

Equality Analysis Report

Title of activity / Budget Proposal title and number Early Help and Intervention Strategy	Committee meeting (decision maker) and date Executive
Service area Children's Services	Lead officer Wendy Beeton-Townshend
Approved by Colin Foster – Director of Children's Services	Date of approval
Description of activity: Bedford Borough is an ever changing place to live, with new housing developments across the authority, new schools and for existing schools a change for the majority from a three tier to a two tier system. There is no doubt as we look forward to the next three years that the Early Intervention system will be needed more than ever and we are charged with increasing our work with partners to bring in additional funding to support some of the targeted work that we do in particular our work with the Syrian resettlement programme. The Early Help Strategy is informed by the evidence in the Joint Strategic Needs Assessment of the health and wellbeing needs of people in Bedford Borough. It is also informed by the work of the Local Safeguarding Children's Board, the SEND Improvement Board and consultation with Bedford Borough children, young people and families. The overarching ambition of the Early Help and Intervention Strategy are to: Get in Early, Provide Early Intervention approaches to reach our most vulnerable, Support the Wellbeing of children and young people and continue to grow the knowledge and skills of the early help and intervention workforce.	

Please refer to the Equality Analysis Template Notes for guidance on completing this form.

Relevance Test

1. The outcomes of the activity directly and significantly impact on people, e.g. service users, employees, voluntary and community sector groups.	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
2. The activity could / does affect one or more protected equality groups.	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
3. The activity could / does affect protected equality groups differently.	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
4. One or more protected equality groups could be disadvantaged, adversely affected or are at risk of discrimination as a result of the activity.	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
5. The activity relates to an area where there are known inequalities.	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
6. The activity sets out proposals for significant changes to services, policies etc. and / or significantly affects how services are delivered.	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
7. The activity relates to one or more of the three aims of the Council's equality duty.	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
8. The activity relates to the Council's Corporate Plan objectives, is a significant activity and / or presents a high risk to the Council's public reputation.	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
9. An equality analysis of this activity is required.	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
This activity has no relevance to Bedford Borough Council's duty to eliminate unlawful discrimination, harassment and victimisation; to advance equality of opportunity; and to foster good relations. An equality analysis is not needed.				<input type="checkbox"/>
Explanation why equality analysis is not needed				

Scope of equality analysis

Who is / will be impacted by the activity's aims and outcomes?	Children, Young People and families Schools. Voluntary sector.
Which particular protected equality groups are likely / will be affected?	Age – children and young people of the following ages: pre-birth, 0-3 years, 3-5 years, 5-11 years, 11-19 years, post 19 Race Disability (mental health)

	Sex
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Evidence, data, information and consultation

What evidence have you used to analyse the effects on equality?	<p>Bedford Borough Joint Strategic Needs Assessment https://www.bedford.gov.uk/.../bedford_borough_jsna.aspx</p> <p>Bedford Public Health Data Set https://www.gov.uk/guidance/phe-data-and-analysis-tools</p> <p>Early Help and Intervention Business Report – this is a monthly report produced for the service</p> <p>Statistical releases from Government – various releases are analysed.</p>
What consultation did you carry out with protected equality groups to identify your activity's effect on equality?	<p>The draft Vision and Strategy was finalised for consultation in March 2018 and the consultation period closed on the 21st July 2018</p> <p>Targeted consultation occurred through existing meetings and groups. Additional consultation workshops were set up to ensure the input of all partners and service users. Groups consulted included:</p> <ul style="list-style-type: none"> Bedford Borough Safeguarding Children's Board Children's Health and Wellbeing Group Early Years Reference Group Headteachers Groups Service Users Children's workforce practitioners Young People Community Safety Partnership Domestic Violence groups Children's Centres groups <p>These meetings included representation of the protected characteristics groups.</p>

	<p>There have also been meetings with individuals, including representatives from Public Health, Education, and Head teachers to discuss the consultation questions.</p> <p>All comments from the consultations were recorded and analysed. In summary the consultation feedback:</p> <ul style="list-style-type: none"> • Showed an overall agreement with the vision and priorities. • Provided further statistics to be included in the context sections. • Offered requested additions to the overview of Early Help provision.
What does this evidence tell you about the different protected groups?	<p>Exclusion data shows that White British boys are significantly more likely to be excluded in the secondary years – see attached</p> <p>Data and anecdotal evidence also shows that children and young people are increasingly impacted by poverty - http://www.bedford.gov.uk/council_and_democracy/statistics_and_census/indices_of_deprivation_2015.aspx</p> <p>The Early Help Triple P Parenting Offer has reached 518 parents. We produce approx. 5000 leaflets a term which are distributed across all school settings. Most schools send out an email regarding Triple P in Parent Mail. We are now producing posters and adverts regarding triple P and press releases. It is on our social media as well. Whilst no specific protected characteristic data is kept we do know that parents from the Asian community are under-represented.</p> <p>The Early Help Workforce Development Offer has trained over 3000 practitioners from across the Early Help Workforce. Whilst no specific data is kept the numbers who have attended from protected characteristics we know that colleagues from those groups have attended and made use of the training offer.</p> <p>The Early Help Vision and Strategy contains a full range of measures for success based on the information from the research and consultation. Work to offer good early help and intervention makes a significant contribution to all children, young people and families.</p> <p>The development of a vision and strategy for Early Help is a positive way of setting out our goals and being</p>

	<p>clear on how early intervention impacts outcomes for all children, young people and families.</p> <p>Getting support right early means better opportunities and outcomes for adults as these young people mature. Each area of the strategy is monitored by the relevant council department and partner agencies as appropriate and will be measured against equalities characteristics as part of the standard monitoring process. This enables proactive identification of any gaps or issues relating to protected characteristic groups.</p> <p>The strategy does not specify a new delivery process but is a confirmation of existing policies and activities which deliver support and interventions to children, young, people and families who need additional help and support. The strategy looks at provision for specific age groups: pre birth, 0-3 years, 3-5 years, 5-11 years, 11-19 years, post 19 and 0-19 / families. This enables age specific services to be developed.</p>
What further research or data do you need to fill any gaps in your understanding of the potential or known effects of the activity?	N/A

General Equality Duty

Which parts of the general equality duty is the activity relevant to?			
	Eliminate discrimination, harassment and victimisation	Advance equality of opportunity	Foster good relations
Age		The strategy aims to “get in early”, provide early intervention approaches to reach the most vulnerable; support the wellbeing of	

		<p>children and young people. In doing so it aims to lessen disadvantages experienced by children and young people and their families because they have special education needs, mental health issues, are teenage/young parents, are refugees resettled in Bedford.</p> <p>The strategy is also relevant to ensuring the early help and intervention workforce has equality of opportunity to accessing training.</p>	
Disability		Special Educational Needs and mental health, see above	
Gender reassignment			
Pregnancy and maternity		See above	
Race		Syrian refugees and their families. See above	
Religion or belief			
Sex			
Sexual orientation			
Marriage & civil partnership			

Impact on equality groups

Based on the evidence presented what positive and negative impact will your activity have on equality?				
	Positive impact	Negative impact	No impact	Explanation
Age	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Disability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The strategy's priority of "Getting in Early aims to support children and young people at the earliest sign of mental health issues and through partnership working ensuring SEN support is given at the most appropriate time
Gender reassignment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Pregnancy and maternity	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Race	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The strategy's priority of 'Early Intervention for our most vulnerable' aims to further the support to refugee families resettling in Bedford from Syria to help children settle in school and make academic progress.
Religion or belief	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Sex	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Sexual orientation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Marriage & civil partnership	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Other relevant groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Commissioned services

What equality measures will be	
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included in Contracts to help meet the three aims of the general equality duty?	
What steps will be taken throughout the commissioning cycle to meet the different needs of protected equality groups?	The Commissioning cycle is used to ensure the needs of the protected groups are met as early as possible. Monitoring of all commissions takes place quarterly to ensure needs are met.

Actions

	What will be done?	By who?	By when?	What will be the outcome?
Actions to lessen negative impact				
Actions to increase positive impact	Some translation of parenting material	The service	2018-19	Increased accessibility to the parenting offer by underrepresented groups
Actions to develop equality evidence, information and data	Gathering of some further data to understand the impact of the services provided on the protected groups	The service	2018-2021	Greater understanding of the reach of the Early Help Services.
Actions to improve equality in procurement / commissioning				
Other relevant actions				

Recommendation

No major change required	<input checked="" type="checkbox"/>	
Adjustments required	<input type="checkbox"/>	
Justification to continue the activity	<input type="checkbox"/>	
Stop the activity	<input type="checkbox"/>	

Summary of analysis

In preparing this report, due consideration has been given to the Borough Council's statutory Equality Duty to eliminate unlawful discrimination, advance equality of opportunity and foster good relations, as set out in Section 149(1) of the Equality Act 2010.

The equality analysis is based on service data, public consultation and service user consultation.

The equality analysis has identified that the Early Help and Intervention Strategy sets out to reduce inequalities and to focus services on those who most need them. Collecting data on those who access services and in particular parenting services will ensure that those from the identified protected groups are accessing these key services.

Monitoring and review

Monitoring and review The Council will continue to review the deliver and impact of the Early Help and Intervention Strategy through the Annual Impact report Feedback from service users will be collected and analysed to assess impact of services especially on the identified protected groups.	Review date December 2019 Ongoing
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