

# Equality Impact and Needs Assessment Form

## Section One – Screening

|  |
|--|
| Name of strategy, policy or project:   |
| Complete service review  |
| Directorate and service area:  |
| Chief Executive's, Devon Registration Service  |
| Name and contact details of officer completing assessment:   |
| Carole Searle (Administrative Officer), Tessa Turl (Legal Practice/Admin Manager), Susanne Chivers (Registrar, Exeter Office) and Angela Welch (Directorate Equality Lead)   |
| 1. What is the main purpose of the strategy/policy/project (or the changes you want to make to it)?<br><br>To administer the registration of births, deaths and marriages on behalf of the General Register Office and carry out the Council's responsibilities in respect of civil partnerships.  |
| 2. What are the main activities of the strategy/policy/project?<br><br>The Service provides facilities for the registration of all births and deaths, marriages and civil partnerships that take place within the Devon County Council area. The service is also responsible for the approval and licensing of venues for marriages and civil partnerships and for the organisation of Citizenship Ceremonies. |
| 3. Who is intended to benefit from the strategy/policy/project, and how?<br><br>General Register Office, service users and the wider community.  |
| 4. Is the strategy/policy/project consistent with the Council's equality policies?<br><br>Yes  |
| 5. Is responsibility for the strategy/policy/project shared with another department, authority or organisation? If so, what responsibility and which bodies?<br><br>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<br>✓ (check box) | <b>Negative impact</b> – it could disadvantage<br>✓ (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"/>  |               |   |   |
| • Men  | <input checked="" type="checkbox"/>                        | <input type="checkbox"/>  |               |   |   |
| Ethnic Group   |  |   |               |   | Language Line interpreting and translating services are available in all offices.                                   |
| • Asian or Asian British people                        | <input checked="" type="checkbox"/>                        | <input type="checkbox"/>  |               |   |   |
| • Black or Black British people                        | <input checked="" type="checkbox"/>                        | <input type="checkbox"/>  |               |   |   |
| • Chinese people                                       | <input checked="" type="checkbox"/>                        | <input type="checkbox"/>  |               |   |   |
| • Gypsy or Roma People                                 | <input checked="" type="checkbox"/>                        | <input type="checkbox"/>  |               |   |   |
| • Irish People   | <input checked="" type="checkbox"/>                        | <input type="checkbox"/>  |               |   |   |
| • People of Mixed Heritage                             | <input checked="" type="checkbox"/>                        | <input type="checkbox"/>  |               |   |   |
| • White People   | <input checked="" type="checkbox"/>                        | <input type="checkbox"/>  |               |   |   |
| • People of other ethnic backgrounds                   | <input checked="" type="checkbox"/>                        | <input type="checkbox"/>  |               |   |   |
| Asylum Seekers and Refugees                            | <input checked="" type="checkbox"/>                        | <input type="checkbox"/>  |               |   | Exeter designated office to deal with matters relating to immigration.  |
| People with physical, sensory or learning disabilities | <input type="checkbox"/>                                   | <input checked="" type="checkbox"/>                             |               |   | Refer to Executive Committee Report CS/05/11 attached. Further file evidence available from Carole Searle regarding |

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

|  | <b>Positive impact</b> – it could benefit<br>✓ (check box) | <b>Negative impact</b> – it could disadvantage<br>✓ (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>   |
|--|--|---|---------------|---|---|
|  |  |   |               |   | <p>individual premises and details of mergers, adaptations and relocation.</p> <p>Induction loops have been installed in all offices and portable loops are also available.</p> <p>Marriage vows are available in Braille and discussions will take place with the General Register Office about extending Braille services. Large print material is also available in some offices and this will be extended to all offices.</p> <p>In the longer term a greater number of services will be available on-line.</p> <p>Parking facilities are provided at Register Offices for people with disabilities.</p> <p>All staff have carried out DCC online Disability Awareness Training and share learning/ experience with one</p> |

|   | <b>Positive impact – it could benefit</b><br>✓ (check box) | <b>Negative impact – it could disadvantage</b><br>✓ (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>  |
|---|--|---|---------------|---|--|
|   |  |   |               |   | another.   |
| Deaf People who use British Sign Language                           | <input checked="" type="checkbox"/>                        | <input type="checkbox"/>  |               |   | At least one member of staff from each Register Office is receiving BSL awareness training. One employee is undertaking BSL NVQ Level 1. |
| People with mental health issues                                    | <input checked="" type="checkbox"/>                        | <input type="checkbox"/>  |               |   | Good links established with Social Services.   |
| Lesbians, gay men and bisexual people                               | <input checked="" type="checkbox"/>                        | <input type="checkbox"/>  |               |   | See summary document attached 'Devon Registration Service – Our Approach to Civil Partnership'.  |
| Trans people  | <input checked="" type="checkbox"/>                        | <input type="checkbox"/>  |               |   | Gender Recognition Team at General Register Office.  |
| Age   |  |   |               |   |  |
| • Older people (60 +)   | <input checked="" type="checkbox"/>                        | <input type="checkbox"/>  |               |   |  |
| • Younger people (17-25) and children                               | <input checked="" type="checkbox"/>                        | <input type="checkbox"/>  |               |   |  |
| People of different faith groups or beliefs including non-believers | <input checked="" type="checkbox"/>                        | <input type="checkbox"/>  |               |   | Secular service which does not engage in faith related matters.  |

|                        | <b>Positive impact</b> – it could benefit<br>✓ (check box) | <b>Negative impact</b> – it could disadvantage<br>✓ (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>  |
|------------------------|--|---|---------------|---|--|
| Travellers             | <input checked="" type="checkbox"/>                        | <input type="checkbox"/>  |               |   | Track record of providing individual assistance.<br><br>Staff regularly deal with people who prefer to use the spoken word rather than written material and occasionally use symbols to aid communication. |
| 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<br><input type="checkbox"/>  | NO<br><input checked="" 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<br><input type="checkbox"/>  | NO<br><input checked="" type="checkbox"/>  |
| Level of impact  | HIGH<br><input type="checkbox"/> | LOW<br><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?<br>Explain how:<br>Work to overcome physical access challenges is ongoing through adaptations to premises, mergers and relocation. Access is also being improved through the development of telephone and online services. |                                  |  |
| b) Could you improve the strategy, project or policy’s positive impact?<br>Explain how:<br><br><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?<br>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:

Date:

**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?  
Access to services.

2. Summarise the likely negative impacts.  
Principally physical barriers.

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?

| <b>Section of the Community</b> | <b>Summary of consultation or research carried out or planned</b> |
|---------------------------------|---|
| All                             | Day to day customer feedback.                                     |
|                                 |   |
|                                 |   |
|                                 |   |
|                                 |   |
|                                 |   |
|                                 |   |
|                                 |   |

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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?

Ongoing involvement of Registration Service staff in the context of continuous improvement.

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.

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**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 |
|-----------------------------------|---|----------------------|-----------|-----------------------|----------|
| <p>Access to Register Offices</p> | <p>To carry out reasonable adjustments to improve access for people with disabilities and other service users.</p> <p>Develop closer working relationships with County Community Strategy Officers to maximise opportunities for joint working with partners.</p> <p>Consider involvement of disabled people in making improvements eg. Living Options Devon.</p> <p>Provide guidance to staff on:<br/>- how to access ASLI British</p> | <p>Carole Searle</p> |           |                       |          |

|                          |  |   |  |  |   |
|--------------------------|--|---|--|--|---|
|                          | <p>Sign Language Interpreters;<br/>- how to obtain information in a range of formats.</p> <p>Extend the range of documents available in Braille.</p> |   |  |  |   |
| Learning and development | Ensure equality is embedded in emerging Training Strategy for Registration Officers.   | Carole Searle                                       |  |  | At least one member of staff from each office to participate in 'Why Equality Matters' training within the following 18 months. |
| Mainstreaming equality   | Make equality explicit in strategic and operational service documents including the Business Plan and emerging Training Strategy.                    | Carole Searle                                       |  |  |   |
| Monitoring               | <p>Monitor equality performance in the context of the Equality Standard for Local Government.</p> <p>Continue benchmarking through South West</p>    | Carole Searle supported by Directorate Equality Rep |  |  |   |

|  |   |  |  |  |  |
|--|---|--|--|--|--|
|  | Registration<br>Service<br>Managers<br>Group. |  |  |  |  |
|  |   |  |  |  |  |

**NOTES:**