

Equality Impact and Needs Assessment Form

Section One – Screening

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| Name of strategy, policy or project: |
| Redeployment Policy and Process |
| Directorate and service area: |
| Corporate with exception of those based in Schools |
| Name and contact details of officer completing assessment: |
| Doreen Williams - Policy & Strategy Team, Room 235 County Hall |
| 1. What is the main purpose of the strategy/policy/project (or the changes you want to make to it)? |
| To provide guidance in situations when staff are served with notice of redundancy |
| 2. What are the main activities of the strategy/policy/project? |
| To ensure that the legal requirements and obligations to staff members are fulfilled in an effort to minimise redundancies by the redeployment of employees who can satisfactorily fill suitable vacancies within Devon County Council |
| 3. Who is intended to benefit from the strategy/policy/project, and how? |
| Both staff member and employer |
| 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.

| | 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 checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | Staff members | | |
| • Men | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | may find themselves | | |
| Ethnic Group | | | | | |
| • Asian or Asian British people | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | having to take up | | |
| • Black or Black British people | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | an offer of | | |
| • Chinese people | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | employment in an | | |
| • Gypsy or Roma People | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | area of work that | | |
| • Irish People | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | they would not | | |
| • People of Mixed Heritage | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | necessarily have | | |
| • White People | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | chosen for | | |
| • People of other ethnic backgrounds | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | themselves in an | | |
| Asylum Seekers and Refugees | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | effort to remain | | |
| People with physical, sensory or learning disabilities | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | employed | | |
| Deaf People who use British Sign Language | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | | | |
| People with mental | <input checked="" type="checkbox"/> | <input checked="" 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 |
|---|--|---|---------------|---|-----------------|
| health issues | | | | | |
| 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 | | | | | |
| • Older people (60 +) | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | | | |
| • 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"/> | | | |
| 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 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: <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: Doreen Williams

Date: 02.08.05

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 |
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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? |
| 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 |
|-------|-----------------|--------------|-----------|-----------------------|----------|
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