

EQUALITY IMPACT ASSESSMENT

EIA Version	Date	Author	Changes
	27/02/20	Leigh Jolly	

Stage 1: Title and aims of the activity (“activity” is an umbrella term covering policies, procedures, guidance and decisions including those that affect services the council delivers).	
Service	ECS
Section	Children’s Services Social Work
Title of the activity etc.	Children’s Services Social Work – Budget Savings 20/21 (10K) Reduction in Self Directed Support (SDS) budget
Aims and desired outcomes of the activity	<p>The Service has a statutory responsibility for the provision of protection and support to children in need, children who are Looked After and children at risk of becoming Looked After. Children in need include children with additional support needs.</p> <p>Identification of budget savings must be in line with the above statutory requirement and the service must be able to meet demand when savings are identified.</p> <p>The Service also has an improvement plan to reduce inefficiencies in the system which will help mitigate against any reduction of the budget brought about through the identified saving.</p>
Author(s) & Title(s)	Leigh Jolly, Interim Head of Children’s Services

Stage 2: List the evidence that has been used in this assessment and explain what it means in relation to the activity you are assessing.

Evidence	What does it say?	What does it mean?
Internal data (customer satisfaction surveys; equality monitoring data; customer complaints).	Children's Services Social Work performance is reported quarterly to the management team who provide scrutiny and identify areas of concern/areas for improvement.	With £10K savings, it is still anticipated that the Service will be delivered as it currently stands. However, this will require monitoring of the budget in order to identify any probability which may lead to children being placed at increased risk and requiring a higher level of intervention including accommodating children if we cannot sustain early intervention approaches. <u>Introduction of the Payment Card for individual Option 1 budgets for Self-Directed Support Packages enables Children's Social Work to closely monitor individual spend and recover any surplus funds which prompts practitioners to review packages of support to ensure they are appropriate.</u>
Internal consultation with staff and other services affected.	As above	As above
External consultation (partner organisations, community groups, and councils).	The above-mentioned performance data is also shared with the Child Protection Committee which is a multi-agency partnership forum for further scrutiny and feedback.	As above
External data (census, available statistics).	External data from other local authorities is used as bench marking data as per the performance data above which is presented to the senior management team and the Child Protection Committee.	As above

Other (general information as appropriate).	N/A	N/A
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Stage 3: Evidence Gaps.	
Are there any gaps in the information you currently hold?	No

Stage 4: Measures to fill the evidence gaps.		
What measures will be taken to fill the information gaps before the activity is implemented? These should be included in the action plan at the back of this form.	Measures:	Timescale:
	N/A	

Stage 5: What steps can be taken to promote good relations between various groups/areas?	
These should be included in the action plan.	N/A

Stage 6: How does the policy/activity create opportunities for advancing equality of opportunity?
The Service will support children and families to reach their full potential across all areas of life including education, employment, housing, finance and access to health.

Stage 7a:				
Are there potential impacts on protected groups?				
The protected groups covered by the equality duty are age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation.				
Who is affected by the activity or who is intended to benefit from the proposed activity and how? Complete the table below for each protected group by inserting "yes" in the applicable box/boxes below.				
	Positive	Negative	Neutral	Unknown

Age – Younger		X	X	
Age - Older			X	
Disability		X	X	
Race – (includes Gypsy Travellers)			X	
Religion or Belief			X	
Sex (Gender)			X	
Pregnancy and maternity		X	X	
Sexual orientation – (includes Lesbian/ Gay/Bisexual)			X	
Gender reassignment – (includes Transgender)			X	
Marriage and Civil Partnership			X	

Stage 7b: Do you have evidence or reason to believe that this policy, activity etc. will or may impact on socio-economic inequalities?

This is about trying to be fair to everyone. Part of that is realising that not everyone may be starting at the same place. Some individuals and families may have low income, may have very little or no savings which means they are living from month to month therefore changes to council policies/services may have a greater adverse impact on them.

On this basis you should consider potential impacts on individuals/families by:

- Place: on specific vulnerable areas or communities (SIMD, regeneration, rural) e.g. housing, transport.
- Pockets: household resources, (Income, benefits, outgoings) ability to access a service
- Prospects: peoples life chances e.g. access to, or ability to access employment, training, services (such as council or health) or support.

Groups of people who may be impacted include, but not limited to:

<ul style="list-style-type: none"> • Unemployed • Single parents and vulnerable families • People on benefits • Those involved in the criminal justice system • People in the most deprived communities • People who live in rural areas 	<ul style="list-style-type: none"> • Pensioners • Looked after children • Careers including young carers • Veterans • Students • Single adult households • People who have experienced the asylum system 	<ul style="list-style-type: none"> • Those leaving the care setting including children and young people and those with illness • Homeless people • People with low literacy/numeracy • People with lower educational qualifications • People in low paid work • People with one or more protected characteristic
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Please complete by inserting “yes” in the applicable box/boxes below.

Socio-economic disadvantage	Positive	Negative	Neutral	Unknown
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Pockets: Low income/income poverty – cannot afford to maintain regular payments such as bills, food, clothing			X	
Pockets: Low and/or no wealth – enough money to meet basic living costs and pay bills but have no savings to deal with any unexpected spends and no provision for the future			X	
Pockets: Material deprivation – being unable to access basic goods and services i.e. financial products like life insurance, repair/replace broken electrical goods, warm home, leisure and hobbies			X	
Place: Area deprivation – where you live, where you work			X	
Prospects: Socioeconomic background – social class i.e. parents' education, employment and income, educational achievement.		X	X	

Stage 8: What are the positive and negative impacts?		
Impacts.	Positive (describe the impact for each of the protected characteristics affected)	Negative (describe the impact for each of the protected characteristics affected)

<p>Please detail the potential positive and/or negative impacts you have highlighted above. Detail the impacts and describe those affected.</p>		<p>For each of the protected characteristics identified (Age – younger, Disability and Pregnancy and Maternity) there is a risk of reduction in capacity to protect and support these individuals with the identified characteristics above which may lead to children being placed at risk and requiring a higher level of intervention including accommodating children if we cannot sustain early intervention approaches <u>or level of care, support and respite provided through individual budgets via Self-Directed Support.</u></p>
		<p>In terms of impact on individuals facing socio-economic inequalities, there is a risk of reduction in capacity to protect and support these individuals with the identified characteristics above which may lead to risk in terms of support to access education, employment, financial support and access to health services.</p>

Stage 9: Have any of the affected groups/areas been involved, engaged with or consulted?	
<p>If yes, please give details of how this was done and what the results were. If no, how have you ensured that you can make an informed decision about mitigating steps?</p>	<p>No.</p>

Stage 10: What mitigating steps will be taken to remove or reduce negative impacts?		
These	Mitigating Steps	Timescale

should be included in any action plan at the back of this form.	Risk Assessment and Risk Management of the demand for Services by Team Managers. The performance of the Service is also monitored by the senior management team and the Child Protection Committee.	Constant
	Consultation with stakeholders to broaden feedback on impact of Service. The performance of the Service is also monitored by the senior management team and the Child Protection Committee.	Constant
	The Service also has an improvement plan to reduce inefficiencies in the system which will help mitigate against any reduction of budget/staff brought about through the identified saving	Constant
	<u>Approval of appropriate moderate to high individual budgets by the Team Manager Practice Forum</u>	<u>Constant</u>

Stage 11: What monitoring arrangements will be put in place? How the EIA will be used to monitor the proposal	
These should be included in any action plan (for example customer satisfaction questionnaires).	The monitoring arrangements will be through the performance data and bench marking data which is scrutinised by the senior management team and the Child Protection Committee.


Stage 12: What is the outcome of the Assessment?	
Please complete the appropriate box/boxes	1 No negative impacts have been identified –please explain.
	2 Negative Impacts have been identified; these can be mitigated - please explain. * Please fill in Stage 13 if this option is chosen.
	The Service will continue to monitor data and performance particularly in relation to any increase in the number of higher-level interventions or the increase in the number of families waiting for a Service. The Service also has an improvement plan to reduce inefficiencies in the system which will help mitigate against any reduction of budget/staff brought about through the identified saving.
	3 The activity will have negative impacts which cannot be mitigated fully – please explain. * Please fill in Stage 13 if this option is chosen

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*** Stage 13: Set out the justification that the activity can and should go ahead despite the negative impact.**

Any budget savings identified must be agreed as 'manageable' with Children's Services so that we are able to meet demand and this saving has been deemed manageable within the current budget.

Stage 14: Sign off and authorisation.

Sign off and authorisation.	1) Service and Team	Children's Services Social Work, ECS.	
	2) Title of Policy/Activity	Budget savings (if appropriate)	
	3) Authors: I/We have completed the equality impact assessment for this policy/activity.	Name: Leigh Jolly Position: Interim Head of Children's Service Date: 10 02 2020 Signature: 	Name: Position: Date: Signature:
		Name: Position: Date: Signature:	Name: Position: Date: Signature:
	4) Consultation with Service Manager	Name: Date:	
	5) Authorisation by Director or Head of Service	Name: Laurence Findlay Position: Director of ECS Date: 11 02 2020	Name: Position: Date:

	6) If the EIA relates to a matter that has to go before a Committee, Committee report author sends the Committee Report and this form, and any supporting assessment documents, to the Officers responsible for monitoring and the Committee Officer of the relevant Committee.	Date:
	7) EIA author sends a copy of the finalised form to: equalities@aberdeenshire.gov.uk	Date:

