

Bath and North East Somerset Council

Equality Impact Assessment Toolkit

This toolkit has been developed to use as a guide when conducting an Equalities Impact Assessment (EqIA) on a policy, service or function. It includes questions that need to be answered by the person/team conducting the EqIA, plus questions that could be asked of key stakeholders during consultation phases. It is intended that this is used as a working document throughout the EqIA process: the final written report of the EqIA should follow the same format and cover each of the sections within it.

It is important to consider all available information that could help determine both whether the policy could have any potential adverse impact and whether it meets the particular needs of different equalities groups. Please attach examples of any monitoring information, research and consultation reports that you have used to assess the potential impact upon the six equalities strands.

NB - Only fill in the sections that are relevant

Title of service, function or policy being assessed	Financial Plan & Budget Reports
Name of directorate and service	Support Services – Finance (Resource Planning)
Name and role of officers completing the assessment	Jamie Whittard – Financial Analyst
Contact telephone number	Ext 7213
Date assessment completed	2 nd October 2008

1.	Identify the aims of the policy/service/function and how it is implemented.		
	Key questions	Answers / Notes	Actions required
1.1	Is this a new a new policy / function or service or a review of an existing one?	Review	
1.2	What is the aim, objective or purpose of the policy/service/function?	Inform both Internal and external customers of budget allocation	Communication should be in recommended standard formats
1.3	Whose needs is it designed to meet? who are the main stakeholders?	Internal and external interested parties	Determine who the 'community' are.
1.4	Who defines or defined the policy/function? How much room for manoeuvre is there?	This is a legal requirement but the format is decided by Democratic Services in consultation with Director and members. The format of the appendices is decided by the Divisional Director	Keep up to date with corporate initiatives and customer care standards as set by the Corporate Team
1.5	Who implements the policy function? Is it possible for bias/prejudice to creep into the process?	The policy is implemented by Resource Planning but also needs to be referred to Divisional Director, Section 151 Officer, Chief Executive, Solicitor of the Council and Cabinet member for Resources	
1.6	Are there any areas of the policy or function that are governed by discretionary powers or judgement? If so is there clear guidance on how to exercise these?	No	
1.7	What factors or forces are at play that could	The normal multiple formats that are	Ensure alternate methods of

	contribute or detract from the outcomes identified earlier in 1.2?	offered	communication are available if requested
1.8	How do these outcomes meet or hinder other policies, values or objectives of the public authority (this question will not always apply)	If we communicate in different modes/formats this may not always reflect 'Best Value' or the most efficient method of communication	
1.9	How does the local authority interface with other bodies in relation to the implementation of this policy function? (this question will not always apply)	External contributions are made for example the Police/ Fire Service etc however the Council takes overall responsibility for the reproduction of figures and formatting etc.	
1.10	Consider if any of the six equalities strands have particular needs relevant to the policy.	May adversely impact on those groups for who English is not their first language, groups with learning disabilities as well as group not familiar with technology	<ul style="list-style-type: none"> ➤ Policy to use plain English where possible ➤ When appropriate use option to have reports produced in alternate formats ➤ Offer multi language or translation service if appropriate
1.11	Taking the six strands of equalities, is there anything in the policy that could discriminate or disadvantage any groups of people?	As above	As above

2. Consideration of available data, research and information

	Key questions	Answers / Notes	Actions required
2.1	What do you already know about who uses and delivers this service or policy?	Information can be used that was provided by the bath University Survey relating to ethnic makeup of residents of Bath and North East Somerset	Continue to embed a culture that when communicating always consider the options in the light of the 6 Equality Strands and intended audience
2.2	What quantitative data do you already have?	As above. In addition information is	

	(e.g census data, employee data, customer profile data etc)	available from the Equalities Unit	
2.3	What qualitative data do you already have? (e.g results of customer satisfaction surveys, results of previous consultations, staff survey findings etc).	In addition to the above the Finance Staff Survey The corporate complaint system also logs some information relating to equality issues	
2.4	What additional information is needed to ensure that all equality groups' needs are taken into account? Do you need to collect more data, carry out consultation at this stage?	The current available information is considered as sufficient at present .	
2.5	How are you going to go about getting the extra information that is required?	Use updated sources as they become available	

3. Formal consultation (include within this section any consultation you are planning along with the results of any consultation you undertake)

	Key questions	Answers/notes	Actions required
3.1	Who do you need to consult with?	Councillors, public, Section 151 Officer, Chief Executive	Ensure relevant consultation takes place
3.2	What method / form of consultation can be used?	Budget Fair, Meetings	
3.3	What consultation was actually carried out as part of this EQIA and with which groups?	Reference to Bath University Survey Equality Rep for Finance	

3.4	What were the main issues arising from the consultation?	Ensuring that the up to date information is always used. That the implications of statistics used is understood and how this impacts upon the service provided	

4. Assessment of impact			
	Based upon any data you have analysed, or the results of consultation or research, use the spaces below to list how the policy will or does actually work in practice for each equalities group. Identify any differential impact and consider whether the policy/function meets any particular needs of each of the six equalities groups. Also include any examples of how the policy or service helps to promote race, disability and gender equality.		
		Impact or potential impact (negative, positive or neutral)	
4.1	Gender – identify the impact/potential impact of the policy on women, men and transgender people	Terminology or classification needs to be vetted	
4.2	Disability - identify the impact/potential impact of the policy on disabled people (ensure consideration of a range of impairments including visual and hearing impairments, mobility impairments, learning disability etc)	Visual disability can be adversely impacted upon as well as those groups with learning disability.	
4.3	Age – identify the impact/potential impact of the policy on different age groups	Terminology needs to be addressed. Plain English to be used where appropriate Plain English Campaign Crystal Mark See also 'Drivel Defence' software to ensure web pages to be checked for plain English Plain English Campaign Drivel Defence Alternate Words A-Z	

		http://www.plainenglish.co.uk/alternative.pdf A-Z of Financial Terms http://www.plainenglish.co.uk/financialguide.pdf	
4.4	Race – identify the impact/potential impact on different black and minority ethnic groups	May adversely impact on those group for whom English is not their first language	
4.5	Sexual orientation - identify the impact/potential impact of the policy on lesbians, gay men, bisexual and heterosexual people	Terminology need to be considered to ensure it is politically correct	
4.6	Religion/belief – identify the impact/potential impact of the policy on people of different religious/faith groups and also upon those with no religion.	Neutral	
	Key questions	Answers/notes	Actions required
4.7	Have you identified any areas in which the policy/service or function is indirectly or directly discriminatory? If you answer yes to this please refer to legal services on whether this is justifiable within legislation.	No	
4.8	If you have identified any adverse impact(s) can it be avoided, can we make changes, can we lessen it etc? (NB: If you have identified a differential or adverse impact that amounts to unlawful discrimination, then you are duty bound to act to ensure that the Council acts lawfully by changing the policy or proposal in question).	No clear adverse impacts identified.	Need to embed process when producing any key communication documents
4.9	Are there additional measures that could be adopted to further equality of opportunity in the	Ensure equality issues are considered	Maintain and update training at regular intervals.

	context of this policy/service/function and to meet the particular needs of equalities groups that you have identified?		
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5.	Internal processes for the organisation – to be explored at the end of the mentoring process.
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Making a decision in the light of data, alternatives and consultations			
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	Key questions	Answers/notes	Actions required
5.1	How will the organisations decision making process be used to take this forward?	Training via workshops, theatre groups, EIA process	To continue to embed equality considerations into general work practices

Monitoring for adverse impact in the future			
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	Key questions	Answers/notes	Actions required
5.2	What have we found out in completing this EqIA? What can we learn for the future?	All modes of communication need to be duly considered for the impact they may have with regard to the 6 strands of equalities	Make translation service known to recipients
5.3	Who will carry out monitoring?	Jamie Whittard	
5.4	What needs to be monitored?	Changing ethnic groups within B&NES Any feedback / complaints	
5.5	What method(s) of monitoring will be used?	Ad Hoc as well as those identified in this assessment	

5.6	How will the monitoring information be published?	Feedback if appropriate	
Publication of results of the equality impact assessment			
	Key questions	Answers/notes	Actions required
5.7	Who will take responsibility for writing up the EqIA report?	Jamie Whittard	
5.8	How will the results of the EqIA be published?	Refer to Equalities Team	
5.9	Who will take responsibility for this?	Sue Timbrell	

6. Bath and North East Somerset Council Equality Impact Assessment Improvement Plan

Please list actions that you plan to take as a result of this assessment (continue on separate sheets as necessary). These actions need to be built into the service planning framework and targets should be measurable, achievable, realistic and time bound.

Title of service/function or policy being assessed:

Name and role of officers completing assessment:

Date assessment completed:

Issues identified	Actions required	Progress milestones	Officer responsible	By when
Need to ensure staff have adequate training in equalities and	Training to be maintained		Team Leader/Equalities	On going

the potential impact			Representative Finance	

Once you have completed this form, use it as a basis for writing a report of the Equality Impact Assessment. Keep a copy of the form as a record of the processes you have been through in carrying out the EqIA and send one copy to the Equalities Team (equality@bathnes.gov.uk, or by post to Equalities Team, Keynsham Town Hall, Bristol, BS31 1NL

Please contact your Directorate equalities officer for advice and guidance.

Major Projects: Cordelia Johnney
 Support Services Louise Murphy
 Customer services – Cordelia Johnney
 Improvement and performance – Louise Murphy
 Children’s services – Louise Murphy
 Adult Social services and housing – Samantha Jones
 Democratic and legal services - Samantha Jones

Corporate Equalities Team

October 2008