

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

<b>Directorate: Childrens</b>	<b>Service area: Social Work (CHAD)</b>
<b>Lead person: Anne Baxter</b>	<b>Contact number: 3789650</b>
<b>Date of the equality, diversity, cohesion and integration impact assessment:</b>	

<b>1. Title:</b>
Is this a:
<input type="checkbox"/> <b>Strategy</b> <input type="checkbox"/> <b>Policy</b> <input checked="" type="checkbox"/> <b>Service</b> <input type="checkbox"/> <b>Function</b> <input type="checkbox"/> <b>Other</b>
Is this:
<input type="checkbox"/> New/ proposed <input type="checkbox"/> Already exists and is being reviewed <input checked="" type="checkbox"/> Is changing
(Please tick one of the above)

**2. Members of the assessment team:**

<b>Name</b>	<b>Organisation</b>	<b>Role on assessment team e.g. service user, manager of service, specialist</b>
Anne Baxter	CSWS	HoS
Teresa Boyd	CSWS	Service manager
Bodor Ahmed	HR	Advisor
Melanie Linsell	Finance	Advisor

<b>3. Summary of strategy, policy, service or function that was assessed:</b>
Upgrading of hourly pay of children's personal assistants to match the hourly rate in adult services.

<b>4. Scope of the equality, diversity, cohesion and integration impact assessment</b> (complete - 4a. if you are assessing a strategy, policy or plan and 4b. if you are assessing a service, function or event)
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<b>4a. Strategy, policy or plan</b> (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"/>
<b>Please provide detail:</b>	

<b>4b. Service, function, event</b> please tick the appropriate box below	
The whole service (including service provision and employment)	<input type="checkbox"/>
A specific part of the service (including service provision or employment or a specific section of the service)	<input checked="" type="checkbox"/>
Procuring of a service (by contract or grant) (please see equality assurance in procurement)	<input type="checkbox"/>
<b>Please provide detail:</b> The hourly rate paid to Personal Assistants funded via the Direct Payments budget in CHAD	

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**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)

Affects children with disabilities and complex needs.

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

**Action required:**

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

Yes

No

**Please provide detail:**

**Action required:**

**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**

- |   |   |  |
|---|---|--|
| <input type="checkbox"/> Age                  | <input checked="" type="checkbox"/> Carers  | <input checked="" type="checkbox"/> Disability |
| <input type="checkbox"/> Gender reassignment  | <input type="checkbox"/> Race               | <input type="checkbox"/> Religion or Belief    |
| <input type="checkbox"/> Sex (male or female) | <input type="checkbox"/> Sexual orientation |  |
| <input type="checkbox"/> Other                |   |  |

(for example – marriage and civil partnership, pregnancy and maternity, social class, income, unemployment, residential location or family background, education or skills level)

**Please specify:**

**Stakeholders**

- |  |   |                                       |
|--|---|---------------------------------------|
| <input checked="" type="checkbox"/> Services users | <input checked="" type="checkbox"/> Employees | <input type="checkbox"/> Trade Unions |
| <input type="checkbox"/> Partners                  | <input type="checkbox"/> Members              | <input type="checkbox"/> Suppliers    |
| <input type="checkbox"/> Other please specify      |   |                                       |

**Potential barriers.**

- |  |  |
|--|--|
| <input type="checkbox"/> Built environment             | <input type="checkbox"/> Location of premises and services |
| <input type="checkbox"/> Information and communication | <input type="checkbox"/> Customer care                     |
| <input type="checkbox"/> Timing                        | <input type="checkbox"/> Stereotypes and assumptions       |
| <input type="checkbox"/> Cost                          | <input type="checkbox"/> Consultation and involvement      |

**specific barriers to the strategy, policy, services or function**

**Please specify** Availability of appointable carers.

**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:**

the positive impact is that PAs will be paid at higher hourly rates and this should enable us to recruit in competition with Adult social care.

**Action required:**

**8b. Negative impact:**

There is no negative impact

**Action required:**

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

Yes

No

**Please provide detail:** Not known.

**Action required:**

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

Yes

No

**Please provide detail:** PAs are used to support children with complex needs to access a range of services, clubs and activities in the community

**Action required:**

**11. Could this activity be perceived as benefiting one group at the expense of another?**

Yes

No

**Please provide detail:**

**Action required:**

**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)

<b>Action</b>	<b>Timescale</b>	<b>Measure</b>	<b>Lead person</b>

**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

**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
- Other (please specify)

**15. Publishing**

<b>Date sent to Equality Team</b>	
<b>Date published</b>	