

Equality Impact and Needs Assessment Form

Section One – Screening

Name of strategy, policy or project:
Social Care Emergency Plan and Welfare Handbook
Directorate and service area:
Emergency Planning (C Ex) and Adult and Community Services
Name and contact details of officer completing assessment:
Richard Horne x2634
1. What is the main purpose of the strategy/policy/project (or the changes you want to make to it)? Gives guidance to Social Care staff who are involved in assisting people in the aftermath of an emergency
2. What are the main activities of the strategy/policy/project? The Guidance covers: <ul style="list-style-type: none">- an outline of objectives and main areas of responsibility- organisational arrangements for managing Social Care staff- general arrangements for all centres- Survivor Reception Centres- Family and Friends Reception Centres- Evacuation Assembly Points- Emergency Rest Centres- Humanitarian Assistance Centres- Administration
3. Who is intended to benefit from the strategy/policy/project, and how? Social Care staff involved in responding to an emergency Members of the public involved in any way in the emergency

4. Is the strategy/policy/project consistent with the Council's equality policies?

Yes

5. Is responsibility for the strategy/policy/project shared with another department, authority or organisation? If so, what responsibility and which bodies?

Emergency Planning (Chief Executives)

Adult and Community Care Services

6. What impact is the strategy/policy/project likely to have on different sections of the community? You may wish to use the table below as a prompt.

	Positive impact – it could benefit ✓ (check box)	Negative impact – it could disadvantage ✓ (check box)	Reason	Are there additional factors that could contribute to the experience of isolation¹? If so, what are they?	Evidence
Gender					
• Women	<input type="checkbox"/>	<input type="checkbox"/>	There is no difference in impact between men and women		
• Men	<input type="checkbox"/>	<input type="checkbox"/>			
Ethnic Group					
• Asian or Asian British people	<input type="checkbox"/>	<input type="checkbox"/>	There is no difference in impact between any ethnic group	Everyone attending a centre will be experiencing a degree of trauma; it is not possible to predict in advance which group would be worst affected	
• Black or Black British people	<input type="checkbox"/>	<input type="checkbox"/>			
• Chinese people	<input type="checkbox"/>	<input type="checkbox"/>			
• Gypsy or Roma People	<input type="checkbox"/>	<input type="checkbox"/>			
• Irish People	<input type="checkbox"/>	<input type="checkbox"/>			
• People of Mixed Heritage	<input type="checkbox"/>	<input type="checkbox"/>			
• White People	<input type="checkbox"/>	<input type="checkbox"/>			

¹ Refer to section 3 of the EINA guidance.

	Positive impact – it could benefit ✓ (check box)	Negative impact – it could disadvantage ✓ (check box)	Reason	Are there additional factors that could contribute to the experience of isolation¹? If so, what are they?	Evidence
<ul style="list-style-type: none"> • People of other ethnic backgrounds 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>Staff receiving members of the public who do not speak English as a first language will have the British Red Cross Receptionists Handbook, which has greetings in 33 languages.</p> <p>There is also a facility to use the Language Line interpretation facility should that be required</p>		<p>An order has been placed for 30 handbooks and these will be located in 'Red Boxes', used by Centre Managers and staff in an emergency</p> <p>See para 3.20</p>
Asylum Seekers and Refugees	<input checked="" type="checkbox"/>	<input type="checkbox"/>	(see above)		
People with physical, sensory or learning disabilities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>Where possible, an assessment will be made of individuals on arrival.</p> <p>Devon CC Sensory Team (ACS) will attend as required.</p> <p>Written into the Welfare Plan is the requirement for one to one assistance in this instance</p>		Para 3.2.1

	Positive impact – it could benefit ✓ (check box)	Negative impact – it could disadvantage ✓ (check box)	Reason	Are there additional factors that could contribute to the experience of isolation¹? If so, what are they?	Evidence
Deaf People who use British Sign Language	<input checked="" type="checkbox"/>	<input type="checkbox"/>	See above		
People with mental health issues	<input checked="" type="checkbox"/>	<input type="checkbox"/>	See above		
Lesbians, gay men and bisexual people	<input type="checkbox"/>	<input type="checkbox"/>			
Trans people	<input type="checkbox"/>	<input type="checkbox"/>			
Age					
<ul style="list-style-type: none"> • Older people (60 +) 	<input type="checkbox"/>	<input type="checkbox"/>			
<ul style="list-style-type: none"> • Younger people (17-25) and children 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Where possible, provision is made for recreational activities; any children attending separated from parents will be given one to one support by a Social Workers		

	Positive impact – it could benefit ✓ (check box)	Negative impact – it could disadvantage ✓ (check box)	Reason	Are there additional factors that could contribute to the experience of isolation¹? If so, what are they?	Evidence
People of different faith groups or beliefs including non-believers	<input checked="" type="checkbox"/>	<input type="checkbox"/>	The Salvation Army has set up a Devon Faith Response Team. This role of this team is to ensure that an assessment is made of facilities and that appropriate facilities are made available		Salvation Army representative sent on Emergency Planning College course on Diversity - Faith and Culture
Travellers	<input type="checkbox"/>	<input type="checkbox"/>			
Other (please specify)	<input checked="" type="checkbox"/>	<input type="checkbox"/>			Social Care staff have regular training and briefing sessions that include a presentation on Diversity issues
Other (please specify)	<input type="checkbox"/>	<input type="checkbox"/>			

Notes:

- Faith groups cover a wide range of groupings, the most common of which are Muslims, Buddhists, Jews, Christians, Sikhs and Hindus. Consider faith categories individually and collectively when assessing positive and negative impacts.
- The categories relating to ethnicity include those used in the 2001 census. Consideration should be given to the needs of specific communities within the broad categories such as Bangladeshi people and to the needs of other communities such as Turkish/Turkish Cypriot, Greek/Greek Cypriot and Polish that do not appear as separate categories in the census.

- An adverse impact does not necessarily require action to be taken. Actions must remain in proportion with the benefits that could be achieved and resources available to complete them. If adverse impacts are identified and actions for improvement are not proportionate, the reasons for not taking action should be detailed and open to challenge.

7. If you have indicated there is a negative impact on any group, is that impact:		
Legal?	YES <input type="checkbox"/>	NO <input type="checkbox"/>
<i>(i.e. it is not discriminatory under anti-discriminatory legislation – refer to the Council's website or your Directorate Equality Representative if guidance is needed)</i>		
Intended?	YES <input type="checkbox"/>	NO <input type="checkbox"/>
Level of impact	HIGH <input type="checkbox"/>	LOW <input type="checkbox"/>
If the negative impact is possibly discriminatory and not intended and/or of high impact you must complete section two of this form. If not, complete the rest of section one below and consider if completing section two would be helpful in making a thorough assessment.		
8. a) Could you minimise or remove any negative impact that is of low significance? Explain how:		
b) Could you improve the strategy, project or policy's positive impact? Explain how: We will continue to assess facilities provided, to enhance provision for minority groups wherever possible <i>You may wish to use the action sheet at the end of Section Two.</i>		
9. If there is no evidence that the strategy, policy or project promotes equality, equal opportunities or improved relations – could it be adapted so that it does? How?		

Please sign and date this form. Keep one copy, send a copy to your Directorate Equality Representative and publish the results on the Council's website.

Signed: Richard Horne

Date: 22 March 2007

Section Two – Full assessment

Name of strategy, policy or project:

Date:

Part A

1. Looking back at section one of the EINA, in what areas are there concerns that the strategy, policy or project could have a negative impact?

2. Summarise the likely negative impacts.

3. What previous or planned consultation or research on this topic / policy area / project has taken place / will take place with groups / individuals from different sections of the community? If there has already been consultation or research what does it indicate about negative impact of this strategy, policy or project?

Section of the Community	Summary of consultation or research carried out or planned

4. What consultation has taken place/or is planned with DCC staff/DCC staff group including staff that have, or will have, direct experience of implementing the strategy / policy / project?

5. If there are gaps in your previous or planned consultation and research, are there any experts/relevant groups that can be contacted to get further views or evidence on the issues.

YES (Please list them below and explain how you will obtain their views)

NO

6. Has the strategy / policy / project been through legal vetting for compliance?

YES

NO

Note: This will only be necessary in conditions where the strategy / policy / project is entirely driven by legislative duties **and/or** where there is doubt about the legal interpretations in relation to the outcomes / service being provided.

Part B

Complete this section when consultation and research has been carried out

7. a) As a result of this assessment and available evidence collected, including consultation, state whether there will need to be any changes made / planned to the policy, strategy or project.

b) As a result of this assessment and available evidence is it important that DCC commission specific research on this issue or carry out monitoring / data collection?

(You may wish to put this information directly onto the action plan at the end of this form)

8. Will the changes planned ensure that negative impact is:

Legal? YES NO

(not discriminatory, under anti-discriminatory legislation)

Intended? YES NO

Low impact? YES NO

9. a) Have you set up a monitoring / evaluation / review process to check the successful implementation of the strategy, project or policy?

YES NO

b) How will this monitoring / evaluation further assess the impact on different sections of the community/ ensure the strategy/ policy / project is non-discriminatory?

Details:

10. What is the final policy decision for this assessment?

11. There is a legal requirement to publish the outcome of an Equality Impact and Needs Assessment. Please outline how / where this will happen:

Please complete the action plan below, sign the EINA, retain a copy and send a copy of the full EINA, including the Action Plan, to your Directorate Equality Representative.

Signed:

Date:

Equality Impact and Needs Assessment Action Plan

Please list below any recommendations for action that you plan to take as a result of this impact assessment.

Issue	Action required	Lead officer	Timescale	Resource implications	Comments

NOTES: