

# Equality Impact and Needs Assessment Form

## Section One – Screening

Name of strategy, policy or project:
Full Service Assessment
Directorate and service area:
Chief Executive's, Legal Services
Name and contact details of officer completing assessment:
Tessa Turl (Legal Practice Manager ext. 2204)
1. What is the main purpose of the strategy/policy/project (or the changes you want to make to it)?
To ensure the equality of service outcomes for all staff and clients
2. What are the main activities of the strategy/policy/project?
Continuing Professional Development (for fee earners and support staff)
3. Who is intended to benefit from the strategy/policy/project, and how?
All stakeholders - including the public (even if they are not the front-line beneficiary)
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?
No

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.

	<b>Positive impact</b> – it could benefit ✓ (check box)	<b>Negative impact</b> – it could disadvantage ✓ (check box)	<b>Reason</b>	<b>Are there additional factors that could contribute to the experience of isolation<sup>1</sup>? If so, what are they?</b>	<b>Evidence</b>
Gender					
• Women	<input checked="" type="checkbox"/>	<input type="checkbox"/>			e.g. Childcare - discussions are not based on grounds of Gender - decisions are based solely on what's best for the child.
• Men	<input checked="" type="checkbox"/>	<input type="checkbox"/>			See above
Ethnic Group					
• Asian or Asian British people	<input checked="" type="checkbox"/>	<input type="checkbox"/>			Cultural differences are taken into account - awareness is continuing to increase across the Service
• Black or Black British people	<input checked="" type="checkbox"/>	<input type="checkbox"/>			See above
• Chinese people	<input checked="" type="checkbox"/>	<input type="checkbox"/>			See above
• Gypsy or Roma People	<input checked="" type="checkbox"/>	<input type="checkbox"/>			See above
• Irish People	<input checked="" type="checkbox"/>	<input type="checkbox"/>			See above
• People of Mixed Heritage	<input checked="" type="checkbox"/>	<input type="checkbox"/>			See above
• White People	<input checked="" type="checkbox"/>	<input type="checkbox"/>			See above

<sup>1</sup> Refer to section 3 of the EINA guidance.

	<b>Positive impact</b> – it could benefit ✓ (check box)	<b>Negative impact</b> – it could disadvantage ✓ (check box)	<b>Reason</b>	<b>Are there additional factors that could contribute to the experience of isolation<sup>1</sup>? If so, what are they?</b>	<b>Evidence</b>
<ul style="list-style-type: none"> <li>• People of other ethnic backgrounds</li> </ul>	<input checked="" type="checkbox"/>	<input type="checkbox"/>			See above
Asylum Seekers and Refugees	<input type="checkbox"/>	<input type="checkbox"/>			No specific impact - very little exposure to date
People with physical, sensory or learning disabilities	<input checked="" type="checkbox"/>	<input type="checkbox"/>			Assumptions of capability are not based on stereotypes
Deaf People who use British Sign Language	<input checked="" type="checkbox"/>	<input type="checkbox"/>			A number of receptionists are trained in Deaf Awareness
People with mental health issues	<input checked="" type="checkbox"/>	<input type="checkbox"/>			Staff have participated in appropriate programmes of training to raise awareness
Lesbians, gay men and bisexual people	<input checked="" type="checkbox"/>	<input type="checkbox"/>			See above
Trans people	<input checked="" type="checkbox"/>	<input type="checkbox"/>			See above
Age					
<ul style="list-style-type: none"> <li>• Older people (60 +)</li> </ul>	<input checked="" type="checkbox"/>	<input type="checkbox"/>			A training need has been identified

	<b>Positive impact</b> – it could benefit ✓ (check box)	<b>Negative impact</b> – it could disadvantage ✓ (check box)	<b>Reason</b>	<b>Are there additional factors that could contribute to the experience of isolation<sup>1</sup>? If so, what are they?</b>	<b>Evidence</b>
<ul style="list-style-type: none"> <li>Younger people (17-25) and children</li> </ul>	<input checked="" type="checkbox"/>	<input type="checkbox"/>			Staff have participated in appropriate programmes of training to raise awareness
People of different faith groups or beliefs including non-believers	<input checked="" type="checkbox"/>	<input type="checkbox"/>			Staff have participated in appropriate programmes of training to raise awareness
Travellers	<input checked="" type="checkbox"/>	<input type="checkbox"/>			Those staff who have the most contact have participated in tailored Justice through Equality training programmes - coverage could be broadened though.
Other (please specify)	<input type="checkbox"/>	<input type="checkbox"/>			
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: Increased take-up of training to broaden coverage - set targets at appraisal. In hand - see action sheet <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: Tessa Turl

Date: 21/02/03

**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
Training - coverage needs to be broadened	To increase take-up	Tessa Turl	One Year	Time-off required to attend training. Potential cost in tailoring training sessions to meet service requirements	Tessa Turl to liaise with Paul Grimsey (ACS Equality Rep) ref. training

**NOTES:**