

## DIVERSITY IMPACT ASSESSMENT QUESTIONNAIRE

<b>SERVICE: Access &amp; Inclusion.</b>  <b>August 2007 currently c. 49 staff, comprising Pupil Referral Units (Clatterford and Thompson House). Workshop Initiative in Support of Education (WISE) and the Education Welfare Service</b>	<b>DIRECTORATE:</b>  <b>Children's Services</b>
<b>Responsible Officer: Douglas Wright, Senior Education Officer-Access &amp; Inclusion</b>	<b>Date of Assessment (? Form completed 1<sup>st</sup> August 2007)</b>

### **Introduction:**

As a requirement under the Race Relations (Amendment) Act 2000 all of the council's services have to undergo an impact assessment (IA) to determine their potential impact on the promotion of equalities.

The IA looks at how a service promotes, monitors and consults in their area to ensure that equalities are promoted. Completion of the IA will help the organisation understand what areas need assistance and where best practice can be shared. The information will be used to determine the extent to which services meet the requirements of the Equality Standard for Local Government, the Race Relations (Amendment) Act 2000 and the Disability Discrimination Act 1995. On completion of the IA action plans will be developed which will link to teams service plans. For the year 2006/07 the IA process will be integrated into the service planning process.

In order to complete the IA questionnaire, the following questions, which will enable you to measure your service, will need to be answered.

Where you can provide information and examples please do so, as this will help you to judge the level of impact your service has on the promotion of equalities.

Should you need any help / advice when completing the questionnaire, please refer to the guidance notes issued with this questionnaire or contact Rosie Barnard 823091.

**Q.1 Is your service accessible to all groups /individuals within the community? (i.e are there for example, physical, cultural, linguistic, or geographical barriers to persons wishing to use your service)**

Group	Yes	To some extent	No	If yes, what evidence do you have to demonstrate this?	If no, what do you plan to do?
Racial (inc. culture and nationality)		Services open to all.	Leaflets, letters and brochures not automatically available in multiple languages.	<p>Education Welfare Staff based in each school cluster area. Some meetings held at local venues, however, Pre-court Panel held in Newport.</p> <p>All parents are dealt with professionally regardless of their Racial identity.</p> <p>EAL Team used as appropriate for advice.</p> <p>Services are non-discriminatory in recruitment. c. 4%</p>	<p>Nothing until the need arises, then arrange for translations.</p> <p>Some staff members have undertaken the Garnet Foundation Training and/or other anti-oppressive practice training. Other staff members need to undertake this as appropriate.</p>

				of service staff are non Caucasian. (2 out of 49)	
Religious Belief	Yes.  Services open to all island pupils regardless of their religion.			<p>Pupil Referral Units cover different faiths in PHSE.</p> <p>Dietary needs would be met as appropriate for those in receipt of free lunches at the PRU's</p> <p>All parents are dealt with professionally regardless of their Religious beliefs.</p> <p>Education Welfare Service operates in the denominational faith schools as well as county controlled schools.</p>	Some staff members have undertaken the Garnet Foundation Training and/or other anti-oppressive practice training. Other staff members need to undertake this as appropriate.
Gender (inc. transvestite, transgender & transsexual)	Yes.  Services open to all island pupils			Both genders represented across service staff.	Some staff members have undertaken the Garnet Foundation

	regardless of their gender.			PRU's and Education Welfare Service have offered advice to/ helped individual pupils with sexual orientation issues.	Training and/or other anti-oppressive practice training. Other staff members need to undertake this as appropriate.
Sexuality (e.g. homosexuality, lesbian & bisexuality)	Yes			<p>Staff with various sexualities employed across the services.</p> <p>All parents are dealt with professionally regardless of their sexuality.</p> <p>PRU's and Education Welfare Service have offered advice to/ helped individual pupils with sexual orientation issues.</p>	Some staff members have undertaken the Garnet Foundation Training and/or other anti-oppressive practice training. Other staff members need to undertake this as appropriate.
Disabled (i.e a physical and or mental impairment)		<p>Yes, Both PRU's are disabled accessible.</p> <p>Pupils with mental</p>		All parents are dealt with professionally regardless of their physical or mental state. Where	Some staff members have undertaken the Garnet Foundation Training and/or

		<p>health problems (under CAMHS, phobic and so on) are admitted to the PRU's and WISE.</p> <p>Education Welfare Service staff work with all pupils as appropriate.</p> <p>Not all WISE premises and activities are disabled accessible.</p>		<p>appropriate meetings are held in ground floor rooms to ease access. Parents are encouraged to bring support with them to meetings (for example: their social worker, Community Psychiatric Nurse) and medical advice is sought if appropriate and permissions given before embarking on legal action.</p>	<p>other anti-oppressive practice training. Other staff members need to undertake this as appropriate.</p> <p>Note: Access to the PRU's and WISE is subject to a risk assessment. Where the risk is considered to great referral to more appropriate alternative provision is made.</p> <p>Cabinet has agreed in principle (subject to resources) to:</p> <p>Open more satellite WISE venues.</p> <p>Create a third PRU (to enable the medical and behaviour pupils at Thompson House to be split)</p>
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Age	Yes			<p>Note: That the PRU's and WISE do operate age ranges in terms of pupil groups.</p> <p>New staff members that have been recruited to the various parts of Access &amp; Inclusion cover a wide age range.</p>	<p>Some staff members have undertaken the Garnet Foundation Training and/or other anti-oppressive practice training. Other staff members need to undertake this as appropriate.</p>
Geographical Location		<p>Pupil Referral Units (PRU's) are located in Newport-so pupils have to travel.</p> <p>Main WISE is located in Newport with a satellite in Sandown</p>		<p>Transport provided as appropriate.</p>	<p>Cabinet has agreed in principle (subject to resources) to:</p> <p>Open more satellite WISE venues.</p> <p>Create a third PRU (to enable the medical and behaviour pupils at Thompson House to be split)</p>
Any other status (e.g. people with dependants and/or	Yes.			<p>Access &amp; Inclusion Services deal with island pupils as</p>	

caring responsibilities or people with criminal record/an offending past				appropriate. This who are carers, in care, have drug issues and are within the Youth Justice system.	
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**Q.2 (a) For whatever reason, does your service treat any group differently from its other customers?**

Yes

To some extent

No

If you have answered 'yes' or to 'some extent' , please specify those individuals or groups affected and whether the impact has the potential to be adverse.

Potential is for the impact to be positive-see comments above.

**Q.2 (b) Where the impact is considered to be adverse, can it be justified, for example, on grounds of promoting equal opportunity for another group?**

Not applicable as do not operate 'positive discrimination'

**Q.3. (a) Do you promote equality within your service? (e.g. through the use of briefings at team meetings or the circulation of leaflets and/or other equalities related awareness raising materials)**

Yes

To some extent

No

**(b) How often do you take the opportunity to promote equality within your service?**

Regularly

Occasionally

As issues arise

Not at all

**Q.4. Are there plans in place within your service to promote equality more effectively?**

Yes

No

**If yes, please outline what you intend to do:**

Use EAL, translation of leaflets, staff undertake Anti-oppressive practice training as appropriate and as identified in team plans, PDR's, team meetings and supervision.

**Q.5 Have you consulted in the past three years with any of the following groups regarding the delivery of and access to your service?**

Group	Yes	To some extent	No	If yes, what evidence do you have to demonstrate this?	If no, what do you plan to do?
Racial (inc. culture and nationality)	<p>Not directly through the Access &amp; Inclusion Services.</p> <p>However, the 'Big Day Out' consults widely with families about services.</p>		No		<p>Nothing. Access &amp; Inclusion Services tend to deal with pupils and families that are experiencing problems.</p> <p>Although self referral to Education Welfare is possible, most interventions are the result of a referral from a school or another professional.</p>

					It is the presenting and underlying issues that are looked at, not the race, religion, gender and age of the pupil.
Religious Belief	Not directly through the Access & Inclusion Services.  However, the 'Big Day Out' consults widely with families about services.		No		As above
Gender (inc. transvestite, transgender & transsexual)	Not directly through the Access & Inclusion Services.  However, the 'Wight2B Heard Annual Conference' consults/covers these issues.		No		As above
Sexuality (e.g. homosexuality, lesbian & lesbian &	Not directly through the Access & Inclusion Services.		No		As above

bisexuality)	However, the 'Wight2B Heard Annual Conference' consults/covers these issues.				
Disabled (i.e a physical and or mental impairment)			No		As above
Age			No		
Geographical Location	<p>Not directly through the Access &amp; Inclusion Services.</p> <p>However, the 'Big Day Out' consults widely with families about services.</p> <p>The councils various consultations on reorganisation of school covers this to some extent.</p>				<p>PRU provision is likely to remain in one geographic location.</p> <p>However, school collaborations may well develop more localised provision.</p>

<p>Any other status (e.g. people with dependants and/or caring responsibilities or people with criminal record/an offending past)</p>	<p>Not directly.</p> <p>However, I work closely with the Looked After Children's Education Service (LACES), which used to be part of Access &amp; Inclusion. They consult and work with young people in care.</p> <p>PRU's ask parents and pupils for feedback</p>				
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**Q.6 Do you train your staff on equality issues?**

- Yes
- To some extent
- No

**If you have answered yes, or to some extent, what training is available, who provides/delivers it and what areas does it cover? (e.g. Disability, Race, Gender, Age, Sexual Orientation, Religious Belief or location)**

**Varies across staff. Some have undertaken Garnet Foundation Theatre, Anti-discriminatory Training (as run by Bugle House, DipSW courses, Dillington, PRU conferences, DfES (as was) Conferences and so on.**

**If you have answered no, have you explored the availability of suitable training for your staff? Who have you consulted with?**

**I am aware that one of my team managers has consulted with Bugle House, Rosie Barnard and so on to find some suitable anti-oppressive training for a member of staff. They have developed their own due to lack of availability**

**Q.7 Have you received any equality/diversity complaint/comment about your service?**

Yes ?

See below.

No  ?

**If yes how was this dealt with:**

**What changes were made as a result of any action taken:**

**One of my staff has suffered racial abuse and they report it through the correct procedural channels.**

**Another member of staff displays some stereotyping attitudes which is being addressed by their line manager.**

**I monitor all exclusions and any that are racist are forwarded to our monitoring staff to ensure that the school has also completed the appropriate reporting paperwork.**

**Q.8 Is there any evidence to suggest that policies/strategies/practices through their implementation that there is (a) higher or (b) lower participation or uptake by different minority ethnic groups?**

(a)

(b)

If you answered (a) please provide further information and give examples including monitoring data:

If you answered (b) please state below how you will incorporate the General Duty in the review of policy/strategy/practices:

Nothing. Access & Inclusion Services tend to deal with pupils and families that are experiencing problems.

Although self referral to Education Welfare is possible, most interventions are the result of a referral from a school or another professional.

It is the presenting and underlying issues that are looked at, not the race, religion, gender and age of the pupil.

**Q.9 Any additional comments:**

**List of useful contacts:**

**CRE – Commission for Race Equality – [www.cre.gov.uk](http://www.cre.gov.uk)**

**DRC – Disability Rights Commission – [www.drc.gb.org](http://www.drc.gb.org)**

**Disability info – [www.disability.gov.uk](http://www.disability.gov.uk)**

**Equal opportunities Commission – [www.eoc.org.uk](http://www.eoc.org.uk)**

**Employers Organisation – [www.lga-employers.gov.uk](http://www.lga-employers.gov.uk)**

**Local Government Association – [www.lga.gov.uk](http://www.lga.gov.uk)**

**RNIB – Royal National Institute for the Blind - 522205**

**RNID – Royal National Institute for the Deaf – IW contact Sound Advice – Joyce Love 529533**

**Victim Support IW – 530530**

**DIAL – Disability information IW – The Riverside Centre – 522823**

**WIM (Women Into Management) Network – IWC Prue Grimshaw (82)3411 Claire Shand (82)3120**

**DDA – Island Access Group – IWC Rosie Barnard – (82)3091**

**BME (Black Minority Ethnic) Cross Directorate Group – IWC Prue Grimshaw (82)3411 Rosie Barnard 520600 ex 2236**

**Race & Diversity Standing Forum – IWC Rosie Barnard (82) 3091**

**Unison – Equality Rep – Joyce Milford (82) 3093**

**HR – Equality & Diversity Policy - related to employment – Claire Shand (82)3120**

**Vectis Equality Group (BME Group representing IW Communities and individuals) [jane.mckean@iow.nhs.uk](mailto:jane.mckean@iow.nhs.uk)**