

Equality Impact Assessment (EIA)

Children's Residential Care

Equality impact, needs and requirements assessment form

Please use this form to record your findings, proposed actions, equality objectives and targets. Use the guidance notes to help you do the assessment or contact the Equality Standard Project Manager if you need some advice

About the policy, practice, service or function you are assessing

Name of policy, practice, service or function: Children's Residential Care

Assessment team leader name: Rod Jones

Department responsible: CYP

Service Area: Specialist Services

Other members of assessment team:

Name	Position	Area of expertise	Comments
Kevin Fletcher	Service Manager	Children's Residential Care	
Paul Whitehouse	Service Manager	Children's Residential Care	

Question	Response/ findings
<p>What are the main aims and objectives or purpose of the policy, practice, service or function that you are assessing?</p>	<p>Provide planned purposeful care and control for children and young people in care aged 8-18 who because of their needs are unable to live in a family</p>
<p>Who implements, carries out or delivers the policy, practice, service or function? Please state where this is more than one person, team, department, or body – and include any outside organisations who deliver under procurement arrangements</p>	<p>Residential child care workers employed by DCC</p>
Question	Response/ findings

<p>Who is affected by the policy, practice, service or function, or by how it is delivered? Such as, who are the external and internal customers, groups, or communities?</p>	<p>Residents, their families, people living near the homes</p>
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<p>What outcomes do we want to achieve, why and for whom? For example, what do you want to be providing, how well, what changes or improvements, and what should the benefits be for customers, groups or communities?</p>	<p>Look after children and young people at least as well as children living in their own homes would be looked after, help them to overcome any difficulties they have, keep in contact with their families and if possible be re-united with them, prepare for adulthood and achieve the same outcomes as any other child (the five outcomes, Every Child Matters)</p>
Question	Response/ findings

<p>What existing or previous inspections of the policy, practice, service or function are there? For example, Best Value Inspections, policy reviews, research into the effects of a policy or practice.</p> <p>What did they tell you?</p>	<p>A review of services to ethnic minority children in children's homes in 2003 found that:</p> <ul style="list-style-type: none"> • Most staff had had training in anti-discriminatory practice • Systems were in place for consulting on equalities issues • There was limited access to translation and interpretation services • Incidents of racism were recorded • Staff were aware of policies on bullying • Equalities issues were taken into account in all decisions • Incidents of harassment and abuse were addressed by managers • There were BME staff who acted as role models to BME children • Efforts were made to meet dietary, cultural and religious needs but responses could be improved • Ethnicity, religion and language were taken account of in care plans • Young people were supported to retain their racial and cultural identity • Homes had information about minority groups, organisations and religions
<p>Identifying potential equality issues and factors</p>	
<p>Question</p>	<p>Response/ findings</p>

<p>What do you already know about the equality impact or need? For example, from research, feedback, consultation or any performance monitoring</p>	<p>The staff group reflects the racial and cultural profile of the client group Staff are trained to work with a diverse client group and assess and meet their individual needs Practices reflect the racial and cultural profile of the client group e.g food, books, pictures, social and community events, celebrations Feedback is limited but some young people would like to see racist, sexist and homophobic abuse challenged more strongly. The number of gay and lesbian staff and service users suggests that a supportive environment is provided. There are links with support organisations like CHOICES. Regulatory inspectors have commented positively on the way equalities issues are handled with no negative comments The homes are not registered by Ofsted to care for disabled service users</p>
<p>Question</p>	<p>Response/ findings</p>

<p>Is there any evidence of higher or lower take up under the policy or practice, or of the service or function for any particular groups? For example, who uses the service, who doesn't and why not?</p>	<p>The ethnic minority population of the homes is at least as high as the general population</p>
<p>Have there been any important demographic changes or trends locally? For example is the population changing, and if so, how and what might that mean for the service or function?</p>	<p>The Asian child population is increasing at a faster rate than the White British but Asian children are under-represented in the social care population for reasons unrelated to this service area There has been an influx of migrants which has not affected the client population There has been an influx of unaccompanied asylum seeking children which has become over-represented in the client population</p>
<p>Question</p>	<p>Response/ findings</p>
<p>Is there an indication that any of the policies or practices involved with the service or function creates particular problems or difficulties for any groups of customers or communities?</p>	<p>No</p>

<p>What information or data exists? For example, statistics, customer feedback, complaints, research, monitoring – who keeps it and can you get hold of it?</p>	<p>Ethnic origin and gender are recorded Exit interviews are carried out with a cross-section of residents Individual and group consultation is held in the Homes Some young people attend a participation group Management visit reports are kept Inspection reports are kept</p>
<p>Question</p>	<p>Response/ findings</p>
<p>Does any equality or diversity objectives already exist? If so, what are they and what is current performance like against them?</p>	<p>Equality and diversity objectives are addressed throughout the National Minimum Standards. All homes are rated satisfactory or better. No criticism, recommendation or requirement has been made in relation to equality and diversity.</p>
<p>Is the service having a positive or negative effect on particular people in the community, or particular groups or communities?</p>	<p>No</p>

Collecting the information and data about how the policy, practice, service or function, impacts on communities

Please record your information and data in this table and think about:

what information or data you will need
 using both quantitative and qualitative data
 making sure that where possible there is information that allows all perspectives to be considered
 identifying any gaps in the information/ data and what it can tell you

Data or information	When and how was it collected?	Where is it from?	What does it tell you? You need to consider all six equality strands where you can	Gaps in information
Customer feedback and complaints	Representations, Complaints and complements books	Moorfield and Bute Walk	No complaints about equality issues	Not supplied from 3 homes

<p>Consultation and community involvement</p>	<p>Consultation records at Moorfield Interviews with children at Bute Walk KICK Group</p>		<p>UASC feel they are helped to settle in, staff attempt to meet their cultural and religious needs, provide language line, language dictionaries, Halal food, visits to the mosque, organise education and counselling etc. Young people of mixed backgrounds planned a 'Caribbean Night' centred around a meal.</p> <p>One Y/P upset by other Y/P's racist, sexist and homophobic abuse and sometimes assaults directed at them and/or staff.</p> <p>YP at Bute Walk thought staff addressed racial abuse firmly and appropriately, young people were educated about the needs of black children, it was explained to a black child why staff responded to racist language by educating not punishing, staff supported a black child to report racist abuse to the Police and this has been</p>	<p>Not supplied from 3 homes</p>
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			effective.	
Performance information including Best Value	None specific to the service			Performance standard not identified
Take up and usage data	Infoview 5/2/09	Management information reported from ICS client index	13.2% of residents of children's homes are BME 17.3% of all children care are BME	None
Comparative information or data where no local information	Research	Kendrick 2008	BME children are over-represented in the care population and the gap is widening	
Census, national or regional statistics	Research	O'Neill 2008	Girls are marginalised in children's homes and have worse outcomes	
Access audits or assessments such as DDA assessments	Routinely assessed by Property Services		All homes are believed to be DDA compliant in terms of visitors. They are not registered for disabled children.	Confirmation of the level of compliance

Workforce profile	Not recent or service-specific			Current, service-specific workforce profile
Where service delivered under procurement arrangements – workforce profile for deliverers	N/A			
Monitoring and scrutiny outcomes	Trawl of reg 33 and Inspection reports January 2009	Reports	No issues reported	None

Analysing the information and data and setting equality objectives and targets

Please give your detailed findings in this table

Service or function	Policy or practice	Findings	Which groups are affected and how	Whose needs are not being met and how?
Whole service	Customer consultation and feedback	There is insufficient consultation or analysis of customer feedback or usage data	All	All

Objectives - process, impact or outcome based

Please give your proposed objectives/ targets in this table

Objective/Target:	<i>Obtain evidence about equalities objectives from customer feedback and complaints from Reg 34 reports from all homes and monitor once a year</i>
Specific	Yes
Measurable	Yes
Achievable	Yes
Relevant	Yes
Timed	Yes

Objective/Target:	<i>Consult service users on equalities issues in group and individual consultations in all homes once a year</i>
Specific	Yes
Measurable	Yes
Achievable	Yes
Relevant	Yes
Timed	Yes

Objective/Target:	<i>Monitor take up and usage data and report trends once a year</i>
Specific	Yes
Measurable	Yes
Achievable	Yes
Relevant	Yes
Timed	Yes

Objective/Target:	<i>Confirm homes are DDA compliant for visitors</i>
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Specific	Yes
Measurable	Yes
Achievable	Yes
Relevant	Yes
Timed	Yes

Objective/Target:	<i>Obtain and monitor workforce profile</i>
Specific	Yes
Measurable	Yes
Achievable	Yes
Relevant	Yes
Timed	Yes

Objective/Target:	<i>Monitor feedback on equalities issues in reports of management and member visits and inspections</i>
Specific	Yes
Measurable	Yes
Achievable	Yes
Relevant	Yes
Timed	Yes

Monitoring and reviewing - incorporating into performance management

Please summarise your objectives and targets in this table with your proposed monitoring and reporting arrangements

Objective	Planned action	Target performance			Responsible lead officer	Reporting cycle, for example, quarterly
		2009/10	2010/11	2011/12		
<i>Obtain evidence from customer feedback and complaints from all homes</i>	<i>Ask managers for the information</i>	Yes	Yes	Yes	<i>R Jones</i>	<i>Annually</i>
<i>Consult service users on equalities issues and monitor responses</i>	<i>Ask managers to carry out consultation</i>	Yes	Yes	Yes	<i>R Jones</i>	<i>Annually</i>
<i>Monitor take up and usage data</i>	<i>Monitor reports</i>	Yes	Yes	Yes	<i>R Jones</i>	<i>Annually</i>
<i>Confirm homes are DDA compliant for visitors</i>	<i>Consult Property Services</i>	Yes			<i>R Jones</i>	
<i>Obtain and monitor workforce profile</i>	<i>Ask HR Department</i>	Yes	Yes	Yes	<i>R Jones</i>	<i>Annually</i>
<i>Monitor Reg 33 and inspection reports</i>	<i>Read and record equalities issues</i>	Yes	Yes	Yes	<i>R Jones</i>	<i>Annually</i>