

## Equality Impact Assessment (EqIA) Form

In order to carry out this impact assessment, it is important that you have completed the EqIA E-learning Module and read the Corporate Guidelines on EqIA's. Please refer to these to assist you in completing this form and assessment.

### SCREENING

What is the policy? (name and description)	<b><u>Teenage Placement Strategy</u></b> with specific reference to the change of use of <b>Honeypot Lane Children's Residential Children's Unit</b>
Which Directorate and Service is responsible for the policy?	Children's Services Safeguarding Family Placement and Support Division
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Date of assessment:	12 August 2010

#### Stage 1: About the Policy

1. Is this a new or an existing policy?	New
2. What are the aims, objectives or purpose of the policy?	The Teenage Placement Strategy (TPS) provides a framework for delivering targeted services for teenagers in need of care, protection and support. The Council has a statutory responsibility to secure social care placements for children looked after in Harrow. Discharging this responsibility is

complex and challenging and the demand on targeted services is increasing and unpredictable and creates significant financial pressures. There is a pressing need to rethink how the Council discharges its duty and uses resources to deal with the increasing needs of teenagers locally.

The TPS aims to do this by analysing the following key activities to inform future service planning, development and delivery;

- \* 16+ year Old Children Looked After Placement Challenge Panels
- \* Leaving Care Team LEAN review
- \* Review of placement choices (\*\* see below)
- \* Review of placement support needs
- \* Review of Life skills training
- \* Review of allowances
- \* Review of intervention and prevention services

\*\* The change of use of Honeypot Lane (HPL) falls within the review of placement choices. This aspect of the TPS relates to the change of use of HPL which is currently an Ofsted registered local authority care provision for CLA of either gender aged between 13 and 17 years old. The proposal is that HPL changes to become a semi-independent support unit for CLA and Care Leavers (CL's) of either gender aged 16 – 18 years old.

Semi-independent support units provide a vital stepping stone for young people moving from foster and residential care towards full independence and young adulthood. Having the opportunity to acquire and refine essential life skills with support allows CLA and CL's to develop a level of confidence and resourcefulness to live independently and successfully manage their own housing tenancy. According to intelligence gathered and analysed in June 2010 there are up to 50 young people aged 16 – 18 years old currently in or requiring semi-independent provision.

The HPL change of use proposal also aims to establish a Teenage Support Team (TST) that will be based at HPL. It is proposed that the TST form the core of an extended team comprising of other internal and external partners to provide a range of co-ordinated and specialist services targeting the needs of young people. This extended team operates to bring a range of flexible services to target the needs and circumstances of young people and their parents/carers living at home and in care. The types of services may include mental health services, sexual health services, drug and alcohol services, learning mentors etc... The TST, with partners, will form a "Team Around the Child" in order to ;

- Provide on-site support to CLA & CL residents
- Provide outreach support to CLA & CL's (and their carers) placed elsewhere
- Provide family support to prevent teenagers needing to become looked after by the local authority

The overall aim of the strategy in respect of the change of use of HPL is to;

- Better meet the needs of more CLA and CL's making the transition to independence and young adulthood
- Deliver improved support and prevention to reduce the numbers of teenagers requiring local authority care
- Make better use of existing resources and improve value for money (VFM)

<p><b>3. What factors / forces could prevent you from achieving these aims and objectives?</b></p>	<ul style="list-style-type: none"> <li>* The change of use proposal is subject to a stakeholder consultation process</li> <li>* The matter will be subject to a decision by elected members</li> </ul>
<p><b>4. How does the policy contribute to the council's corporate aims and objectives?</b></p>	<ul style="list-style-type: none"> <li>* The Council has a statutory responsibility for CLA to act as a "Corporate Parent" with an over-riding emphasis on improving life chances and outcomes, tackling inequalities and championing CLA needs in all aspects of the Council's work.</li> <li>* The Council's corporate priorities include to "improve support for vulnerable people" and CLA are by definition additionally vulnerable due to the circumstances that led them to become looked after and because of the gap that exists between them and their peers in respect of their life chances and eventual outcomes.</li> <li>* In addition, the priority to build stronger communities includes the way in which CLA and CL's are helped and supported to grow and develop successfully within the local community, as children and young people in the care of the local authority and as adult citizens of the future.</li> <li>* The Council has an ambition to become one of the best councils by 2012 and delivering improved VFM is a key consideration. This proposal seeks to address financial pressures associated with the management of children's placements.</li> </ul>
<p><b>5. Who is intended to benefit from this policy and in what way?</b></p>	<ul style="list-style-type: none"> <li>* Children Looked After and Care Leavers aged 16 – 18 years old (and their parents/carers)</li> <li>* Children in need of support aged 13 – 17 years old (and their parents/carers)</li> </ul>
<p><b>6. Is responsibility for the policy shared with another department, authority or organisation? If so:</b></p> <ul style="list-style-type: none"> <li>• Who are the partners?</li> <li>• Who is responsible for the policy?</li> </ul>	<ul style="list-style-type: none"> <li>• The Council Children's Services Directorate holds a statutory responsibility to safeguard CLA in its care and this includes the responsibility to place children in appropriate placements to meet their identified needs and circumstances</li> <li>• However, the Directorate discharges this duty in consultation with a range of internal and external partners and professionals in accordance with the statutory guidance "Working Together to Safeguard Children – A guide to inter-agency working to safeguard and promote the welfare of children" (DCSF 2010) and the Children Acts (1989) and (2004) and Leaving Care Act (2000)</li> <li>• There are various partnership arrangements to ensure that the needs and circumstances of CLA and CL's are met appropriately at a local level</li> </ul>

- Key external partners include Health, Education, Third Sector and the Police
- Key partners and the Teenage Support Team will work together to better meet the needs of young people
- Ultimately the implementation of all aspects of the Teenage Placement Strategy is the responsibility of Harrow Council Children's Services

## Stage 2: Collecting Evidence

7. What data or benchmarking information is available to facilitate the screening of this policy?

- Results from the Place Survey
- Customer Satisfaction Surveys
- Local or national research
- Complaints or compliments received
- CAA, liP or other assessments

- There is a wealth of activity and performance data relating to the needs and circumstances of CLA and CL's.
- This data has been referred to and included as part of the 15.07.10. Cabinet report and referred to as part of the Stakeholder consultation pack issued on 02.08.10.
- For example, the data includes;
  - CLA/CL demographic data including age, ethnicity, gender, legal status, placement type etc...
  - Placement Challenge Panel outcomes (x3 in June 2010 examining all 16+ CLA/CL's in placement)
  - Emerging feedback from Leaving Care Team LEAN review and consultation with young people about services that they value and assist them in their transition to young adulthood and independence
  - Ofsted inspection outcomes and judgements
  - Performance scorecard capturing key performance indicators for CLA (including short term stability, long term stability, no. of children in residential establishments, CLA placed within a 20 mile radius, academic achievements, timeliness of CLA reviews, CLA health, CLA absent from school, CLA allocated to a qualified SW & CLA aged 10 – 15 placed in foster placement or for adoption)
  - CIPFA financial benchmarking comparing average weekly unit costs for providing residential care

- Financial monitoring and review reports
- West London Alliance consultation re; local authority in-house residential accommodation
- Web search regarding best practice examples regionally/nationally – especially in respect of semi-independent support and life skills programmes

**8. Have you undertaken any consultation on this policy? Yes – Preliminary notification & informal consultation completed and Formal Stakeholder Consultation period active from 02.08.10. to 08.09.10.**

If yes, who was consulted? (this may include staff, members, unions, community / voluntary groups, stakeholders, residents and service users) **The key stakeholders that are consulted include;**

- CLA residents currently placed at HPL (x5) and their parents/carers (those with parental responsibility)
  - Introductory explanatory letter to residents and parents from Divisional Director
  - Individual interviews with residents and their parent/carers by Service manager and Unit Manager, supported by allocated social workers
  - Consultation pack and covering letter to residents and parents/carers distributed by Divisional Director
  - Offer of support from allocated social workers and key workers at HPL (to explain and support consultation responses, if required)
  - Offer of independent Advocacy and/or Independent Visitor services (to advocate or represent residents &/or parents/carers in making a representation/complaint or responding to consultation)
- Staff and their union representatives (Unison and GMB)
  - Preliminary Interview with Unit Manager by Divisional Director and Service Manager
  - Introductory explanatory letter to all staff, copied to Unison and GMB, from Divisional Director and Service Manager

- Distribution of Cabinet report and Protocol for Managing Organisational Change to all staff by Divisional Director
- Separate letter to Unison and GMB from Divisional Director
- Initial staff meeting, attended by Unison, with Divisional Director, Service Manager and Human Resources
- Consultation pack and covering letter to staff and Unison/GMB distributed by Divisional Director
- Partner agencies and professionals (internal & external)
  - Consultation pack and covering letter to internal and external partners from Divisional Director
- Cabinet report (15.07.10.)
- Corporate Parenting Panel (21.07.10.)
- Children's Services Portfolio Holder briefings and consultations (on-going)

On the basis that the formal Stakeholder Consultation is continuing until 08.09.10. the outcome of the consultation is not yet known and cannot be fully analysed. However, to date the feedback is as follows;

- 4 out of the 5 resident CLA are positive about the proposed change to a semi-independent unit. One of the four is due to be rehabilitated to the full time care of his parents. The remaining three of the four have asked if they could be considered as residents if the unit becomes a semi-independent unit. The 5<sup>th</sup> resident is uncertain about the proposals. This resident is the youngest of all the residents and is the most recent admission. All young people have been reassured about alternative placement options.
- 1 parent attended the interviews. This parent was positive about the proposals.
- Staff & a Unison representative discussed the proposed operational model and potential benefits of a semi-independent unit during the initial staff meeting.
- Some social care managers have offered positive verbal feedback eg: "The proposal was really clear and informative. It looks as though a lot of thought has gone into the model in terms of what will work for young people. I think it's really good."

	Name of Group	What consultation methods were used?	What do the results show about the impact on different equality groups?
Age			
Disability			
Gender			
Race			
Religion or Belief			
Sexual Orientation			
Other (please state)			
9. If you have not undertaken any consultation, explain why?		<b>N/A – consultation already started and on-going</b>	
<b>Proposed Consultation (for NEW policies)</b>			
<p><b>NOTE:</b> If you have not undertaken any consultation as yet, list your proposals for consultation with target dates in the section below. Any proposed consultation needs to be <b>completed before</b> progressing with the rest of the EqIA.</p> <p><b>For guidance on consultation, see consultation guidelines on the HUB <a href="http://harrowhub/site/scripts/documents.php?categoryID=127">http://harrowhub/site/scripts/documents.php?categoryID=127</a></b></p>			
Who do you plan to consult?	What method of consultation do you propose to use and what is your target date for consultation?	What did the results show about the impact on different equality groups?	
<b>Resident CLA &amp; Parents/Carers</b>	<p><b>* Formal Stakeholder consultation 02.08.10. to 08.09.10.</b></p> <p><b>* Offer of a facilitated group meeting on site at HPL. Offered and to be confirmed by residents for 26.08.10.</b></p>	<b>Results – tbc</b>	



<p><b>Staff &amp; Unions</b></p> <p><b>Night Staff</b></p>	<p>* Formal Stakeholder consultation 02.08.10. to 08.09.10.</p> <p>* Scheduled externally facilitated staff consultation team meeting. Confirmed with staff for 26.08.10.</p> <p>* Staff meetings – managers to attend by invitation of the staff. To be requested/confirmed by staff</p> <p>* Offer of alternative meeting times to accommodate working hours. To be requested and confirmed by Night staff</p>	<p>Results - tbc</p>
<p><b>Partners/Professionals</b></p>	<p>* Formal Stakeholder Consultation 02.08.10. to 08.09.10.</p> <p>* Partner/professional consultation meeting confirmed for 09.09.10.</p>	<p>Results – tbc</p>
<p><b>Corporate Parenting Panel</b></p>	<p>* Formal Stakeholder Consultation 02.08.10. to 08.09.10.</p>	<p>Results – tbc</p>

**Stage 3: Assessing Impact**

**10.** Considering the information / data from your research or/and consultation, is there any reason to believe that any adverse impact occurs or has the potential to occur on any equality group?

Mark answer with an X	Age		Disability		Gender		Race		Religion / Belief		Sexual Orientation		Socio Economic Inequality	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
			X		X		X		X		X		X	X

If yes, explain what the impact is and which group(s) this affects?

**If none, go to question 11.**

Socio Economic Inequality – potential impact on staff group;

- Members of staff potentially at risk
- Reduction in existing staffing numbers for proposed new operating model

**10A.** What measures are you going to take to eliminate or reduce the adverse impact(s)? E.g. consultation, research, implement equality

monitoring														
<b>Equality Group</b>		Actions identified to eliminate/reduce adverse impact <b>(Copy these measures into the Improvement Action Plan)</b>												
Age														
Disability														
Gender														
Race														
Religion or Belief														
Sexual Orientation														
Socio Economic		<ul style="list-style-type: none"> <li>- Staff processes in accordance with Council's Protocol for Managing Organisational Change (CPfMOC)</li> <li>- Formal consultation process to include opportunities for staff meetings and an externally facilitated staff meeting</li> <li>- Full Union engagement to support and represent the interests of staff</li> <li>- Emphasis in CPfMOC on re-deployment (into new team or elsewhere in Children's Services/the Council)</li> <li>- Potential opportunities via any voluntary severance scheme</li> </ul>												
<p><b>11.</b> Is there any evidence or concern that <b>direct discrimination</b> may occur with reference to anti discrimination legislation?</p> <p><i><b>Direct discrimination</b> - occurs when a person is treated less favourably than others on the grounds of their age, disability, gender, race, religion or belief, or sexual orientation. Refer to main guidelines and toolkit for examples of direct discrimination.</i></p>														
Mark answer with an <b>X</b>	<b>Age</b>		<b>Disability</b>		<b>Gender</b>		<b>Race</b>		<b>Religion / Belief</b>		<b>Sexual Orientation</b>		<b>Socio Economic Inequality</b>	
	<b>Yes</b>	<b>No</b>	<b>Yes</b>	<b>No</b>	<b>Yes</b>	<b>No</b>	<b>Yes</b>	<b>No</b>	<b>Yes</b>	<b>No</b>	<b>Yes</b>	<b>No</b>	<b>Yes</b>	<b>No</b>
		<b>X</b>		<b>X</b>		<b>X</b>		<b>X</b>		<b>X</b>		<b>X</b>		<b>X</b>
If yes, explain which equality group(s) this affects? <b>(You are encouraged to seek Legal Advice)</b>														

**12.** Is there any evidence or concern that **indirect discrimination** may occur? If yes describe this below and whether you can credibly justify continuing with the policy in terms of the benefits of its wider aims?

***Indirect discrimination** - occurs when a rule, condition or requirement, which applies equally to everyone, has a disproportionately adverse effect on people from a particular equalities group when there is no objective justification for the rule. Refer to main guidelines and toolkit for examples of indirect discrimination.*

Mark answer with an X	Age		Disability		Gender		Race		Religion / Belief		Sexual Orientation		Socio Economic Inequality	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
		X		X		X		X		X		X		X

If yes, explain which equality group(s) this affects? (You are encouraged to seek Legal Advice)

**13.** Is the policy likely to affect relations between certain groups, for example because it is seen as favouring a particular group or denying opportunities to another?

Mark answer with an X	Age		Disability		Gender		Race		Religion / Belief		Sexual Orientation		Socio Economic Inequality	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
		X		X		X		X		X		X		X

If yes, explain which equality group(s) this affects?

**14.** If you have any further evidence or concern the potential impact the policy may have on a particular group(s), explain these below. This could be positive or negative. (if neither positive or negative, insert none)

Equality Group	Positive	Negative
Age	<ul style="list-style-type: none"> <li>The TPS specifically targets and utilises existing resources more efficiently to maximise support to vulnerable young people, in particular CLA and CL's aged 13 – 18 yo</li> <li>The proposed TST is designed to co-ordinate and deliver age appropriate services and interventions recognising the developmental</li> </ul>	

	needs of young people of this age	
Disability	<ul style="list-style-type: none"> <li>• Any refurbishment/adaptations to the building/site (eg; increasing the ground floor to include 3 additional bedrooms) will be DDA compliant</li> <li>• Tailored Life Skills Training Programmes will be delivered to address the unique needs and circumstances of each individual young person</li> <li>• Life Skills will include the foundations for life; <ul style="list-style-type: none"> <li>- education, employment &amp; training</li> <li>- relationships</li> <li>- health</li> <li>- practical</li> <li>- financial</li> <li>- tenancy/accommodation</li> </ul> </li> </ul>	
Gender	<ul style="list-style-type: none"> <li>• Tailored Life Skills Training Programmes – see above</li> <li>• It is anticipated that one to one and small group activities and support will meet the specific gender needs of young men and young women, individually and together, as necessary and appropriate</li> <li>• Specific consideration will be giving to gender needs in individual Care &amp; Pathway Plans</li> </ul>	
Race	<ul style="list-style-type: none"> <li>• As above but in respect of race</li> </ul>	
Religion or Belief	<ul style="list-style-type: none"> <li>• As above but in respect of Religion or Belief</li> </ul>	

Sexual Orientation	<ul style="list-style-type: none"> <li>As above but in respect of Sexual Orientation</li> </ul>					
Socio Economic Inequality	<ul style="list-style-type: none"> <li>Young people in need of transitional support in semi-independent provision will need to be committed to a suitable education, employment or training activity (EET)</li> <li>Specific support will be provided via a Connexions Personal Advisor, Tutors, Learning Mentor, Personal Education Plans, Personal Education Allowances, Higher Education Allowances, schools, colleges and employers</li> </ul>					
<p>15. How does the policy conform to the requirements of the Public Equality Duties, which require all council functions and services to:</p> <ul style="list-style-type: none"> <li>promote equality of opportunity,</li> <li>eliminate discrimination</li> <li>promote good relations between different equality groups</li> </ul> <p>If the answer is none or N/A please state why? What amendments could be made?</p>	<p><b>Meeting the individual and collective needs and circumstances of young people in need, including CLA and CL's as well as young people living at home, require well co-ordinated and targeted services. All assessment of children and young people in need must consider the individual's characteristics, background and unique qualities and these should be reflected in individual Care and Pathway Plans.</b></p>					
16. Has an impact been identified?	Yes	<b>x</b>	If yes, is the impact positive or negative?	Positive		<b>Go to Q17</b>
	<b>No (go to Q17)</b>			Negative	<b>X</b>	<b>Go to Q16A</b>

<b>16A.</b> If there is a negative impact on any group(s), is that impact legal?	Yes	<b>X</b>		If legal, is the impact intended?	Yes	
	No		If illegal, take legal advice		No	<b>X</b>
<b>17.</b> Have you received any complaints or compliments about the policy? If so, provide details.	<ul style="list-style-type: none"> <li>* No complaints have been received from any source or stakeholder to date in relation to the TPS or the specific implications for HPL.</li> <li>* 4 out of the 5 residents have been positive and complimentary about the proposed change of use to a semi-independent unit.</li> </ul>					
<b>18.</b> What monitoring is in place to check the effects of the policy on equality groups?	<ul style="list-style-type: none"> <li>* Adherence to the CPfMOC with expectations &amp; requirements about specific considerations, processes and timescales for staff selection and re-deployment</li> <li>* Activity and performance monitoring – measuring inputs and outcomes for CLA &amp; CL's</li> <li>* Independent statutory reviews of Care and Pathway Plans for CLA</li> </ul>					
<b>19.</b> How will the results of any monitoring be analysed, reported and publicised?	<ul style="list-style-type: none"> <li>* Performance scorecard</li> <li>* Improvement Board</li> <li>* Corporate Parenting Panel</li> <li>* Ofsted inspection and regulation</li> </ul>					
<b>20.</b> What monitoring measures need to be introduced to ensure effective monitoring of the policy? (Include in Improvement Action Plan)	<ul style="list-style-type: none"> <li>* No additional measures</li> </ul>					
<b>21.</b> When will the policy be reviewed?	<ul style="list-style-type: none"> <li>* Operationally and in terms of implementation - on a continual basis</li> <li>* Strategically – quarterly at the Corporate Parenting Panel &amp; annually as part of a service planning review</li> </ul>					
<b>Decision</b>						
<b>22.</b> On the basis of your answers so far, what is the potential for differential impact? (see note 19.8 in Corporate Guidance Document)	<b>High</b> <i>(Large adverse impact on equality groups)</i>		<b>Medium</b> <i>(Some adverse impact on equality groups)</i>		<b>Low</b> <i>(Low potential for adverse impact on equality groups)</i>	
					<b>X</b>	

<b>Mark with an X</b>	<b>Continue on to Part 2 for a full assessment.</b>	<b>Go to Stage 4 for any actions to improve policy and sign off.</b>
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<b>FULL ASSESSMENT</b>
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**23. Does the policy impact less favourably on a certain group or groups in comparison with others?**

<b>Mark answer with an X</b>	<b>Age</b>		<b>Disability</b>		<b>Gender</b>		<b>Race</b>		<b>Religion / Belief</b>		<b>Sexual Orientation</b>		<b>Socio Economic Inequality</b>	
	<b>Yes</b>	<b>No</b>	<b>Yes</b>	<b>No</b>	<b>Yes</b>	<b>No</b>	<b>Yes</b>	<b>No</b>	<b>Yes</b>	<b>No</b>	<b>Yes</b>	<b>No</b>	<b>Yes</b>	<b>No</b>

If yes, explain how:

**24. Is there any evidence of higher or lower participation, uptake or exclusion by any of the following equality groups?**

<b>Mark answer with an X</b>	<b>Age</b>		<b>Disability</b>		<b>Gender</b>		<b>Race</b>		<b>Religion / Belief</b>		<b>Sexual Orientation</b>		<b>Socio Economic Inequality</b>	
	<b>Yes</b>	<b>No</b>	<b>Yes</b>	<b>No</b>	<b>Yes</b>	<b>No</b>	<b>Yes</b>	<b>No</b>	<b>Yes</b>	<b>No</b>	<b>Yes</b>	<b>No</b>	<b>Yes</b>	<b>No</b>

If yes, explain how:

**25. Do any groups have lower than average success rates in particular processes and/or access to services?**

<b>Mark answer with an X</b>	<b>Age</b>		<b>Disability</b>		<b>Gender</b>		<b>Race</b>		<b>Religion / Belief</b>		<b>Sexual Orientation</b>		<b>Socio Economic Inequality</b>	
	<b>Yes</b>	<b>No</b>	<b>Yes</b>	<b>No</b>	<b>Yes</b>	<b>No</b>	<b>Yes</b>	<b>No</b>	<b>Yes</b>	<b>No</b>	<b>Yes</b>	<b>No</b>	<b>Yes</b>	<b>No</b>

If yes, explain how:

**26. Do criteria or requirements in relation to the policy disadvantage certain groups, either explicitly or inadvertently?**

<b>Mark answer with an X</b>	<b>Age</b>		<b>Disability</b>		<b>Gender</b>		<b>Race</b>		<b>Religion / Belief</b>		<b>Sexual Orientation</b>		<b>Socio Economic Inequality</b>	
	<b>Yes</b>	<b>No</b>	<b>Yes</b>	<b>No</b>	<b>Yes</b>	<b>No</b>	<b>Yes</b>	<b>No</b>	<b>Yes</b>	<b>No</b>	<b>Yes</b>	<b>No</b>	<b>Yes</b>	<b>No</b>

If yes, explain how:														
<b>27. Is access to services and benefits reduced or denied for some groups in comparison with other groups?</b>														
Mark answer with an X	Age		Disability		Gender		Race		Religion / Belief		Sexual Orientation		Socio Economic Inequality	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No

If yes, explain how:														
<b>28. Do particular groups face increased difficulty or indignity as a result of the policy?</b>														
Mark answer with an X	Age		Disability		Gender		Race		Religion / Belief		Sexual Orientation		Socio Economic Inequality	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No

If yes, explain how:														
<b>29. Are there higher complaints rates or lower satisfaction rates for particular equality groups in connection with the policy, in comparison with other groups?</b>														
Mark answer with an X	Age		Disability		Gender		Race		Religion / Belief		Sexual Orientation		Socio Economic Inequality	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No

If yes, explain how:														
<b>30. Is there evidence that the policy fails to respond to the needs of a particular group, in comparison with other groups?</b>														
Mark answer with an X	Age		Disability		Gender		Race		Religion / Belief		Sexual Orientation		Socio Economic Inequality	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No

If yes, explain how:

<b>Further Consultation</b>														
<b>31. In the context of the previous questions, are there any groups you feel need to be consulted in order to reduce / eliminate adverse impact or identify potential barriers to improve access to the policy? (Answer with an X)</b>											YES		NO (Go to Q33)	



**NOTE: If you already have some ideas on how to mitigate a potentially adverse impact you should include this in your consultation. Consultees can therefore help not only to identify potentially adverse impacts but also to identify possible solutions.**

Consultation can take on many different forms and the extent should be in proportion to the effect that the proposal is likely to have. Methods of consultation could include a survey, questionnaire, and focus group or open meetings. Take care not to restrict consultation only to recognised or 'official' associations and community leaders. It may be helpful to contact other officers who you know have carried out consultation exercises with these groups / individuals.

**What consultation do you propose to undertake? Complete the section below and also include these in the Improvement Plan.**

Equality Group	Type of consultation planned	Who with?	By when?
Age			
Disability			
Gender			
Race			
Religion or Belief			
Sexual Orientation			
Other			

**Stage 4 Making Adjustments (Improvement Action Plan)**

**32.** List below any recommendations for action that you plan to take as a result of this impact assessment. This will include any actions identified throughout the EqIA. *(Insert additional rows as required)*

Area of potential adverse impact e.g. Race, Disability	Action proposed	Lead Officer	Timescale	Resource implication	Comments
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<b>Socio-economic impact on staff group</b>	<ul style="list-style-type: none"> <li>• Pursue action in respect of staff group in accordance with the Council's Protocol for Managing Organisational Change</li> <li>• Stakeholder consultation</li> <li>• Engagement of Unions</li> <li>• Emphasis on re-deployment</li> <li>• Consider any voluntary severance scheme options</li> </ul>	GH	<ul style="list-style-type: none"> <li>• Consultation: 02.08.10. to 08.09.10.</li> <li>• Next Cabinet 14.09.10.</li> <li>• Implementation of any Cabinet decision thereafter</li> </ul>	Employee costs associated with selection and re-deployment of staff	
<b>Workforce Planning</b>	Pursue workforce strategy to balance the staff group in terms of gender to more accurately reflect and match the needs of young men receiving a service	GH	Tbc in accordance with outcome of implementation of CPfMOC	Future re-deployment and/or recruitment costs	
<b>Disability</b>	Pursue any refurbishment of premises (to increase number of bedrooms on ground floor) in line with Disability Discrimination Act requirements	GH	Tbc following feasibility study	Capital funding bid	

**Stage 5 – Reporting Results**

We are required to ensure all completed EqIA's will be put onto the Council's website under the equality and diversity section and they will also be made available to members of the public on request.

33. Methods of publication – how will the impact assessment be publicised? E.g. Council website, intranet, forums, groups etc	<ul style="list-style-type: none"> <li>* Council's Website</li> <li>* Cabinet report</li> <li>* Corporate Parenting Panel</li> <li>* CLA Life Chances Forum</li> <li>* Stakeholder consultation</li> </ul>
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**Stage 6 - Monitoring**

It is important to monitor the actions arising from the impact assessment to ensure improvement to policy.


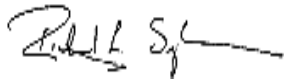
34. How will the actions be monitored to ensure improvement to the policy?	<ul style="list-style-type: none"> <li>* Children's Services Programme Board</li> <li>* Improvement Board</li> <li>* Corporate Parenting Panel</li> </ul>
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**Stage 7 - Organisational sign Off (to be completed by Chair of Departmental Equalities Task Group)**

The completed EqIA needs to be sent to the chair of your Departmental Equalities Task Group (DETG), who will discuss and agree the actions in the Improvement Plan.

Once agreed the actions from the Improvement Plan need to be included in Departmental Business Plans for implementation.

35. Which group or committee considered the action plan and agreed the actions to improve the policy? If you agreed no further action as a result of the EQIA, explain why?	Children's Services Equalities Group		
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Signed: (Lead officer completing EqIA)	 (GAIL HANCOCK)	Signed: (Chair of DETG)	 (RICHARD SEGALOV)
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Date:	13.08.10.	Date:	13.08.10.
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