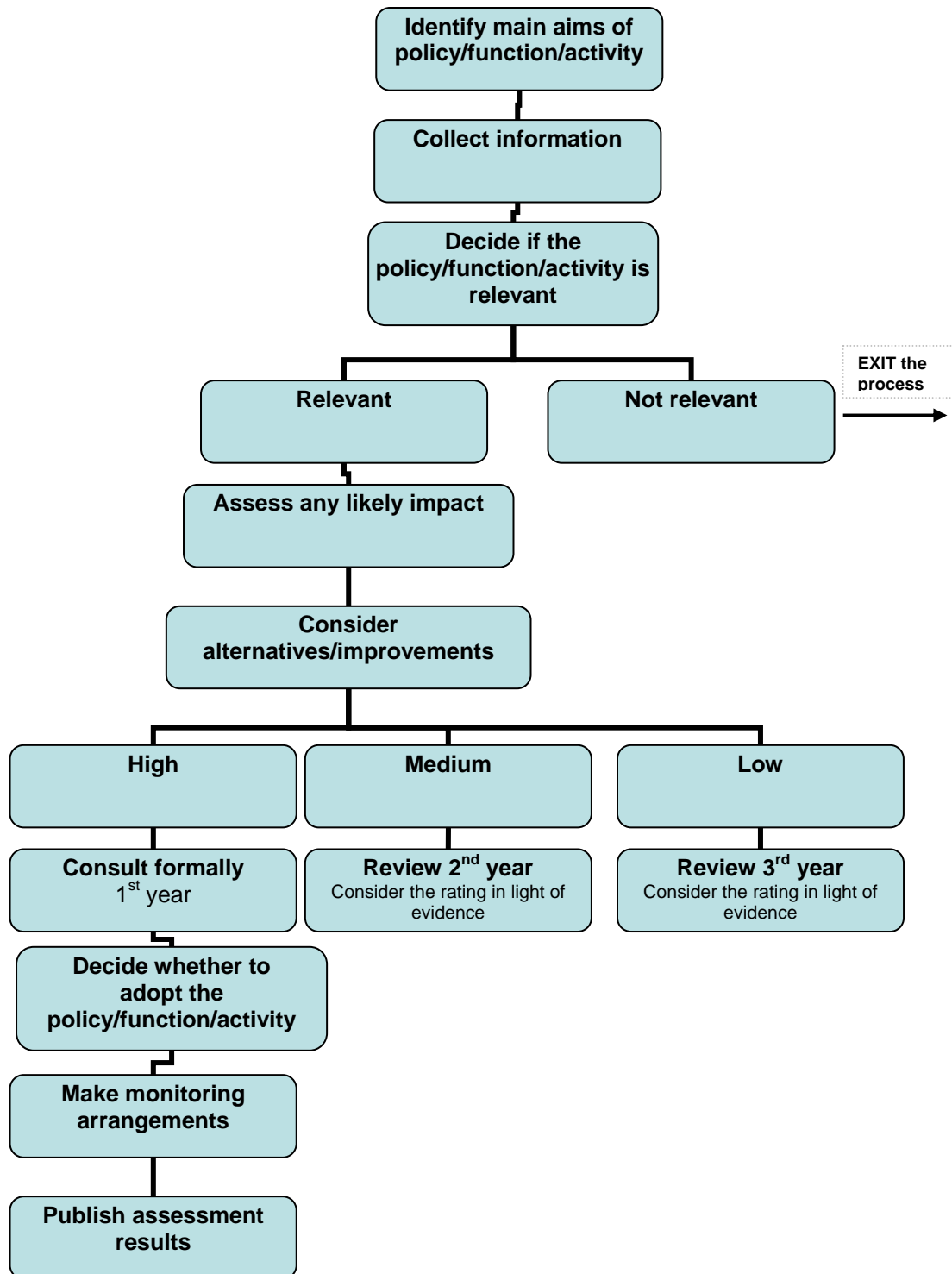


1. Equality Impact Assessment flow-chart:



2. Prioritised Equality Impact Assessment Plan

Organisation/Partnership:			
Area:			
Date:			
Policy/Function/Activity Decision to be IA	Lead Person	Contact details	Date of EIA (month/year)

3. Equality screening and Full Impact Assessment template

Note: Please delete guidance notes (in italics) after completing the form

Name of a policy / procedure / function /activity/ project:	
Date:	
Carried out by:	
Name	Role
Aims of the policy / procedure / function /activity/ project:	

Stakeholders:

<p>Considering the purpose of the Equality Impact Assessment process, is the policy (function, procedure, activity, project etc.) relevant?</p> <p style="text-align: center;">Yes <input type="checkbox"/> No <input type="checkbox"/></p>																			
<p>Quick check:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 70%;">✓ <i>Is the policy (function, procedure etc.) concerned with people?</i></td> <td style="width: 10%; text-align: right;">Yes <input type="checkbox"/></td> <td style="width: 20%; text-align: right;">No <input type="checkbox"/></td> </tr> <tr> <td>✓ <i>Is the policy (function, procedure etc.) outward looking (i.e. community, employees, partners)</i></td> <td style="text-align: right;">Yes <input type="checkbox"/></td> <td style="text-align: right;">No <input type="checkbox"/></td> </tr> <tr> <td>✓ <i>Does the policy (function etc.) involve face to face contact?</i></td> <td style="text-align: right;">Yes <input type="checkbox"/></td> <td style="text-align: right;">No <input type="checkbox"/></td> </tr> <tr> <td>✓ <i>Does it include making decisions based on someone's individual Characteristics, circumstances or needs?</i></td> <td style="text-align: right;">Yes <input type="checkbox"/></td> <td style="text-align: right;">No <input type="checkbox"/></td> </tr> <tr> <td>✓ <i>Is there history of long-established pattern of unequal outcomes? (and do I have enough evidence to prove otherwise?)</i></td> <td style="text-align: right;">Yes <input type="checkbox"/></td> <td style="text-align: right;">No <input type="checkbox"/></td> </tr> <tr> <td>✓ <i>Is the policy (function, procedure....) likely to have a significant impact on someone's life or wellbeing?</i></td> <td style="text-align: right;">Yes <input type="checkbox"/></td> <td style="text-align: right;">No <input type="checkbox"/></td> </tr> </table>		✓ <i>Is the policy (function, procedure etc.) concerned with people?</i>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	✓ <i>Is the policy (function, procedure etc.) outward looking (i.e. community, employees, partners)</i>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	✓ <i>Does the policy (function etc.) involve face to face contact?</i>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	✓ <i>Does it include making decisions based on someone's individual Characteristics, circumstances or needs?</i>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	✓ <i>Is there history of long-established pattern of unequal outcomes? (and do I have enough evidence to prove otherwise?)</i>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	✓ <i>Is the policy (function, procedure....) likely to have a significant impact on someone's life or wellbeing?</i>	Yes <input type="checkbox"/>	No <input type="checkbox"/>
✓ <i>Is the policy (function, procedure etc.) concerned with people?</i>	Yes <input type="checkbox"/>	No <input type="checkbox"/>																	
✓ <i>Is the policy (function, procedure etc.) outward looking (i.e. community, employees, partners)</i>	Yes <input type="checkbox"/>	No <input type="checkbox"/>																	
✓ <i>Does the policy (function etc.) involve face to face contact?</i>	Yes <input type="checkbox"/>	No <input type="checkbox"/>																	
✓ <i>Does it include making decisions based on someone's individual Characteristics, circumstances or needs?</i>	Yes <input type="checkbox"/>	No <input type="checkbox"/>																	
✓ <i>Is there history of long-established pattern of unequal outcomes? (and do I have enough evidence to prove otherwise?)</i>	Yes <input type="checkbox"/>	No <input type="checkbox"/>																	
✓ <i>Is the policy (function, procedure....) likely to have a significant impact on someone's life or wellbeing?</i>	Yes <input type="checkbox"/>	No <input type="checkbox"/>																	
<p><i>Exit the process if you answered no to all of the above questions, otherwise please continue.</i></p>																			

Potential impact on target groups:

Target group	Potential impact <i>Please describe</i>	Measures currently in place
<p>Race <i>(also ethnicity, nationality and associated aspects such as culture and language)</i></p> <p>Gypsies and Travellers</p>		<p><i>If none, please note in the "Proposed actions" section below and reflect in the Directorate plan</i></p>
<p>Disability <i>(consider full rainbow of mental and physical impairments: mobility, manual dexterity, speech, hearing, learning, understanding, visual sight, MS, cancer, HIV etc.)</i></p>		
<p>Gender <i>(consider associated aspects e.g. safety, single-parenting, caring responsibility, potential for bullying and harassment,</i></p> <p>Transgender</p>		
<p>Sexual orientation <i>(includes heterosexual, lesbian, gay, bi-sexual)</i></p>		
<p>Age <i>(including all groups - children, young people, working age, elderly)</i></p>		
<p>Religion and belief <i>(the most common religions include Hinduism, Judaism, Buddhism, Christianity, Islam, Sikhism, Shinto, Nonconformists)</i></p>		
<p>Rural issues</p>		
<p>Socio-</p>		

economic issues		
Other (there may be other target groups relevant to your service)		

Is the Policy/Function likely to have an impact on Human Rights?:

We all have basic human rights which must be upheld. Human rights are about ensuring Fairness, Respect, Equality, Dignity and Autonomy (FREDA) for everyone. Everyone has the right to enjoy their basic human rights such as right to life and not be treated in an inhuman or degrading manner, protected by the Human Rights Act 1998.

Evidence:

Evidence to support the above answers. Customers' equality data monitoring and how the results inform service provision. Please consider quantitative, qualitative research, national and international evidence, results of any consultations you might have carried out.

Proposed actions (to be reflected in any plans):

Actions emerging from the "Potential impact on target groups" and the "Evidence" sections in order to address any gaps

Action	Target date	Responsibility

Rating:

In light of the above how would you rate the impact of your policy/function etc. on any of the target groups, for guidance please see footnotes.

	Race	Disability	Gender	Sexual orientation	Age	Religion & belief	Rural Issues	Other
High¹ Please continue below								
Medium² Please exit the process								

¹ High = significant potential impact, risk of exposure, history of complaints, no mitigating measures in place or no evidence available, urgent need for consultation with service users, general public, employees

² Medium = some potential impact, some mitigating measures in place but no evidence available how effective they are, would be beneficial to consult with service users, general public etc. but not urgent

Low³ <i>Please exit the process</i>								
--	--	--	--	--	--	--	--	--

Important!

Only policies (functions, procedures etc.) rated as high have to be fully Impact Assessed. Full Impact Assessment requires consultation with members from the target groups highlighted as being at the receiving end of any potential impact. EIA consultation exercises will be undertaken by relevant service with the help and support of the Research and Intelligence team and Equality and Diversity Officers.

Full Equality Impact Assessment part:

Affected target group <i>(e.g. people with disabilities)</i>					
Any particular segment within the target group <i>(e.g. people with learning disabilities)</i>					
Specific issues to be a subject of consultation <i>(e.g. how could your organisation or partnership make its annual financial results understandable to people with learning disabilities, what support needed etc.?)</i> You can access help from e.g. Research and Intelligence team: beverley.wilson@cheshirewestandchester.gov.uk					
Outcomes of consultation					
What changes have been made as a result of the consultation outcomes					
Feedback given to the consultees? Yes/No					

.....

Lead person responsible for the EIA

Date:

Next review of the EIA, measures put in place, changes:

(high – 1 year, medium – 2 years, low – 3 years)

³ Low = almost bordering with non relevance to the EIA process (heavily legislation led - very little discretion exercised, limited public facing aspect)