

## Full Equality Impact Assessment Worksheet

This worksheet has been developed to help you conduct an Equalities Impact Assessment (EIA) on a policy, service or function. It should be read in conjunction with the Initial Screening Template that will have been completed before work began on this Full EIA.

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.

There are 6 stages to completing an EIA. These are:

1. Initial screening
2. Scoping and defining
3. Information
4. Making a judgement
5. Action planning
6. Publication and review

You will have already completed an Initial Screening before deciding to progress to a Full EIA. This Worksheet will help you cover the remaining 5 stages.

## **Introduction**

<b>Title of service, function or policy being assessed</b>	Reprovision of Sherd Lodge
<b>Is this service, policy or function; (tick all that apply)</b>  <div style="display: flex; justify-content: space-between;"> <div> <b>New</b> <input checked="" type="checkbox"/>  <b>Revised</b> <input type="checkbox"/>  <b>Existing</b> <input type="checkbox"/> </div> <div> <b>Discretionary</b> <input checked="" type="checkbox"/>  <b>Statutory</b> <input checked="" type="checkbox"/>  <b>Combination of Statutory and Discretionary</b> <input checked="" type="checkbox"/> </div> </div> <b>At what level is the driver for this service, policy or function</b> <div style="display: flex; justify-content: space-between;"> <div> <b>Ward</b> <input type="checkbox"/> <b>Local</b> <input checked="" type="checkbox"/> </div> <div> <b>Regional</b> <input type="checkbox"/> <b>National</b> <input checked="" type="checkbox"/> </div> </div>	
<b>Name of Department and Service</b>	Adult Social Care - Sherd Lodge EPH
<b>Names of the people undertaking the assessment and their job role or organisation that they represent</b>	Jennifer Lascaris - Senior HR Adviser Sandra Legate - Equalities Manager Dee Colam - Service Manager
<b>Name and telephone number of the Lead Officer for the EIA</b>	Jennifer Lascaris - 01582 548198
<b>Date(s) of assessment period</b>	June 09 to March 2010

**Please use the spaces in the following tables to either answer the question or make notes to help you remember actions that you need to undertake to be able to answer the question. When you submit the final completed EIA only include the answers to the questions**

## **Part 1 – Scoping and Defining**

<b>Identify the aims of the policy/service/function and how it is implemented.</b>	
<b>Key questions</b>	
1. What are the aims and intended outcomes of the policy/service/function?	Reprovision of Sherd Lodge in line with government guidelines on standards of residential care.
2. Whose need is it designed to meet?	Service Users - ensuring high quality service needs are met.
3. Who are the main stakeholders?	Service Users Luton Borough Council Employees of Sherd Lodge
4. What is the driver for this policy, service or function? Who is responsible for the delivery of this policy, service or function?	National guidelines on standards. Penny Furness-Smith, Corporate Director of Housing & Community Living.
5. Are there any areas of the policy or function that are governed by discretionary judgement? If so is there clear guidance on how to exercise these?	The only discretionary judgement element could be found in relation to voluntary redundancy payments which would be subject to consideration if requested.
6. What factors or forces are at play that could contribute or detract from the expected aim, objective or purpose of the policy/service/function?	Present economic climate and high unemployment rates.
7. Could the actions of a single person influence how, or to whom, the service, policy or function is implemented? How is, or will, consistency be monitored?	<b>No. all actions based on clear defined organisational policies and procedures. ie. LBC Organisational Change Policy and Redeployment Policy</b>
8. How do the intended outcomes meet or hinder other policies, values or objectives of the public authority?	<b>Dignity and Respect Agenda of LBC includes clear and meaningful consultation with staff.</b>
9. Does the local authority work with other individuals or organisations in relation to the implementation of this policy function? If so, how?	HR representatives will collaborate with Trade Unions and other external/internal advisors where appropriate to ensure staff have all relevant info. Eg. pension specialists, advocacy.
10. Do any of the six key equalities groups have particular needs relevant to the policy.	Women make up 92% of the workforce. Of these . Of these 44% are over 50 years of age. Therefore of the equalities groups gender and age are of particular prominence.

11. Taking the six strands of equalities, is there anything in the policy, service, function that could, in the way that it's applied, discriminate or disadvantage any groups of people? If, Yes please show mitigating actions in Part 3.	The disadvantage is particularly prominent for women over the age of 50, this is due to the make up of the workforce.
12. <u>Community Relations</u> How does the policy, service or function contribute to better Community Cohesion? How will it promote good relations between the different communities served? What opportunities are there for positive cross cultural contact between communities, e.g. between younger and older people or between people of different faiths?	Not applicable
13. <u>Policy Priorities</u> How does the policy, service or function fit with the Council's wider aims and priorities including those of the LSP? What factors or forces are at play that could contribute to or detract from the expected aim, objective or purpose of the policy, service or function?	Not applicable

**Part 2 - Consideration of available data, research and information (to ensure evidence based decision making)**

**Key questions**

<p>14. What analysis of quantitative data do you already have about who uses and delivers this service or policy? (e.g. census data, employee data, customer profile data etc)</p>	<p>Workforce make up:  50 employees in total  46 females - 92%  4 males - 8%</p> <p>1 Head of Home (Grade M1)  6 Care Team Leaders (Grade L5)  1 Cook in Charge (L3)  1 Administrator (L3)  1 Cook (L2)  24 Care Assistants (Grade L2)  6 Care Assistants (Nights) (Grade L2)  1 Domestic (Grade L1B)  6 Domestic/Kitchen Assistants (Grade L1B)  1 Handyperson (Grade L1B)  2 Laundry/Sewing Persons (Grade L1B)</p> <p>27 white females - 58.69% of female staff  16 black/black british females - 34.78%  3 asian/asian british females - 6.52%</p> <p>22 females over age 50 = 44%  77% - white  14% - black/black british  9% - asian/asian british</p> <p>13 females work 20 hrs or less per week = 28%</p> <p>20 females work between 21 and 30 hrs per week = 43%</p> <p>13 females work between 35 and 37 hrs per week = 28%</p> <p>71% of females work less than 30 hours per week</p> <p>2 female employees regarded as having a physical impairment = 4%</p> <p>7 female employees with less than 2 years service = 14%</p> <p>2 female employees with less than 1 years service = 4%</p> <p>(see attached sheet for further stats)</p>
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15. What analysis of qualitative data do you already have about who uses and delivers this service or policy? (e.g. results of customer satisfaction surveys, results of previous consultations, staff survey findings etc).	Not applicable
16. What information did you gather to ensure that all equality groups' needs are taken into account?	Trent Data monitoring info on six equalities strands plus 1 to 1 consultation interviews with staff. Information from payroll with regard to nos. of employees who were members of the Local Government Pension Scheme and over age 50. Additional info from Trent with regard to the number of part-time and full time employees, and those regarded as having a disability.
17. What additional information is required and how are you going to go about getting that information?	The 1 to 1 consultation interviews will extract further information such as any DDA considerations, reasons for limits on hours of working (ie. childcare /carer responsibilities). Training requests such as interview skills training or training in IT skills to enhance redeployment opportunities.

**Formal consultation/involvement/participation (include within this section any consultation you are planning along with the results of any consultation you undertake)**

\* Involvement is required in addition to consultation for some equalities groups in order to meet the Equalities Duties. If you're unsure as to which groups need to be involved in your EIA and at what stage, you should contact your Departmental Equalities Coordinator for guidance.

18. Who did you consult with and/or involve?	Informal consultation with staff and Trade unions on: 21.01.09, 27.01.09 and 05.02.09. Formal Consultation with staff and Trade Unions on: 19.5.09, 25.5.09, 27.5.09, 3.06.09, 20.07.09. Formal group consultation ran from 18.5.09 to 17.07.09. Formal 1:1 individual consultation meetings with staff and Trade Unions on: 29.06.09, 01.07.09, 08.07.09, 10.07.09, 21.07.09
19. What method(s) / form(s) of consultation/involvement/participation was used?  How was the Council and/or Departmental consultation team involved?	Informal Group Consultation and briefings led by the Service Manager, Provider Services. Meetings took place on: Letters advising of the proposals were sent out to all staff on: Formal Group Consultation meetings and 1 to one individuals meetings were held which included the employee, HR Rep, Resource Manager and Trade Union Rep. Written correspondence was forwarded to the employee following the one to one meeting.

20. What were the main issues arising from the consultation for each of the six equalities groups? This will help to ensure evidence based decision making.	<p>Training needs in interview skills training.</p> <p>Assistance in completing the redeployment application form.</p> <p>Consideration given to those staff who have less than a years service and would not therefore be eligible for redeployment or a redundancy payment.</p> <p>Requests for figures on voluntary redundancy and pensions estimates where applicable.</p>
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## **Part 3 – Making a Judgment**

<b>Assessment of impact</b>	
Based upon the data you have analysed, and/or the results of consultation, involvement and research, use the spaces below show what judgement you have made (see the EIA guidance documents for advice on how to make the correct judgement) and explain the reasons for that judgment. There should be a clear link between the evidence you have provided in Part 2 and the reasons you give.	
	<b>Impact or potential impact (adverse, positive or neutral) and reasons</b>
<b>Gender</b> – identify the impact/potential on women, men and transgender people	Adverse on women particularly those over age 50.
<b>Disability</b> - identify the impact/potential impact on disabled people (ensure consideration of the different types of impairments e.g. visual and hearing impairments, mobility impairments, learning disability etc)	6% of workforce regarded as having a physical impairment, therefore consideration needs to be given to reasonable adjustments when matched to suitable alternative employment.
<b>Age</b> – identify the impact/potential impact on different age groups (Older People, Children & Young People and Adults)	<p>46% of total workforce is aged over 50. These employees will require financial planning and pensions advice as they will be eligible to take their pension if suitable alternative employment is not found.</p> <p>44% females aged over 50 2% males aged over 50</p> <p>70% of total workforce works less than 35 hours per week.</p>
<b>Race</b> – identify the impact/potential impact on different black and minority ethnic groups (White, Mixed, Asian or Asian British, Black or Black British & Chinese or other ethnic group)	<p>42% of total workforce is BME which includes: 34% black/black british and 8% asian/asian british</p> <p>58% of total workforce is white</p>

<b>Sexual orientation</b> - identify the impact/potential impact on lesbians, gay men, bisexual and heterosexual people	Breakdown neutral: 56% - Heterosexual 44% - Declined to specify
<b>Religion/belief</b> – identify the impact/potential impact on people of different religious/faith groups and also upon those with no religion.	34% - Declined to specify 4% - No religion 4% - Not known 2% - Sikh 2% - Hindu 54% - Christian
<b>Cohesion</b> – Could there be a disproportionate impact on particular communities or geographical parts of the town – is this justifiable?	No
<b>Inclusion</b> – Could the policy affect or have the potential to affect people on low income adversely or positively? In what way?	Potentially adverse. 82% of workforce are on grade L1b - L2 the majority of whom work part time. Affect will be determined by whether there are sufficient suitable alternative part-time positions via redeployment. Of the 46% who are over age 50 should they be eligible to take their LGPS this may have an effect on any state benefits if they then find alternative employment. 16% of workforce are on grades L3 - L5.  As at 30 July 2009 - 32% of the workforce (16 employees) have provisionally secured suitable alternative employment within other EPHs, with start dates to be confirmed, dependent upon final dates agreed.
<b>Health Impact</b> – Could the policy affect or have the potential to affect the health of people adversely or positively? In what way?	Potentially adverse. Employees may suffer worry and anxiety with regard to their futures whilst the process is ongoing.
<b>Human Rights Impact</b> – Were any Human Rights implications identified?	No
21. 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 you Departmental Equalities Coordinator on whether this is justifiable within legislation.	Commence pre-redeployment at earliest possible stage. Assess training requirements and provide accordingly. Provide advice and information on pensions.



<p>22. 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).</p>	<p>Commence pre-redeployment process at earliest possible stage. Freeze recruitment of all permanent posts within ASC that could be considered suitable alternative employment for Sherd employees. Assess employees training requirements and provide suitable training accordingly. Provide information on pensions/benefits if requested to do so.</p>
<p>23. Are there additional measures that could be adopted to further equality of opportunity in the context of this policy/service/function and to meet the particular needs of equalities groups that you have identified?</p>	<p>Full Human resources support will be given in conjunction with support from the Trade Unions all in accordance with LBC policy and procedures/guidelines.</p>

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## **Part 4 – Action Planning**

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.

	<b>We have identified the following areas for improvement</b>	<b>Priority 1-5 (1 is high)</b> See Guidance notes for advice on prioritisation	<b>Responsible Officer(s)</b> Who is responsible for making sure it happens?	<b>Resources Required</b> What needs to be in place for you to do it? Are those things in place? When will they be in place?	<b>Potential Barriers</b> What could get in the way of making the improvements	<b>Potential Solutions</b> What should be done to remove any barriers	<b>How will you know if you've achieved the improvement you want?</b> What will be happening to show that there's been an improvement?	<b>How are you planning to involve stakeholders and community Members?</b>
	Provision of Benefits/ Pension Advice	3	J Lascaris/K Illett/ Head of Home	Co-ordinate suitable dates with Exchequer Services, Finance - Oct 09 to March 2010	Lack of staff take up	Widely publicised. Inform Trade Unions	Feedback from Staff Head of Home	Circulate relevant info to Employees
	Arrange Training in Interview Skills Techniques for staff	2	Head of Home,	Corporate Training input Between Jul 09 and Nov 09. Sessions will be arranged			Feedback from Staff Head of Home	Advise all employees of training date sessions planned

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## Monitoring of the Action Plan

Monitoring	
What needs to be monitored?	Ongoing assessment of redeployment process
Who will carry out monitoring?	J Lascaris and Karen Ilett
What method(s) of monitoring will be used?	Ongoing communication with Service manager, Head of Home and maintain upkeepr of master record detailing redeployment vacancies and take up.
When will Monitoring take place and how often?	Weekly
How will progress against the Action Plan and the results of monitoring be reported and published?	Feedback to Service Manager via email and meetings.

## Part 5 – Publication and review

Publication	
Where will the results of the EIA be published?	
Who will take responsibility for this?	
Review	
When will the service, policy or function next be reviewed and who is the Lead Officer?	

Complete the section below and send the whole document to your Departmental Equalities Coordinator who will either agree your decision or return to you with questions if they feel that some areas need further consideration.

**Please also send a copy to the Equalities Unit.**

Completion of Equalities Impact Assessment.	
The Lead Officer and the Departmental Equalities Coordination should sign off the completed EIA once it has been agreed and that they, on behalf of their Department, take responsibility for it's accuracy.	
Signed (Lead Officer):	
Name	Jennifer Lascaris
Date:	20/08/2009
Signed (Dept Equalities Coordinator):	Sandra Legate
Date:	20/08/2009

Once this EIA has been agreed it can be used as the basis for writing the Equalities Implications section of Committee Reports