

Equality Impact Assessment (EIA)

Fostering Service- Recruitment of Foster Carers

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: *Fostering Service – Recruitment of Foster Carers*

Assessment team leader name: *Katie Harris – Head of Service*

Date of assessment:

Department responsible: *Children & Young People’s Service* Service Area: *Specialist Services*

Other members of assessment team:

Name	Position	Area of expertise	Comments
<i>Lynda Stone</i>	<i>Service Manager</i>	<i>Fostering</i>	
<i>Sally Penrose</i>	<i>Service Manager</i>	<i>Fostering</i>	
<i>Dal Guram</i>	<i>Publicity & Recruitment Officer</i>	<i>Recruitment</i>	

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>The fostering service policy and practice procedures on recruitment and assessment of foster carers. Detailed outline in published 'Statement of Purpose'. The objective is to provide sufficient numbers of appropriate carers for the children of Derby whatever their needs, background or heritage</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>This is implemented by various members of the fostering service. The recruitment material is produced jointly by the Recruitment Officer and the service Manager with main responsibility for recruitment the Head of Service has overall responsibility.</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>Those affected are the staff and managers who have to implement the service, the carers who are recruited but most fundamentally the children who are cared for by the approved foster carers</p>
<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>We want to achieve a well resourced and properly supported group of foster carers. They need to provide, in sufficient numbers, care for children who come from a range of cultural and linguistic heritage with a range of disabilities. The different communities in Derby should feel confident that their children can be appropriately cared for.</p>
<p>Question</p>	<p>Response/ findings</p>

<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>There was a best value review of the service in 2003/4 The service receives annual statutory inspection from CSCI (now Ofsted) under the Care Standards Act 2000. These have told us we are running a good and improving service. No shortfalls have been found in our recruitment practice.</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>We know that we have increasing numbers of children looked after from the BME communities. We know that we have insufficient carers for children with disabilities. We contributed to a BME study for Looked After Children in 2005 which informed the above. We are now monitoring our recruitment data – breaking down into ethnicity and disability issues. Training groups and material is all regularly evaluated by 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>Monitoring has only been since September 06. Access to IT data is poor therefore monitoring has to be manual and is therefore time consuming. All recruitment material, letters, information etc has now been renewed and adjustments made to increase accessibility and availability of workers.</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>Demographic changes have a significant impact and changes in the local population impact on particularly the ethnicity of the children who need a service e.g. East European children are now featuring in the looked after population. Need to receive regular information as to demographic change – not clear where we should find this.</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>Some of our practice may have caused difficulty for some disabled people e.g. hearing impaired on the answer phone. Access to website could be problematic. Minority languages – no recruitment material available – under review but poor ability to communicate with services would not be in children's best interest. Need a balanced response.</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>No good regular data available profiling carers. Data on children is good. Complaints are all recorded and monitored by inspectors – no problems identified. Fostering Panel has role in monitoring complaints and allegations against carers. Independent Panel Members reflect a range of cultural diversity and experience.</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>Fostering regulations require us to offer a choice of placements for children to meet their needs including ethnicity, disability, sexuality etc. The current performance is mixed. We have a proportion of carers from BME communities which reflect the city's demographic but not the new immigrant populations.</p>
<p>Is the service having a positive or negative effect on particular people in the community, or particular groups or communities?</p>	<p>Difficult to evaluate. Extra support is given to carers who are caring for children outside their cultural experience</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	Evaluation from training groups. Complaints system in place.	3 x per year Ongoing	No reported difficulties Some documents have been reviewed and adjusted	Need more follow up information of when people fall away from process
Consultation and community involvement	Insufficient material available in minority languages.	Referred by users		Need some material in minority languages
Performance information including Best Value	Annual Inspections by CACI/Ofsted	Ofsted	Good performance	None identified

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
Take up and usage data	Only monitoring available by manual collection	Internal data collection	Insufficient details to give sound, reliable information	Poor data collection and monitoring
Comparative information or data where no local information	Not easily available. Not usually shared between agencies			
Census, national or regional statistics	Census not accessed. Data regarding children well sourced.			
Access audits or assessments such as DDA assessments	Office Building has good access and disabled services. All training and meetings now offered from here.		Buildings management reports	
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
Workforce profile	Available to managers	Personnel	Reflects demographic profile of Derby City.	None

Where service delivered under procurement arrangements – workforce profile for deliverers	All services directly delivered			
Monitoring and scrutiny outcomes	<ul style="list-style-type: none"> ● Looked after children Review by Overview & Scrutiny Committee 2006 ● Annual services report to Corporate Parenting Committee ● CSCI inspections 			

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?
Recruitment – practice manual	Most enquiries are by phone – number widely publicised	Well received. Need to ensure prompt response	Those with hearing difficulties need a better answer phone	Hearing impaired
	Training groups – can use interpreters, disabled access, good dietary needs met	Well received evaluation positive	All attendees report positive experience	None identified
Recruitment Website	Council website – use for recruitment	Poor access not encouraging to enquiries.	Anyone who is not computer literate or without written English ability	Non computer literate and non English readers
		No translation into minority languages		
Service or function	Policy or practice	Findings	Which groups are affected and how	Whose needs are not being met and how?

Data Collection	Enquiries form	Needed and has been updated to give more detailed information	Not enough detail on language, disability, how to contact etc	Insufficient staff time to collate and monitor the details
	I.T. data collection	Poor quality of service, function and detail	All groups – poor quality information across the range	All groups – IT information not available. Fostering systems independent of main system
Written material	Recruitment pack sent to all enquiries	Recently been updated. Well received	Those without good use of English could not access.	Those whose use of English is improving but not yet strong

Objectives - process, impact or outcome based

Please give your proposed objectives/ targets in this table

Objective/Target:	Amend website material – re accessibility and language profile
Specific	Yes
Measurable	Yes
Achievable	Will need corporate support
Relevant	Impact on recruitment crucial
Timed	Within this financial year i.e. before April 2008

Objective/Target:	Data profile of carers
Specific	Improve information collection and monitoring
Measurable	None at present
Achievable	Will need departmental and provider support
Relevant	Will enable clear needs analysis
Timed	By April 2008

Objective/Target:	Annual review of all recruitment material for equalities impact – particularly BME language use
Specific	Yes
Measurable	Yes
Achievable	Yes – internal to service: translation needs corporate and departmental support
Relevant	Need to offer access to wider communities
Timed	2008/09

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		