

EQUALITY IMPACT ASSESSMENT

Stage 1: Title and aims of the activity (“activity” is an umbrella term covering policies, procedures, guidance and decisions).	
Service	Education and Children’s Service’s
Section	Children’s Social Work Services
Title of the activity etc.	Review of Targeted Services to Children
Aims of the activity	To provide relationship based assessment and support services for vulnerable children and their families.
Author(s) & Title(s)	Bob Driscoll

Stage 2: List the evidence that has been used in this assessment.	
Internal data (customer satisfaction surveys; equality monitoring data; customer complaints).	Statutory KPI’s; Children’s Services Performance Management Information; Significant Case Reviews; Customer Satisfaction Surveys (Viewpoint ‘ exit questionnaires); Young Peoples Organising and Campaigning Group, My Voice
Internal consultation with staff and other services affected.	Social Workers (Children’s Services Planning events); Team Briefs; KDI; ICT; Finance; HR; ECS, Scottish Children’s Reporter Administration.
External consultation (partner organisations, community groups, and councils.	Getting It Right For Every Child (GIRFEC) Implementation Partners; Child and Family Protection Committee Partners; - NHS Grampian, Police Scotland, Third Sector; Aberdeenshire Council Budget Simulator
External data (census, available statistics).	Child Protection Management Information; Educational Attainment data; Looked after Children data; Early Years Collaborative data. Permanence and Care Excellence (PACE) data.

<p>Other (general information as appropriate).</p>	<p>Care Inspectorate Scrutiny Reports at national and local levels and a range of self-evaluation exercises.</p>
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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:

Stage 5: Are there potential impacts on protected groups? Please complete for each protected group by inserting "yes" in the applicable box/boxes below.				
	Positive	Negative	Neutral	Unknown
Age – Younger			Yes	
Age – Older			Yes	
Disability			Yes	
Race – (includes Gypsy Travellers)			Yes	
Religion or Belief			Yes	
Gender – male/female			Yes	
Pregnancy and maternity			Yes	
Sexual orientation – (includes Lesbian/ Gay/Bisexual)			Yes	
Gender reassignment – (includes Transgender)			Yes	
Marriage and Civil Partnership			Yes	

Stage 6: 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)
Please detail the potential positive and/or negative impacts on those with protected characteristics you have highlighted above. Detail the impacts and describe those affected.		

Stage 7: Have any of the affected groups been consulted?	
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?	Consultation has been undertaken through representatives of the protected groups; exit surveys of service users; national surveys; academic research and consultation on policy drivers. Individuals are always consulted on their own care plan.

Stage 8: What mitigating steps will be taken to remove or reduce negative impacts?		
	Mitigating Steps	Timescale
These should be included in any action plan at the back of this form.		

Stage 9: What steps can be taken to promote good relations between various groups?	
These should be included in the action plan.	The fora / initiatives detailed in stage 2 are typically multi- agency in nature and services in the GIRFEC partnership arrangements share common ambitions based on shared principles.

Stage 10: How does the policy/activity create opportunities for advancing equality of opportunity?

Children's services for vulnerable children and their families are entirely coterminous with the Getting It Right For Every Child agenda which is concerned with every child irrespective of the presence or absence of protected characteristics.

Stage 11: What equality monitoring arrangements will be put in place?

These should be included in any action plan (for example customer satisfaction questionnaires).


The performance of, and any risks surrounding, the safe delivery of children's services are monitored on an ongoing basis through 1:1; team and are addressed more systemically on a on a 6 weekly basis through the Child Care Continuous Improvement Group.

Stage 12: What is the outcome of the Assessment?

Please complete the appropriate box/boxes	1	No negative impacts have been identified –please explain.
	Work arising from delays in filling vacant posts will be absorbed within teams and the overall service during the period of them being void.	
	2	Negative Impacts have been identified, these can be mitigated - please explain. * Please fill in Stage 13 if this option is chosen.
	3	The activity will have negative impacts which cannot be mitigated fully – please explain. * Please fill in Stage 13 if this option is chosen

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

Stage 14: Sign off and authorisation.

Sign off and authorisation.	1) Service and Team		
	2) Title of Policy/Activity	Review of Targeted Services to Children	
	3) Authors: I/We have completed the equality impact assessment for this policy/activity.	Name: Robert Driscoll Position: Head of Children's Social Work Services Date: 03/08/16 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: Maria Walker Position: Director (Education & Children's Services) Date:	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. e.g. Social Work and Housing Committee.		Date:
	7) EIA author sends a copy of the finalised form to: eia@abdnshire		Date:
(Equalities team to complete) Has the completed form been published on the website? YES/NO			Date:

