**Equality Impact Assessment / Equality Analysis**

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| **Title of service or policy** | Connecting Families Team |
| Name of directorate and service | People and Communities |
| **Name and role of officers completing the EIA** | Paula Bromley |
| Date of assessment | August 2013 |

Equality Impact Assessment (or ‘Equality Analysis’) is a process of systematically analyzing a new or existing policy or service to identify what impact or likely impact it will have on different groups within the community.  The primary concern is to identify any discriminatory or negative consequences for a particular group or sector of the community.  Equality impact Assessments (EIAs) can be carried out in relation to service delivery as well as employment policies and strategies.

This toolkit has been developed to use as a framework when carrying out an Equality Impact Assessment (EIA) or Equality Analysis on a policy, service or function. It is intended that this is used as a working document throughout the process, with a final version including the action plan section being published on the Council’s and NHS Bath and North East Somerset’s websites.

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| **1.** | | **Identify the aims of the policy or service and how it is implemented.** | | | | |
|  | | **Key questions** | | **Answers / Notes** | | |
| **1.1** | | Briefly describe purpose of the service/policy including   * How the service/policy is delivered and by whom * If responsibility for its implementation is shared with other departments or organisations * Intended outcomes | | Core Purpose of Connecting Families to enable families with multiple complex needs to receive the services they need to change and support them to achieve resilience, health and wellbeing within their community | | |
| **1.2** | | Provide brief details of the scope of the policy or service being reviewed, for example:   * Is it a new service/policy or review of an existing one? * Is it a national requirement?). * How much room for review is there? | | Connecting Families is the Bath and North East Somerset Council’s response to the Government’s Troubled Families Initiative. The Troubled Families programme aims to ‘turn around’ 120,000 troubled families by 2015. In this case troubled families are those:   * Who have no an adult in the family out of work * Where the children do not go to school regularly and attendance is poor * Where members of the family are involved anti-social behaviour in crime and under 18 yr. olds are involved in crime and   In B&NES Connecting Families are required to work with a minimum of 215 families in total by 2014-2015. | | |
| **1.3** | | Do the aims of this policy link to or conflict with any other policies of the Council? | | The work of Connecting Families links directly with the Council’s People and Communities Department and overlaps with other areas such as the authority’s Customer Services; “The One Stop Shop”. Where this is the case joint working arrangements have enabled the teams to work together for the best interest of our clients, to ensure that we do not duplicate or conflict with each other’s programme, but enhance services and the provisions to our clients. | | |
| **2. Consideration of available data, research and information** | | | | | | |
| Monitoring data and other information should be used to help you analyse whether you are delivering a fair and equal service. Please consider the availability of the following as potential sources:   * **Demographic** data and other statistics, including census findings * Recent **research** findings (local and national) * Results from **consultation or engagement** you have undertaken * Service user **monitoring data** (including ethnicity, gender, disability, religion/belief, sexual orientation and age) * Information from **relevant groups** or agencies, for example trade unions and voluntary/community organisations * Analysis of records of enquiries about your service, or **complaints** or **compliments** about them * Recommendations of **external inspections** or audit reports | | | | | | |
|  | | **Key questions** | | | **Data, research and information that you can refer to** | |
| **2.1** | | What is the equalities profile of the team delivering the service/policy? | | | The team is made up of 11members of staff; 8 white females and 3 white male workers. | |
| **2.2** | | What equalities training has staffs received? | | | A training session with the Equality Team is planned for September 2013. All of the team have had other equalities training throughout their time as a professional worker. Four staff members are qualified as Youth Workers as this is one of the underlying principles of youth work. | |
| **2.3** | | What is the equalities profile of service users? | | | The team currently works with approx.30 families with a view to increase this up to 36 families over the next few months.  Family profile / action plan forms can be found on the B&NES Connecting Families web page. <http://www.bathnes.gov.uk/services/children-young-people-and-families/connecting-families> | |
| **2.4** | | What other data do you have in terms of service users or staff? (e.g. results of customer satisfaction surveys, consultation findings). Are there any gaps? | | | Parents, children and young people complete feedback forms when the work is near completing.  A review procedure ensures feedback is obtained, throughout the process. As this is a new service we are reviewing all practices as we go along, and are improving as needed as part of an on-going process, therefore this will be reviewed in the New Year. | |
| **2.5** | | What engagement or consultation has been undertaken as part of this EIA and with whom?  What were the results? | | | Managers and team members have been consulted to date regarding this and their learning has been taken into account. E.g. staff wanted to have a clear time table of the programme. They also wanted leaflet that could be handed out to clearly outline their work. | |
| **2.6** | | If you are planning to undertake any consultation in the future regarding this service or policy, how will you include equalities considerations within this? | | | Through discussion with managers and the team as well as further consultation with the families. Although our feedback process is based on a written format we follow up with phone calls and face to face meetings, if families have poor literacy skills or difficulty understanding the form, we can support them to complete it. | |
| **3. Assessment of impact: ‘Equality analysis’** | | | | | | | |
|  | Based upon any data you have considered, or the results of consultation or research, use the spaces below to demonstrate you have analysed how the service or policy:   * Meets any particular needs of equalities groups or helps promote equality in some way. * Could have a negative or adverse impact for any of the equalities groups | | | | | | |
|  |  | | **Examples of what the service has done to promote equality** | | | **Examples of actual or potential negative or adverse impact and what steps have been or could be taken to address this** | |
|  | **General issues – community cohesion** | | * The team are aware of the need to ensure that their involvement with a particular family is viewed as benefit to the whole community – rather than those who are seen as ‘troublemakers’ getting all the help and resource. E.g. when working in an area with a client who needed there garden cleared we arrange with Curo to do a “Deep Clean” on the estate. | | |  | |
| **3.1** | **Gender** – identify the impact/potential impact of the policy on women and men. (Are there any issues regarding pregnancy and maternity?) | | * To promote children, young people and adult’s views in recruitment process. * Promote engagement of Fathers where possible. * To work in a way that promotes joint responsibility for the actions listed in the family action plan with all family members. * Male and female balance in team to draw upon as required. * The team work to build positive relationships within the families. * Offering ‘out of hours’ appointments for families who are in work or have other comments. | | | * In domestic abuse cases focus can be on non-perpetrating parent i.e. “failure to protect” so teams try to work with all family members as appropriate | |
| **3.2** | **Transgender –** – identify the impact/potential impact of the policy on transgender people | | * The service is open to families who have multiple complex needs in a household. Therefore we would work with all family members which may include transgender people. The team are well trained but if they felt they needed more support they could access other members of the team for help or the equalities team. | | |  | |
| **3.3** | **Disability** - identify the impact/potential impact of the policy on disabled people (ensure consideration of a range of impairments including both physical and mental impairments) | | * Use the social care model of disability to promote enabling approach. * Providing reasonable adjustments for disabled people to make sure the services provided are as accessible as possible. * Working in people’s homes and ensure families can access the service in a safe environment. If this was not safe or we needed to work outside the home then we could invite the family to a safe/accessible venue. * Working with colleagues in other services to gain advice about how to adapt our work as required, meeting the needs. * Working to improve relationships within families to prevent long term mental health issues and refer to appropriate services as required. * Working in an integrated way to meet the needs of children and young people with emotional behaviour and learning difficulties. * To work collaboratively with schools, employers and other agencies, as required meeting the family’s needs. * Awareness of the impact that disability related abuse and hate crime can have on individuals and families – team members will be able to offer support and also appropriate referral agencies (e.g. Police, SARI – who also offer support on disability related hate crime). | | | * Barriers to accessing other services such as Adult Mental Health. | |
| **3.4** | **Age** – identify the impact/potential impact of the policy on different age groups | | * Ensure the child’s and teenager’s voice is heard and listened to. * Include Grandparents in work where appropriate. * The team is comprised of mixed ages, experience and knowledge. * We have skilled staff to work with children, young people and adults and would draw upon their experience and expertise as required. | | | The child and family’s voice is evident in the Family Profile especially in the wishes & feelings section. | |
| **3.5** | **Race** – identify the impact/potential impact on different black and minority ethnic groups | | * Promote staff confidence to assess and address issues of equality directly with families. Can you say a bit more about what this means? * Ensure this work is recorded and QA to address needs. * Workers are trained in Strengthening Families/Strengthening Communities parenting group or similar approach which looks at issues of culture/spirituality as well as parenting. * Awareness of the impact that racism and hate crime can have on individuals and families – team members will be able to offer support and also appropriate referral agencies (e.g. Police, SARI). | | | * Staff not feeling confident to assess impact of race/culture with families and / or normalising behaviour | |
|  |  | | **Examples of what the service has done to promote equality** | | | **Examples of potential negative or adverse impact and what steps have been or could be taken to address this** | |
| **3.6** | **Sexual orientation -** identify the impact/potential impact of the policy on  lesbians, gay, bisexual & heterosexual people | | * Staff will be equipped to work with different types of families, including same sex families. Different theory bases underpin the work which addresses parenting issues in an unbiased way. * Awareness of the impact that homophobia and hate crime can have on individuals and families – team members will be able to offer support and also appropriate referral agencies (e.g. Police, SARI – who also deal with homophobia now). | | |  | |
| **3.7** | **Religion/belief** – identify the impact/potential impact of the policy on people of different religious/faith groups and also upon those with no religion. | | * Anti-discriminatory practice is evident in all work with families. * Exploring how religious beliefs effect parenting while remaining child focused. | | | * Staff not feeling confident to assess impact of religion/culture with families and / or normalising behaviour | |
| **3.8** | **Socio-economically disadvantaged** – identify the impact on people who are disadvantaged due to factors like family background, educational attainment, neighbourhood, employment status can influence life chances | | * A large proportion of the service users are from economically disadvantaged groups. * Ensuring the families we work with have equality of opportunity and are aware of the Council’s policies. * Promote the understanding of the impact of poverty/disadvantage to ensure the needs of families are met in all areas of their lives e.g. health and education. * Understanding how poverty impacts on family relationships. * Supporting families with complicated processes i.e. housing/benefits/debt. * Directly assisting families to access specialist advice i.e. CAB, benefits, worklessness support and housing. * Utilising available funds to promote positive activities for children and young people in the family. * Applying to charities on behalf of families to improve the physical quality of their living environments. | | | Research and evidence shows that an increase in poverty can have a negative impact on families. The team are well aware that this can lead to an increase in alcohol/drug use and domestic abuse. | |
|  | **Rural communities** – identify the impact / potential impact on people living in rural communities | | * Workers visit families within their homes. * Practical support to enable parents to attend appointments, either by driving them or helping them access public transport where possible. * We are focusing on work within communities to avoid the situation of just working with a known family. * To signpost and support families in accessing local groups such as; youth centres, children centres, play schemes. | | | Lack of community/mainstream resources in rural areas. | |

**4. Bath and North East Somerset Council & NHS B&NES**

**Equality Impact Assessment Improvement Plan**

Please list actions that you plan to take as a result of this assessment. These actions should be based upon the analysis of data and engagement, any gaps in the data you have identified, and any steps you will be taking to address any negative impacts or remove barriers. The actions need to be built into your service planning framework. Actions/targets should be measurable, achievable, and realistic and time framed.

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| **Issues identified** | **Actions required** | **Progress milestones** | **Officer responsible** | **By when** |
| On-going staff awareness  Raise confidence | Access equalities training tailored to the specific role of the team Consistent management oversight | Contact equal. Dept. of BANES to run some direct training arranged for September 2013. | Tracey Bidgood | September 2013 |
| Better links with adult services. | Utilise specialist Mental Health worker to access adult services as required on a case by case basis. | Better joint working/access to services. Meeting with adult mental health lead person. | Paula Bromley and the Management Team | First meeting arranged in September. |

**5. Sign off and publishing**

Once you have completed this form, it needs to be ‘approved’ by your Divisional Director or their nominated officer. Following this sign off, send a copy to the Equalities Team ([equality@bathnes.gov.uk](mailto:equality@bathnes.gov.uk)), who will publish it on the Council’s and/or NHS B&NES’ website. Keep a copy for your own records.



**Signed off by**: Tony Parker Divisional Director Preventative Services

**Date: 17/10/2013**