

## Equality Impact Assessment Record

### EIA Guidance

Please ensure that you have read the Council's EIA Guidance booklet, available on Boris, before starting work on your EIA, it should be read in conjunction with this form. If anything is unclear please contact your departmental equality representative listed below. This form is designed to summarise the findings of your EIA. **Please also keep a record of your other discussions in producing the impact assessment.**

### Drafting your EIA

The boxes in this form are designed to expand please ensure that you add data, consultation results and other information to back up any assertions that you make. A draft of this record form must be sent to the Councils Equality Officer Abby Thomas and your departmental equality representative(s) (listed below) who will send you comments on it before it is finalised and signed off by your Chief Officer. This step is important to check the quality and consistency of EIAs across the Council.

### Departmental Equality Representatives

ECC	Jane Eaton	SCL	Graham Symonds and Ilona Cowe
CS	Abby Thomas	CXO	Stephanie Boodhna

### Publishing

The Council is legally required to publish this EIA record form on the Councils website. Please send a copy of the final version of the EIA record form to the Councils Equality Officer Abby Thomas to publish.

<b>Date of EIA</b>	30/04/2014 (review)	<b>EIA Guidance</b>
<b>Directorate</b>	Children Young People and Learning	<b>Page Ref.</b>
<b>Part One - Initial Screening Record</b>		
<b>1. Activity to be assessed</b>	<b>Statement of Purpose for Private Fostering 2014 - 2015</b>	<b>See Pages 9 - 10</b>
<b>2. What is the activity?</b>	<input type="checkbox"/> Policy/strategy      x <input checked="" type="checkbox"/> Function/procedure <input type="checkbox"/> Project <input type="checkbox"/> Review <input type="checkbox"/> Service <input type="checkbox"/> Organisational change	
<b>3. Is it a new or existing activity?</b>	<input type="checkbox"/> New    x <input checked="" type="checkbox"/> Existing	
<b>4. Who are the members of the EIA team?</b>	Sheila McKeand Head of Service LAC; Helen Fenton, Team Manager Family Placement team; Sarah Roberts Policy and Commissioning Officer	
<b>5. Initial screening assessment.</b>  If the answer to either of these questions is 'yes' then it is necessary to go ahead with a full Equality Impact Assessment.	1. Does the activity have the potential to cause adverse impact or discriminate against different groups in the Councils workforce or the community?  No <span style="background-color: #cccccc; display: inline-block; width: 100px; height: 1em;"></span>  2. Does the activity make a positive contribution to equalities?  Yes <span style="background-color: #cccccc; display: inline-block; width: 100px; height: 1em;"></span>	
<b>6. Did Part 1: Initial Screening indicate that a full EIA was necessary?</b>	<input checked="" type="checkbox"/> Yes – full EIA completed and recorded below.  <input type="checkbox"/> No – full EIA not completed record ends here, please ensure this record is signed by the Chief Officer in box 19 overleaf and then email to <a href="mailto:abby.thomas@bracknell-forest.gov.uk">abby.thomas@bracknell-forest.gov.uk</a>	

<b>Part Two - Full EIA Record</b>																								
<p><b>7. Why is a full EIA being completed on the activity? Double click on boxes to check all that apply.</b></p>	<p>The activity has the potential to have an adverse impact/discriminate against different groups in the community. <input type="checkbox"/></p> <p>The activity makes a positive contribution to equalities <input checked="" type="checkbox"/></p>	<p><b>See Pages 9 - 10</b></p>																						
<p><b>8. Who is the activity designed to benefit/target?</b></p>	<p>The purpose of the Statement of Purpose is to: Meet the requirement of section 44 of the Children Act 2004 and replacement regulations (the Children (Private Arrangements for Fostering) Regulations 2005), which came into force on 1 July 2005. It is designed to ensure the wellbeing of children who may be living by private arrangement with people other than close relatives.</p>	<p><b>See Page 11</b></p>																						
<p><b>9. Summarise the information gathered for this EIA including research and consultation to establish what impact the activity has on different equality groups.</b></p>	<p>The statement of purpose is updated annually, taking into account any issues or concerns raised by children and young people in private fostering arrangements, their parents or their private foster carers. Any concerns raised by inspectors are also addressed.</p> <p>Privately fostered children and their carers are visited regularly by a social worker and any issues relevant to amending the statement of purpose would be incorporated.</p> <p>There is a named worker in the Family Placement Team who is responsible for publicising the requirements about private fostering.</p> <p>An annual report is also submitted to the Local Safeguarding Children Board and any comments made there will be incorporated into the publicity plan or into arrangements made for monitoring private fostering arrangements.</p>	<p><b>See Pages 12-13</b></p>																						
<p><b>10. A) With regard to the equalities themes, which groups does the activity impact upon?</b></p> <p><b>B) Might any of these groups be adversely impacted?</b></p> <p><b>If you have not got sufficient information to make a judgement, go to box 17 and list the actions that you will take to collect further information.</b></p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%; text-align: left;">A) Groups Impacted</th> <th style="width: 50%; text-align: left;">B) Groups impacted adversely</th> </tr> </thead> <tbody> <tr> <td><input checked="" type="checkbox"/> Race and ethnicity</td> <td><input type="checkbox"/> Race and ethnicity</td> </tr> <tr> <td><input checked="" type="checkbox"/> Disability</td> <td><input type="checkbox"/> Disability</td> </tr> <tr> <td><input checked="" type="checkbox"/> Gender</td> <td><input type="checkbox"/> Gender</td> </tr> <tr> <td><input checked="" type="checkbox"/> Age</td> <td><input type="checkbox"/> Age</td> </tr> <tr> <td><input checked="" type="checkbox"/> Sexual Orientation</td> <td><input type="checkbox"/> Sexual Orientation</td> </tr> <tr> <td><input checked="" type="checkbox"/> Religion or belief</td> <td><input type="checkbox"/> Religion or belief</td> </tr> <tr> <td><input type="checkbox"/> Other - please specify</td> <td><input type="checkbox"/> Other - please specify</td> </tr> <tr> <td><input type="checkbox"/> Other - please specify</td> <td><input type="checkbox"/> Other - please specify</td> </tr> <tr> <td><input type="checkbox"/> Other - please specify</td> <td><input type="checkbox"/> Other - please specify</td> </tr> <tr> <td><input type="checkbox"/> Other - please specify</td> <td><input type="checkbox"/> Other - please specify</td> </tr> </tbody> </table>	A) Groups Impacted	B) Groups impacted adversely	<input checked="" type="checkbox"/> Race and ethnicity	<input type="checkbox"/> Race and ethnicity	<input checked="" type="checkbox"/> Disability	<input type="checkbox"/> Disability	<input checked="" type="checkbox"/> Gender	<input type="checkbox"/> Gender	<input checked="" type="checkbox"/> Age	<input type="checkbox"/> Age	<input checked="" type="checkbox"/> Sexual Orientation	<input type="checkbox"/> Sexual Orientation	<input checked="" type="checkbox"/> Religion or belief	<input type="checkbox"/> Religion or belief	<input type="checkbox"/> Other - please specify	<input type="checkbox"/> Other - please specify	<input type="checkbox"/> Other - please specify	<input type="checkbox"/> Other - please specify	<input type="checkbox"/> Other - please specify	<input type="checkbox"/> Other - please specify	<input type="checkbox"/> Other - please specify	<input type="checkbox"/> Other - please specify	<p><b>See Pages 14 -15</b></p> <p><b>Double click on the boxes to check all that apply.</b></p>
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Annex 2

<p><b>11. What evidence is there to suggest an impact/adverse impact?</b></p>	<p>The statement of purpose describes the groups of children and families where private fostering arrangements are more common and therefore where publicity about the regulations and requirements is targeted.</p> <p>Evidence to suggest that there is an impact of this activity is through the source of referrals, from family members as well as professional groups.</p>	
<p><b>12. On what grounds can impact or adverse impact be justified?</b></p>		<p><b>See Pages 14 -15</b></p>
<p><b>13. Have any examples of good practice been identified as part of the EIA?</b></p>		<p><b>See Pages 14 -15</b></p>
<p><b>14. What actions are you currently undertaking to address issues for any of the groups impacted/adversely impacted?</b></p>	<p>The statement of purpose is updated annually, taking into account any issues or concerns raised by children and young people in private fostering arrangements, their parents or their private foster carers. Any concerns raised by inspectors are also addressed.</p> <p>Privately fostered children and their carers are visited regularly by a social worker and any issues relevant to amending the statement of purpose would be incorporated.</p> <p>There is a named social worker in the Family Placement Team who is responsible for publicising the requirements about private fostering.</p> <p>An annual report is also submitted to the Local Safeguarding Children Board and any comments made there will be incorporated into the publicity plan or into arrangements made for monitoring private fostering arrangements.</p>	<p><b>See Pages 14 -15</b></p>
<p><b>15. What actions will you take to reduce or remove any differential/adverse impact?</b></p> <p><b>Please also list any other actions you will take to maximise positive impacts.</b></p>		<p><b>See page 16</b></p>
<p><b>16. Into which</b></p>		

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<p><b>action plan/s will these actions be incorporated?</b></p>		
<p><b>17. Who is responsible for the action plan?</b></p>	<p>Sheila McKeand Head of Service Looked After Children</p>	
<p><b>18. Chief Officers signature.</b></p>	<p>Lorna Hunt</p> <p>Signature.....</p>	
<p><b>19. Which PMR will this EIA be reported in?</b></p>	<p>Annually 1<sup>st</sup> quarter</p>	