

# Equality, Diversity, Cohesion and Integration Screening



As a public authority we need to ensure that all our strategies, policies, service and functions, both current and proposed have given proper consideration to equality, diversity, cohesion and integration.

A **screening** process can help judge relevance and provides a record of both the **process** and **decision**. Screening should be a short, sharp exercise that determines relevance for all new and revised strategies, policies, services and functions. Completed at the earliest opportunity it will help to determine:

- the relevance of proposals and decisions to equality, diversity, cohesion and integration.
- whether or not equality, diversity, cohesion and integration is being/has already been considered, and
- whether or not it is necessary to carry out an impact assessment.

<b>Directorate:</b> <b>Children and Families</b>	<b>Service area:</b> <b>Complex Needs Service</b>
<b>Lead person:</b> <b>Louise Snowden</b>	<b>Contact number:</b> <b>07891 278030</b>

<b>1. Title:</b> Intensive Positive Behaviour Support Service			
Is this a:			
<input type="checkbox"/> <b>Strategy / Policy</b>	<input checked="" type="checkbox"/> <b>Service / Function</b>	<input type="checkbox"/> <b>Other</b>	
<b>If other, please specify</b>			

<b>2. Please provide a brief description of what you are screening</b>
<ul style="list-style-type: none"> <li>- This proposal is to develop an outreach Intensive Positive Behaviour Service (IIPBS) for Leeds. The IIPBS team will be a clinical team, employed by the Local Authority, who will work with individuals and their families where young people's behaviour is a challenge to their carers and services.</li> <li>- Using a structured, evidence informed IPBS model of assessment, planning and joined up working has been shown to lead to a better quality of life for young people and their families, to reduced incidence of escalating need and a reduced need for expensive residential and respite care in later childhood. Importantly, putting better care in place during childhood has been shown to reduce the need for longer term support throughout adult life, reducing risks of institutionalisation and isolation for the individual and long term funding pressures for local services.</li> <li>- The IPBS proposals are based on an 'invest to save' case for change. The</li> </ul>

proposal is based on the national evidence that an intensive positive behaviour support service can reduce the need for residential care in adolescence, and that reducing the number of adolescents in residential care will in turn reduce the number of young people who continue in residential placements into adulthood. The costs for residential care for young people and adults with challenging behaviour is high and the outcomes for the individuals concerned are not always positive.

### 3. Relevance to equality, diversity, cohesion and integration

All the council's strategies/policies, services/functions affect service users, employees or the wider community – city wide or more local. These will also have a greater/lesser relevance to equality, diversity, cohesion and integration.

The following questions will help you to identify how relevant your proposals are.

When considering these questions think about age, carers, disability, gender reassignment, race, religion or belief, sex, sexual orientation and any other relevant characteristics (for example socio-economic status, social class, income, unemployment, residential location or family background and education or skills levels).

Questions	Yes	No
Is there an existing or likely differential impact for the different equality characteristics?		X
Have there been or likely to be any public concerns about the policy or proposal?		X
Could the proposal affect how our services, commissioning or procurement activities are organised, provided, located and by whom?		X
Could the proposal affect our workforce or employment practices?		X
Does the proposal involve or will it have an impact on <ul style="list-style-type: none"> <li>• Eliminating unlawful discrimination, victimisation and harassment</li> <li>• Advancing equality of opportunity</li> <li>• Fostering good relations</li> </ul>	X	

If you have answered **no** to the questions above please complete **sections 6 and 7**

If you have answered **yes** to any of the above and;

- Believe you have already considered the impact on equality, diversity, cohesion and integration within your proposal please go to **section 4**.
- Are not already considering the impact on equality, diversity, cohesion and integration within your proposal please go to **section 5**.

<b>4. Considering the impact on equality, diversity, cohesion and integration</b>
<p>If you can demonstrate you have considered how your proposals impact on equality, diversity, cohesion and integration you have carried out an impact assessment. Please provide specific details for all three areas below (use the prompts for guidance).</p>
<p>• <b>How have you considered equality, diversity, cohesion and integration?</b>  <b>(think about</b> the scope of the proposal, who is likely to be affected, equality related information, gaps in information and plans to address, consultation and engagement activities (taken place or planned) with those likely to be affected)</p> <p>The proposed service has been designed to improve the outcomes for a small cohort of some of our most vulnerable children and young people with learning difficulties and Autistic Spectrum Conditions and their families. This will promote their equality of opportunity and reduce the need for them to become looked after or require long term residential care away from their families and communities.</p>
<p>• <b>Key findings</b>  <b>(think about</b> any potential positive and negative impact on different equality characteristics, potential to promote strong and positive relationships between groups, potential to bring groups/communities into increased contact with each other, perception that the proposal could benefit one group at the expense of another)</p> <p>This is a significant positive step in the holistic support for children with behaviours that challenge and learning difficulties and their families. We do not anticipate any adverse impact on any other group of people.</p>
<p>• <b>Actions</b>  <b>(think about</b> how you will promote positive impact and remove/ reduce negative impact)</p> <p>The purpose of the proposed service is to provide a positive impact for the identified cohort of children and young people and minimise the potential for any negative impact from not meeting their individual needs.</p>

<b>5. If you are <b>not</b> already considering the impact on equality, diversity, cohesion and integration you <b>will need to carry out an impact assessment</b>.</b>	
Date to scope and plan your impact assessment:	
Date to complete your impact assessment	
Lead person for your impact assessment (Include name and job title)	

<b>6. Governance, ownership and approval</b> Please state here who has approved the actions and outcomes of the screening
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<b>Name</b>	<b>Job title</b>	<b>Date</b>
Barbara Newton	Head of Service – Complex Needs Service	23 <sup>rd</sup> February 2018
<b>7. Publishing</b> This screening document will act as evidence that due regard to equality and diversity has been given. If you are not carrying out an independent impact assessment the screening document will need to be published.  Please send a copy to the Equality Team for publishing		
<b>Date screening completed</b>		23 <sup>rd</sup> February 2018
<b>Date sent to Equality Team</b>		9 <sup>th</sup> March 2018
<b>Date published</b> (To be completed by the Equality Team)		