**Equality Impact Assessment / Equality Analysis**

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| **Title of service or policy** | Youth Service |
| Name of directorate and service | Children’s Service |
| **Name and role of officers completing the EIA** | Paula Bromley - Principal Youth Officer |
| Date of assessment | February 2012 |

Equality Impact Assessment (or ‘Equality Analysis’) is a process of systematically analysing 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 | | The Local Authority Youth Service delivers informal, social and personal education to young people 11 to 25 years, focusing on those 13 to 19 years.  This is delivered by professional and qualified staff and volunteers often, in partnership with the Voluntary Sector and / or other departments within the Council.  The outcome of the work is to enable a positive difference to young people’s lives.  60% of young people that participate in youth work on a regular basic should gain a recorded and/or accredited outcome. | | |
| **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? | | The statutory duty on local authorities as set out in Section The Government states in section 507B of the Education Act 2006 is to secure sufficient educational and recreational leisure-time activities for the improvement of the wellbeing of 13 to 19 year olds, so far as is reasonably practicable. This duty also requires local authorities to ascertain and take into account young people's views and to publicise information about the local offer of all available provision. | | |
| **1.3** | | Do the aims of this policy link to or conflict with any other policies of the Council? | | **No** | | |
| **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? | | | At present we have 36 staff, of which 3 are Black / African / dual heritage staff that and all of the others are white British (staff are asked to self-declare). | |
| **2.2** | | What equalities training have staff received? | | | All full-time or staff on substantive posts known as full time / professionals) have been on the Council’s training courses as required by the Council.  Full time Youth Workers received equalities training as part of their induction. Full timers have received equalities training as part of their professional practice Degree).  Equalities is one of the fundamental values within the Youth Service and therefore given high priority. | |
| **2.3** | | What is the equalities profile of service users? | | | The majority of our users are White British except for those who attend Riverside Youth Hub. At this project we have a large % of Black and ethnic young people attending. This reflects the local population in the Larkhall/ Snow Hill areas of Bath. We have noticed that although we collect data re ethnicity it is not robust so in the service plan this year we are going to introduce a better recording method, design by staff so there will be more ownership, which in turn should produce better outcomes. | |
| **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? | | | We record details about service users at the time when they become a member of the Youth Service. This information we collect does not get regularly reviews / updated, so in the Youth Service plan this year we are going to introduce a better recording method, design by staff so there will be more ownership, which in turn should produce better outcomes.  We have recently undertaken a bi-annual user survey the results of this will go onto the youth service web site. | |
| **2.5** | | What engagement or consultation has been undertaken as part of this EIA and with whom?  What were the results? | | | Part of the Youth Service Review we consulted with all staff and young people (as users of the Service), the Unions and other Stakeholders.  The results were the service youth see in place today, in terms of it structure, size, deployment of staff etc. This is very much dependant on budget.  This Service now focuses on young people who are vulnerable. Keeping some open access drop in work to maintain a small focus on all young people. The Service has developed a referral system, which is now fully operational to support 1:1 work and are able to monitor the progress on this work by action planning and built in review process. | |
| **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? | | | We always carry out a bi-annual user review and in this we have questions such as the one listed below-  “Do staff treat everyone fairly and equally”  This year 2012 100% of young people who responded to the survey said that they felt they were treated fairly and equally.  The result of this Survey is fed back to young people and other interested parties. Actions are taken to follow up any feedback that needs improving and these are built into the Project Plans or Service Plans. The results are available on the youth service web site. | |
| **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** | |
| **3.1** | **Gender** – identify the impact/potential impact of the policy on women and men. (Are there any issues regarding pregnancy and maternity?) | | The Youth Service works with young people aged 13 to 19 years old, and up to 25 years old for people with additional needs.(Young mums fit into this category)  During 2011 / 12 the Youth Service works with 51% boys and young men and 49% girls and young women. This balance has improved over recent years with the introduction of more single gender work for young women have encouraged them to attend. | | | In Bath we support 2 young mum’s groups and 1 in Peasedown youth hub. We also work very closely with the Children’s Centre & Connexions staff, (who supports this work as well). The other group is at Southside youth hub This work has had a very positive impact of the lives of the young mum’s and their children.  Single gender work has had a positive impact by giving young women more space they are able to access services that they might not of otherwise linked up with. | |
| **3.2** | **Transgender –**identify the impact/potential impact of the policy on transgender people | | The Youth Service works with young people equally and supports them with all aspect of sexually through work in our youth hubs and projects. For those young people who require additional support we would sign post and support to organisations such as Stonewall who provide services to young people who are gay, lesbian, bisexual and transgender. | | | The young people feel they are accepted and supported through a time in their life where they may be questioning their sexually.  In June 2012 staff are working with other partners to set up a LGBT group to support young people, locally. | |
| **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) | | The youth service works with young people aged 13 to 19 years old, and up to 25 years old for people with additional needs.  We have a positive impact for those who wish to be independent by providing services that they can access without support.  We work to an agenda of inclusion which compliments much as the work provided by others which has a single focus. | | | In Peasedown we have a Boss job club that helps and supports young people with disabilities to find employment and training opportunities. It also helps them build a portfolio of this that they have done to show to others, whilst given them the confidence to think wider than their own community.  They also run inclusive programmes for young people to encourage them to be part of the main stream activities.  At Southside when redesigning the building we added in a sensory room and fully accessible toilet with a hoist alongside the more standard items such as a lift, ramps etc. The service is working closely with Bath Mencap, The Link and Threeways schools to develop services on site.  At Riverside we have just advertised the post to develop a fully inclusive agenda. | |
| **3.4** | **Age** – identify the impact/potential impact of the policy on different age groups | | The youth service works with young people aged 13 to 19 years old, and up to 25 years old for people with additional needs. We open our doors to young people 11 and above who need additional help with a view to providing early intervention work. | | | At Southside we set up a local junior club for young people who are 11 & 12 yrs. old to encourage them to use the facilities as the Youth hub had been closed for a year due to refurbishment, to encourage them to come back into the centre. | |
| **3.5** | **Race** – identify the impact/potential impact on different black and minority ethnic groups | | We work with young people equally and have an open door policy that hopefully enables all young people to feel welcome. We have positive images of Black and ethnic minority people displayed in our projects and youth hubs and in our general publicity so young people from Black and ethnic minority backgrounds will feel welcome from the moment they make contact with the Youth Service. All of our programmes are designed by working alongside young people so they have an opportunity to stay how they would like things to be run. | | | In Riverside Youth Hub studio young people from the local area use the facilities. One black young man has just recorded a record and has been on TV because of his work with the music tutor.  Many young people from the area including those from Black and ethnic minority backgrounds enjoy music and so this provides a route into working with them about other things that they would not normally be exposed to e.g. use of language. | |
| **3.6** | **Sexual orientation -** identify the impact/potential impact of the policy on  lesbians, gay, bisexual & heterosexual people | | We work with young people equally and support them with all aspect of sexually through work in our youth hubs and projects. For those young people who require additional support we would sign post and support to organisations such as REACH and Stonewall who provide services to young people who are gay, lesbian, bisexual and transgender. | | |  | |
| **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. | | In the youth service staff are trained to work with young people to celebrate diversity and differences. They value and encourage young people to explore a range of aspects. However they do think about the person as a whole, that is mind, body and spirit and work with young people through happy and sad times helping them to understand the world around them and to develop skills to cope with day to day life. | | | The youth service has just drafted a spirituality statement as part of a way of working with young people. This is currently out with all staff and young people for consultation. | |
| **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 | | Through the work of the targeted youth workers we can support young people who are vulnerable and those most disadvantaged. The Youth Service has just developed a referral pack with an assessment tool so staff can make informed judgements, with the young people, about who are best placed to work with these young people e.g. direct work or sign post / refer on. They can then measure the impact there work is having on those young people with a feedback tool so young people have an opportunity to say what worked and what could be improved as well. | | | In Southside Youth Hub staff support young people from the different communities that surround the youth hub, helping the to understand and accept others for what they are with judgement and to develop skills for life providing them with a wide range of information so they can make their own informed choices.  At Riverside and Peasedown the targeted youth workers | |
| **3.9** | **Rural communities** – identify the impact / potential impact on people living in rural communities | | Approximately 50% of the Youth Service is delivered in the rural areas from Radstock and Peasedown Youth Hubs and via the mobile youth bus where services go out to those most needed geographical areas and support other areas with direct provision e.g. Paulton. | | | The Mobile Youth Bus called “My Youth Bus” is very well supportive and liked by young people. It is particularly situated to small rural areas where there are a few young people who require additional help and support for a short while. This provides a cost effective and value for money service that is flexible enough to cope with the change in demand. | |

**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** |
| Gaps in recording and monitoring young people’s information. | The Youth Service need a new membership form and to update the existing registration form | To see information on the Youth Service database (QES)  Improve and become more detailed | Paula Bromley  PYO | Pilot at Southside to begin in April 2012 for 8 weeks.  New registrations available from 1st April 2012 for other projects. |

**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 or nominated senior officer)

**Date February 2012**