

# **Equality Impact Assessment (EIA)**

Runaways Policy

**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: Runaways Policy

Assessment team leader name: Rod Jones

Department responsible: CYP

Service Area:

Other members of assessment team:

<b>Name</b>	<b>Position</b>	<b>Area of expertise</b>	<b>Comments</b>
Mick Upsall	Projects Manager, Derbyshire Children and Younger Adults Department	Children's Services	
Sue Briggs	Project Manager, Derby Runaways Project	Specialist youth services	
Adrian Fry	Police Sergeant	Safeguarding	

<b>Question</b>	<b>Response/ findings</b>
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<p>What are the main aims and objectives or purpose of the policy, practice, service or function that you are assessing?</p>	<p>Promote a shared responsibility for children and young people who do, or might, run away from home.  Provide information, education and services to reduce the incidence of children and young people who run away and the harm to them arising from it.  Encourage parents and carers to better understand the reasons why young people run away and the risks they are exposed to when missing and be to be alert to any likelihood that this may happen; take reasonable steps to keep their children safe and know their whereabouts; take prompt action to locate them if they have any concerns; and if they are unable to locate them and remain concerned for them, reporting them missing to the police as soon as possible.  Clarify the respective roles and areas of responsibility for agencies when dealing with a missing person report.  Locate and, where necessary, ensure the safe return, of children and young people who are reported missing and to confirm that they are safe and well.</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>Derby Children and Young People’s Department,  Derbyshire Children and Younger Adults Department,  Derbyshire Police, Derby Runaways Project, Derbyshire Runaways</p>
<p><b>Question</b></p>	<p><b>Response/ findings</b></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?	Children who go missing from home and their families; children who go missing from care, their families and carers; children at risk of running away.
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?	Children who go missing are assessed for vulnerability, there is a response prioritised by degree of vulnerability, the child is located swiftly and returned to their parents/carers, the child and their carers are supported to address any issues which led to them going missing and prevent repeat episodes.
<b>Question</b>	<b>Response/ findings</b>
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.  What did they tell you?	This is a new policy and has not yet been subject to review or inspection.
<b>Identifying potential equality issues and factors</b>	
<b>Question</b>	<b>Response/ findings</b>
What do you already know about the equality impact or need? For example, from research, feedback, consultation or any performance monitoring	Black or minority ethnic children are less likely to run away than white children. Children who come from a single parent family or have a step-parent are more likely to run away. Of the 100,000 children who run away each year, between 4,500 and 9,000 are lesbian, gay or bi-sexual.
<b>Question</b>	<b>Response/ findings</b>

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?	There are indications that Derby Runaways Project may not be reaching some BME or disabled children. The p[roject has worked with a number of young people facing sexuality issues.
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?	Derby's demographic make-up has changed over recent years, with new communities joining us from a range of countries. These include refugees and asylum seekers as well as people coming to work in Derby from Eastern Europe. A recent survey showed that there were 43 languages used by employees in the city. Family tensions relating to arranged or forced marriages are increasing.
<b>Question</b>	<b>Response/ findings</b>
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?	There are language barriers for some groups. People from Asian communities generally do not access social care services in proportion to levels of need. Some Asian people face barriers within their communities to seeking help from state services.
What information or data exists? For example, statistics, customer feedback, complaints, research, monitoring – who keeps it and can you get hold of it?	Because service data does not include ethnic origin, religion, disability or sexuality, there is no local statistical information on equalities impact. Service User evaluations are completed by the Runaways Project but not systematically recorded or monitored. There have been no complaints in relation to equalities issues.
<b>Question</b>	<b>Response/ findings</b>
Does any equality or diversity objectives already exist? If so, what are they and what is current performance like against them?	The equality and diversity objectives of the Police and Derby City Council apply. There are no equality and diversity objectives specific to this service, nor any systematic monitoring.

Is the service having a positive or negative effect on particular people in the community, or particular groups or communities?	As stated above, it is possible that some groups of children and young people are less likely to come to the attention of the Police, or access support but without equalities data we do not have reliable information.
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## 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

<b>Data or information</b>	<b>When and how was it collected?</b>	<b>Where is it from?</b>	<b>What does it tell you? You need to consider all six equality strands where you can</b>	<b>Gaps in information</b>
Customer feedback and complaints	Evaluation forms and complaint letters	Service users	Nothing in relation to equalities	Evaluations do not include questions on equalities issues and are not systematically recorded or monitored
Consultation and community involvement	Individual consultation	Service users	Nothing in relation to equalities	Consultations are not systematically recorded or monitored

Performance information including Best Value	Routine performance reporting	Runaways Project	Nothing in relation to equalities	Performance monitoring does not contain equalities information
Take up and usage data	Routine service recording	Runaways Project	Nothing in relation to equalities	Because service data does not include ethnic origin, religion, disability or sexuality, there is no local statistical information on equalities impact.
Comparative information or data where no local information				
Census, national or regional statistics		Social Exclusion Unit report 'Young Runaways', November 2002	Black or minority ethnic children are less likely to run away than white children. Children who come from a single parent family or have a step-parent are more likely to run away. Of the 100,000 children who run away each year, between 4,500 and 9,000 are lesbian, gay or bi-sexual.	

<p>Access audits or assessments such as DDA assessments</p>	<p>None collected</p>		<p>Children using a wheel chair could access the ground floor of the Runaways Project. A team member has some knowledge of sign language but rarely uses it. There is no minicom system. There are no facilities for visually impaired children but literature could be reproduced in larger format as required. Images used in literature are non-discriminatory. It is not practical to produce literature in variety of styles and languages because of the costs and small numbers involved.</p>	
<p>Workforce profile</p>			<p>The Runaways Project employs only six workers. None are disabled, as far as we know, or BME. The LGBT community is represented on the work-force by two members of staff. All services can be enhanced by a diverse workforce, which is emphasised in our Equality and Diversity Policy.</p>	



Where service delivered under procurement arrangements – workforce profile for deliverers	Not applicable			
Monitoring and scrutiny outcomes	Not applicable			

## 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?
	Runaways Policy	Locally there is no reliable data on the ethnic origin or sexuality of children and young people who run away from home, or whether they are disabled. Out of respect for privacy, we would not require sexuality to be disclosed on a monitoring form, but this may emerge in conversation with a project worker.	All minority groups might be affected.	To be established by monitoring, user surveys etc.

		<p>Children and young people from particular ethnic or religious groups, or disabled children may experience barriers to accessing support. LGBT children may face additional problems as they try to come to terms with their sexuality or gender. Some may run away from home because of fear of how their parents may react. Extra support will be needed for their parents too which emphasises the need for a diverse workforce at Runaways</p>	<p>All minority groups might be affected.</p>	


## Objectives - process, impact or outcome based

Please give your proposed objectives/ targets in this table

<b>Objective/Target:</b>	Improve collection and monitoring of service user data by Runaways Project
Specific	Yes
Measurable	Yes
Achievable	Yes
Relevant	Yes
Timed	31.8.2008

<b>Objective/Target:</b>	Monitor equalities impact of the Runaways Policy
Specific	Yes
Measurable	Yes
Achievable	Yes
Relevant	Yes
Timed	31.8.2008

<b>Objective/Target:</b>	Improve collection and monitoring of service user feedback by Runaways Project
Specific	Yes
Measurable	Yes
Achievable	Yes
Relevant	Yes
Timed	31.3.2008

<b>Objective/Target:</b>	Raise awareness of Runaways Project in minority communities by targeting community events
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	and extending school-based activities to selected special schools
Specific	Yes
Measurable	Yes
Achievable	Yes
Relevant	Yes
Timed	31.3.2008

<b>Objective/Target:</b>	Explore further the communication needs of deaf children using the Runaways Project
Specific	Yes
Measurable	Yes
Achievable	Yes
Relevant	Yes
Timed	31.3.2008

## 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		
Improve collection and monitoring of service user data by Runaways Project	Change Runaways Project service user data collection to include ethnic origin, disability and school attended.				Sue Briggs	31.8.08
Monitor equalities impact of the Runaways Policy	Steering group to consider report from project lead and develop action plan				Steering Group	31.8.08
Improve collection and monitoring of service user feedback by Runaways Project	Improve completion and monitoring of Runaways Project Evaluation sheets.				Sue Briggs	31.8.08

Raise awareness of Runaways Project in minority communities by targeting community events and extending school-based activities to selected special schools	Attend three community events, including CHOICES, and three special schools				<b>Sue Briggs</b>	<b>31.8.08</b>
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