

Equality Impact and Needs Analysis (EINA) Template

Directorate:	ECCS
Service Area:	Family & Targeted Services, Education and Early Intervention
Name of service/ function/ policy/ being assessed:	Targeted Youth Support Team
Officer leading on assessment:	Sam King - TYS Team Manager
Other staff involved:	N/A

PREPARATION FOR THE EQUALITY IMPACT AND NEEDS ANALYSIS

1. Briefly describe the service/ function/ policy:

The Targeted Youth Support (TYS) Team is a multi-agency service that works with young people aged 11-18 and their families. The team works alongside secondary schools, housing, Child and Adolescent Mental Health Services (CAMHS), the Youth Offending Team (YOT), youth services, social services and other agencies to provide assessment, targeted intervention and prevention work.

The service is aimed at young people who:

- are at risk of becoming 'looked after' by the local authority;
- who are at risk of becoming involved in criminal or anti-social behaviour;
- are at risk of school exclusion; or
- require information, advice and guidance relating to education, employment and training.

The TYS uses the Common Assessment Framework (CAF) to identify the needs of the young person and their family and include involved services (e.g. school) to design a support plan to help the family. Regular update meetings (Team Around the Child- TAC) help to keep the young person, family and agencies focused on the desired outcomes and identify any other emerging needs.

The TYS Futures Service also provides information, advice and guidance with regards to education, employment and training to young people up to the age of 19 who are NEET (not in employment, education or training) or at risk of becoming NEET.

Referrals are made through the Single Point of Access (SPA) usually through the school; however a referral can be made by any professional or directly by the family or young person.

2. Why is the equality impact and needs analysis being undertaken?

The TYS Service has completed its 2nd academic year and requires evaluation and analysis in order to assess need and improve service. Most of the Richmond Borough Schools are either in the process of becoming or are already academy's and TYS are in a position to potentially sell further TYS services as well as retaining the support already provided.

The Futures Service is a relatively new area of provision within TYS, recently branded and will be launched in January 2013. Previously this service was commissioned out to a national provider but bringing the service into the Local Authority Targeted and Family Support means that we have been better able to provide integrated support for young people aged 16-19 that are or are at risk of being NEET.

The EINA will help to ensure that the TYS and TYS Futures Services reach widely to all potential and existing users who are eligible for our service.

As described earlier the TYS team works with ages 11-18 (16-19 Futures Team) who are at risk of becoming 'looked after' by the local authority; are at risk of becoming involved in criminal or anti-social behaviour; are at risk of school exclusion; or require information, advice and guidance relating to education, employment and training.

We specialise in working with 'hard to reach' young people, young people and their families that are resistant in their engagement and also families that are 'at risk of poor outcomes'. Groups and individuals typified into these descriptions include (in no particular order and not exhaustive):

- Lone parent families;
- Asylum seekers;
- Children Looked After;
- Young Carers, family members with illnesses and/or disabilities;
- Young People in emergency accommodation/homeless, in danger of becoming homeless or placed in care;
- Young people and families from minority ethnic communities;
- Young People with cross cultural obligations (example: western education followed by arranged (agreed or otherwise) marriage etc);
- Young people with a parent in prison or family engaged in criminal activity;
- Young Offenders;
- Families containing individuals with poor mental health, drug or alcohol problems;
- LGBT Young People and/or LGBT family members;
- Teenage parents;
- Families with members that are not in employment;
- Families suffering from DV and/or other hidden harm;
- Family breakdown, divorce, separation;
- Young people with learning difficulties and /or Special Educational Needs (SEN); and
- Young People with generational issues/habits of any or some of the above.

3. Has this service/ function/ policy undertaken a screening for relevance?

If so, which protected characteristics and parts of the duty were identified as of high or medium relevance and why? Please attach screening for relevance as an appendix to this EINA.

If not, make an assessment of which protected characteristics and parts of the duty are of high or medium relevance and explain why:

The last screening was undertaken by Julie Martin, however since then the team has undergone some changes and latest government initiatives have provided funding for overarching services within the team such as the Families In Need Team (FIN).

The service is considered to be of high relevance to age, race, religion and belief, marriage and civil partnership, sex, disability, sexual orientation and pregnancy and maternity; and of medium relevance to gender reassignment.

- 4. What sources of information have been used in the preparation of this equality impact and needs analysis? For example, this could include equalities monitoring information, performance data, consultation feedback or needs assessment. Please provide the details in the table below:**

<i>Information source</i>	<i>Description and outline of the information source</i>
Integrated Youth Support Service database	Data collection on NEET, EET and 'Unknown' young people, contains details including, gender, age, ethnicity, etc.
CAF Process	Collects data including gender, age, ethnicity etc, plus personal information that might not be regularly captured.
CAF Updates/Health Checks	Quarterly checks on all open CAFs held by TYS Lead Practitioners – checks quality and timeliness of work and captures data which includes reasons for CAF, average time of case management, CAF re-open rate, and personal progress of young person through Distance Travelled Tool (DTT).
Single Point of Access (SPA)	Regular reports from SPA detailing the amount of calls received and who the calls/cases have been allocated to. Also logs where the calls have come from and notes the peaks and troughs of calls made at certain times of the year.
Supervision	Regular supervision of all TYS staff by TYS Team Manager means that the manager is always aware of current trends and individual issues. This also helps projects and activities can be developed in conjunction between Integrated Youth Support Service (IYSS) and FTS.
Multi-Agency Meetings	TYS Manager attends monthly meetings about young people such YOT young people, Missing Persons (MISPER) young people, Anti- Social Behaviour (ASB) young people and families, Multi Agency Risk Assessment Conference (MARAC) families, young people involved with School Behaviour and Attendance Partnership (SBAP) and young people with Individual

Information source	Description and outline of the information source
	Learning Plans (ILPs), SEN and/or being assessed by Multi- Agency Team (MAT). This keeps TYS up to date with current trends and individual issues and able to work with the departments to provide improved one to one and group work
Children and Young People's Plan	The Children & Young People Plan includes collected data about LBRUT and LA wide commitment to address issues and work with communities and individuals. The 2009-2013 is now replaced by the 2013-2017 publication.

ANALYSING IMPACT, NEEDS AND EFFECTS

[It is important that the analysis addresses each part of the duty assessed as relevant to the area being examined](#) ([see further Guidance on RIO](#)).

5. Key questions to consider:

- a. What does the data tell you about the groups identified as relevant to the area being assessed?**
- b. What does customer feedback, complaints or discussions with stakeholder groups tell you about the impact of the service/ function/ policy on the protected characteristic groups, where assessed as relevant to area being examined?**

Other questions to consider:

- How well are diverse needs met?
- Have any differences in access to services/functions been identified for any group?
- Has the area identified any disadvantages experienced by groups, which need to be addressed?
- Have there been any complaints about a failure to receive an appropriate and fair service?
- Is there any other evidence of differential impact or different outcomes which needs to be addressed?
- Is there any evidence that participation in areas of public life is disproportionately low for any particular relevant protected characteristic group?
- Have the needs of disabled people been identified and addressed where these are different from the needs of non-disabled people?
- Have you identified any need to tackle prejudice or promote understanding between different relevant protected characteristic groups?

Remember that equality analysis is not simply about identifying and removing negative effects of discrimination but it is also an opportunity to identify ways to advance equality of opportunity and to foster good relations.

<i>Protected Group</i>	<i>Findings</i>
Age	<p>TYS works with young people aged 11-18 are at risk of becoming 'looked after' by the local authority; who are at risk of becoming involved in criminal or anti-social behaviour; are at risk of school exclusion; or require information, advice and guidance relating to education, employment and training.</p> <p>The YYS Futures Team works with young aged 16-19 who are or may become NEET.</p> <p>There is no restriction of age in terms of parents, grandparents, guardians, carers and relevant, extended family and friends.</p> <p>In some families containing a teenager/s there may be younger siblings and younger extended family. Before cases such as these are accepted the Family Support Team (FST), YYS and FIN teams discuss the relevance of each team. Where it remains unclear after discussion it is possible for 2 of the teams to undertake a joint visit. In extreme cases it is possible for some cases to be joint-worked.</p>
Disability	<p>TYS and YYS Futures provide services to young people and their families that have or contain disabilities and learning difficulties. Both services hold a high amount of young people diagnosed or believed to suffer from ADHD, ADD, ODD, ASD, Aspergers, OCD, etc. YYS use the CAF process to identify need and acknowledge positive factors. YYS bring a team around the family/child (TAF/TAC) and work with other agencies such as CAMHS, Aim Higher and relevant education departments.</p> <p>All young people and children that are in specialist, residential education automatically receive a CAF service and are visited both at school and at home by a YYS worker with SEN specialism. This worker communicates with SEN dept for referrals and case updates.</p> <p>The SEN team also provides a specialist careers worker for young people with learning needs and/or difficulties. The Futures team communicates with the SEN careers worker to co-refer and exchange ideas and relevant agencies supplying jobs, training, apprenticeships etc.</p> <p>However, young people with very specialist and high level of disabilities are often best held with the Disabled Children's Team. YYS and DCT are happy to discuss</p>

	<p>referrals to find out which is the most relevant service for the young person. Other specialist services may be contacted for additional support; for instance The Bridge, 2 Wings Trust, CAMHS etc.</p>
Gender (Sex)	<p>TYS and TYS Futures are accessible to both male and female young people. As of 26.11.2012 TYS were only working with 8 more males than female out of a total of 134 young people TYS also works with parents and other family members and friends of either gender.</p> <p>There are no particular projects that make a distinction between gender, however, projects such as the MMA project (TYS), the Risky Behaviour Project (TYS/YOT) and the Reflections Project (FIN) do attract single genders although they are open to all. The TYS team are creative and where specific issues/themes arise we create project work to address the need and this may be held open to a specific gender. TYS also refers to the IYSS Youth Service as clubs do run specific gender groups and clubs such as Hampton Youth Project who have been running a girls group for many years.</p> <p>TYS and TYS Futures also work with transgender young people and family members. Futures is currently working with a M/F young person and TYS works with a M/F parent. TYS also communicates and exchanges ideas and agencies with the IYSS Youth Service who run an LGBT Youth Club.</p>
Gender reassignment	<p>As mentioned above TYS already work with M/F and F/M adults and young people.</p> <p>TYS will and does support transgender young people and are thinking about or are in the process of gender re-assignment.</p> <p>The support includes finding empathetic and supportive education and employment opportunities, advocating on behalf of the young person at their school, educational or employment establishment, making referrals to specialist services and charities, providing information, advice and guidance about gender re-assignment and /or transgender living without re-assignment and providing non-judgemental sounding board service.</p> <p>TYS and TYS Futures does not push transgender young people into gender re-assignment but provide a safe platform for trans young people to make informed decisions about their future as either a male or female or both/neither (asexual).</p>
*Marriage and civil partnership (*only in relation to first part of the duty: eliminate discrimination	<p>TYS work with young people and their families that have conflict and difficulties pertaining to marriage. Marriage breakdown and discord are fairly regular but TYS also has dealings with young people that are accepting or otherwise their role in an arranged marriage or are</p>

<p>and harassment)</p>	<p>having a marriage arranged for them. Quite often young people are accepting of their arranged marriage but there are times when they are not accepting and careful support is provided to that young person and their family.</p> <p>TYS and TYS Futures have worked with young people that have parents or relatives that are in or are planning a civil partnership as same sex/gender couples.</p> <p>TYS and TYS Futures also co-refer with IYSS Youth Service who run an LGBT Youth Club.</p> <p>The team(s) have a team member that has a specialism in LGBT issues including civil partnership families</p>
<p>Pregnancy and maternity</p>	<p>TYS works with young people around sexual relationships and pregnancy. Support is provided to young mothers and fathers and pregnant young women.</p> <p>TYS Futures also assists young parents back into education, employment and training.</p> <p>TYS also works with young people whose family are planning for or having further children. Some teenagers find this an anxious time and may also not cope well with attention being diverted away from them.</p> <p>TYS and TYS Futures co-refer with other relevant agencies and projects, including parenting groups, young parent's projects and also local hostels and the housing department.</p> <p>TYS pre-homeless worker also works with Young parents (to be) (aged 16/17) to find out if they are able to remain at home while they are pregnant and after they have given birth. The CAF process is used to address this. If the Young Parent(s) is/are unable to return home TYS works with the young person/people, the housing department and hostel to ensure a relevant and safe place is found. Young Parents aged under 16 are supported through CAF process to ensure whole family are able to support the Young Parents effectively at home.</p>
<p>Race/ethnicity</p>	<p>While this team is targeted in terms of the interventions, our aim is to empower and support children, young people and parents in the borough from all ethnicities.</p> <p>Targeted support will be given to those groups that may require more assistance. For example, translations are available for English as an Additional Language for assessment appointments, interpreters can be used where necessary to engage with parents who do not speak English, and multiagency stakeholder groups meet to provide more specific work for the travelling community.</p>

	As noted earlier, data is available from SPA and CAF and the IYSS database on the range of ethnicities that TYS and TYS Futures work with.
Religion and belief including non-belief	<p>The targeted services delivered as part of this team is accessible to parents from all religions and beliefs including non-belief.</p> <p>Where necessary we incorporate agencies (for instance we are currently working with the Asian Women's Resource Centre) to increase the confidence of the families we are working with.</p>
Sexual orientation	<p>The targeted services delivered as part of this team will be accessible to young people and parents regardless of their sexual orientation.</p> <p>TYS and TYS Futures actively work with LGB young people and their families. Where LGB orientation is an issue for other family members we will also help the members to examine these issues. Honest data is not always available, especially when a young person is examining their orientation or reluctant to state their orientation. But where possible we gain the true data.</p> <p>The services are knowingly working with 3 LGB young people, but suspect we have a further 3 young people that are in the process of examining their identity.</p> <p>TYS and TYS Futures co-refer with IYSS Youth Service who run an LGBTQ Youth Project.</p>

6. Have you identified any data gaps in relation to the relevant protected characteristics and relevant parts of the duty? If so, how will these data gaps be addressed?

<i>Gaps in data</i>	<i>Action to deal with this</i>
N/A	N/A

SUMMARY OF THE KEY FINDINGS

7. Set out the key findings from the equality impact needs analysis of the service/ function/ policy. Key questions to consider when completing this section:

- *Are there findings of unlawful discrimination?*
- *Can you address any identified adverse impact?*
- *Can you mitigate any negative impact?*
- *Please provide rationale if you are unable to address any adverse impact.*
- *Have you identified any ways of advancing equality in this area? For example, meeting diverse needs?*
- *Is there a need for any actions to promote understanding between different protected groups?*

From examining the above criteria I am confident that there are no findings of unlawful discrimination and also feel that we are in a good place to provide services to a variety of young people and their families.

As an action I will be checking the training levels with regards to equality and diversity and also find out if there are any areas of low confidence in more specialist areas.

CONSULTATION ON THE KEY FINDINGS

8. What consultation have you undertaken with stakeholders or critical friends about the key findings? What feedback did you receive as part of the consultation?

Senior management have been part of the consultation and information is routinely gathered through data collection, supervision and audits. Young People and their families provide monitoring through DTT and one to one recording, however this can be improved upon as per action plan below.

ACTION PLANNING

9. What issues have you identified that require actions? What are these actions, who will be responsible for them and when will they be completed?

Issue identified	Planned action	Lead officer	Completion Date
Consultation and monitoring by service users	Design case monitoring that contains qualitative information and pertinent diversity and equality data	Sam King	April 2013
Case audits to be completed to ensure that our service has been accessible for all protected groups.	Minimum of one case audit per month	Team Managers (Sam King)	Ongoing from November 2012
CYPP 2013-17	Support the re-writing of latest CYPP incorporating commitment to Equality Impacts and Needs Analysis	Sam King	From Nov 2012 until publication April 2013

MONITORING AND REVIEW

10. How will the actions in the action plan be monitored and reviewed? For example, any equality actions identified should be added to business, service or team plans and performance managed.

TYS and TYS Futures are strategically monitored by Julie Martin, Mac Heath and now Eamonn Gilbert (Royal Borough of Kingston).

Team Plans are reviewed annually.

Staff development and Team Goals are reviewed monthly in supervision, annually during year end review and annually during mid year review.

PUBLISHING THE COMPLETED ANALYSIS

11. When completed, the equality impact and needs analysis should be approved by a member of DMT and published on the Council's website. Please provide details below:

Approved by	
Date of approval	
Date of publication	

DECISION-MAKING PROCESS

12. Has a copy of this EINA or summary of key findings been provided to key decision-makers to help inform decision making, for example as an appendix to a Cabinet or Committee report?

- **If so please provide the details including the name of the report, the audience i.e. Cabinet/ Committee, the date it went, and the report author.**
- **Please also outline the outcome from the report and details of any follow up action or monitoring of actions or decision taken:**

N/A