| Name of the activity being assessed | Residential Review                         |  |  |             |  |  |  |
|-------------------------------------|--|--|--|-------------|--|--|--|
| Directorate / Department            | Children's Services                        | Children's Services Services Adolescent Services Assessment Author Imran Akuji |  |             |  |  |  |
| Is this a new or existing activity? | <ul><li>□ New</li><li>⊠ Existing</li></ul> | Responsible manager / director for the assessment                              |  | Imran Akuji |  |  |  |
| Date EIA started                    | 19/06/2018                                 | Implementation date of the activity  |  | 13/07/2018  |  |  |  |

## **SECTION 1 - ABOUT YOUR ACTIVITY**

| How was the need for this activity identified? i.e. Why are we doing this activity? | <ul> <li>Staff at Cherry Tree have struggled to recover from the death of a young person in their care in 2016 and have been increasingly unable to manage the complex and challenging behaviours of adolescents admitted to the home. Despite extensive training, support and a period of closure it is clear that the skills base of staff required to manage this cohort of young people has not developed to the extent required.</li> <li>Whalley New Rd Children's Home has been operating below full capacity partly due to the current skill base of the team and partly due to matching considerations. With better skilled staff, the home will be able to manage at full capacity and more effectively contribute to meeting the demand for residential placements.</li> <li>Outcomes for young people entering the care system in adolescence, particularly between the ages of 14 and 16 are poor and ASU provision is effective at keeping young people out of the care system.</li> <li>There is a high level of demand for outreach services to support adolescents at risk of coming into the care system; this demand cannot be met by the existing ASU provision. The ASU building at Lytham Rd is too small for expansion but the need to reduce the number of adolescents entering the care system has persisted.</li> </ul> |
|---|---|
| What is the activity looking to achieve? What are the aims and objectives?          | <ul> <li>Keep young people with their families with appropriate levels of support to achieve better outcomes.</li> <li>Extended Adolescent Support Unit age range - provide ASU short breaks to children in the 8 to 11 age range in order to prevent admissions to care.</li> <li>Increase ASU capacity from 55 cases with 20 of these receiving regular short breaks, to 75 cases with 25 receiving regular short breaks with the ASU base at Lytham Rd to be retained as a satellite base.</li> <li>Continue to operate 70 Whalley New Rd as a 4 bedded children's home for young people whose care plan is long term residential care.</li> <li>Consider whether 594 Whalley New Rd is still required.</li> <li>Introduce new role profiles across the residential service to ensure the service has the staffing capacity required to manage young people with very complex needs.</li> </ul>  |

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| Services currently provided (if applicable) | <ul> <li>Adolescent Support Unit (Lytham, Road) – provides adolescents (age 11+) and their families with outreach support, programmes, activities and short breaks away from their home.</li> <li>Cherry Tree - 5 bedded children's home for young people</li> <li>594 Whalley New Road - residential provision particularly for young people with mental health difficulties who are hard to place.</li> <li>70 Whalley New Road - 4 bedded children's home for young people</li> </ul> |   |  |  |  |  |
|---|--|---|--|--|--|--|
| Type of activity                            | <ul><li>☐ Budget changes</li><li>☑ Change to existing activity</li></ul>   | <ul><li>□ Decommissioning</li><li>□ Commissioning</li></ul> | <ul><li>□ New activity</li><li>□ Other [please state here]</li></ul> |  |  |  |

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## **SECTION 2 - UNDERSTANDING YOUR CUSTOMER**

| What resources will support in undertaking the equality analysis and impact assessment?  Please identify additional sources of information you have used to complete the EIA, e.g. reports; journals; legislation etc.  |                             |            |                 |                      |   |  |
|---|-----------------------------|------------|-----------------|----------------------|---|--|
| Please identity additional sources  | s of information you have u | sea to com | ipiete the EIA, | e.g. reports; journa | ais; legislation etc.   |  |
| <ul> <li>Learning from residential Ofsted Inspections</li> <li>Regulation 44 report feedback from monthly residential monitoring visits</li> </ul>  |                             |            |                 |                      |   |  |
| Who are you consulting with? I  | How are you consulting w    | vith them? | (Please inser   | t any information a  | around surveys and consultations undertaken)  |  |
| <ul> <li>Who are you consulting with? How are you consulting with them? (Please insert any information around surveys and consultations undertaken)</li> <li>All residential Staff – face to face group consultation (w/c 18<sup>th</sup> June)</li> <li>Ongoing discussions between the Service Lead and Ofsted on change of use</li> <li>Online consultation for Adolescent Strategy underway</li> <li>Executive Member, Assistant Executive Members &amp; Senior Policy Team monthly discussions</li> <li>Senior Leadership Team weekly discussions</li> <li>Lead Member consultation (5<sup>th</sup> July 2018) – invite extended to Council Leader, Executive Member, Assistant Executive Member, Scrutiny Committee Lead Members, Leader of the Opposition, Youth MP &amp; Deputy Youth MPs.</li> <li>Workshops with young people engaged as part of the wider Adolescent Strategy. Video case studies have been shown across 10 youth club projects, along with the following organisations: The Limes, Engage, Lytham Road, Residential Homes, QEGS &amp; Nightsafe.</li> </ul> |                             |            |                 |                      |   |  |
| Who does the activity impact upon?*   | Service users               | ⊠ Yes      | □ No            | ☐ Indirectly         | Extended age range supported; increased opportunity to receive outreach support and respite; increased stability in the home and in foster placements; improved outcomes for young people at risk of coming into the care system. |  |
|   | Members of staff            | ⊠ Yes      | □ No            | ☐ Indirectly         | Changes in the role profiles could lead to some redundancies as not all Cherry Tree staff will be able  |  |

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| Blackburn with Darwen Borough Cou  | ncil                  |        |                      |                       | _  | EIA                                     | version [0.2]                       |
|--|-----------------------|--------|----------------------|-----------------------|--|---|-------------------------------------|
|  |                       |        |                      |                       | to make the transiti<br>roles are very differ<br>abilities. At Whalle<br>may no longer be re | ent and require d<br>y New Rd the wal   | ifferent skills and king watch role |
|  | General public        | ☐ Yes  | □ No                 | □ Indirectly          |  |   |                                     |
|  | Carers or families    | ⊠ Yes  | □ No                 | ☐ Indirectly          | Increased placeme<br>placements; increa<br>work; extended age<br>8,9 and 10 year old         | sed capacity to ur<br>e range for ASU s | ndertake family                     |
|  | Partner organisations | ☐ Yes  | □ No                 |                       |  |   |                                     |
| Does the activity impact positively or negatively on any of the protected characteristics as stated within the Equality Act (2010)?*  The groups in blue are not | Positive impact       | ⊠ Age  | ☐ Disability         | ☐ Gender reassignment | ☐ Marriage & Civil Partnership   | ☐ Pregnancy<br>& maternity              |                                     |
|  |                       | □ Race | ☐ Religion or belief | □ Sex                 | ☐ Sexual orientation   | ☐ Deprived communities                  | ⊠ Carers                            |
|  | Negative impact       | □ Age  | ☐ Disability         | ☐ Gender reassignment | ☐ Marriage & Civil Partnership   | ☐ Pregnancy<br>& maternity              | ☐ Vulnerable groups                 |
|  |                       | □ Race | ☐ Religion or belief | □ Sex                 | ☐ Sexual orientation   | ☐ Deprived communities                  | ☐ Carers                            |
| protected characteristics  |                       | ☐ Age  | □ Disability         | ⊠ Gender              | ⊠ Marriage &   | ⊠ Pregnancy                             | □ Vulnerable                        |

reassignment

Sex

Civil Partnership

Sexual

orientation

& maternity

□ Deprived

communities

groups

□ Carers

\*If no impact is identified on any of the protected characteristics a full EIA may not be required. Please contact your departmental Corporate Equality & Diversity representative for further information.

⊠ Race

□ Religion

or belief

(please refer to p. 3 of the

guidance notes)

No impact

| Does the activity contribute towards meeting the Equality Act's general Public Sector Equality Duty? Refer to p.3 of the guidance for more information A public authority must have 'due regard' (i.e. consciously consider) to the following:     |  |  |  |  |  |
|--|--|--|--|--|--|
| DUTY DOES THE ACTIVITY MEET THIS DUTY? EXPLAIN   |  |  |  |  |  |
| Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act (i.e. the activity removes or minimises disadvantages suffered by people due to their protected characteristic)                            | Improves service offer and subsequently outcomes for children and young people |  |  |  |  |
| Advance equality of opportunity between those who share a protected characteristic and those who do not (i.e. the activity takes steps to meet the needs of people from protected groups where these are different from the needs of other people) | Improves service offer and subsequently outcomes for children and young people |  |  |  |  |

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Foster good relations between people who share a protected characteristic and those who do not (i.e. the function encourages people from protected groups to participate in public life or in other activities where their participation is disproportionately low)

Increase in neutral space (Adolescent Support Unit) to allow young people from different backgrounds and diverse communities to come together.

| ASSESSMENT  | Is a full EIA required? | ☐ Yes ⊠ No |      |            |  |
|---|-------------------------|------------|------|------------|--|
| Please explain how you have reached your conclusion (A lack of negative impacts must be justified with evidence and clear reasons, highlight how the activity negates or mitigates any possible negative impacts) |                         |            |      |            |  |
| No negative impact on the protected characteristics.  |                         |            |      |            |  |
|   |                         |            |      |            |  |
| Author Signature  | 12 Cuji                 |            | Date | 20/06/2018 |  |
| Head of Service/Director Signate  | ure Z deg               |            | Date | 20/06/2018 |  |
| The above signatures signify acceptance of the ownership of the Initial EIA and the responsibility to publish the completed Initial EIA as per the requirements of the Equality Act 2010.                         |                         |            |      |            |  |
| Departmental E&D Lead Signatu   | ire J                   |            | Date | 20/06/2018 |  |