

**Equality screening and Full Impact Assessment template**

*Note: Please delete guidance notes (in italics) after completing the form*

<b>Name of a policy / procedure / function / project: Children in Need</b>	
<b>Date: 8 September 2010</b>	
<b>Carried out by: Peter Murphy, Helen Keaney-Cheetham, Marcus Robinson (completed by Sarah Blaylock/Isabel Noonan)</b>	
<b>Name</b>	<b>Role</b>
Marcus Robinson	Service Manager Children in Need

<b>Aims of the policy / procedure / function / project:</b> For the majority of children and young people, achieving the Every Child Matters (ECM) 5 Outcomes is met through universal services. As such, children and young people's needs can be fulfilled by engagement in services, including education, health, housing, youth services, leisure services and those provided by the voluntary, community and faith organisations. However, some children and young people have additional needs that in certain circumstances may need to be met by more than one agency and require the provision of targeted or specialist services. Those children and young people who are deemed as most vulnerable and at risk of suffering harm, will require statutory involvement by children's social care in order to provide protection from neglect and abuse.
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<b>Stakeholders:</b> Children in need, their Carers and their families.
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<b>Considering the purpose of the Equality Impact Assessment process, is the policy (function, procedure etc.) relevant?</b>
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>

<b>Potential impact on target groups:</b>		
<b>Target group</b>	<b>Potential impact</b> <i>Please describe</i>	<b>Measures currently in place</b>
<p><b>Race</b> <i>(also ethnicity, nationality and associated aspects such as culture and language)</i></p> <p><b>Gypsies and Travellers</b></p>	<p>It is acknowledged that with 99% of the local population being of a white British ethnicity, those from diverse groups may feel more isolated and their needs may need proactive consideration.</p> <p>Context within which diversity needs to be considered: Of approximately 1818 children in need, 1656 are white British; 162 are from diverse groups</p> <p>Must reflect diversity without having to only reflect home background.</p>	<p>Initial assessment by social worker ensures that aware of child's needs and how best to realise those needs, examples as follows:</p> <ul style="list-style-type: none"> <li>- Appropriate training given to practitioners/professionals to meet specific needs of child,</li> <li>- Provision of translation services available e.g. Polish speakers</li> </ul> <p>Policy has been developed to assist unaccompanied Asylum Seeking children to meet their needs.</p> <p>The continuum of Need – a Multi-agency approach in the Assessment and Identification of Need and Risk provides a framework to identify when a child or person may be at risk of poor outcomes and ensures those children identified receive timely intervention, including those in need of protection.</p>
<p><b>Disability</b> <i>(consider full rainbow of mental and physical impairments: mobility, manual dexterity, speech, hearing, learning, understanding, visual sight, MS, cancer, HIV etc.)</i></p>	<p>Those with disability may be underrepresented and under recognised within this service and their involvement may need to be promoted.</p>	<p>The Continuum of Need and Response Model allows capacity for a child's level of need to change throughout their childhood with children moving between levels of the continuum as their circumstances change and at the same time they may be accessing both universal and targeted services.</p> <p>Provide a range of services to meet the needs of the child.</p> <p>Access to aids and adaptations .</p> <p>Communication – staff trained appropriately. Where not able to provide in-house will commission services e.g. SLA with Deafness Support Network to access translation services.</p> <p>Any care provision provided receives training to be confident and competent.</p>
<p><b>Gender</b> <i>(consider associated aspects e.g. safety, single-</i></p>	<p>Those children trying to determine identity may require</p>	<p>Assessment by Social Worker to determine the needs of the child and</p>

<b>Potential impact on target groups:</b>		
<b>Target group</b>	<b>Potential impact</b> <i>Please describe</i>	<b>Measures currently in place</b>
<i>parenting, caring responsibility, potential for bullying and harassment,</i> <b>Transgender</b>	support	how best to achieve them – in-house or external specialist support.
<b>Sexual orientation</b> <i>(includes heterosexual, lesbian, gay, bi-sexual)</i>	Those children trying to determine sexual identity may require support	Training programme includes sexual orientation issues as does Peer Education Programme.  Initial Assessment of child or young person is key to determining appropriate response to meet their needs.
<b>Age</b> <i>(including all groups - children, young people, working age, elderly)</i>	While all children within Cheshire and Chester may be in need at some point in their childhood children, in their pre-school years are potentially vulnerable with those under age of one being the most at risk of significant harm.	Assessment and care planning processes emphasise the need for clear understanding of the impact of parenting capacity of a child developmental needs, the need to identify the extent to which children are in need or at risk of harm and implement clear plans to address presenting issues  Under the Continuum of Need practitioners are encouraged to engage with parents at the earliest opportunity when doing so may prevent problems or difficulties becoming worse.
<b>Religion and belief</b> <i>(the most common religions include Hinduism, Judaism, Buddhism, Christianity, Islam, Sikhism, Shinto, Nonconformists)</i>	Service does not discriminate against people with different religions or faith ( including those who do not have a religion or faith)  Need to reflect children and young people's choices.	Assessment process will look how the needs of a particular child can be met.
<b>Rural issues</b>	Children from rural area's are less represented than those from more urban area's of the council.  Transport may be an issue when accessing services.	Service has regard to child's own community when considering response to identified needs.
<b>Socio-economic issues</b>	There is a link between socio/economic circumstances and good outcomes for children and young people Poor housing and serious debts/poverty can impact on ability to have basic needs met.	Range of services with partner agencies to provide advice support and education to parents and carers and improve the life chances for the most vulnerable children and young people.  Joint Allocation Process with Children Centre's and FIPS

<b>Potential impact on target groups:</b>		
Target group	Potential impact <i>Please describe</i>	Measures currently in place
		Continuum of Need Levels of vulnerability and need would identify under Level 3/4 which would initiate coordinated targeted/specialist response or provision of statutory intervention.
<b>Other</b> (there may be other target groups relevant to your service)		

**Is the Policy/Function likely to have an impact on Human Rights?**

*We all have basic human rights which must be upheld. Human rights are about ensuring Fairness, Respect, Equality, Dignity and Autonomy (FREDA) for everyone. Everyone has the right to enjoy their basic human rights such as right to life and not be treated in an inhuman or degrading manner, protected by the Human Rights Act 1998.*

**Evidence:**

*Evidence to support the above answers. Customers' equality data monitoring and how the results inform service provision. Please consider quantitative, qualitative research, national and international evidence, results of any consultations you might have carried out. Please refer to the Equality Monitoring Guidelines on the intranet (or contact the E&D Managers) when considering introducing equality monitoring initiatives.*

- Local Safeguarding Children's Board has oversight of service and provides challenge and accountability, including meeting human rights of the child
- Inspections by Ofsted and mock inspections consider the impact of services on the rights of the child and makes recommendation for improvement as appropriate.
- Peer Review has regard to human rights

**Proposed actions** (to be reflected in the Service plans):

*Actions emerging from the "Potential impact on target groups" and the "Evidence" sections in order to address any gaps*

Action	Target date	Responsibility
Further work required to address the needs of children with disabilities, particularly for children with ADHD, Asperger's, Oppositional Defiance disorder who meet service criteria from the Disability Team		<b>Marcus Robinson</b> <b>Peter Murphy</b>

Further work required to improve outcomes of those children at risk of poor outcomes due to socio/economic circumstances in terms of developing Joint Allocation Meetings, Housing Protocol and links with Family Intervention Project and other partner agencies		<p><b>Marcus Robinson</b>  <b>Peter Murphy</b>  <b>Paula Worthington</b></p>
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<b>Rating:</b>								
<i>In light of the above how would you rate the impact of your policy/function etc. on any of the target groups, for guidance please see footnotes.</i>								
	Race	Disability	Gender	Sexual orientation	Age	Religion & belief	Rural Issues	Socio/eco
<b>High<sup>1</sup></b> <i>Please continue below</i>								
<b>Medium<sup>2</sup></b> <i>Please exit the process</i>		√			√			√
<b>Low<sup>3</sup></b> <i>Please exit the process</i>	√		√	√		√	√	

**IMPORTANT!**

**Only policies (functions, procedures etc.) rated as high have to be fully Impact Assessed. Full Impact Assessment requires consultation with members from the target groups highlighted as being at the receiving end of any potential impact. EIA consultation exercises will be undertaken by relevant service with the help and support of the Research and Intelligence team and Equality and Diversity Officers.**

<sup>1</sup> High = significant potential impact, risk of exposure, history of complaints, no mitigating measures in place or no evidence available, urgent need for consultation with service users, general public, employees

<sup>2</sup> Medium = some potential impact, some mitigating measures in place but no evidence available how effective they are, would be beneficial to consult with service users, general public etc. but not urgent

<sup>3</sup> Low = almost bordering with non relevance to the EIA process (heavily legislation led - very little discretion exercised, limited public facing aspect)

**Full Equality Impact Assessment part:**

	<b>Race</b>	<b>Disability</b>	<b>Gender</b>	<b>Age</b>	<b>Religion &amp; belief</b>	<b>Rural</b>
<b>Affected target group</b> <i>(e.g. people with disabilities)</i>						
Any particular segment within the target group <i>(e.g. people with learning disabilities)</i>						
Specific issues to be a subject of consultation <i>(e.g. how could the Council make its annual financial results understandable to people with learning disabilities, what support needed etc.?)</i> Please contact the Research and Intelligence team: <a href="mailto:beverley.wilson@cheshirewestandchester.gov.uk">beverley.wilson@cheshirewestandchester.gov.uk</a>						
Outcomes of consultation						
<b>What changes have been made as a result of the consultation outcomes</b>						
Feedback given to the consultees? Yes/No						

**Marcus Robinson**

**Lead person responsible the EIA**

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**Approved by Head of Service**

**Date: 8 September 2010**

**Next review of the EIA, measures put in place, changes:**

*(high – 1 year, medium – 2 years, low – 3 years)*