

Voluntary Sector Spending Review Equality Impact Analysis, Issue Log & Action Plan


What is Equality Impact Analysis?

The Equality Act 2010 seeks to eliminate discrimination and meet the positive promotion aspects of equality legislation. An Equality Impact Analysis uses equality information and the results of engagement with groups to understand the actual or the potential effects of change or key decisions on our workforce and the general public. Completing this analysis will assist Members and officers to identify practical steps to address any negative effects and to highlight positive interventions.

Section 1 - Ownership

This section identifies the individual(s) responsible for identifying the potential positive and negative impacts from developing and implementing the spending reductions. There will be a number of potential positive and negative internal impacts which should be undertaken and monitored by the person responsible for implementing the proposed reductions

Title:	Equality Impact Assessment on the proposed changes to funding / spending reductions in the voluntary sector				
Service impacted by proposed spending review	Relate – Relateen (de-commission) and Family Therapy service (strengthen)				
Date Created	22/12/15	Review Date:	18 th Jan 2016	Version:	3
Author:	Deborah Redknapp				

Person completing EIA: Insert name of individual(s) writing EIA	
Signed:  Deborah Redknapp	Date: 23/12/15
Person supervising EIA: Insert name of individual responsible for agreeing activities and ensuring that the activities are undertaken	
Signed: Tim Aldridge	Date:

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Section 2 - Potential Issues

Key Issues:	Impacts on:	Mitigating Action Taken:
<p>Relateen is a school counselling service for six of the borough's schools and has been in place for 16 years. The service has been reduced over time and serves fewer schools than was originally commissioned so as to meet the financial envelope.</p>	<p>The six schools that are able to refer to this service and the children and young people who may benefit from the counselling service.</p>	<p>1. The children and young people's mental health service is part of a borough wide transformation programme that will include a Wellbeing Hub. The wellbeing hub will consist of a multidisciplinary mental health team which will make an assessment as to which would be the lowest level of appropriate treatment. This could include supervised self-management, telephone and online counselling, group therapy, behaviour pathway or specialist treatment.</p> <p>2. Schools will have the opportunity to fund the service for their school but this is not guaranteed which could have an impact on the local Child and Adolescent Mental Health Service (CAMHS) (i.e. longer waits for service or no service).</p>
<p>Schools may not fund the school counselling service. In the absence of the school counselling service a gap in provision will occur. This is likely to increase demand on the local Child and Adolescent Mental Health Service (CAMHS)</p>	<p>Schools and young people, social care</p>	<p>The children and young people's mental health transformation includes training for education providers with the aim of building the resilience of the whole school population. This may provide some support but it is not intended to be a replacement service.</p> <p>The Early Help service provides support to young people who are resident in the borough. Schools can refer young people to the Early Help Service if they require emotional support or help with managing</p>

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Key Issues:	Impacts on:	Mitigating Action Taken:
		relationships. This service can also provide support to the wider family if appropriate.
Children and young people's mental health is a borough wide concern	Children and young people / families / schools	Implement the children and young people's mental health transformation programme and strengthen the family therapeutic input to build family resilience. However it remains a risk that there will be a reduced children and young people's mental health service.
Family Therapy: An intervention for 12+ Looked after Children, Children in Need (CIN) and child protection (CP) families who are engaged with children's social care.	Children and young people / families / schools	<p>Strengthen the family therapy service. Family therapy and systemic practice supports the notion that family relationships form a key part of the emotional health of each member within that family. This type of therapy can help people who care for each other find ways to cope collaboratively with any distress, misunderstanding and pain that is affecting their relationships and putting a strain on the family unit.</p> <p>Common problems that a family therapist will work with include stressful and traumatic life events such as: divorce and separation, illness or death of a loved one, and transitional stages of family development that can cause pain and upset. Work and school-related problems, psychosexual difficulties and parent-child conflict can also be explored through family therapy.</p> <p>A programme of professional development for frontline social care staff will begin in 2016/17 to equip these practitioners with therapeutic skills and enhance their ability to deliver evidence-based interventions.</p>

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Key Issues:	Impacts on:	Mitigating Action Taken:
Reduced children and young people's mental health service	Children and young people / families / schools	There has been nationally allocated NHS funding for Children's IAPT (improved access to psychological therapies) that will be given to NELFT. The local financial envelope is circa £300k

Section 3 - Potential Workforce Issues

The Relateen service staff could be transferred into the Family Therapy team if they meet the qualification criteria

No other specific workforce issues have so far been identified

Protected Characteristics	Description of Issue	Date Raised	Mitigating Actions	Action Status	Open/Closed	Owner
Age						
Disability						
Sex						
Gender Reassignment						
Marriage & Civil Partnership						
Pregnancy & Maternity						
Race						
Religion or Belief						
Sexual Orientation						

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Section 4 - Communication and Engagement Activity

Target Audience	Date	Activity	Summary of Feedback	Actions Raised	Action Status	Open/Closed	Owner
Relate	11/09/15	Initial information and consultation meeting	Providers were anxious about the outcome of the review (i.e. decommissioning) but welcomed the opportunity to describe their service in detail and the level of engagement.	No further action	completed	closed	
Relate	13/10/15	Letter of termination & questionnaire sent	Questionnaire was completed	Clarification questions raised.	completed	closed	DM
Relate	10/11/15	Clarification questions	Further clarifications were raised in a couple of areas	No further action	completed	closed	DM
Relate	11/11/15	Meeting and additional questionnaire	Relate welcomed the engagement with the local authority and the opportunity to discuss various options. Relate informed commissioners that when the Barking & Dagenham school counselling service was decommissioned, Barking & Dagenham schools funded the service.		completed	Closed	DR
Social Care	December 2015	Discussion regarding changes to current provision	Relateen is a niche service provided for a small number of schools in the borough (6/88). The rationale for this targeted approach is not clear and the service has reduced over time to fit with the financial envelope. Some schools top up the existing arrangement direct with Relate.	Discussion with Virtual Head to discuss the impact of decommissioning the Relateen service and provided information for the children and young people's mental health	completed	closed	DR

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Target Audience	Date	Activity	Summary of Feedback	Actions Raised	Action Status	Open/Closed	Owner
			Family Counselling: Discussed with Social Care the limitation of the existing arrangements for the family therapy service being available solely for the 12+ team. Strengthening this service fits with an improved model of social care intervention to prevent family breakdown.	transformation programme.			
Schools		Meeting with pastoral heads.	TBA			open	DR

Section 5 - Service Delivery Impacts and Issues

Due regard – Brown principles

These principles have been taken from the Equality and Human Rights Commission’s paper on making fair financial decisions (Equality and Human Rights Commission, 2012).

Case law sets out broad principles about what public authorities need to do to have due regard to the aims set out in the general equality duties. These are sometimes referred to as the 'Brown principles' and set out how courts interpret the duties. They are not additional legal requirements but form part of the Public Sector Equality Duty as contained in section 149 of the Equality Act 2010.

Under the duty, local authorities must, in the exercise of their functions, have due regard to the need to:

- Eliminate unlawful discrimination, harassment, victimisation and other conduct prohibited by the Act
- Advance equality of opportunity between people who share a protected characteristic and those who do not
- Foster good relations between people who share a protected characteristic and those who do not.

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In summary, the Brown principles say that:

- Decision-makers must be made aware of their duty to have 'due regard' and to the aims of the duty.
- Due regard is fulfilled before and at the time a particular policy or proposal that will or might affect people with protected characteristics is under consideration, as well as at the time a decision is taken.
- Due regard involves a conscious approach and state of mind. A body subject to the duty cannot satisfy the duty by justifying a decision after it has been taken. Attempts to justify a decision as being consistent with the exercise of the duty, when it was not considered before the decision, are not enough to discharge the duty. General regard to the issue of equality is not enough to comply with the duty.
- The duty must be exercised in substance, with rigour and with an open mind in such a way that it influences the final decision.
- The duty has to be integrated within the discharge of the public functions of the body subject to the duty. It is not a question of 'ticking boxes'.
- The duty cannot be delegated and will always remain on the body subject to it.
- It is good practice for those exercising public functions to keep an accurate record showing that they had actually considered the general equality duty and pondered relevant questions. If records are not kept it may make it more difficult, evidentially, for a public authority to persuade a court that it has fulfilled the duty imposed by the equality duties.

Potential Service delivery impacts (Positive and Negative)

Protected Characteristics	Description of Issue	Date Raised	Mitigating Actions	Action Status	Open/Closed	Owner
Age	1) The school counselling service is currently offered to secondary school aged children. Access to counselling through the school may be more inclusive than accessing off-site counselling or indirect counselling.	December 2015	1) Early Help support is available from across a range of venues and may provide family and individual support required to alleviate anxiety, stress and emotional distress. Support available from the	1) Further discussions to take place with schools in January 2016 2) Discussions to take place with schools	1) Open 2) Open 3) Open	DR

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Protected Characteristics	Description of Issue	Date Raised	Mitigating Actions	Action Status	Open/Closed	Owner
	<p>2) Withdrawal of the service will lead to pupils being unable to access a counselling service in school setting.</p> <p>3) Increase in the offer of family therapy for 12+ Looked after Children, Children in Need (CIN) and child protection (CP) families who are engaged with children's social care.</p>		<p>well-being hub may support young people who would have been referred to the school counselling programme.</p> <p>Schools will be supported to consider how they provide pastoral support to students in the future and review their processes of referral on to other services.</p> <p>2) Current provider currently charges schools for additional counselling hours outside of the contract. If the service is decommissioned, the Council will encourage the provider to put in place a charging system and negotiate with schools to spot purchase the counselling service for pupils in the future.</p> <p>3) Increasing the offer of family therapy will support Children's Social Care</p>	<p>and current provider in January/ February</p> <p>3) 2Discussions to take place with current provider in January/ February</p>		

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Protected Characteristics	Description of Issue	Date Raised	Mitigating Actions	Action Status	Open/Closed	Owner
	4. Reduced children and young people mental health service		<p>work in partnership with more children and families to promote safe caring relationships, behaviours and home environment; prevent children on the edge of care from entering the care system; work with children and families to rehabilitate relationships and enable children and young people to return to their family home; work with children, young people and families to reduce risky behaviours and improve resilience.</p> <p>4) Improving Access to Psychological Therapies (IAPT) has been improved and is due to be implemented (CCG / NELFT)</p>			
Disability						
Sex						
Gender Reassignment						
Marriage & Civil Partnership						
Pregnancy &						

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Protected Characteristics	Description of Issue	Date Raised	Mitigating Actions	Action Status	Open/Closed	Owner
Maternity						
Race						
Religion or Belief						
Sexual Orientation						

Section 6: Data Sources

Data used	How has this information informed your decision
Contract monitoring data	The school counselling service is inequitably provided and serves only six of the borough's schools. Equally the family therapy service only supports one part of the social care team.
Havering Children and Young People's Mental Health Transformation Plan	The transformation plan includes a number of initiatives that will provide a more equitable service for young people than is currently available. However it is recognised that the local Child and Adolescent Mental Health Service (CAMHS) may see an increase in demand.