

Equality Impact Assessment – 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 Impact Assessment is required.

Name of policy, strategy or function:	YOT projects
Version and release date of item (if applicable):	
Owner of item being assessed:	Lesley Wyman
Name of assessor:	
Date of assessment:	29/10/2015

Is this a:		Is this:	
Policy	No	New or proposed	No
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:	<ol style="list-style-type: none"> 1. Speech and Language Therapy for young offenders 2. Physical activity opportunities for young people 3. To help young offenders make the most from their educational experiences
Objectives:	<ol style="list-style-type: none"> 1. To improve communication skills of those within the YOT through the use of a Speech and language therapist 2. To give young people who are within the YOT more opportunities to be physically active 3. To mentor young people who offend to make the most of their educational opportunities
Outcomes:	<ol style="list-style-type: none"> 1. Young people within the YOT have improved self confidence and are able to communicate more effectively 2. Young offenders utilise physical activity opportunities and are thus diverted from further offending 3. Young offenders in education will stay in education and succeed
Benefits:	<ol style="list-style-type: none"> 1. Young people who are within the YOT are less likely to get into further trouble as they can communicate more effectively and have greater self confidence and so can express their needs.

	<p>2. Young offenders realise the importance of physical activity and can be more physically active instead of resorting to more crime.</p> <p>3. Better educated young offenders who are less likely to re-offend.</p>
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<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	These 3 projects will not be available to young offenders.	
Disability	Research shows that there is a greater prevalence of mental health issues within the offender population, therefore this will have a direct impact on disability.	
	It is highly likely that some young offenders will be teenage parents.	
<p>Further Comments relating to the item:</p>		
<p></p>		

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: The saving proposal has been reduced from £24,183, which would have resulted in the removal of a whole post, to £6,000, which will have limited impact on the service and will not contribute to inequality.</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: As above</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 Two Equality Impact Assessment.

If a Stage Two Equality Impact Assessment is required, before proceeding you should discuss the scope of the Assessment with service managers in your area. You will

also need to refer to the Equality Impact Assessment guidance and Stage Two template.

4. Identify next steps as appropriate:	
Stage Two required	No
Owner of Stage Two assessment:	Lesley Wyman
Timescale for Stage Two assessment:	
Stage Two not required:	Not required

Name: Lesley Wyman

Date: 29/10/2015
