

Equality screening and Full Impact Assessment template

Name of a policy / procedure / function / project: CHILDREN'S WORKFORCE STRATEGY

Date: 12 August 2009

Carried out by:

Name	Role
Christine Burkett	Principal Manager Workforce Development
Vicki Silver	

Aims of the policy / procedure / function / project:

- Improving the workforce information available for workforce planning
- Undertake succession planning to ensure sufficiency of skilled leaders and managers across the core workforce
- Develop the understanding of working together in the workforce through the introduction of a common induction programme
- Prepare staff at all levels to move towards working in area and neighbourhood teams
- Promote participation in the local Safeguarding training
- Explore opportunities to develop shared CPD programmes
- Provide learning opportunities to support the Aiming High for Disabled Children project
- Develop a shared vision of working together and a robust communication strategy.

Stakeholders:

Children and young people, members of the C&YP workforce, managers and owners of workforce settings, teams and organisations involved with C&YP workforce.

Considering the purpose of the Equality Impact Assessment process, is the policy (function, procedure etc.) relevant?

Yes No

Potential impact on target groups:		
Target group	Potential impact <i>Please describe</i>	Measures currently in place
Race <i>(also ethnicity, nationality and associated aspects such as culture and language)</i> Gypsies and Travellers	<ul style="list-style-type: none"> Materials and contents of programmes to reflect the variety, ethnicity, language and culture of the community. Work with other organisations who work with groups in the community to ensure trainers have an understanding of the community needs as well as the appropriate materials and information available to them. 	Work with Cheshire Development Education Centre, Traveller Education and Minorities Support Service, and deliver specific English as an Additional language (EAL) courses.
Disability <i>(consider full rainbow of mental and physical impairments: mobility, manual dexterity, speech, hearing, learning, understanding, visual sight, MS, cancer, HIV etc.)</i>	<ul style="list-style-type: none"> Access to training venues Literacy issues – actual or perceived difficulties with literacy and numeracy may prevent people applying for courses. 	Promote Skills for Life Programmes, provide people with an option of written or e-application, as part of the application process ask if there is any particular support required to help access training and training provider contracts require that trainers consider specific needs of students, for example, size of font on documentation and room layout.
Gender <i>(consider associated aspects e.g. safety, single-parenting, caring responsibility, potential for bullying and harassment,</i> Transgender	<ul style="list-style-type: none"> Men in C&YP workforce. Women who have the main care role of own children – can conflict with access to training courses 	Use appropriate images and case studies in promotional information, when planning courses consider timing, for example, for childminders hold many courses in the evenings and Saturdays.
Sexual orientation <i>(includes heterosexual, lesbian, gay, bi-sexual)</i>	<ul style="list-style-type: none"> Positive imagery to reflect diversity of family units Raising awareness to trainers 	On-going awareness training should help ensure that workers and service users feel comfortable in using services, also have appropriate wording in contracts with trainers
Age <i>(including all groups - children, young people, working age, elderly)</i>	<ul style="list-style-type: none"> Aging social worker population and facing difficulties in recruiting replacements Having positive images of working with C&YP as a career need to be promoted in schools as part of the 14-19 curriculum. To promote professional development amongst 	Working on The Society, Health and Development Diploma development team to help organise work experience and real case studies for 14-19 year olds.

Potential impact on target groups:		
Target group	Potential impact <i>Please describe</i>	Measures currently in place
	<p>older workers who may think that they are too old to learn.</p> <ul style="list-style-type: none"> • Encouraging managers and owners to be more flexible and offer professional development opportunities to all. • Ageing social work population. Difficulties in recruiting replacements 	
Religion and belief <i>(the most common religions include Hinduism, Judaism, Buddhism, Christianity, Islam, Sikhism, Shinto, Nonconformists)</i>	<ul style="list-style-type: none"> • Materials and contents of programmes to reflect the variety, ethnicity, language and culture of the community. • If workforce doesn't understand specific religion or beliefs of individuals or groups that they are working with, ensure that they have access to information and/or training. 	Schools have specific awareness sessions on religion.
Rural issues	<ul style="list-style-type: none"> • Access to transport to attend courses – if students struggling to attend courses will reimburse travel expenses .e.g. taxi fares. 	Rotate venues across the Borough
Socio-economic issues	<ul style="list-style-type: none"> • To promote where grants are available to encourage access to courses/training. 	
Other <i>(there may be other target groups relevant to your service)</i>		

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

The Service promotes the UN Universal Declaration of Human Rights through training materials and highlights the need to uphold these rights through contracts with training providers.

Evidence:

Data collection of attendees of programmes for training that the Council run and/or organises

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
Data collection and analysis – Working on National Minimum Data Set for Children’s Social Care	Jan 2011	Angelina Fields
Refine in-house record systems to ensure that we can keep up to date with changes	Jan 2011	Christine Burkett
Participate in corporate Lesbian, Gay and Transgender project	March 2011	Corporate Equality and Diversity
To put Action plan in place to work closer with universities to attract newly qualified social workers and ‘grow your own’	Oct 2010	Colin Ashcroft/Peter Murphy

Rating:								
<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	Other
High¹ <i>Please continue below</i>								
Medium² <i>Please exit the process</i>			√	√	√			
Low³ <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.

¹ 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

² 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

³ 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:

Affected target group <i>(e.g. people with disabilities)</i>	Race	Disability	Gender	Age	Religion & belief	Rural
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: beverley.wilson@cheshirewestandchester.gov.uk						
Outcomes of consultation						
What changes have been made as a result of the consultation outcomes						
Feedback given to the consultees? Yes/No						

Christine Burkett

Lead person responsible the EIA

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Approved by Head of Service

Date: 22 September 2010

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

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