



Equality Impact Assessment Form

Responsibility and Ownership

Name of policy, practice, service or function:

Responsible department:

Service area:

Lead Officer:

Date of assessment:

Other members of assessment team

Name	Position	Area of expertise
Tris Burdett	Partnership Development Officer	Responsible for delivery Healthy North East Derbyshire (HNED) Partnership.
Steve Lee	Strategic Partnership Co-ordinator	Budget holder for Healthy North East Derbyshire (HNED) Partnership and Lead Officer.

Assessment Background

Scope

1	What are the main aims/objectives or purpose of the policy, strategy, practice, service or function?	The aim is to commission an organisation or consortium to improve the emotional health and wellbeing of children and young people in North East Derbyshire. This will be achieved through delivering targeted sessions in identified geographical locations.
2	Are there any external factors we need to consider such as new legislation or legislation changes?	No new or changes to legislation have influenced this commission. NEDDC Partnership Strategy Team oversee HNEP Partnership on behalf of Derbyshire Council Public Health who provide the funds for the Partnership to spend. The funding for this project is a ring-fenced allocation granted for the sole purpose of funding this activity. This activity will be procured for a full invitation to tender process.
3	Who is responsible for implementing the policy, strategy, practice, service or function?	The Strategic Partnership Co-ordinator is the budget holder for HNEP Partnership and has overall responsibility for budget.
4	Who is affected by the policy, strategy, practice, service or function? E.g. businesses, customers, voluntary sector?	Children and young people living in North East Derbyshire will be affected in a positive way. NEDDC, on behalf of the HNEP Partnership, are looking to appoint an experienced provider to develop and deliver the sessions required which will help to improve emotional health and wellbeing.
5	What outcomes are we looking to achieve, why and for whom?	That children and young people benefit from sessions that helps to build resilience to mental health and wellbeing

		<p>issues later in life and raises aspirations. Children and young people from the following identified groups will be included:</p> <ul style="list-style-type: none"> ➤ Those with special educational needs and disabilities (SEND) ➤ Pupils excluded from school or displaying challenging behaviour within the school, home or community setting ➤ Young people at risk of exploitation
6	<p>What existing information do you have on the impact of the policy, strategy, practice, service or function? E.g. consultation or satisfaction results?</p>	<p>DCC Public Health have identified a significant reduction in statutory provision for youth and support for young people at a local and community level. COVID-19 has impacted on the mental health and wellbeing of many which has led to increase in children and young people experiencing isolation and anxiety. Two Oversight and Working Groups were established to engage and consult with key practitioners, agencies and organisations who work with children and young people. Their feedback was critical to production of the specification for this project.</p>
7	<p>How is existing information about the policy, practice, service or function publicised?</p>	<p>Any statutory youth provision will be publicised by DCC with independently run groups managing their own promotion. There will be an expectation that sessions delivered through this project will be promoted accordingly within the relevant communities. Additional engagement will take place with local schools and DCC Children Services to target the vulnerable cohorts previously identified.</p>

Identifying Potential Equality Impacts

Consider any impacts on each of the protected characteristics set out below. Be mindful that some impacts may affect more than one characteristic e.g. disability/age. Indicate where the policy, practice, service or function could have a positive/negative impact for different groups and your reasons. Specify which data sources have informed your assessment. **Each Council has a Single Equality Scheme which provides an equality profile for the district which may be helpful.**

8	Race: Identify any impacts of the policy or procedure on people who may be affected because of their race/ethnicity			
	White	English / Welsh / Scottish / Northern Irish / British		
		Irish		
		Gypsy or Irish Traveller		
		Any other White background		
	Asian/Asian British	Indian		
		Pakistani		
		Bangladeshi		
		Chinese		
		Any other Asian background		
	Black	African		
		Caribbean		
		Any other Black / African / Caribbean / Black British background		

8	Race: Identify any impacts of the policy or procedure on people who may be affected because of their race/ethnicity		
	Any other ethnicity	Arab	
		Any other ethnic group	

9	Sex/Gender: Identify any impacts of the policy, practice, service/function on people who may be affected because of their gender	
	Female	
	Male	
	Transgender	
10	Age: Identify any impacts of the policy, practice, service/function on people who may be affected because of their age	
	0-18 years	Children and Young People aged 11 to 18 will be targeted by this project as the key aim is to support and build resilience for coping with mental health and wellbeing later in life.
	19-64 years	Adults aged 19 to 25 with special educational needs will be targeted by the project specifically. They have been identified as a vulnerable cohort that would greatly benefit from sessions aiming to build resilience to mental health and wellbeing issues later in life.
	65 years & over	
11	Disability: Identify any impacts of the policy, practice, service/function on people who may be affected because of their disability/long-term ill health	
	Physical/mobility impairment	
	Sensory: hearing/visual or speech	
	Mental health	The premise of this project is a very much a preventative approach. It is hoped that the tools and advice provided to children and young people participating will enable them to build resilience to and cope with mental health and wellbeing issues later in life.

	Learning disabilities	Children and young people aged 11 to 25 with special educational needs will be targeted by the project specifically as they have been identified as a vulnerable cohort that would greatly benefit from sessions aimed to build resilience to mental health and wellbeing issues later in life.
	Non-visible conditions, e.g. epilepsy/diabetes	
12	Religion or belief: Identify any impacts of the policy, practice, service or function on people who may be affected because of their religion or belief, including non-belief	

13	Sexual orientation: Identify any impacts of the policy, practice, service or function on people who may be affected because of their sexual orientation	
	Heterosexual	
	Lesbian	
	Gay	
	Bisexual	

Other categories

14	Identify any impacts of the policy, practice, service or function on people who may be affected because of other factors	
	Rural	

14	Identify any impacts of the policy, practice, service or function on people who may be affected because of other factors	
	Urban	
	Carers	
	Travellers	
	Other	

Document the assessment evidence (where information is held)

Data or information	When and how was it collected?	Where is it from?	What does it tell you?	Gaps in information
Customer feedback and complaints				
Consultation and community involvement	Agencies and organisations invited to take part in Oversight and Working Groups. Interviews with key practitioners working with children and young people.	Key partners including Derbyshire County Council Public Health and Children Services.	The need to deliver sessions in a community setting that helps children and young people build resilience to mental health and wellbeing issues and raise aspirations.	Significant reduction in statutory provision in youth and support for young people in recent years at a local and community setting. Agencies and organisations working with children and young people noting an increase in the number feeling isolated and suffering from anxiety.

Data or information	When and how was it collected?	Where is it from?	What does it tell you?	Gaps in information
Performance information				
Take up and usage data				
Comparative information or data where no local information available (benchmarking)				
Census, regional or national statistics				
Access audits or other disability assessments				
Workforce profile				
Where service delivered under procurement arrangements	<p>The service will need to be procured as alternative options including do-nothing and not utilise the external funding wouldn't achieve the outcomes needed. Providing this in-house is not an option as no additional resources have been identified or are available. Further details can be found in the Cabinet report.</p>	<p>Options considered as part of the Cabinet report process. Further details can be found in the Cabinet report.</p>	<p>Need for the HNED Partnership, via NEDDC, to commission a suitable qualified and experienced provider to deliver the sessions and ensure the expected outcomes will be met.</p>	<p>Ensuring that the emotional health and wellbeing of children and young people are met, building resilience to mental health and wellbeing issues later in life.</p>

Findings: Are any groups affected? If so, how?

Key points	Any groups affected?	Positive Impact/Negative Impact/No impact?
Equipping targeted children and young people to build resilience and manage mental health and wellbeing issues later in life, therefore improving the quality of life.	Children and young people aged between 11 and 18 (up to age 25 years for young people with Special Education Needs and Disability, SEND). Targeted cohort are: <ul style="list-style-type: none"> • Those with special educational needs and disabilities (SEND) • Pupils excluded from school or displaying challenging behaviour within the school, home or community setting • Young people at risk of exploitation are: 	All impact will be positive.

Recommendations and Decisions

Action by:

Amending the policy, strategy, practice, service or function	n/a
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Find alternative means for achieving objectives	n/a
Develop equality objectives and targets for inclusion in the service plan	n/a
Initiate further research	n/a
Any other method (please state)	n/a

***All actions must be listed in the following Equality Impact Assessment Improvement Plan Summary**

Equality Impact Assessment Improvement Plan Summary

Date of assessment: 18th February 2022

Please list all actions, recommendations and/or decisions you plan to take as a result of the equality impact assessment.

Action Required	Responsible Officer	Target Date	Resources	Progress	Actual Outcome

Action Required	Responsible Officer	Target Date	Resources	Progress	Actual Outcome

Please state where the departmental electronic assessment will be kept:

[Enter text here]

Depending on which Council this relates to, please send your completed assessment form to either:

Amar Bashir Improvement Officer (NEDDC Equality Lead) Performance Team People Directorate Ext: 7047 Email: Bashir.Amar@ne-derbyshire.gov.uk	Kellie Bradford Improvement Officer (BDC Equality Lead) Performance Team People Directorate Ext: 2300 Email: Kellie.Bradford@bolsover.gov.uk
Please note the Performance Team is a joint team and as such, cover is provided across both councils – please contact the above NEDDC/BDC leads as required.	

Improvement Officers

Approval Process		Comments
Date of assessment		18 th February 2022
Date of IO review		
Signed off	Yes / No	
Subject to minor amendments	Yes / No	
Any advice given	Yes / No	
Date published on corporate website (if relevant)		

Last updated: 12/11/2020