

Equality Impact and Needs Assessment Form

Section One – Screening

Name of strategy, policy or project:
Flexitime Policy (previously known as Flexible Working Hours Scheme)
Directorate and service area:
Personnel & Performance
Name and contact details of officer completing assessment:
Jackie Baxter, Strategic Services, County Hall
1. What is the main purpose of the strategy/policy/project (or the changes you want to make to it)? To revise the existing Flexible Working Hours Scheme, to be consistent across the directorates and offer more flexibility by opening up the scheme to include chief officer and chief executive grades (all D grade staff). The new policy extends core time from 9.30am - 4pm to 10am - 3.30pm and the flexible hours from 8am - 9.30am to 7am - 10am and 4pm - 6pm to 3.30pm to 7pm. The scheme variations have been removed as the revised policy will apply to all directorates to avoid inconsistencies. Up to 2 days or 4 half days (pro rata) may be taken off in any calendar month. Electronic and manual recording hours form/log have been produced as part of the new flexitime policy.
2. What are the main activities of the strategy/policy/project? To offer flexible working arrangements to staff.
3. Who is intended to benefit from the strategy/policy/project, and how? All staff including chief executive and chief officer grades, providing the needs of the service are met, but excludes centrally employed teachers and all staff in schools.
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? N/A.

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					
<ul style="list-style-type: none"> Women 	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<p>Positive: revised policy provides greater flexibility as core time/flexible hours have been extended. In addition this policy includes chief officer and chief executive grades (all D grade staff).</p> <p>Positive: previously directorates had scheme variations so this meant there were issues of inconsistency across directorates. The policy has been amended and staff entitled to flexitime will now receive the same benefits.</p>	There may be issues for those employees who live in rural areas or areas less served by public transport.	Following research by CMB across the directorates it was agreed that this would be implemented. Unions have been consulted.

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"> Men 	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<p>Positive: offers greater flexibility for all employees as core time/flexible hours have been extended which may be helpful if an employee has caring responsibilities and help to achieve a better work/life balance.</p> <p>Negative: not all staff can benefit from this policy, although this is no different to current situation, as some staff have to work fixed hours due to the type of work. This policy also excludes centrally employed teachers and all staff in schools.</p>		

Ethnic Group					
<ul style="list-style-type: none"> Asian or Asian British people 	☒	☒	<p>As above plus: Positive: may allow an employee because of their religion/ethnicity greater flexibility to enable them to have time away from work to coincide with religious holidays. Negative: there may be language or communication difficulties for those whom English is a second language in relation to the policy and using the forms. In addition there may be difficulties with management perceptions or understanding of certain ethnic groups and their needs.</p>	<p>Managers may allow prejudice to affect their decisions on who can take flexitime.</p>	
<ul style="list-style-type: none"> Black or Black British people 	☒	☒			
<ul style="list-style-type: none"> Chinese people 	☒	☒			
<ul style="list-style-type: none"> Gypsy or Roma People 	☒	☒			
<ul style="list-style-type: none"> Irish People 	☒	☒			
<ul style="list-style-type: none"> People of Mixed Heritage 	☒	☒			
<ul style="list-style-type: none"> White People 	☒	☒			
<ul style="list-style-type: none"> People of other ethnic backgrounds 	☒	☒			
<p>Asylum Seekers and Refugees</p>	☒	☒			
<p>People with physical, sensory or learning disabilities</p>	☒	☒	<p>As above plus: Negative: staff may not be able to access the policy and forms in the format offered. Positive: for those</p>		
<p>Deaf People who use British Sign Language</p>	☒	☒			
<p>People with mental health issues</p>	☒	☒			

			with mental health issues this policy would ensure greater flexibility with their start and finish times.	
Lesbians, gay men and bisexual people	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	As per women/men above.	
Trans people	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
Age				
• Older people (60 +)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	As per women/men above. Plus: Positive: revised policy offers more flexibility as the core hours have been extended which may be helpful if an employee has caring responsibilities.	
• Younger people (17-25) and children	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
People of different faith groups or beliefs including non-believers	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	As per women/men above.	
Travellers	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
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 checked="" 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 checked="" type="checkbox"/>	NO <input type="checkbox"/>
Level of impact	HIGH <input type="checkbox"/>	LOW <input checked="" 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: If staff can not access forms in the format offered they can continue to use their own preferred existing method of recording their working hours. If there are issues of accessing policies and forms, other than the format provided, we would seek advice from IT to resolve.		
b) Could you improve the strategy, project or policy's positive impact? Explain how: Allowing all staff to benefit from this policy. However, this is not possible as there is service provision within DCC which needs to be provided within set times which means that fixed hours as opposed to flexible hours are required. This policy also excludes centrally employed teachers and all staff in schools. On a positive note this policy has been extended to include chief officer and chief executive grades. <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: Jackie Baxter

Date: 03-03-08

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: