

## Appendix 2 - Equality Impact Assessment - Standard Assessment Template

### Section A: Assessment

Policy Equality Standard for Local Government (ESLG) self assessment report & peer challenge	Officer conducting this assessment with Contact Details Jill Palmer- Equality & Diversity Officer ext 4318	Date 25 <sup>th</sup> August 2008
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#### 1. The Policy

Is this a new or existing policy?	An inspection process leading to a quality mark across the whole council.
What is the purpose of the policy?	<p>The self-assessment process allows us to examine our achievement against the ESLG, level 3. It looks at processes, content and outcomes to make sure we are equality complaint and meeting our legislative responsibilities. There are four areas of level three; leadership &amp; corporate commitment, community engagement &amp; accountability, service delivery &amp; customer care and employment &amp; training.</p> <p>A two-day external assessment is undertaken by peers from IdeA, which will involve interviewing managers, staff, Councillors, people from the community &amp; stakeholders.</p>
How do the aims of the policy fit in with corporate priorities i.e. Corporate Plan	Corporate Improvement Priority 4- Narrowing the Gap between communities <a href="http://www.plymouth.gov.uk/corporate_plan_2008_part_2.pdf">http://www.plymouth.gov.uk/corporate_plan_2008_part_2.pdf</a> States we will achieve level three of ESLG by March 2009

Who will benefit from the policy?	Diverse communities across the six equality strands will benefit from PCC achieving level three, as it will show that we have mainstreamed equalities throughout our organisation. It will demonstrate that we effectively engage with our diverse communities, provide strong leadership on equality & diversity, set targets and how we start to monitor these. We will show that we provide services in a fair and accessible way.
What outcomes are wanted from this policy?	Our community, staff and stakeholders will feel PCC is an accessible and fair organisation taking equality & diversity seriously in our day-to-day business.
Are there any factors that might prevent outcomes being achieved?	Some departments might have significant gaps within their service and are not proactive in regards to equality issues. Others may be strong on some equality strands and not others.

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## 2. Data Collection

What quantitative data do you have about the policy relating to equalities groups (e.g. monitoring data on proportions of service users compared to proportions in the population)?	<ul style="list-style-type: none"> <li>• Office of national statistics yearly statistics figures</li> <li>• ASR data from the UK Border Agency</li> <li>• Migrant Worker statistics- national Insurance numbers</li> <li>• PLASC data- (Pupil Level Annual School Census)</li> <li>• Council's staff survey</li> <li>• HRIS/ SAP data from human resources</li> <li>• Gypsy &amp; travellers information re Unauthorised Encampments</li> <li>• Racist &amp; Homophobic incident reports</li> </ul>
What qualitative data do you have on the different groups <sup>1</sup> (e.g. findings from discussion groups, information from comparator authorities)?	<ul style="list-style-type: none"> <li>• 'cup of tea' focus group meetings with diverse communities</li> <li>• ESLG managers workshops</li> <li>• Visits to Torbay and South Gloucs Council and their level three achievements</li> <li>• Various local authorities self assessments</li> <li>• Diverse Plymouth initiative</li> </ul>

<sup>1</sup> Age, (young/old) disability, Gender (Male, Female), Race, Faith and Belief, Sexual Orientation (Lesbian, Gay, Bi-sexual, Trans

	<ul style="list-style-type: none"> <li>• Meetings with the 3<sup>rd</sup> sector voluntary organisations working with diverse communities</li> <li>• Consultation activities for our Disability, Gender and Equality schemes</li> </ul>
Please indicate the source of the data gathered? (e.g. Service/Department/Team)	<ul style="list-style-type: none"> <li>• Office of National Statistics</li> <li>• Social Inclusion Unit</li> <li>• Human Resources</li> <li>• Corporate Performance Unit</li> </ul>
What gaps in data have you identified? (Have to put actions to address this in your action plan?)	None

### 3. Impact

Please complete the following tables using ticks.

Consider the information gathered in section 2 of this assessment form, comparing monitoring information with census data as appropriate<sup>2</sup> and considering any earlier research or consultation. You should also look at the guidance in appendix 1<sup>3</sup>

Equalities Issue	Positive impact	Negative impact	None	Reasons for decision
<b>Age</b>	X			See below
<b>Disability</b>	X			See below
<b>Faith</b>	X			See below
<b>Gender</b>	X			See below
<b>Race</b>	X			See below
<b>Sexual Orientation</b>	X			See below

<sup>2</sup> [www.ons.gov.uk](http://www.ons.gov.uk) (Office National Statistics website)

<sup>3</sup> See SIU equalities legislation paper for additional guidance ([inclusion@plymouth.gov.uk](mailto:inclusion@plymouth.gov.uk))

### 3.1 Do you think that the policy impacts on people because of their age? <sup>4</sup>

Age <sup>5</sup>	Positive	Negative	None	Reasons for your decision
Young (Children and young people, up to 18)	X			Young People from the youth parliament and/ or Out Youth have been invited to take part in the interviews with the assessors. This will give young people the opportunity to express their views on where we are in regards to equalities. Children's service will be submitting their evidence of work with children. The collection of evidence has already highlighted good areas of practice such as the 'Kids and Dads' project and the training course for people working in child care (through the workforce development programme) which has a complete module on equalities.
Older (Working age, and above)	X			The preparation session for community groups for the interview sessions will take place in the evening to allow those of working age the opportunity to take part. Information is also available on our website about the ESLG and the process (action to update information) for those with a computer to access at a variety of times. The self-assessment will draw upon areas of strength in relation to equalities such as the libraries lending scheme for those who work and areas that may need to be improved upon. The assessment will highlight PCC's positive work in relation to older people e.g. older person's strategy called All Our Futures and more detailed service areas e.g. home visits for planning applications and commissioning services for support to older lesbian, gay, bisexual and trans people.

### 3.2 Do you think that the policy impacts on people with a disability? <sup>6</sup>

Disability	Positive	Negative	None	Reasons for your decision
Visual impairment	x			The self-assessment document will be available on the web (for those with computer programmes to enlarge) we also have the large print facility on our website. Hard copies documents can be made available in large print or Braille and a 'strapline' will be placed on the document for the public/ staff to request other formats.

<sup>4</sup> For demographic data see [www.plymouth-informed.gov.uk](http://www.plymouth-informed.gov.uk) or [www.ons.gov.uk](http://www.ons.gov.uk)

<sup>5</sup> Individual services should look at how the above age criteria best relates to them, and make clear reference to it in deciding on any impact

<sup>6</sup> Disability is defined as an impairment, which has a substantial, long-term adverse effect on a person's ability to carry out normal day-to-day activities.

Hearing impairment	x			Staff and community reps will be taking part in focus groups as part of the two day interview process. A hearing loop will be available within the Council House
Physically disabled	x			A requirement of the ESLG is to make EIAs publicly available, which has allowed scrutiny of services e.g. parking. The Marlborough room (Council house) is accessible to those with mobility issues or for people using a wheelchair. Action: check lay out of room to ensure no obstructions and correct furniture.
Learning disability	x			A staff member from the learning disability partnership will be interviewed as part of the assessment. Consultation work with people with a learning disability will also be highlighted within the report e.g. Open to All website and LDF work with people with learning disabilities as two examples
Mental health	x			We will interview someone from the Disability Action Network and have a number of good examples of mental health services particularly through community services.
Other (HIV positive, multiple sclerosis, cancer, diabetes, epilepsy)	x			We work closely with the Equality Officers from Derriford Hospital and Plymouth Primary Care Trust as well as the Eddystone Trust and the Disability Information & Advice Centre who support these groups.

### 3.3 Do you think that the policy impacts on people because of their faith/belief? <sup>7</sup>

	Positive	Negative	None	Reasons for your decision
Faith and Belief	X			<p>People from faith communities will take part in the focus group for the assessment (consideration has been taken into account for different dietary requirements for the session). We have also ensured that the days for the interviews are not the same time as major prayer times.</p> <p>The self assessment will highlight areas of good practice e.g. Centre for faiths &amp; cultural diversity (CFCD), road safety team working with the Islamic Centre</p> <p>The ESLG report will be circulated to the CFCD and the interfaith list</p>

<sup>7</sup> Religious groups cover a wide range of groupings the most of which are Buddhist, Christians, Hindus, Jews, Muslims, and Sikhs. Consider these categories individually and collectively when considering impacts

### 3.4 Do you think that the policy affects men and women in different ways?

Gender	Positive	Negative	None	Reasons for your decision
Male	X			The self-assessment highlights the positives for men in relation to support with children/ childcare through HR policies. There is an equal distribution of men and women taking part in the self assessment interviews.
Female	X			The self-assessment report includes work we have carried out around women's issues; mainly incorporated within the 2008 GES review. There is an equal distribution of men and women taking part in the self-assessment interviews.

### 3.5 Do you think that the policy impacts on people on the grounds of their race? <sup>8</sup>

Race	Positive	Negative	None	Reasons for your decision
Promoting equality of opportunity	X			Our website is available in six key languages. Most of our documents also provide the 'strapline' highlighting which department to contact if a different language is required. Our Translate Plymouth service provides interpreters and translators within the Council and to other public, private and community/ voluntary sector organisations. Level three is about setting targets and one of these includes increasing the number of BME staff working in the organisation.
Promoting good race relations	X			The self-assessment interviews, mainly community and stakeholders will include diverse groups including migrant workers, an African association and north African Muslim community. The stakeholder group will also include traveller's education although we are unable at this stage to directly interview gypsies and travellers.
Eliminating unlawful discrimination	X			The whole process of the self assessment and external challenge is designed to address this

<sup>8</sup> Under the Race Relations Act, it is unlawful to discriminate against anyone on grounds of race, colour, nationality (including citizenship or ethnic or national origin). Includes Gypsy and Traveller Communities.

### 3.6 Do you think that the policy impacts on people because of their sexual orientation?

Sexual Orientation	Positive	Negative	None	Reasons for your decision
Gay Men	X			Our local LGBT focus group (which includes all established LGBT organisations in Plymouth) has been briefed about ESLG. Gay men from these organisation will take part in the assessment
Lesbians	X			Our staff group and local organisations have been briefed about ESLG. Lesbian staff and community members have contributed to targets, particularly around the Equality Scheme.
Bi-sexual	X			As above
Trans communities (i.e. Trans-gender, trans-sexual and transvestite and gender reassignment) <sup>9</sup>	X			The self assessment makes reference to positive work we have carried out with the trans community e.g. GES, consulting on our HR policies, 3 trans members joined our LGBT focus group led by E&D officer and participation in LGBT history month planning. Please note this trans section should be under the gender category and is to be reviewed soon. Currently our work with the communities is joined up as requested by our communities due to small numbers.

### 4. Summary

Which equality groups have positive or negative impacts been identified for (i.e. differential impact). <sup>10</sup>	All positive
Is the policy directly or indirectly discriminatory under the equalities legislation? <sup>11</sup>	No
If the policy is indirectly discriminatory can it be justified under the relevant legislation? <sup>12</sup>	N/a

<sup>9</sup> Transgender/transsexual person: a person whose perception of their own gender (gender identity) differs from the sex they were assigned at birth.

A Transvestite will dress as a member of the opposite sex but doesn't have feelings of belonging to the opposite sex or alienation from their own bodies. Source: [www.herts.ac.uk/services/counselling/understanding\\_gender\\_dysphoria.pdf](http://www.herts.ac.uk/services/counselling/understanding_gender_dysphoria.pdf)

Gender reassignment: the process of transitioning from the gender assigned at birth to the gender the person identifies with. This may involve medical and surgical procedures.

<sup>10</sup> Differential Impact suggests that a particular group has been affected differently by a policy, in either a positive, or negative way.

<sup>11</sup> Direct discrimination is treating people less favourable than others, e.g. on the grounds of age, disability, gender, race, religion and belief, sexual orientation.

## Appendix 3

### Section B: Action

#### 5. Please complete your action plan below. Issues you are likely to need to address include

- What **consultation** needs to take place with equality groups (bearing in mind any relevant consultation already done and planned corporate consultation exercises)
- What **monitoring/evaluation** will be required to further assess the impact of any changes on equality target groups

#### Equalities Impact Assessment Implementation Action Plan

Issue to be addressed	Responsible Officer	Action Required	Timescale for completion	Action Taken	Comments
Update ESLG information on the website	Jill Palmer	Contact web team and ensure ESLG page is up to date and clear to read	By Nov 2008		
Ensure all groups/ stakeholders/ diverse groups are prepared and catered for	Jill Palmer/ Rhian Edwards	Include questions about adaptations that can be made within invites	Oct 2008		

Indirect discrimination is applying a provision, criterion or practice that disadvantages people, e.g. on the grounds of age, disability, gender, race, religion and belief, sexual orientation and that can't be justified as a proportionate mean of achieving a legitimate aim.

(If needed please seek advice from Legal Services and/or your manager)

Develop specific action plan post the assessment	Jill Palmer/ Bronwyn Prosser & CEG	Following report from assessors	Dec 2008		
Action: check lay out of room to ensure no obstructions and correct furniture.	Jill Palmer/ Rhian Edwards		Oct & Nov 2008		

## 6. Report and publication

<b>Please record details of the report or file note which records the outcome of the EIA together with any actions / recommendations being pursued (date, type of report etc)</b>	Summary will be completed in line with appendix 4
<b>Please record details of where and when EIA results will be published</b>	Social Inclusion Website

Name of Officer completing  Jill Palmer

Signed \_\_\_\_\_

Date:  01.09.08

Name of Senior Manager Authorising Assessment and Action Plan for publication  Bronwyn Prosser

Signed: \_\_\_\_\_

Date:  01.09.08