

Equality, Diversity, Cohesion and Integration Impact Assessment



As a public authority all our strategies, policies, services and functions, must give proper consideration to equality, diversity, cohesion and integration. In all appropriate instances we are required to carry out an equality, diversity, cohesion and integration impact assessment.

This form:

- can be used to prompt discussion when carrying out an 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.

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| Directorate: Children and Families Directorate | Service area: Fostering Service |
| Lead person: Steve Maw & Anne-Marie Stokes SDMs Fostering | Contact number: 0113 3784037 0113 3785286 |
| Date of the equality, diversity, cohesion and integration impact assessment: 20 th Dec 2017 updated May 2019 | |

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| 1. Title: Equality, Diversity, Cohesion and Integration Impact Assessment |
| 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 |
|-------------------|---|--|
| Steve Maw | Children and Families Fostering Service | Childrens Service Delivery Manager - Fostering |
| Anne-Marie Stokes | Children and Families Fostering Service | Childrens Service Delivery Manager - Fostering |
| Ben Whitehead | Children and Families Fostering Service | Fostering Team Manager - Recruitment |
| Mark Mitchell | Children and Families Fostering Service | Fostering Team Manager – Teenage Team |

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| Ceri Orton | Children and Families Fostering Service | Fostering Team Manager |
| Kay Beach | Children and Families Fostering Service | Fostering Team Manager – Children with Disabilities |
| Wendy Sanderson | Children and Families Fostering Service | Kinship Care Manager |
| Brenda Dring | Children and Families Fostering Service | Kinship Care Manager |
| Kevin Harley-Roberts | Children and Families Fostering Service | Kinship Care Manager |
| Stuart Wilson | Children and Families Fostering Service | Quality and Performance |
| Cairine Doyle-Morrill | Children and Families Fostering Service | Placement support service Manager |
| Hannah Lamplugh | Children and Families Directorate | Voice and Influence Lead |
| Emma Sutcliffe | Children and Families Fostering Service | Administrative Assistant |
| Carer Stakeholders / Leeds Foster Carer Association | | Foster Care Liaison Group |

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

Leeds City Council Children and Families Directorate is committed wherever possible to placing children within their extended family and without the need to be looked after by the local Authority. The Fostering Service has 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, the fostering service provides care for children and young people who are looked after. The service aspires to promote a range of options within a family setting. Resources include offering temporary and permanent fostering placements; parent and child assessment placements; support care (including child-minding support); short breaks and permanent placements for children with disabilities; respite care; "Staying Put" placements for young people over 18 who wish to remain with their foster family and Supported Lodgings arrangements for older teenagers. There is also a focus on providing appropriate care and accommodation for asylum seeking young people – 'Rent a Room' has become an established resource since 2016. The formation of a new teenage specific fostering support team helps with placement stability and identifying the right family setting for older looked after young people.

Foster placements both within mainstream and kinship families in Leeds can also be supported by the Mockingbird Scheme delivered in partnership with The Fostering Network.

The fostering service is responsible for the recruitment, preparation, training, assessment, support, development and supervision of its' foster carers. It is also

responsible for the matching and placement of children with foster carers, and arranging the placement of young people with independent fostering agencies when appropriate.

There has been a significant change in creating a more cohesive 'Placement Support Service' which enables better outcome for our looked after children and young people in terms of better information gathering, better matching, better support for placement stability and planned transitions. The team has increased the number of qualified social workers and as a result there has been an increased use of restorative approaches including 'Rethink formulation'.

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 checked="" 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="" 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:

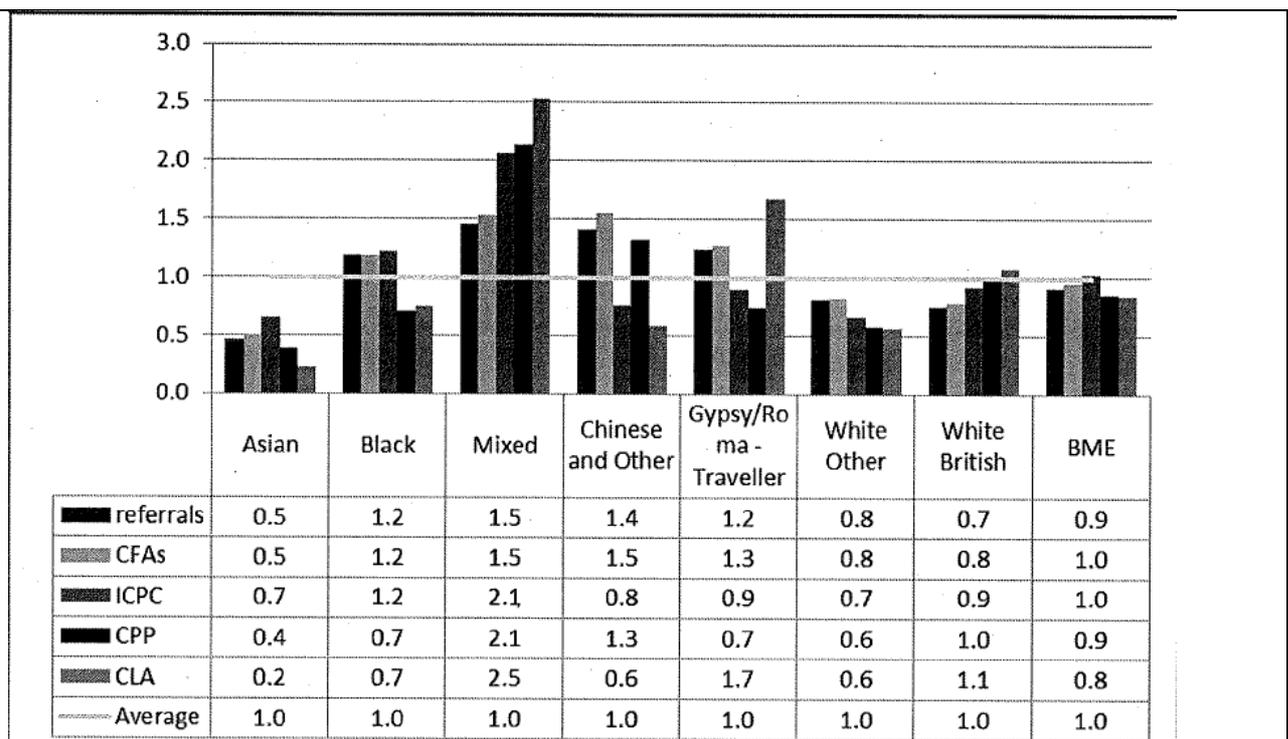
5. Fact finding - what do we already know

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.

(priority should be given to equality, diversity, cohesion and integration related information)

- House of Commons Briefing 04470, 5 October 2015, Children in Care in England: Statistics.
- Leeds City Council developments and data gathering/analysis since previous report.
- Report of the local Safeguarding Board
- Fostering Services Ofsted Data Set
- Fostering Service Annual Report
- Leeds City Council's Fostering Service Improvement Plan, CoramBaaf and The Fostering Network corporate membership with access to latest information on legislation, policy, consultations, research, statistics and online resources.

3 Summary of Findings



- Overall children of Black and Minority Ethnic (BME) heritage are not over represented in child protection (CPP) processes.
- 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

- Children of black heritage are marginally over-represented in the earlier stages of the child protection process, but are under-represented in the CPP and children looked after (CLA) populations. This is contrary to the Department for Education (DfE) 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.
- 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 a child protection conference, 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 are 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.

**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
- Discussions with 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:

The Teenage team continues to establish, having a positive impact on the more effective placement options for teenagers and support to their placements.

In 2019, the service is prioritising recruitment by making a recruitment specific team with staff whose business is totally focused on foster carer recruitment and retention. This will be achieved by transferring all operational responsibilities for carer support to alternative support teams. This will enable better engagement with recruitment initiatives e.g. the new initiative 'Fostering through Faith' which engages with two other local authorities and two faith specific driven agencies (Muslim and Christian) who will both broker foster families for the local authorities.

Relevant and appropriate information and data is mapped, and 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

Yes **No**

Please provide detail:

- Through data gathering and analysis.
- Quality assurance mechanisms and feedback from service users.
- Consultation with Foster Carer Liaison Group and carer Stakeholders.
- Consultation with Voice and Influence representing children who are looked after.
- Staff groups via team meetings and development days.
- Foster carer Support Groups including Asian Foster Carer Support Group and Black and Minority Ethnic foster carers support groups.
- Targeted foster carers who come into the category of minority groups, e.g. Carers with disabilities, carers from LGBT groups.
- Fostering Panels.
- Partners in education and health.

Action required:

Views of all stakeholders are 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 Locations 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:

Recruitment of Carers

1. The Fostering Service has a clear statement in its' policy that we accept and actively recruit foster carers regardless of sexual orientation, sexual preferences, ethnicity or applicants' religion to meet the needs of children.
2. The service focuses on effective partnership working to continue the improvement of services to children affected by 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 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. We are currently undertaking a targeted recruitment campaign for foster carers for children with disabilities. This is called #100 helping hands (launched May 2019). This seeks to increase the number of disability carers from 88 to 100 households.
4. In July 2019 we are embarking on a two year recruitment initiative called 'Faith in Fostering' targeting those of an active faith background to consider fostering. Assisting Leeds with this are existing approved foster carers of faith and their faith communities in order to make this an inclusive campaign.
5. We recently celebrated the breaking of Fast to mark the end of Eid, with the Leeds Muslim community; including sending gift food baskets to local mosques which included information about fostering with Leeds city council.
6. We have recently advertised in 'J Life' – a Leeds magazine with a high Jewish readership. A Leeds approved foster carer from the Jewish faith was interviewed for the article to raise the profile of fostering in Leeds.
7. We annually participate in the LGBT pride event; this includes staff and carers and we deliver internal LGBT training to foster carers.
8. The service uses support care and child minding schemes to help maintain children in their families and prevent children coming into care.
9. The Placement Service continues to focus on developing processes to more accurately identify the needs of children, matching them well with carers, and supporting placements.

Staffing

1. The fostering service has staff who are able to focus their work on the recruitment and assessment of BME carers. Comprehensive training to carers, officers and social workers on diversity issues is provided by Workforce Development and evidence is sought in respect of changed practice during

formal feedback, supervision and observations.

2. At present the staff working in fostering include BME representation; the fostering panels have a broad range of internal and independent members with BME representation.
3. Diversity issues are addressed during supervision particularly where a worker is supporting a trans-racial placement.
4. 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 and access support.
5. We have access to the Leeds Interpreting Service for assessments where an interpreter is required.

Placement

1. The service has a robust approach to ensuring that children's religious and cultural needs are met, particularly when securing permanent placements for children.
2. The placement service and SSW's undertake to ensure 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, and provide ongoing support and training.
3. Delegated authority documentation is routinely completed.
4. Clear procedures are in place for placement support and disruption meetings, which are regularly held and evaluated.

Training

1. A comprehensive and dynamic programme of training is offered to all foster carers by the Workforce Development team. Bespoke training can be commissioned to meet a specific training need for both carers and staff.
2. All foster carers in Leeds work towards meeting the required training, support and development (TSD) standards for foster care within twelve months of approval (18 months for Kinship carers & support carers).
3. The fostering service in Leeds adheres to all National Minimum Standards (NMS) 2011 requirements.
4. 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

1. Those caring for a child from a BME background have access to a booklet, prepared by young people, that helps carers understand the particular needs of BME children and helps reassure children and young people that their needs are understood and they have the right to expect them to be met.
2. Leeds fostering service maintains CoramBaaf and The Fostering Network Corporate membership where expert advice is available.
3. A booklet has been produced by Leeds Fostering Service on 'Moving On and Letting Go'.
4. There has been consultation with carers and young people to create the booklet which prepares children and carers for placement change.
5. Three moving on forums are held each year to address specific areas; e.g. in 2018 /19 the plan is for one on kinship, one on reunification, and one on repatriation.

Panel

1. Membership of fostering panels are regularly reviewed to attain a breadth of representation including

more BME panel members.

- The increased level of BME representation within staff teams 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.

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| 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. 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 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 as far as possible. |
| Disability | Children with complex need receive a specialist fostering service from the complex needs team which also 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). |
| Gender | Our matching procedure gives consideration to gender. This will lead to better outcomes for looked after children. Single 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. 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 CoramBaaf guidance on assessment and workers have been trained in assessment, including assessing gay and lesbian carers. With regard to young people's sexual orientation the increased diversity within our foster care service has 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. |
| Race/Ethnicity | 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. 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. We are currently seeking to recruit more carers who can meet the needs of BME children. When English is not the first language of the carers, consideration is given to the use of Leeds City Council's interpretation and translation unit. |
| Trans Gender/ Sexual | Leeds City council's policies do not discriminate against trans-gender foster carers. |

Action required:

The culture of the fostering staff group continues to challenge and question stereotyping and prejudice, ensuring the child and his or her needs remain at the centre of decision making. This is undertaken routinely and thoroughly in supervision and panel discussions.

8b. Negative impact:

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| Age | The policies and procedure specifically aim to improve life chances and achievements for all CLA outcome measures. A risk is that there is a shortage of placements for older children and teenagers and a teenage fostering team has recently been set up to redress this. 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 of types of placements to meet identified need in this area. (There is a new initiative Fostering through Faith referenced earlier) |
| Disability | Some potential applicants who have a disability may view this as negatively impacting upon their right to foster. 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. (A disability focused recruitment event '#100 helping hands' was successfully held in May 2019 – as a result more expressions of interest are being explored.) |
| Gender | There is high number of males in the CLA 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 it could be captured. We are not aware of any barriers to LGBT groups being recruited to fostering. Refresher training is available to staff in matters of recruitment and assessment of LGBT applicants. |
| Race/Ethnicity | Recruiting foster carers for those children from BME backgrounds particularly children with mixed heritage and with disabilities remains a challenge. Out of authority placements are 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. 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 |

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| | 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: | |
| Continue to review and evaluate and endeavour to remove the barriers/ gaps identified in the negative impact section. | |

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| 9. Will this activity promote strong and positive relationships between the groups/communities identified? | |
| <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No | |
| Please provide detail: | |
| | |
| Action required: | |
| Continue promoting strong and positive relationships with carers from all equality protected mediums. | |

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| 10. Does this activity bring groups/communities into increased contact with each other? (e.g. in schools, neighbourhood, workplace) | |
| <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No | |
| Please provide detail: | |
| | |
| Action required: | |
| Carry out and record further consultations and evaluations with foster children and young people, staff groups, and foster carers on racial, cultural, religious, gender and sexuality issues affecting children looked after. | |

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| 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) | |
| <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No | |
| Please provide detail: | |
| | |

Action required:

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

12. Equality, diversity, cohesion and integration action plan

(insert all our actions from our 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. | | 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. Placements Manager |
| Consider using child specific model for hard to place children needing permanency through fostering | | System in place to identify foster carers and children. | Recruitment team manager. Placements Manager |
| Continue to 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 targets for each | | Increase capacity of foster carers in order to place children in suitably matched placements and to improve the timeliness of placements | CSDM and all Team Managers. |
| Ensure quality assurance mechanisms are in place to meet children's individual needs in external placements. | | Evidence from monitoring meetings between the agency and the department and unannounced visits. | SWs/SSWs/IROs |
| Continue to implement the placement strategy to reduce reliance upon placements for children outside of their home | | The number of children placed with Independent Fostering Agencies (IFAS) has reduced. | CSDM and all Team Managers. |

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| communities. | | | |
| Access training and specialist advice for carers looking after children with learning difficulties or challenging behaviours or autism or Asperger syndrome. | Ongoing | Numbers of mainstream and kinship carers listed on attendance sheets for specialist training. | Workforce Development Team (WDT) Team Managers |
| Review kinship care policy and procedures. Monitor the numbers of children and carers of dual heritage. | | New policy documents and new procedures. | Kinship Managers |
| Update foster carer terms and conditions | Current | To give full consideration to equality, diversity, cohesion and integration for foster carers. | CSDM Service Development Lead |
| Monitor and assess issues relating to all equality strands in service reviews and audits. | | Information integral in service plans and quality assurance framework. | CSDM |
| Include equality and diversity issues in the information for children | | Continue to update guides to include equality and diversity issues | Service Development Lead Voice and Influence Lead |
| Within the children's guides for younger and older children and children with learning disabilities, ensure that the children's guide is produced and updated 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 the children of Eastern European or new communities. | CSDM Team Managers WDT Voice and Influence Lead (VIL) |
| Organise specific equality and diversity awareness training and | Ongoing | Increase numbers of carers attending training. | WDT Recruitment Team Manager |

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| development opportunities for foster carers to meet the needs of UASCs and Polish children. | | | |
| Review any new policies and procedures under EIA such as kinship care policy and procedures and strategy for independent fostering agency placements, | | Specific quality Impact assessments on new or revised services, both internal and external | Service Development Lead (SDL) |
| Placement strategy to cover equality and diversity issues raised in EIA. | | 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 Fostering Managers. |
| Measure satisfaction and improvements through direct consultation/ participation work or surveys with foster children | Ongoing | Improved information from children and young people's consultations. | CSDM SDL VIL |
| Educate carers and staff on sexual orientation and transgender issues | Ongoing | Increase numbers of foster carers and staff attending specific training. | WDT Fostering Managers |
| Update the data and analysis of service users and under-represented groups to fill the information gaps/barriers as identified. | | Gaps in information in terms of recording, mapping and disaggregating for all equality strands are covered and equality targets are set accordingly. | CSDM SDL |
| Define specific criteria/attributes for recruiting carers who cannot communicate in English particularly kinship care. Disseminate publicity materials in different languages. | | Publicity material amended. | Recruitment Team Manager SDL |
| Clarify definition of complex needs in relation to fostered children and discuss issues with advisors and | | Clearer understanding of how to collect data on children needing fostering placements. | CSDM Fostering Manager Children with Disabilities |

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| colleagues in complex needs services. | | | |
| Continue to identify and recruit more carers with ground level accommodation who could provide service to disabled children with high level needs. | | | Recruitment Team Manager Fostering Manager Children with Disabilities |
| Organise annual "participation day" for disabled children and consider developing a consultation forum for disabled CLA in conjunction with Voice and Influence and Independent Review Team. | | | CSDM IROs VIL |
| Monitor trends in the profile of children for all equality groups deemed suitable for fostering, kinship care and private fostering. | | Continue to report on this annually. | CSDM Fostering Managers |
| Ensure the effective and proactive management of compliments and complaints relating to equality groups. | | All complaints/feedback are analysed and discussed at managers' meetings. | Fostering Managers |

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 |
|---|-----------------------------|--|
| Steve Maw | Childrens Service Delivery | June 2019 |
| Anne-Marie Stokes | Managers (Fostering) | |
| Joel Hanna | Head of Service (Fostering) | |
| Date impact assessment completed - | | 20 th Dec 2017 updated June 2019 |

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
- 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: |