

Equality Impact Assessment (EIA)

Children Left at School after the end of the school day
or activity

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 Left at School after the end of the school day or activity

Assessment team leader name: Kevin Murphy

Department responsible: Education Welfare Service
Services Division

Service Area: Locality

Other members of assessment team:

Name	Position	Area of expertise	Comments
Emma McDonald	Education Welfare Officer	Attendance	
Lenny Davis	Child Protection Officer	Child Protection	

Question	Response/ findings
What are the main aims and objectives or purpose of the policy, practice, service or function that you are assessing?	The aim of the policy is to reduce the emotional impact on a child whose parent/carer has failed to collect them after the end of the school day or activity

<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>The policy will be delivered within a multi agency approach between the school, the education welfare service and social care services of Derby City Council</p>
Question	Response/ findings

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?

The policy is for the benefit of children left at school by their parents/carers and also for the teachers who have to deal with these situations

<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>A swift response form parents so to minimise the emotional effect that the failure of the parent to collect a child from school can have on a child and also the impact this can have on members of the teaching staff at schools where this situation has occurred</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>Previously to the implementation of this policy there has not been any clear guidance, both locally or nationally about how to deal with this issue.</p>
<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 emotional impact on a child that feels “abandoned” by their parent/carer cannot be underestimated or quantified. If this behaviour is frequent enough this can lead to significant harm of emotional abuse and/or neglect of a child which can ultimately lead to social care involvement.</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>N/A</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>There are no statistics available to identify if there are significant concerns in certain parts of the city, this issue does happen rarely but it is no confined to a certain part of the city.</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>Data will exist on a particular child's school files, also if the matter has been reported to social care department files will be kept on their electronic systems.</p>
Question	Response/ findings

Does any equality or diversity objectives already exist?
If so, what are they and what is current performance like against them?

Equal opportunities policies, disability discrimination and race relations polices are all legally required by schools to have adopted by their governing bodies. The implementation of this policy will enhance the above mentioned policies.

Is the service having a positive or negative effect on particular people in the community, or particular groups or communities?

The policy will have a positive effect on service users, if a situation develops the policy can be used to assist the schools to locate the missing parent/carer, if the parent or carer cannot be located alternative arrangements can be made for the child's welfare, during the course of enquires by agencies assistance can be offered to parents who may be experiencing difficulties in their home life which may of led to their failing in their parental responsibilities in collecting their children from school.

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	Any complaints made by parent/carers will be recorded by schools or the agency to whom the parents are complaining	Usually parents or carers	If a parent complains it will inform the agencies of why they were late to collect their children and can also highlight communication issues that they may have with schools	none

Consultation and community involvement	Schools were consulted about this matter	Education Welfare Service	The consultation highlighted the impact that this issue has on both children and also teaching staff in schools.	None
Performance information including Best Value	N/A			
Take up and usage data	N/A			
Comparative information or data where no local information	None available			
Census, national or regional statistics	None available			

Access audits or assessments such as DDA assessments	N/A			
Workforce profile	N/A			
Where service delivered under procurement arrangements – workforce profile for deliverers	N/A			
Monitoring and scrutiny outcomes	Monitoring will be on a half termly basis	Education Welfare Service and the Reception Teams of the Social Care Department	It will inform the agencies of the number of incidents that has occurred and also what support, advice, guidance that was offered to the parents.	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?
Education Welfare Service	Protocol for Children Left At School at the end of the school day or activity	This occurrence happens about three to five times in an academic year	Children from the primary sector whose parents fail to collect them from school at the end of the school day or activity	When this issue occurs the needs of the child not being collected are not being met which can often lead to emotional distress for the child, also the teaching staff who are left to deal with these situations also find this issue emotionally draining.

Objectives - process, impact or outcome based

Please give your proposed objectives/ targets in this table

Objective/Target:	
Specific	Reduce the number of incidents where a child is left at the end of the school day without being collected, and by using a multi-agency approach minimise the time that is required to locate the missing parent or find alternative accommodation for the child
Measurable	Yes, we can quantify the number of incidents that occur and also monitor the time required to deal with each separate incident
Achievable	Yes, using a multi-agency approach reductions are achievable
Relevant	Yes , this policy is relevant to the current Derby Safeguarding Children Child Protection Procedures
Timed	September 07

Objective/Target:	
Specific	
Measurable	
Achievable	
Relevant	
Timed	

Objective/Target:	
Specific	
Measurable	
Achievable	
Relevant	

Timed	
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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
		2005/6	2006/7	2007/8		
<p><i>To reduce the times that children are not collected at the end of the school day by their parents/carers</i></p>	<p><i>Inform all parents via school prospectus and news letters of their responsibilities to collect their children on time at the end of the school day and the outcomes and procedures that will take place if this occurs.</i></p>	<p><i>n/a</i></p>	<p><i>n/a</i></p>	<p><i>reduce the occurrences to below 3 for an academic year</i></p>	<p><i>Kevin Murphy</i></p>	<p><i>Half termly</i></p>

<i>Reduce the time taken to locate parents or arrange alternative accommodation for children when this occurs</i>	<i>Ensure that all schools are aware of the protocol and the time lines for action that has been agreed by education and social care.</i>			<i>No data has been recorded previously, this academic year will be first to use the bench marking process</i>	<i>Kevin Murphy</i>	<i>Half termly</i>