

EQUALITY IMPACT ASSESSMENT TEMPLATE & IDENTIFIED ACTIONS

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| Name of Service: Dimensions | Service Responsible Officer: Carol Phillips |
| Date: 12th April 09 | Date: 12th April 09 |

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| Countersigned by Service Equality & Diversity Officer |
| Date: |

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| Signed off by: Head of Service |
| Date: |

GUIDANCE FOR COMPLETION

1. **Welcome to the equality impact assessment process. A full equality impact assessment is required as part of the Council and Service measurement towards level 2 of the Local Government Equality Standards which is a Corporate Health Best Value indicator (BV2). The benefits of this exercise are that it will provide the service with:**
 - 1.1. **Information around the impact it is having on the various equality communities of interest in the district**
 - 1.2. **Information on policy and practice and whether it requires revision or not**
 - 1.3. **Information on any gaps in service provision**
 - 1.4. **Information which will contribute to the service improvement planning process**
 - 1.5. **Identified future actions which will go to inform the service equality action plan and service improvement plans**
2. This information will also contribute to the Council's Corporate Performance Assessment on Cohesion and Equality.
3. This template has been produced to help you in your task of assessing **the functions within your service on equality issues**. The equality aspects you should consider are:
 - 3.1. Race
 - 3.2. Gender
 - 3.3. Disability
4. In addition if you are able to add information from your service functions on the following areas of equality it would be a valuable addition to your portfolio.
 - 4.1. Sexual orientation
 - 4.2. Religion and belief

5. The template has been shaped to help you think through the features of your service delivery, which are likely to have an impact on the community, service users and partners.
6. The purpose of the impact assessment process is to identify whether in the delivery of your service there is any negative / or positive impact on people within the groups listed above. The template lists some features around service delivery which are given purely as examples for you to consider. Some will be applicable to your service some will not and this is not an exhaustive list – you will need to think if there are other features which you would want to add particular to you service function.
7. A simple benchmarking system has been designed to help you determine the level of impact and you should consider which score is appropriate for each feature. If you have been unable to identify any disproportionate impact this might be because you need more information or need to do some research or some consultation. If this is the case you should note this in the action box at the end of the template.

| | |
|-----------|----------------------------------------------------------------|
| +2 | has a significant positive impact on the relevant group |
| +1 | has some positive impact on the relevant group |
| 0 | has no positive / negative impact |
| -1 | has some areas for improvement |
| -2 | has significant areas for improvement |

8. In the evidence column you will be required to enter information, which is equality specific to the areas of race, gender and disability. This will also include information about current operational practice, policy and other evidence, which can be provided in support. Please consider your evidence against these features of your service delivery in relation to outputs and outcomes as tested by staff and customers.
9. Columns have been identified for each of the main equality drivers as determined by the Standards and you will need to consider each in turn with regard to positive / negative impact. It is probably a good idea **before** you start to complete the template to collect any relevant service information which may be available through monitoring data; service reviews; consultation reports, service improvement plans, equality action plans and internal diagnostic tools (Wakefield Driver). It would be a good idea to invest time in this desk-top exercise as it could save you time once you start going through the template.

10. Please make use of the hyperlink facility to connect to specific policy, practice or guidelines, which could be submitted as supporting evidence. Where you have identified specific information please make sure you list it in the front of this document under the section headed key strategic and policy documents within your service. If you do not have an electronic means of capturing evidence you will need to create an evidence portfolio. This portfolio could be paper based or compiled onto a CD. This portfolio may be required for external auditing purposes by the Audit Commission.
11. The final section within this template deals with identifying future actions. This will give your service the opportunity to consider what actions require a long lead in time and which can be achieved within a shorter timeline. This part of the impact assessment process can also be used to plan consultation with the different communities of interest to ensure that the service identified actions coincide with the needs of the community. The actions, once agreed, should be incorporated within the service improvement plan and the service equality action plan.
12. To further help you there is an appendix at the back of the template, which explains what we mean by the different equality, issues alongwith some helpful questions.
13. Help and support can be obtained from your service equality & diversity officer whose role will be to act as your 'critical friend' however if you do not have a service officer please contact the Corporate HR Equality & Diversity Team on 01924 306909. In addition there is a powerpoint presentation explaining aspects of the impact assessment process which you can access via <\\csd-fs1-2357\sys\data\SHRM\USERS\CS\Powerpoint presentations\Impact assessment – briefing for service link officers.ppt>

KEY STRATEGIC AND POLICY DOCUMENTS WITHIN YOUR SERVICE

Please list any key source documents, which you can use as **evidence** in this impact assessment process – some examples have been included below. You will have others, which will be more specific to your service; this is not an exhaustive list.

| STRATEGY / POLICY | COMMENTS – impact of this strategy / policy | ACTION |
|---------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|
| EXAMPLE: SERVICE EQUALITY ACTION PLAN | Identify the impact through this plan | Identify how the plan will be actioned and reviewed |
| EXAMPLE: COMMUNITY COHESION PLAN | Identify the impact through this plan | Identify how the plan will be actioned and reviewed |
| EXAMPLE: HR STRATEGY – HR WAKEFIELD PEOPLE AGENDA | Identify the impact through this plan | Identify how the plan will be actioned and reviewed |
| EXAMPLE: SERVICE RESEARCH PROJECT | Identify the results from the research findings. Identify what impact there might be on the specific equality groups | Identify what will happen to the research and how it will be actioned. This may be an addition to the action plan at the end of the template. |
| EXAMPLE: SERVICE CONSULTATIONS | Identify the results, feedback and actions. Identify what impact there might be on the specific equality groups | Identify how the findings from the consultation will be actioned. This may be an addition to the action plan at the end of the template. |

| NAME OF SERVICE FUNCTION: | | | | |
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| Features of your Service Delivery | Supporting Evidence | Race impact benchmark | Gender impact benchmark | Disability impact benchmark |
| <p>1. Do you know who your customers are? e.g.:</p> <ul style="list-style-type: none"> ▪ Citizens of Wakefield ▪ Specific communities of interest - see the equality information sections above ▪ Local businesses ▪ Other public sector agencies – health; police etc ▪ Employees ▪ Other Council services ▪ Other | <p>We have a good knowledge of our citizens. We attend LDPB, and various other related meetings. We have good links with community groups and council services. We support a small number of people from the Asian community. We have an employment scheme which takes people with a Learning difficulty into the wider community for work- cleaning service ‘Sparkling clean’. We work with the Police and vulnerable adults teams as and when required.</p> <p>We collate ethnicity information of our employees in relation to Race, Gender, disability, sexual orientation, religion & Belief.</p> <p>We are accredited under Stonewall- a statement of our intentions.</p> <p>People are able to purchase services from us through the direct payment route, families and users able to commission services themselves</p> | -2 | +1 | +2 |

| NAME OF SERVICE FUNCTION: | | | | |
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| <p>2. How do you deliver your service e.g?.</p> <ul style="list-style-type: none"> ▪ Is the service more accessible for some customers than others? ▪ Do you consider flexibility of service delivery with regard to opening times / point of contact etc. ▪ Do you consider specific arrangements for some customers? | <p>Yes to those going through transition services and to those who do not have language barriers. Our services do not encourage those from differing community groups to take up services. Our referrals in the main come from the LA. Our services are delivered based upon Person Centred support where the person receiving the support is central to planning and delivery. We work closely with that persons circle Of Support. Compared to other LA areas Dimensions in Wakefield is very accessible to its users with it being a predominantly urban area. Our Policies relate to delivering Person Centred Services. WE deliver individualised rotas to the users. We have person centred support plans and celebrate good news stories on our Diversity site.</p> | -2 | +1 | +2 |
| <p>3. What monitoring information do you gather e.g. :</p> <ul style="list-style-type: none"> ▪ Equality profiles ▪ Service user profiles ▪ Employee profiles ▪ Complaints / compliments ▪ Business profiles ▪ Partner profiles ▪ Census ▪ Service research ▪ Other | <p>Knowledge Project information: Equality Gender, Race, disability, service user profiles, employee profiles,- HR statistics. Complaints and Compliments. Customer satisfaction surveys annually. We run employee satisfaction surveys yearly with results/feedback and actions going direct to employees. We conduct exit interviews and report on staff turnover. Key customer work and partner profiles are collected. We keep abreast of developments in the sector and report this to staff</p> | | | |

| NAME OF SERVICE FUNCTION: | | | | |
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| <p>4. How has your service used the monitoring information?</p> <ul style="list-style-type: none"> ▪ Setting workforce targets ▪ Setting service user targets ▪ Setting business targets ▪ Identifying gaps in services ▪ Inform service action plans ▪ Other | <p>Exit Interviews Staff turnover Balanced score card gives targets for the region to be focussing on and the gaps where service attention is required. Individual service targets inform the regional targets.</p> | | | |
| <p>5. Have you carried out any consultation and how was this done e.g.?</p> <ul style="list-style-type: none"> ▪ Public meetings ▪ Sending out documents ▪ Surveys/Questionnaires ▪ Structured interviews ▪ Focus groups ▪ Specific communities of interest - see the equality information sections above ▪ Telephone survey ▪ Other | <p>Carers and Parents Together meetings (CAPT) Staff attitude surveys Are You Getting A Good Service Audits. Exit Interviews Diversity Leads in each region Every Body Counts Employee Assistance Programme</p> | | | |

| NAME OF SERVICE FUNCTION: | | | | |
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| <p>6. Do you have any evaluation from consultation/s undertaken? How was this used?</p> <ul style="list-style-type: none"> ▪ Did the consultation capture a wide range of views / opinions ▪ Did the consultation result in changes to policy and / or practice ▪ Did the consultation result in improvements in service delivery ▪ Other | <p>Staff attitude Surveys New Organisation Governance structure Speak up and make a difference meetings</p> | | | |
| <p>7. How do you respond to complaints?</p> <ul style="list-style-type: none"> ▪ Do you have a clear policy? ▪ Do you have an agreed standard of complaint management? ▪ Do you equality monitor complaints received and analyse them? ▪ Do the outcomes inform / change future practice? | <p>Clear policy setting out timescales and actions.</p> <p>An action point is required here</p> | | | |

| NAME OF SERVICE FUNCTION: | | | | |
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| <p>8. Is information about your service available? Are you able to meet requests for this in different formats if requested e.g.</p> <ul style="list-style-type: none"> ▪ Braille/tape/community language – (Urdu/Punjabi) ▪ Minicom / typetalk ▪ If no – would you know how to access this information? | <p>Yes. Information can be interpreted If asked for. Marketing and Communication Dept have links.</p> | <p>-1</p> | | |

| NAME OF SERVICE FUNCTION: | | | | |
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| <p>9. In the day to day delivery of your service are you able to respond to the specific needs of some customers such as:</p> <ul style="list-style-type: none"> ▪ Induction loop ▪ Specific assistance provided e.g. advocate service ▪ Women only service / space ▪ Having a choice of female / male staff ▪ Availability of interpreters / translators (incl. BSL / community languages) ▪ If no – would you know how to access this support? | <p>See policy on personalisation. Marketing brochure Accessible Regional office plus accessible satellite offices Advertisements placed evidence this under employment law. Limited knowledge of local interpreters. But would know where to get one. No resources available for staff to access to inform practice. Change picture bank licence Communication passports developed with people we support</p> | -1 | +2 | +2 |
| <p>10. In providing the service do you take account of ability to pay? Are there cost implications for users which may be determined by:</p> <ul style="list-style-type: none"> ▪ Means testing ▪ Concessions ▪ Additional costs passed on to users | <p>Not For Profit Organisation We don't means test Services are costed using a fee setting model. People we support are able to purchase additional services for outings/holidays therefore additional costs passed onto to users. We would do this with the full involvement of the persons circle of support.</p> | | | |

| NAME OF SERVICE FUNCTION: | | | | |
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| <p>11. Are you able to show that equality is included within the service planning, improvement and development process?</p> <ul style="list-style-type: none"> ▪ Service plans ▪ Equality & Diversity plans ▪ Service management information ▪ Service improvement plans ▪ Performance clinics ▪ BVPI reporting ▪ Other | <p>Yes. Service Plans, Diversity PATH. All services are based upon person centred plans. We monitor this through management audits. Involvement in our region from Director of Continuous Improvement</p> | | | |
| <p>12. Are you able to provide information on equality training for staff?</p> <ul style="list-style-type: none"> ▪ Staff numbers with an equality breakdown on who has received training ▪ Is any equality training provided / planned | <p>All staff records kept on training received based upon equality breakdown. Mandatory and Our Approach. Regulatory requirement.</p> <p>Covered in Our Approach plus also Diversity Tool kit delivered direct to teams.</p> | | | |
| <p>13. Other</p> | <p>National Diversity Leads group that drives forward national agenda, developing net based resources accessible to all staff- fed into the regions through regional leads. Recordings of disciplinary to monitor trends and inform practice/policy. Stonewall accreditation. A statement of our intent.</p> | | | |

**NAME OF SERVICE
FUNCTION**

**IMPACT ASSESSMENT ACTION PLAN
2005 – 2008**

| Equality Issue | Action | Target date for completion | Resource implications | Lead Officer | Outcome |
|----------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|-----------------------------------------------------------|--------------|---------|
| Generic equality issues | 1. Greater involvement in local Diversity sub group meetings 2. Filtering Diversity issues into the work place. So Diversity features as agenda items on local team agendas as standard. 3. System for using Complaints and compliments as a means of service improvement/development | | Attendance\ at meetings and involvement in driving action | | |
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| Disability equality issues | Installation of Loop in Regional office. | | Cost of installation | | |
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| Gender equality issues | | | | | |
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| Race equality issues | 1. Greater positive working with community groups within our area. 2. Increased knowledge of interpreting services and pool of material available ready in differing languages based upon the community group | | Time and opportunities to be sourced & created. | | |
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Appendix

DISABILITY EQUALITY

WHAT DO WE MEAN BY DISABILITY?

It is important to think about disability from the point of view of the way in which services are provided.

You also need to consider the range of disabilities including: physical, sensory and learning disability.

Disabled people may also experience multiple discrimination by virtue of their race, gender or sexuality.

Have you developed any initiatives to ensure that disabled people receive an equal or more responsive service?

Are there any elements of your service, which might impact negatively / positively on disabled people?

What improvements have been made in your service to make it more accessible?

Some key questions to think about as you go through the template to help frame your response on disability

GENDER EQUALITY

What do we mean by gender?

This term is being used to focus on issues for both women and men. In this instance it is representative of the impact society can have on the different gender roles through stereotyping and segregation.

It is also important to remember that women and men can experience multiple discrimination because of their race, disability and sexuality.

What do we mean by sexual orientation?

This term is used to identify people who are attracted to others of the opposite gender; the same gender and those who are attracted to the opposite or same gender.

This is the legal definition.

Does your service impact negatively / positively on women and men in the district?

Have you taken any action in your service to address the specific needs of women or men?

What action have you taken to ensure that service improvements do not discriminate on grounds of gender?

Are there any implications for your service in relation to providing services to same sex partners?

Some key questions to think about as you go through the template to help frame your response on gender

RACE EQUALITY

What do we mean by race?

This term is being used to focus on issues for people from different black and minority ethnic communities (BME) in the district. The current census identifies sections of the population from the following backgrounds: Indian; Pakistani and Irish. There is also a refugee and asylum seeker community in the district as well as a gypsy and traveller community.

It is also important to remember that people from the various communities may also experience multiple discrimination because of their gender, disability and sexuality.

What do we mean by religion & belief?

Within the legislation this is taken to mean having a clear belief system; being involved in collective worship or a profound belief affecting ways of living. People who do not follow any religion are also protected under the law.

What is the negative / positive impact of your service on the different black and minority ethnic communities (including refugees, asylum seekers, gypsies and travellers) in the district?

Do you provide any specific services to the BME community and the gypsy and traveller community?

Are you able to identify what action has been taken to make improvements to your service to ensure that it is culturally appropriate and does not discriminate?

Are there issues in your service for providing services to different religious / faith groups?

Some key questions to think about as you go through the template to help frame your responses on race