



Redditch Borough Council

Equality Impact Assessment Completion Form

1. Introduction

Redditch Borough Council is committed to providing equality in service provision and employment. We recognise that discrimination does not need to be intentional for unfair treatment or adverse impact to occur. We are aware that different groups may have different needs. Our approach to equalities recognises a range of different groups within our society and seeks to ensure fair and equitable services are provided to the whole community.

To meet our legal duties and to ensure that we are being fair to everyone we need to undertake equality impact assessments for all our policies, practices and services.

2. What is an Equality Impact Assessment?

An equality impact assessment is a way of finding out whether a policy (or proposed policy), affects different groups of people in different ways. It should be part of the normal policy making process. The term policy refers to any activity the council does, be that a service we provide, an initiative we run, a policy we write or a procedure we observe.

3. Who needs to undertake an Equality Impact Assessment?

Managers are required to undertake the equality impact assessments for their service area.

The Equality Champions may be able to assist with equality impact assessments, providing advice, guidance and information. They may be able to find the answers to any questions that arise.

We are required by law to undertake equality impact assessments on every service we provide. We recognise this will take valuable time and we have three years to undertake the work.

The assessments and their outcomes will be pulled together into a 3-year action plan for each service area.

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4. What happens if I do find adverse impact?

If your assessment shows that your policy is likely to have an adverse impact on some groups of people, you need to think of ways to deal with this. Before making a decision you should also check that, by adopting an option that reduces the adverse impact on one group of people, you are not creating an adverse impact on another group. If this is unavoidable, decide and indicate how this can be justified.

5. Reporting

Please complete the attached form for every impact assessment that you do. We have to publish the results of every *formal* equality impact assessment. A copy of the form must be sent to the Strategy and Partnership assistant in Policy and the head of Legal, Equalities and Democratic Services Legal.

A copy of that report will be held corporately. Failure to record formal assessments will put the Council at risk. There is no need for officers to report back on any initial assessment or screening. It is suggested, however, that you keep good records to demonstrate an audit trail for initial assessments.

For further information or assistance please contact:

Claire Felton - Equalities Officer

Claire.felton@redditchbc.gov.uk

Ext 3237

Sarah Kelsey - Strategy and Partnership Assistant

Sarah.kelsey@redditchbc.gov.uk

Ext 3527

Equalities Impact Assessment Completion Form

1. What is the name of the service, policy, procedure or project to be assessed?

Dial a Ride

2. Briefly describe the aim of the service, policy, procedure or project. What needs or duties are it designed to meet?

The DAR service provides affordable travel around Redditch for people who cannot use public transport. It enables people to maintain independent living, giving customers an improved quality of life with easy access to Health Care, Shopping and Social events. This in turn has a positive impact on the Mental Health of customers, helping to ensure them a healthy and sustainable lifestyle long into their old age; whilst guaranteeing social inclusion

3. List your customers/ stakeholders

Council tenants
Private Customers
Group Customers
Palace Theatre
Sure Start Children's Centres
Over 60's with a Bus pass
Disabled Residents with/without bus pass

4. How do you know who they are?

Service Level Agreements
Contracts
Referrals
Forums
Consultations
Customer feedback forms
Surveys
Personal information

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5. Do any of your customers/ stakeholders come from the following Equality Groups?

Equality Group	Yes	No	Further Evidence Needed
Race / Minority Ethnic Groups	Yes		
Disability	Yes		
Gender (Male/ Female)	Yes		
Gender Re-assignment (Trans-sexual)			√
Marital Status	Yes		
Sexual Orientation			√
Religion/ Belief	Yes		
Age	Yes		
Income group	Yes		
Rural/Urban mix	Yes		
None of these			

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6. What activities have you undertaken to establish the information to answer questions 4 and 5?

Customer Surveys
Lifeline Agreements
Referral forms
Feedback forms
Consultations

Who have you consulted and what methods have you used?

All of our customers register with this service and we hold basic information on our clients. We need to look at what information we do gather so we can provide equality and fairness in the delivery of our service area.

(Examples might be consultation exercise, research activities, feedback from surveys etc.)

Consultations
Customer Surveys
Registration Details

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7. Is there evidence that any groups are being treated unfairly, directly or indirectly?

Equality Group	Yes	No	Further Evidence Needed
Race / Minority Ethnic Groups		No	Could be language barriers √
Disability		No	
Gender (Male/ Female)		No	
Gender Re-assignment (Trans-sexual)		No	√
Marital Status		No	
Sexual Orientation		No	√
Religion/ Belief		no	√
Age		No	
Income group		No	
Rural/Urban mix		No	
None of these			

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8. Please detail the information you have gathered to support the answers to question 7.

Equality Group	Evidence gathered
Race / Minority Ethnic Groups	Referral routes monitored Confidential client forms Customer registration
Disability	Referral routes monitored Confidential client forms Customer registration
Gender (Male/ Female)	Referral routes monitored Confidential client forms Customer registration
Gender Re-assignment (Trans-sexual)	We do not ask this question on any of our forms
Marital Status	Referral routes monitored Confidential client forms Customer registration
Sexual Orientation	We do not ask this question on our forms
Religion/ Belief	Referral routes monitored Confidential client forms Customer registration
Age	Referral routes monitored Confidential client forms Customer registration
Income group	We do not assess financial assets we assess on need.
Rural/Urban mix	Referral routes monitored Confidential client forms Customer registration
None of these	

9. Is there any justification for any unfairness identified in question 7 - for Example, disproportionate cost? Describe the supporting evidence.

No

10. If you have identified any area of unfairness that cannot be justified, how will you eliminate or minimize this?

N/A

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- 11. The results of your research and any justifications must be easily available to the public. When, where and how will you publish this information?**

Any information that is able to be published will be put on our web page through Redditch Borough Council web site. This is kept up to date monthly.

- 12. In support of the Single Equalities Scheme, you are required to regularly monitor all policies and services for fairness. What plans do you have to monitor this particular service, policy, procedure or project?**

Action point 4

- 13. Your findings now need to be managed through your Departmental 3 Year Rolling Equality Action Plan. Please complete the final section of this form.**

Action Required	By Whom	By When	Signed when completed	Priority	How has this Promoted Equality?
1. Look at procedure for Language barriers	Dial a Ride Manager/ Supervisor			Medium	
2. How we can capture data on sexual orientation	Dial a Ride Manager/ Supervisor			Medium	
3. Gender Re-assignment	Dial a Ride Manager/ Supervisor			Medium	
4. Look at ways to monitor the service for fairness and equality	Dial a Ride Manager/ Supervisor			Medium	

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Equality Impact Assessment undertaken by Angela Heighway

Full name (in capitals please) ANGELA HEIGHWAY

Position in the council: Head of Community Services

Date 27th October 2010

When you have completed this form, please retain a copy and give a copy to Sarah Kelsey Strategy and Partnership Assistant and Claire Felton, Equalities Officer

Glossary

Adverse impact

- where one or more group of people is disadvantaged by a policy or procedure.

Direct discrimination

- Treating someone less favourably than someone else in the same circumstances, egg:
 - Racist or sexist banter, derogatory comments and innuendo
 - Failure to treat grievances seriously
 - Failure to investigate grievances effectively
 - Inconsistent, irrational and subjective behaviour by employer
 - Failure to train staff and managers.

Indirect discrimination

- Where an unjustifiable condition, e.g. in the provision of a service or job specification, has the effect of excluding a particular group. Even if this is unintentional, it can still be unlawful, egg:
 - Unnecessary height restrictions
 - Refusing training for promotion to part-timers
 - Fluency in language
 - Not allowing wearing of religious clothing
 - Word of mouth recruitment
 - Qualification requirements being too demanding for the level of the job.

Policy, Practices and Services

- refers to any activity the council does, be that a service we provide, an initiative we run, a policy we write or a procedure we observe.
- It may refer to the way we do things which are customary
- It may refer to activities we undertake such as meetings, focus groups or publications we produce

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Equality Groups

- all equality groups referred to in the assessment can be broken down into further sub groups as follows
 - Race/ Minority Ethnic Groups - consider all the categories in the Census
 - Consider issues around race, colour, nationality, national or ethnic origin
 - Ethnic origin legally applies to Jews, Gypsies, Sikhs Irish and Scottish Travellers
 - White British
 - White Irish
 - Any other White Background
 - Black Caribbean
 - Black African
 - Any other Black background
 - Pakistani
 - Indian
 - Any other Asian Background
 - White & Black Caribbean
 - White & Black African
 - White & Asian
 - Any other Mixed Background
 - Chinese
 - Any other Ethnic Group
 - Disability - consider all types of impairment, physical and mental, sensory, visible and hidden
 - People with learning disabilities
 - Disabled children
 - Young disabled people
 - Parents of disabled children
 - People with mobility impairments
 - Wheelchair users
 - Mental health system users/ survivors
 - People with HIV/ Aids
 - People with visual impairments
 - Deaf or hearing impaired people
 - People with hidden impairments
 - People with cancer
 - Gender (Male/ Female) - consider whether something has a different impact on men or women - particularly if its more of an impact on women, consider the impact if they have carer responsibilities whether its childcare or other types of care
 - Gender Re-assignment (Trans-sexual)
 - Consider all stages of re-assignment, before, during and after

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- Marital status
 - Consider all marital statuses
 - Married, widowed, divorced, separated, co-habiting, civil partnership
- Sexual orientation
 - Consider orientations
 - Gay – usually refers to men with sexual orientation towards other men although sometime refers to women with sexual orientation towards other women
 - Lesbian – refers to women with sexual orientation towards other women
 - Bisexual – refers to men and women with sexual orientation to either their own sex or the opposite sex
 - Heterosexual refers to men and women with sexual orientation towards the opposite sex
- Religion/ Belief – for more detailed information refer to the Acas Booklet – Religion or Belief in the Workplace - consider the main and the minority religions
 - Christianity
 - Hinduism
 - Islam
 - Judaism
 - Sikhism
 - Baha'i
 - Buddhism
 - Jainism
 - Paganism
 - Parsi or Zoroastrianism
 - Rastafarianism
- Consider beliefs e.g.
 - Atheism
 - Agnosticism
 - Humanism
- Age - consider all age groups
 - Children pre school and school age
 - Teenagers
 - Young adults
 - Middle aged adults
 - The elderly

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- Income group - consider all income groups
 - Those in employment
 - Those on high incomes
 - Those on low incomes
 - Those on benefits

- Rural/ urban mix
 - Consider all types of location in the district
 - Wholly rural areas
 - Villages
 - Towns
 - Urban fringe areas

- None of these