

Equality Analysis Template – Stage One

We need to ensure that our strategies, policies, functions and services, current and proposed have given due regard to equality and diversity.

Please complete the following questions to determine whether a Stage 2, Equality Analysis is required.

Name of policy, strategy or function:	Emotional Health Academy Primary Children and Adolescent Mental Health Service (PCAMHS)
Version and release date of item (if applicable):	
Owner of item being assessed:	Cathy Burnham
Name of assessor:	
Date of assessment:	Sept 2015

Is this a:		Is this:	
Policy	No	New or proposed	Yes
Strategy	No	Already exists and is being reviewed	No
Function	No	Is changing	Yes
Service	Yes		

1 What are the main aims, objectives and intended outcomes of the policy, strategy function or service and who is likely to benefit from it?	
Aims:	Provide effective, early intervention emotional health support to our children, young people and families across West Berks
Objectives:	Improve response times and variety of support offered, involve the voluntary sector and reduce pressure on Tier 3 CAMHS. Change the funding arrangements to transfer funding, previously used as a WBC contribution for Tier 2 PCAMHS, to a new model of joint partnership funding and responsibility.
Outcomes:	No thresholds, early intervention support offered within

	weeks, in the school, GP surgeries or community. A reduction in referrals to Tier 3 CAMHS. Safeguarding concerns recognized with priority intervention.
Benefits:	A more effective use of limited resources, and a greater range of support offered in a variety of community settings.

<p>2 Note which groups may be affected by the policy, strategy, function or service. Consider how they may be affected, whether it is positively or negatively and what sources of information have been used to determine this.</p> <p>(Please demonstrate consideration of all strands – Age, Disability, Gender Reassignment, Marriage and Civil Partnership, Pregnancy and Maternity, Race, Religion or Belief, Sex and Sexual Orientation.)</p>		
Group Affected	What might be the effect?	Information to support this.
Age	Children supported at a younger age. Transition to adulthood will be specifically targeted for emotional health support	
Disability	Better emotional health services for children with learning disabilities and/or ASD	These will be commissioned services
Gender reassignment	Access to local community support groups	
Pregnancy and maternity	Greater links between peri-natal mental health support and new model	See Re-design proposal
Race	Local community groups could offer more culturally appropriate support	
Religion	Faith groups will play a larger part in offering emotional health support where appropriate	
Further Comments relating to the item:		

3 Result	
Are there any aspects of the policy, strategy, function or service, including how it is delivered or accessed, that could contribute to inequality?	No
<p>Please provide an explanation for your answer:</p> <p>The new EH Academy model aims to increase the support for all vulnerable groups or those with protected characteristics. Previous inequalities of a central, mostly clinic-based model with thresholds will be reduced, as greater access to emotional health support within communities is developed.</p>	
Will the policy, strategy, function or service have an adverse impact upon the lives of people, including employees and service users?	No
<p>Please provide an explanation for your answer:</p> <p>Employees should experience a quicker and more co-ordinated response for their clients.</p>	

If your answers to question 2 have identified potential adverse impacts and you have answered 'yes' to either of the sections at question 3, then you should carry out a Stage 2 Equality Analysis.

If a Stage 2 Equality Analysis is required, before proceeding you should discuss the scope of the Analysis with service managers in your area. You will also need to refer to the equality analysis guidance and Stage 2 template.

4 Identify next steps as appropriate:	
Stage Two required	No
Owner of Stage Two assessment:	Cathy Burnham
Timescale for Stage Two assessment:	
Stage Two not required:	Not required

Signed: Cathy Burnham

Date: 12 October 2015