

# Equality Impact and Needs Assessment Form

## Section One – Screening

Name of strategy, policy or project:
Training Policy
Directorate and service area:
DDS FIT Directotate
Name and contact details of officer completing assessment:
Jenny Wilkins
1. What is the main purpose of the strategy/policy/project (or the changes you want to make to it)?  To ensure all staff have the necessary skills, abilities and attitude to deliver the catering and cleaning service.
2. What are the main activities of the strategy/policy/project?  Delivery of on site and off site training. Also to provide written communication by various means to provide information only or informmation for action.
3. Who is intended to benefit from the strategy/policy/project, and how?  All staff by the development of skills and increasing potential for career progression.
4. Is the strategy/policy/project consistent with the Council's equality policies?  The delivery of training is not consistent across the organisation. There is a corporate barrier to implementing the corporate equality plan as site based staff do not have the luxury of attending training programmes in work time. Plus there are other problems e.g. part time staff having other jobs and family commitments etc.
5. Is responsibility for the strategy/policy/project shared with another department, authority or organisation? If so, what responsibility and which bodies?  No, it is ours alone however the equality policies are corporately driven.

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 checked="" type="checkbox"/>	Site based staff do not receive structured equality training		Staff Surveys EFQM Assessments Staff Appraisal outcomes Training feedback forms
• Men	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	dito		
Ethnic Group					
• Asian or Asian British people	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	dito		
• Black or Black British people	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	dito		
• Chinese people	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	dito		
• Gypsy or Roma People	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	dito		
• Irish People	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	dito		
• People of Mixed Heritage	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	dito		
• White People	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	dito		
• People of other ethnic backgrounds	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	dito		
Asylum Seekers and Refugees	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	dito		
People with physical,	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	dito		When we know

<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>
sensory or learning disabilities					there is a learning difficulty regarding literacy then training is carried out using picture cards.
Deaf People who use British Sign Language	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	ditto		
People with mental health issues	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	As previous page No equality training		
Lesbians, gay men and bisexual people	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	"		
Trans people	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	"		
Age					
<ul style="list-style-type: none"> <li>Older people (60 +)</li> </ul>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	"		
<ul style="list-style-type: none"> <li>Younger people (17-25) and children</li> </ul>	<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"/>	"		
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 type="checkbox"/>	NO <input checked="" 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: By Implementing an Equality training programme or remedial training. Resources are a definite issues for DDS also much day to day pressures of finding staff and turnover of staff compound the problems. Many staff are isolated geographically.		
b) Could you improve the strategy, project or policy's positive impact? Explain how: Include Equality on agenda at Kitchen Managers meetings. Include in Induction to indicate what effect the delivery of training will have on a individual. Include information in site operation procedure manuals. Communicate via internal news letter Rag and Roll. <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? See 8b) There is the possibility of using larger print for publications etc. We could also consider producing publications in other languages.		

**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?	
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 <input type="checkbox"/> <i>(Please list them below and explain how you will obtain their views)</i>

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
Equality training for site based staff	Design some form of equality training/information for Kitchen Managers and Caretakers	Jenny Wilkins linking with L&D	August 06	as yet unknown	The feeding down of Equality information would rest with the KM's and Ctk's
	Include necessary information in site Operations Manuals	Jo Freeman linking with Jenny Wilkins	December 06	Printing and issuing costs	
Keeping equality alive	Use the Rag and Roll to periodically focus on equality issues	Jenny Wilkins linking with Jay Hooper	Twice a year	Printing and issuing costs	
Induction records	Include in Induction to indicate the effect the delivery of training will have	Jenny Wilkins and Jo Freeman and a Trainer	December 06		

### NOTES: