

Equality, Diversity, Cohesion and Integration Impact Assessment



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. In all appropriate instances we will need to carry out an equality, diversity, cohesion and integration impact assessment.

This form:

- can be used to prompt discussion when carrying out your impact assessment
- should be completed either during the assessment process or following completion of the assessment
- should include a brief explanation where a section is not applicable

Directorate: Children Services	Service area: Fostering and adoption(CSWS)
Lead person: Jeanette Scott	Contact number: 3783457
Date of the equality, diversity, cohesion and integration impact assessment: May 2015	

1. Title: Fostering and Adoption Service		
Is this a:		
<input type="checkbox"/> Strategy /Policy	<input checked="" type="checkbox"/> Service / Function	<input type="checkbox"/> Other
If other, please specify		

2. Members of the assessment team:

Name	Organisation	Role on assessment team e.g. service user, manager of service, specialist
Val Hales	CSWS	Deputy Service Manager Fostering and adoption
Jeanette Scott	a/a	Childrens' Service Manager Fostering
Ben Whitehead	a/a	Manager Fostering Recruitment
Mandy Prout Margaret Orchard	a/a	Adoption Managers
Kay Beach/Anne Marie Stokes/Deb Schofield	a/a	Managers Fostering
Stuart Wilson	a/a	Quality and Performance
Wendy Sanderson /Brenda Dring	a/a	Kinship Care Managers
Tim Nelson	a/a	Placement Manager

Hassan Kayani /Maqsood Sheikh	Children Services	Policy and Intelligence

3. Summary of strategy, policy, service or function that was assessed:

Leeds is committed to placing children wherever possible within their extended family and without the need to be looked after by the local Authority. The Fostering Service has 2 kinship foster care teams providing a range of services, including assessment, support and supervision to both fostered children and those subject to Special Guardianship Orders. Where it is not possible for children to live within their extended family, Leeds City Council's fostering service provides care for children and young people who are looked after, offering temporary and permanent fostering placements; parent and child assessment placements; support care; short breaks and permanent placements for disabled children; respite care and "staying put" placements for young people over 18 who wish to remain with their foster family. The service is responsible for the recruitment, assessment, training, support and development of all its' foster carers. It also arranges the placement of young people with independent fostering agencies where necessary although this resource is reducing in number as more foster carers are recruited in house.

Leeds City Council's adoption service undertakes all its statutory responsibilities associated with current adoption legislation and regulations. These duties include the recruitment, preparation, assessment and approval of adopters, the matching, introduction and placement of children with adopters and providing high quality support for these placements. It also provides post adoption support to families, including support for birth parents, birth records counselling and intermediary work as well as to the adoptive family. It provides adoption support services directly and through commissioning arrangements with voluntary agencies such as Barnardos Supported lodgings, PAC-UK and Adoption UK. In addition, the service operates and maintains a letter box system. This supports information exchange in adoption placements during the child's adoption placement and beyond. There is an extensive adoption archive facility and records are kept for 100 years, both in paper and electronic form.

4. Scope of the equality, diversity, cohesion and integration impact assessment (complete - 4a. if you are assessing a strategy, policy or plan and 4b. if you are assessing a service, function or event)

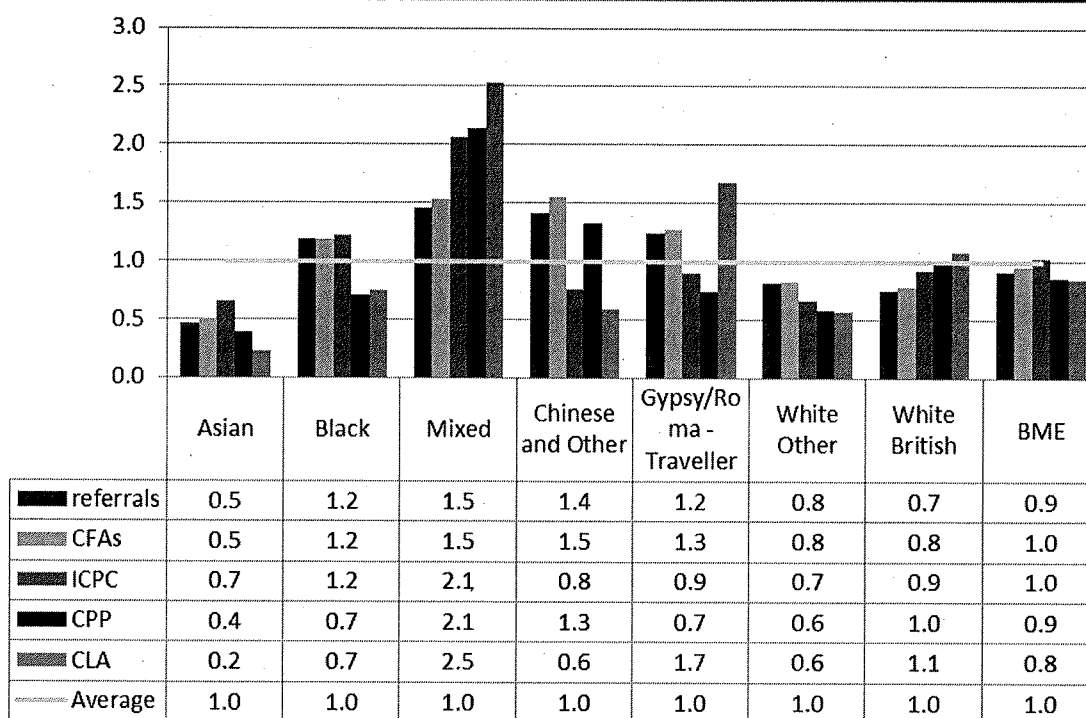
4a. Strategy, policy or plan

(please tick the appropriate box below)

The vision and themes, objectives or outcomes	<input type="checkbox"/>
The vision and themes, objectives or outcomes and the supporting guidance	<input type="checkbox"/>
A specific section within the strategy, policy or plan	<input type="checkbox"/>
Please provide detail:	

4b. Service, function, event please tick the appropriate box below	
The whole service (including service provision and employment)	<input checked="checked" type="checkbox"/>
A specific part of the service (including service provision or employment or a specific section of the service)	<input type="checkbox"/>
Procuring of a service (by contract or grant)	<input type="checkbox"/>
Please provide detail:	

<p>5. Fact finding – what do we already know</p> <p>Make a note here of all information you will be using to carry out this assessment. This could include: previous consultation, involvement, research, results from perception surveys, equality monitoring and customer/ staff feedback.</p> <p>(priority should be given to equality, diversity, cohesion and integration related information)</p> <p>Adoption Service Annual Report October 2014 Adoption Agencies Data Set Nov 2014 Ofsted Inspection Report on children in need of help and protection, children looked after and care leavers and review of the effectiveness of the local safeguarding children March 2015 Fostering Services Data Set 2014 Family Placement Service Equality Impact assessment 2011 Fostering service Annual Report 2015 Leeds City Council's adoption service review Fostering Service Improvement Plan 2014 - 16</p>
3 Summary of findings



- Overall children of Black and Minority ethnic heritage are not over represented in child protection processes. However, this hides wide variations between groups.
- Children of Asian heritage are significantly under represented at all stages of the child protection process, this is consistent with the findings of national research undertaken by the DCSF in 2009.
- Children of black heritage are marginally over-represented in the earlier stages of the child protection process – referrals, assessments and ICPCs, but are under-represented in the CPP and CLA populations. This is contrary to the DCSF national research which found that Black heritage children were over represented in CPP and CLA, with black children being 3 times more likely to be looked after. There is variation within this group, with Black Caribbean children 1.3 times more likely to be looked after.
- Children and young people of mixed heritage are significantly over-represented in child protection processes and their level of over-representation increases throughout the process. The proportion of children of mixed heritage that are looked after is two and a half times the Leeds average. This level of over representation is consistent with that found in the national research.
- Children of Other white heritage children are under-represented at all stages.
- The patterns of representation found in this analysis are consistent with those found when this analysis was undertaken in 2012.
- Although children of Asian heritage are less likely to be subject to referral to social care, when they are, those referrals are less likely to lead to no further action (less than half the proportion NFA as the Leeds average).
- Referrals for children of Black heritage are also less likely to lead to no further action.

- Mixed heritage children are over twice as likely to be subject to an ICPC and once these conferences occur, children of mixed heritage are more likely to be made subject to a CPP than the Leeds average.
- The levels of representation in Family Group Conferences match the levels of representation in the looked after population for broad ethnic groups.
- Children of mixed heritage and over represented in early intervention and targeted family intervention. Children of Asian and Black heritage are under-represented.
- The ethnic mix of foster carers does not match the ethnic mix of children in foster care. The percentage of children in foster care that are BME is 14% higher than the percentage of foster carers that are BME. The biggest disparity is for mixed heritage. There are also some notable patterns within broad ethnic categories – particularly for black heritage, where the vast majority of foster carers that are of Black heritage are Black Caribbean whereas the majority of Black heritage children in foster care are Black African.
- Leeds is ranked equal 16th of all authorities for the percentage of children adopted, and had more children from Black and minority ethnic backgrounds adopted (11%) than the national average (8%).

**Are there any gaps in equality and diversity information and service delivery
Please provide detail:**

- The percentage of African approved foster carers is lower compared to African foster children and young people.
- The percentage of dual heritage foster carers particularly in kinship care is lower compared to dual heritage foster children.
- The notifications from BME communities for private fostering is lower compared to the indigenous communities
- The number of boys compared to girls among the total number of children with adoption as their plan currently waiting for a placement is high.
- The number of disabled children placed or matched with adopters in the past 12 months is low. However there are difficulties in determining disability where there is no known diagnosis. Many children who are placed for adoption at a young age

have been subject to the effects of drug and alcohol in utero and may go on to have learning problems and attachment difficulties as they grow.

- Comparing the ethnicities and religion of approved adopters that have had a placement made with them in the last 12 months and those of children, indicate that some trans-racial and trans-cultural placements have been made mainly for mixed heritage children.
- The discussion with the staff indicates that there is a shortage of placements for categories such as children with learning disabilities, BME children and older children or teenagers.
- The breakdown of data about foster children from all equality strands in external placements (out of authority placements) is not available.

Action required:

Relevant and appropriate information and data is mapped, disaggregated for all equality strands and used with partners.

6. Wider involvement – have you involved groups of people who are most likely to be affected or interested

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Yes

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No

Please provide detail:

Indirectly, through quality assurance mechanisms and feedback from service users.

Foster Care Association

Staff groups via team meetings

Foster carer Support Groups

Asian Foster Carer Support Group

Black and ethnic minority foster carers support group

Targeted foster carers and adopters who come into the category of minority groups, e.g.

Carers with disabilities, carers from LGBT groups.

Adoption and fostering panels.

Leeds Voice Care Council which includes children looked after.

Action required:

Views of stakeholders will be incorporated into the action planning process.

7. Who may be affected by this activity?

please tick all relevant and significant equality characteristics, stakeholders and barriers that apply to your strategy, policy, service or function

Equality characteristics☒**Age**☒**Carers**☒**Disability**☒**Gender reassignment**☒**Race**☒**Religion
or Belief**☒**Sex (male or female)**☒**Sexual orientation**☐**Other**

(**Other** can include – marriage and civil partnership, pregnancy and maternity, and those areas that impact on or relate to equality: tackling poverty and improving health and well-being)

Please specify:

Stakeholders☒**Services users**☒**Employees**☐**Trade Unions**☒**Partners**☒**Members**☒**Suppliers**☐**Other please specify****Potential barriers.**☐**Built environment**☒**Location of premises and services**☒**Information
and communication**☒**Customer care**☒**Timing**☐**Stereotypes and assumptions**☒**Cost**☒**Consultation and involvement**

☒

Financial exclusion

☒

Employment and training

☐

specific barriers to the strategy, policy, services or function

Please specify

8. Positive and negative impact

Think about what you are assessing (scope), the fact finding information, the potential positive and negative impact on equality characteristics, stakeholders and the effect of the barriers

8a. Positive impact:

1. Recruitment of carers

2. The Adoption and Fostering Service has a clear statement in its' policy that we accept and actively recruit adopters and foster carers regardless of sexual orientation, sexual preferences, ethnicity or applicants' religion to meet the needs of children. The service focuses on effective partnership working to continue the improvement of services to children affected by adoption and fostering irrespective of race, gender, disability, sexuality, age, religion and belief. Our marketing and publicity material uses positive images to promote our approach to equality within our advertising.
3. The adoption team has approved a diverse range of adopters including same gender couples to adopt and has pro-actively matched children with same gender couples and gay/lesbian single adopters approved by other Agencies.
4. The adoption team has a dedicated worker to actively recruit adopters for children with a disability who works in conjunction with the family placement team. There has recently been an active targeted recruitment campaign for children with disabilities and babies with uncertain development with local TV stations, newspapers and radio.
5. We have links with an organisation that promote adoption through LGBT communities and are able to signpost potential adopters to the organisation. After Adoption Yorkshire, (AAY) with whom we have a service level agreement also run, from time to time an adoption support group for LGBT adopters. Currently this group is not operating as there is no demand. However AAY continue to monitor the need for all its' group activities.
6. We are developing the "Open Doors" approach to recruiting adopters for disabled children. This is a "can do" model where all our publicity and early contact with adopters talks about considering a child with special needs and this approach will permeate through our involvement with adopters throughout the process of adopting a child.
7. Constructive use of the regional consortium allied to targeted recruitment activity has increased our ability to secure placements for children with specific needs arising from cultural background or developmental issues.
8. The Fostering children with complex needs service have successfully recruited additional carers that has allowed them to extend support to a greater number of children and young people, particularly those placed on the autistic spectrum and those displaying challenging behaviour. The recruitment of foster carers has increased and reflects the diverse nature of children requiring placements.
9. The service is supporting care and child minding schemes.

10. Staffing

11. The Adoption and Fostering service has staff who are able to focus their work on the recruitment and assessment of BME carers. Training to carers, officers and social workers on diversity issues is provided and evidence is sought in respect of changed practice during supervision and observations.
12. At present 12% of our adoption officers are from a BME background and the adoption panels have a broad range of members with increased involvement from BME representatives.
13. At present approximately 33% of our fostering officers are from a BME background.
14. Diversity issues are addressed during supervision particularly where a BME worker is supporting a trans-racial placement.
15. We employ workers with expertise to promote the needs of BME children in foster care and ensure that carers have an understanding of BME children and that the children are empowered to communicate with their carers.
16. We have access to the Leeds Interpreting Service for assessments where an interpreter is required.

Placement

17. The service has a robust approach to ensuring that children's religious and cultural needs are met, particularly when securing permanent placements for children.
18. The placement service always checks to see whether carers are likely to need additional support in order to care for children from different ethnic, cultural and religious groups, children with disabilities and children who may have needs associated with their sexual orientation.
19. The agency is very active in the Yorkshire Adoption Consortium and also uses the National Adoption Register to identify placements for those children who are harder to place within our own resources.
20. According to the recent Ofsted report, the local authority adoption service is proactive and recently helped to facilitate a regional conference for approved adopters who are yet to be matched due to their profile being for a match to the 0-2 age range; this was an effort to include children who are waiting, such as children with different ethnicities and those with disabilities and /or additional needs.

Training

21. Asian prospective adopters and approved adopters are able to attend the consortium Asian preparation groups, support groups, post approval training and celebration events. Training to carers, fostering officers and social workers on diversity issues is provided and evidence is sought in respect of changed practice during supervision and observations.
22. The family placement service ensures that carers are trained in communication methods such as Makaton and Braille, as well as picture exchange communication; intensive interaction and symbol, so that they can communicate with children.

Specialist advice

23. We subscribe to the Inter Country Adoption Helpline for specialist advice regarding overseas adoption and have a small number of workers who have developed specialist knowledge in inter-country adoption assessments. All inter country adopters attend specialist training specific to adopting from overseas.

24. Everyone caring for a child from a BME background receives a booklet, prepared by young people, that helps the carer understand the particular needs of BME children and hopefully reassures the child that their needs are understood and they have the right to expect them to be met.
25. Following a consultation survey a revision of the "Info 4 u" booklet produced by children and young people has provided carers with information about issues they felt were important: culture, identity, religion and the diverse needs of children from BME communities in order to promote their individual needs. The booklet also gives advice on skin and hair care needs.

Panel

26. Membership of adoption and fostering panels has been refreshed with a greater breadth of representation including more BME panel members.
27. The increased level of BME representation within staff teams and panels has been of assistance in enabling us to build stronger links with a diversity of cultural groups across the region and we have maintained a positive level of engagement with LGBT groups.

Age	We have no fixed upper age limit for foster carers. However foster carers are required to have a medical to ensure that they are fit to care for the children that will be placed with them. There should be a positive impact therefore for older applicants and the children that they care for. Age restrictions for adopters are flexible and recognise that generally in society more people are having children at an older age when their careers are more established. The needs of teenage, sibling groups and children with complex needs are considered as a priority.
Belief / Faith	In accordance with its own anti-discriminatory policies the Council accepts fostering and adoption applications from applicants of all religious faiths. This policy therefore has a positive impact upon potential applicants ensuring a wide range of potential carers are recruited in order to meet the wide range of children needing placement. Any risk is mitigated by ensuring that there is suitable learning, development and support within the service offer to carers. Furthermore the placement strategy and risk assessment and matching procedure ensure that children's needs with regard to belief/faith are assessed and met so far as possible.
Disability	Disabled children receive a specialist service in Fostering and Adoption Service from the Foster service with complex needs team which offers family based respite care. This team also supports the family finding role within the fostering service. All strategies and procedures aim to be inclusive and this extends to children in care who may temporarily or permanently suffer a disability. (See Family Placement Equality Impact Assessment). A specialist Adoption Officer has been recruited to improve the recruitment of adopters able to adopt children with disabilities.
Gender	Our matching procedure gives consideration to gender. This will lead to better outcomes for looked after children. Male carers may need additional support in "Safe Caring" for looked after children. This is reflected in our guidance, training and policies so any impact is reduced. Also single carers are welcomed both in fostering and adoption and the department considers and recognises the differing needs and requirements for single carers to provide quality parenting to their children.
Sexual Orientation	The fostering service recruitment procedures are anti-discriminatory and welcome applicants who are gay or lesbian. The assessment process conforms to BAAF guidance on assessment and workers have been

	<p>trained in assessment, including assessing gay and lesbian carers. This therefore has a positive impact on this group.</p> <p>With regard to young people's sexual orientation the increased diversity within our foster care should have a positive impact for young people who are gay or lesbian. Access to support and advice is available to young people through the Sexual Health team and the designated Nurses for looked after children.</p>
Race/Ethnicity	<p>In a recent OFSTED report 2015, Leeds is ranked equal 16th of all authorities for the percentage of children adopted, and had more children from Black and minority ethnic backgrounds adopted (11%) than the national average (8%).</p> <p>Leeds City Council's own anti-discriminatory policies ensure that fostering applicants of any race are recruited to the Fostering Agency, if they are deemed to be able to meet the needs of children. The policy therefore has a positive impact upon those seeking to foster children.</p> <p>In order to address this negative impact of transracial placements and the likely impact on a child's identity, other foster carers are used as mentors as well as using the staff team to provide appropriate advice and support. The learning and development programme and support group framework supports foster carers in addressing the needs of children from a black and ethnic minority background. There is a support group for Asian men run on a quarterly basis. We are currently seeking to recruit more carers who can meet the needs of black and ethnic minority children particularly mixed percentage children. When English is not the 1st language of the carers, consideration is given to the use of Leeds City Council's interpretation and translation unit.</p>
Trans Gender /Sexual	<p>Leeds City council's policies do not discriminate against trans-gender foster carers.</p>

Action required:

The culture of the adoption and fostering staff group is to always look at and question stereotyping and prejudice, ensuring the child and his or her needs remains the central focus of any decision making. This is done in supervision and panel discussions and needs to continue.

8b. Negative impact:

Age	The policies and procedure specifically aim to improve life chances and achievements for all LAC outcome measures. A risk is that there is a shortage of placements for older children and teenagers. The lack of placements could have a negative impact on this group as these children may be placed out of the city. Also some children, because of their complex needs as well as their age often wait longer for permanent placements.
Belief / Faith	The risk within the service is the lack of adequate numbers at an appropriate time or types of placements to meet identified need in this area.
Disability	Some potential applicants who have a disability may view this as negatively impacting upon their right to foster or adopt. The services of the Medical Advisor and other specialist organisations are used to ensure decision making is always done with full information to prevent discrimination, whilst ensuring the needs of the children are paramount. There is a need for more foster carers able to offer a permanent home for disabled children. The lack of placements available may have a negative impact, as these children will be placed outside of Leeds which in turn may impact on their continued contact with their family and local support structures.
Gender	There is high number of males in the LAC population. There is a high need for permanent placements generally for boys. This information has been taken into account within our current family finding and recruitment policies. Although there are no gender considerations in recruiting fostering applicants and the service operates according to our own anti-discriminatory practice the main carer within the household within fostering is usually female. A negative impact of this may be that there is a potential for male carers to become isolated.
Sexual Orientation	We do not formally report and publish the sexual orientation of foster carers or adopters. However, through the assessment process this information becomes available and if required we could capture this information. We are not aware of any barriers to LGBT groups being recruited to fostering or adoption. Refresher training would be useful to staff in matters of recruitment and assessment of LGBT applicants.
Race/Ethnicity	Recruiting adopters and foster carers for those children from BME backgrounds particularly children with mixed heritage and with disabilities remains a challenge. Resources are available to purchase appropriate adoptive placements for children and we have a growing number of out of authority placements that reflect this. This is less likely to be an option for fostered children where external resources may be less available. Where this does happen there are implications for schooling and maintenance of contact with friends and family. Whilst there has been general success in recruiting adopters for mainstream children the more targeted recruitment of carers for children who have additional needs remains a challenge. There is a requirement for foster carers to have a good command of English in order to meet the needs of children and this may prevent some people being considered even when they may have other suitable attributes. This needs to be made clear in policy and publicity, ensuring the signposting of potential applicants to seek assistance in learning

	English where appropriate.
Trans Gender/Sexual	In the case of transsexual applicants no clear policy exists. Each application is therefore assessed on its merits in terms of the impact trans-sexuality could have upon a child placed for fostering. This could therefore be viewed by trans-sexual adults as having possible negative impact upon their right to foster or adopt.

Action required:

Remove the barriers/ gaps identified in the negative impact section.

9. Will this activity promote strong and positive relationships between the groups/communities identified?

☒

Yes

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No

Please provide detail:

Action required:

Continue promoting strong and positive relationships with carers from all equality protected characteristics through support groups.

10. Does this activity bring groups/communities into increased contact with each other? (e.g. in schools, neighbourhood, workplace)

☒

Yes

☐

No

Please provide detail:

Action required:

Carry out and record further consultations and evaluations with staff groups, foster and adopted children and young people, foster carers and adopters on racial, cultural, religious, gender and sexuality issues affecting children looked after.

11. Could this activity be perceived as benefiting one group at the expense of another? (e.g. where your activity/decision is aimed at adults could it have an impact on children and young people)

☐

Yes

☒

No

Please provide detail:

Action required:

Ensure all the issues identified in negative impact are addressed in the action plan.

12. Equality, diversity, cohesion and integration action plan

(insert all your actions from your assessment here, set timescales, measures and identify a lead person for each action)

Action	Timescale	Measure	Lead person
Undertake a demand analysis exercise to inform volume targets and profiling of future recruitment activity.	2015-2016	Clear projection of need with associated recruitment targeting and outlined in recruitment strategy. Staff will have a clear understanding of recruitment requirements.	Recruitment Team manager. Adoption team managers.
Consider using child specific model for hard to place children needing permanency through fostering	2015-16	System in place to identify foster carers and children.	Recruitment team manager.
Evidence a more robust approach to ensuring out of authority adoptive placements have sufficient support services available	Immediate	Detailed support plans available from the adoption agency and confirmed at adoption panel via the Adoption Placement reports.	Adoption managers.
Improve the range of placement choice available, particularly those from minority ethnic communities and for those children and young people with complex needs through targeted recruitment campaigns in relevant communities and set recruitment	Immediate	Increase capacity of foster carers and adopters in order to place children in suitably matched placements and to improve the timeliness of placements within government timescales.	CSDM and all team managers.

Action	Timescale	Measure	Lead person
targets for each equality strand.			
Ensure quality assurance mechanisms are in place to ensure children's individual needs are met in external placements.	2015-16	Evidence from monitoring meetings between the agency and the department and unannounced visits.	Placements manager.
Implement the placement strategy to meet the requirements of the sufficiency duty and to reduce reliance upon placements for children outside of their home communities.	2015-2016	Less children placed with Independent Fostering Agencies (IFAS) compared to last year as a percentage of all placements.	CSDM, Placement and recruitment managers.
Access training and specialist advice for carers looking after children with learning difficulties or challenging behaviours or autism or Asperger syndrome.	Immediate	Numbers of mainstream and kinship carers listed on attendance sheets for specialist training.	WFD/ Team Managers
Review kinship care policy and procedures. Monitor the numbers of children and carers of dual heritage.	Summer 2015	New policy document and new procedures.	Fostering managers Val Hales/Brenda Dring
Monitor and assess issues relating to all equality strands in service reviews and audits.	2015-2016	Information integral in service plans and quality assurance framework.	CSDM / Val Hales.
Include equality and diversity issues in the information for	2015-2016	Updated guides to include equality and diversity issues	Development Officer Stuart Wilson in conjunction with

Action	Timescale	Measure	Lead person
children within the children's guides for younger and older children and children with learning disabilities. Ensure that the children's guide is produced which is user friendly and accessible to younger, older and disabled children Organise Polish and East European or new communities awareness day.	Ongoing	Increase awareness about the needs of children of East European or new communities	Team managers and adoption lead for disability. Jeanette Scott /Recruitment Team Manager
Organise specific equality and diversity awareness training and development opportunities for foster carers and adopters to meet the needs of UASCs and Polish children.	Ongoing	Increase numbers of carers attending training.	WDT/Recruitment Team
Review any new policies and procedures under EIA such as kinship care policy and procedures and strategy for independent fostering agency.	2015-2016	Specific quality Impact assessments on new or revised services, both internal and external services.	Val Hales and Stuart Wilson
Placement strategy to cover equality and diversity issues raised in EIA.	2015-2016	Equality and diversity issues are covered in placement strategy.	CSDM,
Develop partnerships with community, voluntary and faith organisations including mosques, temples and churches in order to meet religious needs of looked after children in a safe environment.	Ongoing	Increase numbers of placements offering appropriate religious observance for matched children.	Recruitment manager and fostering managers
Measure satisfaction and improvements through direct	Ongoing	Improved information from children and young people's	CSDM Stuart Wilson.

Action	Timescale	Measure	Lead person
consultation/participation work or surveys with foster children and young people and foster carers from all equality strands.		consultations.	
Educate carers and staff on sexual orientation and trans-gender issues	Ongoing	Increase numbers of foster carers and staff attending specific training	WFD
Update the data and analysis of service users and under represented groups to fill the information gaps/barriers as identified.	2015-2016	Gaps in information in terms of recording, mapping and disaggregating for all equality strands are covered and equality targets are set accordingly.	CSDM and Development Officer.
Define specific criteria/attributes for recruiting carers who cannot communicate in English particularly in kinship care. Consider the possibility of disseminating publicity materials in different languages.	Spring 2015	Publicity material amended.	Development Officer, Stuart Wilson.
Clarify definition of disability in relation to fostered or adopted children and to discuss issues with medical advisors and colleagues in disability services.	2015-16	Clearer understanding of how to collect data on children needing adoptive or fostering placements.	
Contribute to a workshop on the challenge event for LGBT Hub members to attract potential carers from that	2015 - 16	Workshop held	Service Manager Fostering/ Recruitment Manager.

Action	Timescale	Measure	Lead person
community.			
Contribute to a national research being conducted by East Anglia University on identity and exploring the experiences of foster carers from LGBT communities.	2015 - 16	Participated in the research and findings of research implemented.	Service Manager Fostering/JS
Identify and recruit more carers with ground level accommodation who could provide service to disabled children with high level needs.	2015 - 16	The percentage of carers with ground level accommodation is increased.	Fostering children with complex needs team manager
Organise annual "participation day" for disabled children and consider developing a consultation forum for disabled CLA in conjunction with Children Rights Service	2015 - 16	Children's views are heard and the feedback from the day is used to inform service planning. Participation rate for disabled children in reviews is improved.	Team Managers

Action	Timescale	Measure	Lead person
Review with recruitment group about focussed recruitment drive for under- represented groups	2015 - 16	Targets achieved.	Team managers
Encourage those who want to pursue inter-country adoption to consider UK adoption	2015 -16	Revise published information; prepare briefing for applicants	Adoption Team managers
Monitor trends in the profile of children for all equality groups deemed suitable for adoption, fostering, Kinship care and private fostering.	2015 - 16	Report on this annually	SDMs/Team managers
Ensure the effective and proactive management of compliments and complaints relating to equality groups.	2015 -16	All complaints/feedback are discussed at managers' meetings	Team managers
Embed equality dimensions	2015 – 16	Equality dimensions are	Fostering Service Manager/JS

Action	Timescale	Measure	Lead person
such as ethnicity, language and culture from info4u booklet into fostering guides for children		embedded	
Conduct equality impact assessment of service re-structure	2015-16	EIA conducted	Deputy Manager - Fostering and adoption
Include equality service issues in the research and analysis of DFE Peer Support Scheme	2015 -16	Research completed and findings implemented	Head of fostering and adoption

13. Governance, ownership and approval

State here who has approved the actions and outcomes from the equality, diversity, cohesion and integration impact assessment

Name	Job Title	Date
Jeanette Scott	Service Delivery Manager (fostering)	7th May 2015
Sarah Johal	Assistant Head of Service	7th May 2015
Date impact assessment completed		7th May 2015

14. Monitoring progress for equality, diversity, cohesion and integration actions (please tick)

- ☒ As part of Service Planning performance monitoring
- ☐ As part of Project monitoring
- ☒ Update report will be agreed and provided to the appropriate board
Please specify which board SLT
- ☐ Other (please specify)

15. Publishing

Though **all** key decisions are required to give due regard to equality the council **only** publishes those related to **Executive Board, Full Council, Key Delegated Decisions** or a **Significant Operational Decision**.

A copy of this equality impact assessment should be attached as an appendix to the decision making report:

- Governance Services will publish those relating to Executive Board and Full Council.
- The appropriate directorate will publish those relating to Delegated Decisions and Significant Operational Decisions.
- A copy of all other equality impact assessments that are not to be published should be sent to equalityteam@leeds.gov.uk for record.

Complete the appropriate section below with the date the report and attached assessment was sent:

For Executive Board or Full Council – sent to Governance Services	Date sent:
For Delegated Decisions or Significant Operational Decisions – sent to appropriate Directorate	Date sent:
All other decisions – sent to equalityteam@leeds.gov.uk	Date sent: