peoples Services and will be supported by the finance team to track the savings.</p>
<p>1.2 Provide brief details of the scope of the policy or service being reviewed, for example:</p> <ul style="list-style-type: none"> ● Is it a new service/policy or review of an existing one? ● Is it a national requirement?). ● How much room for review is there? 	<p>The project is an expansion of existing work with higher targets to achieve before the end of the 24/25 financial year.</p>
<p>1.3 Do the aims of this policy link to or conflict with any other policies of the Council?</p>	<p>no</p>

2. Consideration of available data, research and information

Key questions	Data, research and information that you can refer to
<p>2.1 What equalities training have staff received to enable them to understand the needs of our diverse community?</p>	<p>All staff have completed the equalities training via the Learning Pool. Social work qualifications also include elements of equalities training. Sari run bespoke training within B&NES. Council officers involved in the programme have received equalities training. · Training for staff is available through the internal training portal and is a prerequisite for managers and senior staff. · Bespoke and ongoing training is available and encouraged.</p>
<p>2.2 What is the equalities profile of service users?</p>	<p>The equalities profile of Children Looked After in Bath and North East Somerset reflects national and regional trends. Key aspects include:</p> <ol style="list-style-type: none"> 1. Demographics: The majority of CLA in B&NES are white British, aligning with the overall population profile of the area. However, children from minority ethnic backgrounds are proportionally overrepresented, as seen across England. 2. Gender: There is a higher number of boys in care compared to girls, a trend consistent with national statistics. 3. Age Distribution: Most children enter care during their teenage years, although younger children are also represented. 4. Special Educational Needs (SEN): A significant proportion of CLA have special educational needs, many with Education, Health, and Care Plans (EHCPs). These needs often stem from earlier experiences of neglect, trauma, or abuse. 5. Health and Wellbeing: CLA in B&NES often face challenges related to physical and mental health, including higher rates of emotional and behavioural difficulties. Initiatives such as the Virtual School and the South West Sufficiency Project aim to address these challenges. <p>B&NES collaborates regionally through consortia to ensure sufficiency and equal access to care, addressing disparities in health, education, and placement stability for CLA while promoting a child-centered, equitable approach to their needs .</p>

<p>2.3 Are there any recent customer satisfaction surveys to refer to? What were the results? Are there any gaps? Or differences in experience/outcomes?</p>	<p>No.</p>
<p>2.4 What engagement or consultation has been undertaken as part of this EIA and with whom? What were the results?</p>	<p>No.</p>
<p>2.5 If you are planning to undertake any consultation in the future regarding this service or policy, how will you include equalities considerations within this?</p>	<p>No.</p>

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 could help promote equality in some way.
- Could have a negative or adverse impact for any of the equalities groups

Key questions	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
<p>3.1 Issues relating to all groups and protected characteristics</p>	<p>All children within residential placements will be considered for reunification or step</p>	

	<p>down. Any suitability criteria will be based on the availability of suitable placements or family reunification.</p> <p>The team monitors outcomes to address disparities, supports providers to promote equality and inclusion, and is working towards a co production model with parent carers.</p> <p>By embedding equality at every stage of the process, the team ensures that children from all backgrounds receive high-quality, equitable support.</p>	
3.2 Sex – identify the impact/potential impact of the policy on women and men.	See 3.1	
3.3 Pregnancy and maternity	See 3.1	
3.4 Gender reassignment – identify the impact/potential impact of the policy on transgender people	See 3.1	
3.5 Disability – identify the impact/potential impact of the policy on disabled people (ensure consideration of physical, sensory and mental health needs/differences)	See 3.1	
3.6 Age – identify the impact/potential impact of the policy on different age groups	See 3.1	

3.7 Race – identify the impact/potential impact on across different ethnic groups	See 3.1	
3.8 Sexual orientation – identify the impact/potential impact of the policy on lesbian, gay, bisexual, heterosexual, questioning people	See 3.1	
3.9 Marriage and civil partnership – does the policy/strategy treat married and civil partnered people equally?	See 3.1	
3.10 Religion/belief – identify the impact/potential impact of the policy on people of different religious/faith groups and also upon those with no religion.	See 3.1	
3.11 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 (this is not a legal requirement, but is a local priority).	See 3.1	
3.12 Rural communities* identify the impact / potential impact on people living in rural communities	See 3.1	
3.13 Armed Forces Community ** serving members; reservists; veterans	See 3.1	

<p>and their families, including the bereaved. Public services are required by law to pay due regard to the Armed Forces Community when developing policy, procedures and making decisions, particularly in the areas of public housing, education and healthcare (to remove disadvantage and consider special provision).</p>		
<p>3.14 Care Experienced *** This working definition is currently under review and therefore subject to change:</p> <p>In B&NES, you are ‘care-experienced’ if you spent any time in your childhood in Local Authority care, living away from your parent(s) for example, you were adopted, lived in residential, foster care, kinship care, or a special guardianship arrangement.</p>	<p>See 3.1.</p>	

*There is no requirement within the public sector duty of the Equality Act to consider groups who may be disadvantaged due to socio economic status, or because of living in a rural area. However, these are significant issues within B&NES and have therefore been included here.

** The Equality Act does not cover armed forces community. However, the Armed Forces Bill (which came in on 22 Nov 2022) introduces a requirement to pay ‘due regard’ to make sure the Armed Forces Community are not disadvantaged when accessing public services.

***The Equality Act does not cover care experienced people. B&NES adopted this group as a protected characteristic in March 2024 alongside over 80 other Local Authorities. Although we have data for care leavers and children/young people who are currently in the care of B&NES we do not have wider data on disadvantage experienced through being in care.

4. Bath and North East Somerset Council Equality Impact Assessment Improvement Plan

Please list actions that you plan to take as a result of this assessment/analysis. 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.

Issues identified	Actions required	Progress milestones	Officer responsible	By when
A placement change cannot be made for a child or young person based on the ability to deliver savings for the Local Authority.	A change to placement must only be completed when appropriate and in the best interest for the child or young person.	n/a – to be monitored.	MKK	
Risk that reunification with family may be unsuccessful and result in a more expensive placement due to complexity of child/young persons need.	Ensure sufficient work is completed with child/young person and family. Additional training is being completed by relevant teams to develop a family first orientation.	n/a – to be monitored.	MKK	
Reunification is a time heavy intervention that may not be suitable for every family.	Savings targets for this work needs to reflect the time commitment and resources required. Additional training (as mentioned above) is being considered to improve the approach.	n/a – to be monitored.	MKK	

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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), who will publish it on the Council's website. Keep a copy for your own records.

Signed off by: Mary Kearney-Knowles
Date: 29/11/2024

(Divisional Director or nominated senior officer)