



Equality Analysis (Equality Impact Assessment)

Quick Start Guide

Introduction

The Equality Act 2010 updated, simplified and strengthened the previous legislation to protect individuals from unfair treatment and to promote a fair and more equal society.

The Equality Act also introduced the Public Sector Equality Duty to ensure that public authorities tackle discrimination, harassment and victimisation. The Equality Act 2010 safeguards from discrimination on the basis of nine protected characteristics:

- Age
- Pregnancy and maternity
- Gender
- Religion and belief
- Race
- Disability
- Gender reassignment
- Marriage and civil partnership
- Sexual orientation
- Carers ** Within the Trust only

Under section 149 of the Equality Act 2010, the Trust has to evidence compliance with the Public Sector Equality Duty. Equality Impact Assessments (EIAs) help the Trust make sure its policies, and the

way services are provided, meet the needs of everyone by using the information to influence decisions. We are expected to ensure that 'due regard' is given to the needs of the service users based on their protected characteristics. However, our approach to Equality Impact

Assessments has to be relevant and proportionate – which means we are focusing on areas which are of significance for specific protected groups.

Equality Impact Assessments (EIA) involve using equality information, and the results of engagement with protected groups and others, to understand the actual effect or the potential

effect of our functions, policies or budget decisions. It helps the Trust to identify practical steps to tackle any negative effects or discrimination, to advance equality and to foster good relations.

What is an Equality Impact Assessment (EIA)?

An Equality Impact Assessment (EIA) is a tool that improves the quality of local health services by ensuring that individuals and teams think carefully about the likely impact of their work on different communities or groups. This is particularly relevant when changing services, reducing budgets or reallocation of resources. The aim of the EIA is to use service user data in a meaningful way to understand which groups of people are accessing our services, and what will be the likely impact of a redesign or reallocation of resources.

It involves anticipating the consequences of the Trust's policies and functions on different communities and making sure that any negative consequences are eliminated or minimised, and opportunities for promoting equality are maximised

An EIA consists of two main parts:

An initial screening process to test the relevance to the Public Sector Equality Duty and the likely impact on protected groups.

A full assessment should be carried out if the initial screening has identified a possible adverse/negative impact.

A negative or adverse impact is an impact that could disadvantage one or more equality groups or communities. This disadvantage may be differential, where the negative impact on one particular group is likely to be greater than on another.

Why should we carry out an EIA?

We need to:

- Appropriately serve our diverse local community, and ensure health services are provided equitably and are genuinely accessible to all.
- Show our policies and functions in relation to the workforce and commissioning, as set out in equalities legislation, to show 'due regard' to the Public Sector Equality Duty.

EIAs actively support the practical delivery of policies and strategies, helping us meet the Care Quality Commission and other inspection regimes and to contribute towards partnership arrangements/contracts and tenders.

When should I carry out an EIA?

An EIA should be used when:

- Developing a new service - it should be used at the very beginning of the scoping process.
- Reviewing your service - it should be used at the start of the review when gathering information to inform developments.
- Developing your annual service/business plan - it should be used at the very start of your service plan development and the feedback from the toolkit process should identify actions for your plans

7 steps to undertaking an EIA

1.Initial screen

2.Scoping and defining

3.Gathering information

4.Involvement and consultation

5.Making a judgement

6.Action planning

7.Publication and review

Questions to consider when carrying out an EIA

The following questions are to help you consider as wide a range of issues as possible when conducting an EIA.

Remember that your EIA should demonstrate what you do (or will do) to make sure that your service will remain accessible to different people and communities.

Protected group	Key questions when making a judgement (You might find the following prompts useful however; you may have actions that are particular to your service)
Age	<p>What is your service data telling you about the different age groups accessing your service?</p> <p>If your service is open to people of all ages, how will you make sure it is used by people of all ages?</p> <p>What proportion of your service user group is aged:</p> <ul style="list-style-type: none">- Under 18- 18 to 65- 65+ <p>Can you identify any over or under representation from any specific groups who access your service?</p> <p>Is it easy for someone of any age to find out about your service and to use your service?</p> <p>Does your service make assumptions about people simply because of their age?</p> <p>Does your service give out positive messages about all ages in the leaflets and posters used?</p> <p>When you are recruiting staff, have you thought about age and how you can recruit from a wide range of age backgrounds? Do younger and older people in your staff team feel equally valued?</p> <p>Do you monitor age to make sure that you are serving a representative sample of the population (or representative within your relevant age group)?</p> <p>Does the eligibility criteria for your service discriminate against older or younger people without just cause?</p> <p>What actions will you take to make sure that your staff treat people of all ages with dignity and respect?</p> <p>Have you considered including age equality into staff objectives and appraisals?</p> <p>How will you mainstream these actions into the core objectives of your service?</p> <p>How will you mainstream inclusive actions into the core business of your services?</p>

Protected group	Key questions when making a judgement (You might find the following prompts useful however; you may have actions that are particular to your service)
Disability	<p>What is your service data telling you about the different groups of disabled people accessing your service?</p> <p>What will you do to make sure that disabled people are using and benefiting from your services/policy or decision redesign? What does your service data tell you in terms of people using your service with a learning disability, people with long-term conditions, mental health problems, diabetes, podiatry needs and people with physical and sensory impairments?</p> <p>How do people with disabilities find out about the service? Does your printed information take into account the communication needs of people with various disabilities and is it easy to understand?</p> <p>Have you decided what core information you need to make available in easy read, large print, audio tape or Braille or via text or Easy Read, British Sign Language or on social media/web pages?</p> <p>Is your service physically accessible to people with mobility problems or who use a wheelchair?</p> <p>Do your staff members know how to access a sign language interpreter or interpreting service for deaf and hearing impaired people, or how to use an induction loop and where to get advice on material in different formats?</p> <p>Do you routinely record the communication needs of patients with a disability when sending out appointments following the Accessible Information Standard (AIS)?</p> <p>Have you put in place a procedure to record the uptake for sign language interpreters, appointment letters/leaflets in Braille, Easy Read, and British Sign Language on social media/web page?</p> <p>We are working to the Accessible Information Standard (AIS) and therefore routinely need to record the communication needs of patients when sending out appointments and other information.</p> <p>Have you thought about your assessment materials and methods and made sure that they are relevant to people with disabilities? Have you considered incorporating disability equality objectives into staff appraisals?</p> <p>How will you mainstream these actions into the core objectives of your service?</p> <p>How will you mainstream inclusive approaches into the core business of your services?</p>

Protected group	Key questions when making a judgement (You might find the following prompts useful however; you may have actions that are particular to your service)
Race	<p>What is your service data telling you about the different ethnic groups accessing your service?</p> <p>Can you identify which ethnic groups are not accessing your service?</p> <p>Where an underrepresentation or over representation is identified what have you done about this?</p> <p>How will you make sure that people from a wide range of ethnic backgrounds use your service?</p> <p>How do people from minority ethnic backgrounds find out about your service?</p> <p>Does your printed information take into account different languages and cultures and is it easy to understand?</p> <p>Have you publicised your service among minority ethnic communities by making it available at appropriate venues as well as visiting them and talking about your service?</p> <p>Have you decided what core information you may need available in other languages?</p> <p>Do your staff members know how to access an interpreter for booking appointments or how to access telephone interpreters (in situations where it may not be possible to arrange an appropriate interpreter)? Also, where to get advice on material in other languages and formats?</p> <p>Have you thought about your assessment materials and methods, ensuring that they are relevant to people from different cultures?</p> <p>Do you currently record the ethnicity of patients so that you know how well your service is being used by people from minority ethnic backgrounds? What do you do with this information?</p> <p>What actions would you undertake to ensure that your staff members are treating people from a minority ethnic background with respect and dignity and also each other?</p>

Protected group	Key questions when making a judgement (You might find the following prompts useful however; you may have actions that are particular to your service)
Religion or belief	<p>What is your service data telling you about the different faith groups accessing your service?</p> <p>How will you welcome people from all religious backgrounds? How do people from different religious backgrounds find out about your service? Is your printed information religiously appropriate/sensitive?</p> <p>Have you publicised your service among various religious communities and groups by making it available at different appropriate venues as well as visiting them and talking about your service?</p> <p>Do you currently record patients' religions in order to assist you in identifying users and non-users of your services from various religious backgrounds?</p> <p>What actions would you undertake to ensure that your staff members are treating people from different religions/beliefs/no beliefs with respect and dignity?</p> <p>Is your service religiously and culturally sensitive to the needs of people from various religious backgrounds? If not, what approaches would you develop to address this?</p> <p>Have you identified any specific dietary or other needs related to a person's religion which you need to be sensitive to?</p> <p>Are there any other religious sensitivities you need to bear in mind e.g. when visiting patients at home such as washing, bathing, dressing, food preparation etc.</p> <p>If you are running an inpatient or residential service, have you thought about the prayer needs or the need for a quiet space for your patients/residents?</p> <p>Have you considered obtaining a list of various festivals to be made available to your staff members to avoid arranging appointments/visits etc. on any particular religious dates/times? Have your staff members received training on religion and beliefs and how they are planning to implement this in their work setting?</p> <p>How will you mainstream inclusive approaches into the core business of your services?</p>

Protected group	Key questions when making a judgement (You might find the following prompts useful however; you may have actions that are particular to your service)
Gender	<p>(Gender reassignment)</p> <p>What is your service data telling you about the different genders accessing your service?</p> <p>If your service is for men and women, what will you do to make sure that both benefit?</p> <p>How has your service considered the needs of a transgender person or someone in transition?</p> <p>Is it easier for either men or women to find out about and use your service for example because of where you display leaflets or your opening times?</p> <p>If your service is for men and women do you regularly monitor the uptake of your service with gender breakdown and take appropriate action?</p> <p>For example:</p> <p>If you find men are not accessing your service then you need to consider possibly targeting men by providing drop in clinics at places with a high footfall of men.</p> <p>Similarly, you may consider adopting sensitive approaches to target women from different backgrounds as the services may not be appropriate for some women from minority communities.</p>
Sexual orientation	<p>What is your service data telling you about the sexual orientation of people accessing your service?</p> <p>How will you give positive messages and a positive reception to people who are gay, lesbian, bisexual, transgender or questioning? Does information about your service use visual images that could be people from any background or are the images mainly heterosexual couples? Does the language you use in your literature include reference to gay, lesbian and bisexual people?</p> <p>When carrying out assessments, do you make it easy for someone to talk about their sexuality if it is relevant, or do you assume that they are heterosexual?</p> <p>Would staff in your workplace feel comfortable about being 'out' or would the culture make them feel that this might not be a good idea?</p> <p>How will you make sure that staff treats lesbian, gay and bisexual people with dignity and respect?</p>

Protected group	Key questions when making a judgement (You might find the following prompts useful however; you may have actions that are particular to your service)
Pregnancy and maternity	<p>What is your service data telling you about the needs of those who are pregnant or have been in the last 12 months?</p> <p>Does the policy, decision or function impact on pregnant women or mothers? What could be done to minimise any unintended consequence of negative impact, if any?</p> <ul style="list-style-type: none"> • Is there anything the Trust should/could do to advance equality for pregnant women and mothers? • If the policy or decision is relevant to this group then has the Trust consulted with them? • If staff are on maternity leave then has the Trust considered contacting them about the policy or decision?
Carers	<p>What is your service data telling you about Carers:</p> <ul style="list-style-type: none"> • Carers need to be treated with respect, listened to and be • involved with the person’s consent. How does your service do this? • How have you signposted carers to support and networks, both internally and externally? • What information have you provided that is jargon-free and tailored to meet their needs?

Where to find support and guidance

For advice on how to complete an EIA please contact:

Aboobaker Bhana

Equality and Involvement Manager

07918 166550

or

Zahida Mallard

Equality and Involvement Manager

07771 345177

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If you require a copy of this information in any other format or language please contact your healthcare worker at the Trust.