

Equality Impact and Needs Analysis (EINA) Template

Directorate:	Education and Early Intervention
Service Area:	Protect and Preventative Services
Name of service/ function/ policy/ being assessed:	Family Support Team
Officer leading on assessment:	James Thurston
Other staff involved:	N/A

PREPARATION FOR THE EQUALITY IMPACT AND NEEDS ANALYSIS

1. Briefly describe the service/ function/ policy:

The Family Support Team (FST) is a non-statutory service that works with children aged 0 to 11 years, alongside Richmond Borough schools, children centres and other agencies, to deliver a wide range of interventions.

The FST focus heavily on early intervention and prevention which is achieved by the family support workers completing a Common Assessment Framework (CAF) with children and their families to identify unmet needs that require multi-agency support. The family support team workers co-ordinate regular 'team around the child' meetings with the child, their families and the other professionals to ensure that the child's and family's needs are continuously met by the agencies involved.

The family support workers can offer parenting support as well as support directly to the child to access local resources available. These include extra curricular activities, children's centres and local projects.

Children and families can be referred to the Family Support Team by schools, children's centres, any other agency with concerns for a child or family. It is also possible for a family to self refer.

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

The Family Support Team was formed in 2010 and this EINA is a review and update of the initial report completed.

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 FST is considered to be of high relevance to: age, disability, gender, race and ethnicity, and religion and belief; and of medium relevance to gender reassignment, marriage and civil partnership, and sexual orientation.

- 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:**

Information source	Description and outline of the information source
Impulse	This is the main database used by Family Support Team and other teams within the Protect and Preventative Services. The information contained on each child that comes to notice of the service includes name, address, and date of birth, gender, parent's details and details of siblings. Also included is any known education setting attended (where known) and health information (where known) and any involvement with specialist services or support.
Child View	This is the main database for Children's Specialist Services and the Single Point of Access service. The information contained on each child that comes to notice of the service includes name, address, and date of birth, gender, parent's details and details of siblings. Also included is any known education setting attended (where known) and health information (where known) and any involvement with specialist services or support.
Richmond ECaf	Richmond eCAF is the electronic enablement of the Common Assessment Framework (CAF). It is a single, secure, web-based IT system designed for use by practitioners and managers who use CAF as part of their work with children.
NOS borough statistics	Primary and projected census data on borough statistics of Children and families are available on Richmond.gov.uk website or the National Office of Statistics website. Data is mainly from the 2001 census with projections of data for the borough included.
Integrated working quarterly updates Led by Daniela Acosta-Pagliari	Information source details numbers of families where a CAF is being used, issues for initiating interventions, age and gender breakdown and distance travelled.

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	FST are a service aimed at supporting children aged 0-11 years and their parents/carers, who can be of any age. However, FST also consider the needs of other family members, for example, older siblings, and appropriate intervention would be undertaken to ensure the family as a whole are supported.
Disability	The services delivered as part of this team will be accessible to all, including parents with a disability, or parents with children with a disability. Targeted support will be given to those groups that may require more assistance such as parents who have children with additional needs including Attention Deficit Hyperactivity Disorder (ADHD) / Autism Spectrum Disorder (ASD).

	<p>There may be times where the team may need to access specialist support from other agencies to allow the specific needs of the parent or child to be met such as Disabled Children's Team, Child and Adolescent Mental Health Services (CAMHS), Three Wings Trust, Special Education Needs, etc.</p> <p>There has been evidence seen within case recording of current open cases to evidence the team's collaborative working with other agencies around disability issues.</p> <p>Each care plan should be bespoke to each child and parent's needs which will include any unmet needs in terms of their disability.</p>
Gender (Sex)	<p>The services delivered as part of this team are accessible to both female and male parents and children.</p> <p>One area of current focus, across the service directorate as a whole, is engaging fathers and ensuring that father's with Parental Responsibility have their views heard even when they are not residing in the family homes. There have been some borough wide services recently been commissioned to promote this agenda such as the provision from the Fatherhood Institute.</p> <p>The team ensures that it supports and signposts individuals to access any gender specific services as the need arises. An example of this may be around pregnancy advice for a female young person/ parent, or the legal rights for fathers around contact. This can be evidenced and seen within the case recording and through case audits of our interventions.</p> <p>The mix of gender within client groups is fairly even, with similar numbers of male and female children supported by the team.</p>
Gender reassignment	<p>This is not an area of particular need that has been identified for our team.</p> <p>We currently do not have any families where this issue is relevant; however our service is accessible for these individuals if they meet the service eligibility.</p>
*Marriage and civil partnership (*only in relation to first part of the duty: eliminate discrimination and harassment)	<p>This is not an area of particular need that has been identified for our team. Although the team does support children whose parents/carers separate, the way the team intervene with a family is not guided by the status of the parents/carers relationship.</p> <p>There is no specific data available in terms of families where marriage or civil partnership arrangements have been identified.</p> <p>Our service is accessible to individuals regardless of their marriage and civil partnership status if they meet our targeted service eligibility.</p>
Pregnancy and	<p>The services delivered as part of this team are targeted;</p>

maternity	<p>however the team is accessible to parents during pregnancy, maternity and pre adoption stages.</p> <p>There is evidence of young people who have been pregnant or recently given birth having accessed the team's services as well as expectant fathers.</p>
Race/ethnicity	<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> <p>While there has not been a full study into the ethnicities of our open cases, there is evidenced diversity range of ethnicities being present in the families that we are currently supporting.</p>
Religion and belief including non-belief	<p>The targeted services delivered as part of this team will be accessible to parents from all religions and beliefs.</p> <p>This will include, where required, adapting provisions to meet the needs of parents from different religions or beliefs. For example, there is an Islamic values course available to staff to enable them to be empathic to the needs of a parent from an Islamic background.</p> <p>While there has not been a full study into the religious needs of our open cases, there is some evidenced diversity in the range of religious needs present within the families that we are currently supporting.</p>
Sexual orientation	<p>The targeted services delivered as part of this team will be accessible to children/young people and parents regardless of their sexual orientation.</p> <p>There is not any particular data available around the sexual orientation needs of our service user group at present.</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>
Gaps in religion and ethnicity and ability to track and report on this date.	To liaise with the IT department to improve the ability to fulfil this need.

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 the above information, it would appear that this team is reasonably accessible to the majority of the protected groups and that there are not any unlawful discrimination highlighted at this stage.

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?

The Head of Service, Assistant Director and Director have been consulted in relation to this team when it launched in 2010. There is planned consultation with service users in order to gain their feedback on the service provided.

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
Processes around gaining service user input needs fine tuning in order to ensure this is consistent and of high quality. There are current consultations planned so the outcome of these will inform how will gain the views of clients in the future.	To implement current plans to gain service users views and to then build upon this and integrate processes that are imbedded as a key part of the annual team plan.	James Thurston	31/03/2014
Accurate recording and reporting for ethnicity and religion of clients is patchy.	To ensure all workers record ethnicity and religion of clients in case file. To liaise with IT to improve the ability to provide accurate	James Thurston	31/03/2014

	reports.		
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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.**

This EINA and its objectives will be reviewed at a 6 month and 12 month basis to ensure plans outlined are reviewed and altered if necessary.

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
