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1 Introduction

Equality Impact Assessment (known as an EIA) is a positive process, aimed at improving practices and the way we think about what we do in order to proactively reduce inequality. We do this to ensure everyone can benefit from the policies, practices and services of the Trust.

1.1 Our Journey to Change (OJTC)

This policy is critical to the delivery of OJTC and our ambition to co-create safe and personalised care that improves the lives of people with mental health needs, a learning disability or autism. It helps us deliver our three strategic goals as follows:

- This policy supports the trust to co-create a great experience for all patients, carers and families from its diverse communities by:
 - Outlining the trust's commitment to provide services that meet people's needs and are available and accessible to its diverse communities and that any barriers to accessing services that are identified through the process of completing equality impact assessments are removed
 - Detailing the equality impact assessment process that the trust will take to ensure that its services meet the needs of its diverse communities
- This policy supports the trust to co-create a great experience for all colleagues from its diverse communities by:
 - Outlining the trust's commitment to ensuring that equality impact assessment process also supports staff from protected groups to ensure that they have the same outcomes and experiences as other staff.

2 Purpose

The aim of this guidance is to provide additional support to Trust staff who may find themselves responsible for conducting equality impact assessments. The [Equality Impact Assessment Policy](#), Ref: CORP-0052 contains further information.

3 Who this procedure applies to

- All staff who complete equality impact assessments

4 Related documents

This guidance describes what you need to do to implement the [Equality Impact Assessment Policy](#).

[Human Rights, Equality Diversity and Inclusion Policy](#)

[Governance of policies policy](#)

[Guidance for writers procedure](#)

5 How to conduct a good equality impact assessment:

To conduct a good equality impact assessment, you will need to:

- Think about what you are doing from the perspectives of different groups of people. This can be quite hard to do, and this is why we recommend engagement, involvement and consultation
- Start your EIA at the beginning of the process and not at the end. You cannot consider equality in hindsight; the legislation expects you to be anticipatory and proactive, not reactive.
- Consider equality and make positive changes to the policy, service, project etc that you are responsible for. Don't forget to include information on your changes in the final version of the EIA. Nothing demonstrates positive cultural change like a well thought out and completed EIA.
- Ask us questions – We will probably have heard them before. You might feel a bit silly for a few minutes, but it's better than missing something really important.
- Keep an open mind – Not everyone is the same, people have different needs, in the same way your family, friends and colleagues do.
- Ask yourself honestly, does this feel right?
- Make absolutely certain that the policy is inclusive, or that your project, or service, when it is delivered to service users, their carers or your colleagues will not exclude anyone.

5.1 Equality Impact Assessment Walkthrough

The [Equality Impact Assessment Walkthrough](#) (see page 12) has been created to help you put EIAs into context. We appreciate that people are often anxious about getting equality right. We really want you to be able to learn how to embed equality into everything you do. The EDI & HR Team are here at the end of the phone or by email, should you need us to support you.

5.2 Ideas Sheets

At the back of this guidance are seven ideas sheets aimed at providing additional insight, context and ideas for you to consider. It is possible to apply most of the information in each one of the sheets across to many of the different protected characteristics. Good practice impacts positively on many groups of people!

6 FREDA – NHS Human Rights in Health Care

The spirit and principles of NHS Human Rights in Health Care are embedded into the Trusts approach to Equality Impact Assessment.

Human rights belong to everyone. They are the basic rights that we all have simply because we are human, regardless of who we are, where we live or what we do. Human rights represent all the things that are important to us as human beings, such as being able to choose how to live our lives and being treated with dignity and respect.

6.1 Why are human rights important in healthcare?

Every single person in the UK comes into contact with the NHS at some point in their lives, usually when they are at their most vulnerable. Therefore, it is essential that human rights are taken into account when delivering services to ensure high quality care. The Equality Impact Assessment has a section which looks at identifying any human rights implications.

Putting human rights at the heart of the way healthcare services are designed and delivered can ensure better services for everyone, with patient and staff experiences reflecting the core values of fairness, respect, equality, dignity and autonomy.

Human Rights in Health Care - A Short Introduction – Department of Health 2008

Human rights are based on a number of core values, including:

F.R.E.D.A.

Fairness

- Is to treat every human being with respect, dignity, equality and autonomy

Respect

- To be polite
- To listen
- To value yourself and other people

Equality

- Not treating someone differently, less importantly or less valuably because of their disability or the colour of their skin, who they love, what they believe in or how old they are etc.

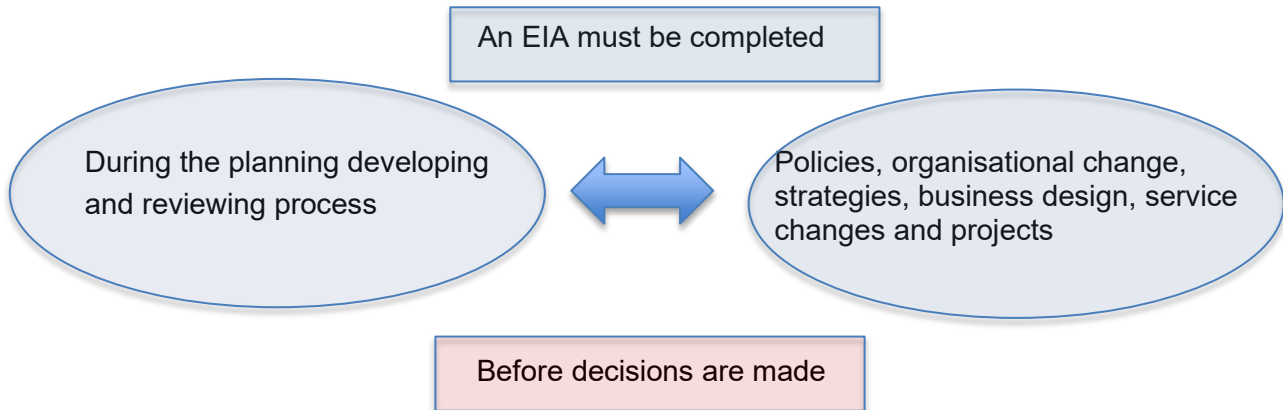
Dignity

- To respect someone's privacy
- To listen to someone about how they would like to be treated

Autonomy

- To respect people's wishes and choices
- To allow people to make choices on their own or with support if they need it
- To help people to be as independent as possible

7 When should I undertake an Equality Impact Assessment?



Benefits

Gives supporting evidence that the Trust is compliant with the Equality Act 2010
 It helps demonstrate 'due regard' which means the Trust can show that it takes equality seriously
 It means that the policy, project etc that you are responsible for can be ratified by the Management Group / Executive Directors Group / Trust Board of Directors

Equality Impact Assessment

Checking whether the policy, strategy, function or service that has the potential to, or is likely to require a full equality analysis screening. Positive impacts that are identified can be promoted and best practice shared throughout the Trust. At this stage you consider how you could evidence, if asked that the policy, function, strategy or service is fair, inclusive and does not discriminate.

Full Equality Analysis

When a policy, strategy, function or service is inaccessible to protected characteristic groups or it is likely to have a negative impact on those groups. A full Equality Analysis is completed in order to determine how much these impacts can be redirect or removed completely by finding a solution or an innovative approach that will enable equality. Trust staff will be supported by the Equality, Diversity Inclusion and Human Rights Team at this stage.

Implement changes

Implementing, monitoring and reviewing changes to ensure that negative impacts can be identified and addressed. All policies, strategies, functions and services will be reviewed every three years or when there is a change that is not trivial or minor.

7.1 Why conduct an Equality Impact Assessment?

An Equality Impact Assessment supports you to identify the Trust's impact on equality. Focusing on **what** the Trust does and **how** it does it enables you to identify whether or not there will be any negative impact on particular groups of people. There are nine protected characteristics, and they must be considered together and individually.

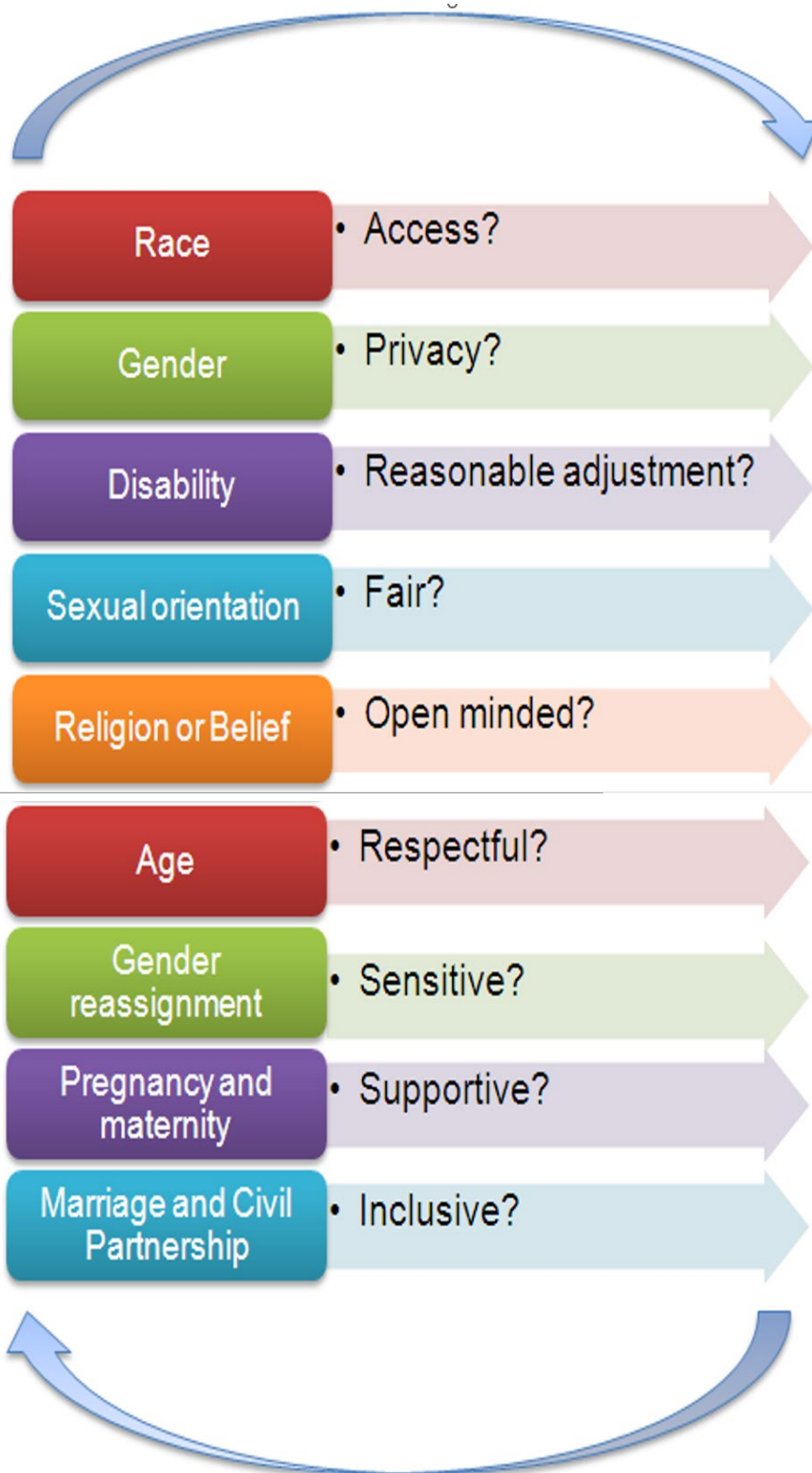
In line with the Armed Forces Covenant, it is also crucial to ensure that considerations are made to identify any negative impact on members of the Armed Forces Community and their families. This is to ensure that they are being treated fairly and have the same access to services as any other citizen.

For example, access to health care could be impacted if a member of the Armed Forces Community was on a waiting list for treatment but was then posted somewhere else in the country, they would be potentially moved to the bottom of the waiting list in another Trust.

Another example of potential negative impact could be in relation to family well-being / time with family which could be impacted if an annual leave procedure stated that staff needed to give a certain amount of notice to request annual leave.

The Trust must be sure that what it does has positive, rather than negative impacts on the communities it serves. Many of your outcomes will be positive, in which case you will want to capitalise on them (share and spread your knowledge and good practice), or negative. Learn lessons implement changes and share experiences and knowledge.

7.1.1 Equality Impact Assessment



7.2 Equality Impact Assessment Screening

What are you doing?

What is the specific policy or activity you are assessing?

Why are you doing it?

What are the aims of the policy or activity? If it is a service relocation, to reduce costs, for instance, is it likely to continue to meet the needs of service users? It will be important, therefore, to involve, engage and consult as financial reasons alone are not always reasonable justifications to provide a lesser service. This needs to be taken into account when considering the impacts of whether or not the newly located service will remain fit for purpose and continue to meet the needs of our local communities.

Where are you doing it?

- What is the location like and what is it generally used for? How far are people going to have to travel and is there public transport? How appropriate is it for the activity in question, and for your target audience?
- If it is not face-to-face, or it is being undertaken in other ways in addition to face-to-face, then what channels will be used: telephone, internet, leaflets, DVD, CD, staff intranet and so on.

When are you doing it?

If it is a finite activity, when will you be doing it? Does it overlap with religious festivals, public holidays, school holidays and so on? What time of day are you doing it?

Who it will affect?

- Who is this activity or policy aimed at? What are the needs of the particular groups who will be affected?
- Relevant legislation not limited to The Equality Act 2010, for example The Mental Health Act;
- Statistics relating to the population in the Trust's area of activity (including specific areas if the activity or policy is localised)
- Engagement and feedback from local protected characteristic groups
- Research
- Service user, carer or staff survey feedback
- Consultations

- Data
- Data analysis to assess whether or not the service is accessed by all groups

How it will affect different groups of people?

This is the equality analysis per se. Each of the groups should be considered and the impact on them noted: whether it is positive or (disproportionately) negative.

It may be appropriate to engage people from different groups at this point in order to ensure they agree with the analysis identified and nothing significant has been missed, in particular if the activity or policy is complex and it is not clear how it may impact different groups. If the activity or policy is not complex, this can be done through consultation at a later stage.

When thinking about services it is likely that you will need to consider whether or not people from the protected characteristics could access the service should they wish to do so? Consider any barriers that may hinder or stop a group accessing services, this could include considering cultural differences or a barrier in terms of something that is missing from the service that would need to be there in order for a group to access and receive the service on equal terms.

8 Equality Impact Assessment Walkthrough

Section 1	Scope
Name of service area/directorate/department	
Title	
Type	
Geographical area covered	
Aims and objectives	<p>What is it that you are trying to achieve? If it's a policy this can usually be found within the policy aim, scope, or introduction.</p>
Start date of Equality Analysis Screening	
End date of Equality Analysis Screening	

This is the area that the policy, service, project etc will cover. Trust wide, Redcar and Cleveland,

The date your line manager directs you to write the policy, review it, begin a new project

This date needs to be just before ratification, approval, or commencement of the project.

Include all the stakeholders that will benefit from what you are going to achieve.

Section 2	Impacts
Who does the Policy, Service, Function, Strategy, Code of practice, Guidance, Project or Business plan benefit?	
Will the Policy, Service, Function, Strategy, Code of practice, Guidance, Project or Business plan impact negatively on any of the protected characteristic groups? Are there any Human Rights implications?	<ul style="list-style-type: none"> • Race (including Gypsy and Traveller) YES / NO • Disability (includes physical, learning, mental health, sensory and medical disabilities) YES / NO • Sex (Men and women) YES / NO • Gender reassignment (Transgender and gender identity) YES / NO • Sexual Orientation (Lesbian, Gay, Bisexual, Heterosexual, Pansexual and Asexual etc.) YES / NO • Age (includes, young people, older people – people of all ages) YES / NO • Religion or Belief (includes faith groups, atheism and philosophical beliefs) YES / NO • Pregnancy and Maternity (includes pregnancy, women / people who are breastfeeding and women / people on maternity leave) YES / NO • Marriage and Civil Partnership (includes opposite and same sex couples who are married or civil partners) YES / NO • Armed Forces (includes serving armed forces personnel, reservists, veterans and their families) YES / NO • Human Rights Implications YES / NO
Describe any negative impacts / Human Rights Implications	
Describe any positive impacts / Human Rights Implications	

Consider all the groups together and individually, and then answer Yes or No.

Detail the impacts/implications

What if I don't know? You may need to do some further involvement, engagement, or consultation if you do not have the supporting evidence.

To give you additional context, we have provided a list of common sources of information that you may have considered. You can add your own below 'Other'.

Section 3	Research and involvement
What sources of information have you considered? (e.g., legislation, codes of practice, best practice, nice guidelines, CQC reports or feedback etc.)	
Have you engaged or consulted with service users, carers, staff and other stakeholders including people from the protected groups?	<p>Who are the stakeholders? Do not put service user or carer names on the form.</p>
If you answered Yes above, describe the engagement and involvement that has taken place	
If you answered No above, describe future plans that you may have to engage and involve people from different groups	

Listening to what people say is vital as service users, carers and other stakeholders

We (the E&D Team) need to know if you identify a training need that relates to equality, diversity, or human rights.

Section 4	Training needs
As part of this equality analysis have any training needs/service needs been identified?	Yes/No* *Delete as appropriate
Describe any training needs for Trust staff	
Describe any training needs for patients	
Describe any training needs for contractors or other outside agencies	

This is an opportunity to consider whether there are any gaps in your knowledge relating to the communities you serve.

Check the information you have provided and ensure additional evidence can be provided if asked

8.1 Implementing and monitoring changes – Addressing your findings



8.2 Significance

You will need to determine what will be taken as a significant impact. This will vary from activity to activity. You will also need to be aware of impacts that are only temporary, in order to determine whether they are significant enough to be addressed. For example, if the Trust undertakes a building project, some of the impacts during construction will be temporary, but some of these may be significant enough to address. Such as, moving road crossings so that visually impaired people need greater assistance, ensuring there is adequate parking for people with disabilities and clear signage etc.

8.3 Negative impact

When you identify a negative impact on a protected group this needs to be addressed and either reduced or removed completely if possible. Negative impacts should be checked to ensure that they are not unlawful – e.g., contrary to the Equality Act 2010 or any other piece of legislation. Any such impacts must be removed. Care should be taken that, in addressing an impact for one group, a negative impact is not created for another group.

It will be important to get the views of those affected about the ways in which negative impacts are to be addressed.

Again, the best approach to this depends on the complexity of the activity or policy – the more complex it is, the more important it will be to engage people from protected groups in the process.

8.4 Competing rights

You may come across situations where there may be competing rights. A competing right is a right that has precedence over another right. E.g., On a ward some patients are detained, and some are not. The detained patients have restrictions on their liberty. If we were to unreasonably restrict the access and exit of the non-detained patients in an unjustifiable manner, we would be breaching their human rights. This would disproportionately impact on

service users who share the protected characteristic of disability. This would also amount to unlawful disability discrimination. If the ward was an older people's ward it could amount to dual discrimination because of age and disability. If you believe that this may be the case, please contact the EDI & HR team to discuss.

8.5 Proportionality and balancing multiple risks

The Equality Impact Assessment must be proportional to the organisational change, policy, project etc. that you are analysing and based upon the evidence that you have identified. There may be times when you have to balance the risk of discrimination taking place against another risk which may have the potential for a greater impact on a person's rights e.g., the person's safety or the safety of others. If you believe that this may be the case, please contact the E&D team to discuss.

8.6 Positive impact

There are likely to be positive impacts from policies, services or projects etc. and these should not be overlooked. It is important to manage positive impacts in order to ensure they contribute the greatest possible benefit to the Trust and its stakeholders.

8.7 Monitoring impact

The Equality Impact Assessment will identify potential impacts, whether positive or negative. It is important to monitor the activity or policy as it is implemented to ensure that all impacts were captured and to determine whether the impacts identified occur in practice. The information gathered through monitoring can help in future Equality Impact Assessment, and in assessing any revision of policies, for example. Information should be published so that others undertaking Equality Impact Assessment can refer to it and avoid 'reinventing the wheel'.

It is useful to have one or more groups of people who can assist in monitoring impact – for example, if service user groups already exist, they can be asked to assist. It may in certain circumstances be appropriate to set up a community engagement group to monitor a particular policy or activity, such as a complaints policy, to ensure that it is not having a disproportionately adverse effect on people from a protected group/s.

8.8 EIA Ideas Sheets

The next section includes a variety of ideas sheets aimed at getting you thinking about Equality Impact Assessment. An ideas sheet has been created for a range of different issues from policy development to service improvement or service change.

Please keep in mind that the ideas sheets are for guidance only. It is unlikely that an ideas sheet will exactly reflect the policy or service you are working on, however, it is hoped that each one will give you a better understanding of the overall aim of Equality Impact Assessment and how, when embedded, it supports the Trusts aims in relation to Equality, Diversity, Inclusion and Human Rights in Health Care.

Equality Impact Assessment Ideas Sheet - Writing a Policy

Involvement, Engagement and Consultation	<ol style="list-style-type: none"> 1. You should begin considering the impact of your policy on different groups of people from the moment you are directed to create, review or amend a policy 2. You will need to consider the impact of the policy and its relevance in relation to equality. 3. Remember you are assessing the Trusts impact on equality 4. You may have a policy that has little relevance to equality; however, it is important to make sure that you have not missed something important. Involvement, consultation and engagement will help you ensure you haven't
Access	<ol style="list-style-type: none"> 5. Write the policy using plain English. This makes the policy more accessible to staff who may have different reading abilities or learning styles. For more information on how to write accessible policies please email tewv.policiesmailbox@nhs.net for support 6. Trust staff can access the policy consultation process via All Staff Briefing email and on the trusts intranet – If you require additional staff feedback you could consider promoting your policy in All Staff Briefing email
Communication	<ol style="list-style-type: none"> 7. Make sure that you consult with key stakeholders whilst writing the policy. Think about who else has a stake in how successful the policy implementation is and how well it is going to work in practice 8. If you have any reason to believe that the policy will impact negatively on equality, please contact the E&D team for advice
Other Considerations	<ol style="list-style-type: none"> 9. The policy consultation process involves allowing Trust staff access to your policy via the trusts intranet. It may be worth seeking further advice from the EDI &HR Team when there are issues raised that relate to Equality, Diversity, Inclusion and Human Rights

Equality Impact Assessment Ideas Sheet - Moving a service to a different location

Involvement, Engagement and Consultation	<p>10. Involve, engage and consult with service users, their carers and staff before any decisions are made. This will give you valuable insight into how the Trust can better meet the needs of people with disabilities. It is also an important part of involving people in decisions made about their care.</p> <p>11. Make sure that the engagement and consultation process is inclusive and accessible to people with sight, hearing loss and other disabilities</p>
Access	<p>12. Is the new service location accessible to everyone?</p> <p>13. Consider public transport routes and distance from the bus stop to the service.</p> <p>14. Consider parking and the number of accessible parking spaces.</p> <p>15. Consider other needs, such as additional travel costs and travel time, many people with disabilities have a lower income than other people.</p> <p>16. Is the premises equipped with hearing loops, good signage and clearly marked pathways and dropped kerbs?</p> <p>17. Are the toilets accessible and suitable for people with visual impairment or people who have mobility problems or a medical disability</p> <p>18. Consider the suitability and privacy of rooms used for treatment. Is the room in a suitable location, can a conversation be heard from outside the room by someone walking down an adjoining corridor?</p> <p>19. Have you considered other needs such as the need for a quiet room so that people can pray or have some time for reflection etc</p>
Communication	<p>20. Make sure that whatever decisions are made you communicate promptly and effectively with service users, carers and staff</p>
Other Considerations	<p>21. Remember moving a service location may have many positive impacts on people with disabilities and other protected groups. Don't forget to record these on the EA form.</p> <p>22. Use your creativity to develop solutions that meet people's needs. If people can't access the service, there is no service!</p>

Equality Impact Assessment Ideas Sheet - Planning a mental health service

Involvement, Engagement and Consultation	<p>23. Considering equality during the planning stage means you are more likely to ensure that you can build it in to the provision and delivery of the service. It is much harder to do this once the service is up and running</p> <p>24. The best way to do this is to engage and involve people who are likely to be receiving the service</p>
Access	<p>25. Access can be considered in different ways</p> <p>26. Physical access – Can the service be accessed easily, is there enough car parking spaces including those for people with disabilities. Can someone navigate their way around without becoming anxious or distressed?</p> <p>27. Communication Access – How easy is it for someone with a different need to communicate with the service? This can include foreign language or BSL interpreters, translation of written materials into different languages, easy read, plain English or the use of a larger font size etc</p> <p>28. Psychosocial Access – Which protected groups are accessing the service and which are not? For example, Some BAME communities may find it less culturally acceptable to access mental health services. Some LGBTQ+ people (particularly older people) may be cautious about accessing mental health services due to poor experiences in the past. The EDI &HR Team have some data that may help you consider equality issues</p>
Communication	<p>29. You will need to communicate openly with people from different groups. It can take some time to build relationships with different groups, particularly with groups that have been or are still stigmatised by society.</p> <p>30. You can engage and consult in a number of different ways such as meetings, workshops, public events or questionnaires. This will give you a real idea of what people need; it is also a great way to tackle stigma and raise awareness about mental health</p>
Other Considerations	<p>31. If in doubt, ask. There is nothing wrong with asking for clarification if you are unsure. People that identify with protected groups, in general, don't expect you to be an expert on their lives and would much rather you ask than develop a misguided or preconceived idea of who they are. When you ask, ask respectfully and try to frame your words accordingly.</p>

Equality Impact Assessment Ideas Sheet - A reduction in the number of beds or a ward closure

Involvement, Engagement and Consultation	<p>32. Involve, engage and consult with service users, their carers and staff and members of the public before any decisions are made. Remember, you will need to have already considered how the service will continue to meet the needs of the community. You must have a plan in place that will counteract any negative impact.</p>
Access	<p>33. For many older people, people with disabilities or people on low incomes getting about can be a problem, particularly for people who live in rural communities. With spending cuts to public transport routes this may make it particularly difficult for some to access public services.</p> <p>34. How far will people have to travel for care and is this reasonable? If they are inpatients are their relatives, carers and friends able to make a reasonable journey to visit them?</p> <p>35. Many older people will rely on family, friends and neighbours to support them as they get older. Sometimes, this can affect the LGBTQ+ community who may not have as much family support. There can be an even bigger impact on older people (including LGBTQ+) who do not have large families or families that are estranged from them.</p>
Communication	<p>36. Ask people what is important to them. For many older people this could include maintaining their independence, living at home for as long as possible, issues of privacy and dignity or being near family and friends. You are more likely to come up with a solution if you communicate with those who will be affected by the change.</p> <p>37. Ensure that written communication is clear. An enlarged font size 16 Ariel is a good place to start, everyone is different make sure that they can receive and understand the information you provide so that they can be involved.</p>
Other Considerations	<p>38. What could you put in place that will minimise the impact of the closure/reduction of beds that will impact positively on older people, people with disabilities and people from other protected groups?</p> <p>39. Be proactive, this may involve increasing the support from an existing service or establishing a new one. There is a high risk of discrimination occurring if you do not ensure that you have put alternative plans in place, as financial reasons alone are not a reasonable justification for closing or reducing a service.</p>

Equality Impact Assessment Ideas Sheet - Ensuring staff who are returning to work are treated fairly

<p>Involvement, Engagement and Consultation</p>	<p>This type of dynamic EA can be conducted by managers when a member of staff has had a long-term absence from work. Some examples of long-term absences are:</p> <ul style="list-style-type: none"> 40. Pregnancy or maternity leave 41. Long term illness 42. Bereavement 43. Unpaid leave 44. Secondment to another team/organisation 45. Career break <p>It is really important to keep staff involved and informed, even when they are going to be away from their place of work for a while. If you have any office changes planned, such as movement of desks or movement of people it is vital that you consult and engage with absent members of staff. Keeping in touch can be difficult especially at peak times. However, it is time well spent.</p>
<p>Access</p>	<p>Consider:</p> <ul style="list-style-type: none"> 46. Does the member of staff need a reasonable adjustment such as a piece of equipment or flexible working hours when they return to work? 47. What can you (the manager) do to ensure that the return-to-work process is smooth and least stressful? 48. Is there anything else you could consider helping support your staff, such as a later/earlier start time? You should also consider inviting female staff who are on maternity leave to team building events etc. 49. Is there any other support that they need?
<p>Communication</p>	<ul style="list-style-type: none"> 50. Keep in touch by telephone, by email or face to face. The staff member is more likely to feel that they are supported and valued if their manager contacts them and asks them how they are.
<p>Other Considerations</p>	<ul style="list-style-type: none"> 51. Seek advice from the HR team if you are unsure how to proceed 52. You may need to contact the EDI &HR Team for further advice and support

Equality Impact Assessment Ideas Sheet - Extending working hours, shift patterns and weekend working

<p>Involvement, Engagement and Consultation</p>	<p>Thorough consultation and engagement with staff are essential in the early stages of planned changes in order to meet operational need and the needs of staff. It is important to get individual consent and not make assumptions about how staff feel about changes especially when changes are made that will impact directly on them. Some of the core needs of protected groups that require a deeper level of understanding and flexibility. There may be other needs as each group of staff is different.</p> <p>53. People with caring responsibilities. This includes carers of people with disabilities, people with childcare commitments, older family members etc.</p> <p>54. People who practice a Religion – People who are fasting and people who pray and go to church, mosque etc. This group of people is more likely to be impacted upon by longer working days and weekend working.</p> <p>Also impacts on:</p> <p>55. People with disabilities – Medical conditions such as Diabetes or irritable bowel syndrome may be adversely affected by increased working hours, longer working days or changes to shift patterns</p>
<p>Access</p>	<p>56. The Equality Act 2010 requires employers to be reasonable and fair in their decision-making processes that involve staff. The Trust must balance operational need with the needs of staff from protected groups. Likewise, staff must consider the needs of the organisation. This methodology is explained in greater detail within the staff compact.</p>
<p>Communication</p>	<p>57. It is essential that any changes you are planning to make are communicated effectively and to everyone involved</p> <p>58. Workshops can be held with staff to help identify positive outcomes, remember some people don't mind working late whilst others are quite good at coming in early – You won't know unless you ask. Involve staff in the process.</p>
<p>Other Considerations</p>	<p>59. How will you balance organisational, operational need with the needs and rights of the individual?</p> <p>60. Remember, time taken out during work to pray is NOT included in a member of staffs working hours. This time must be made up later in the day or sometime during the week.</p> <p>61. Some religions can allow for a type of prayer that is like an apology for not praying at the correct time. Staff can pray later, and this ensures that they can do their job and support their colleagues in times of operational need. However, it would be unreasonable to ask a member of staff to do this every time they wanted to pray.</p>

9 Definitions

Term	Definition
BAME	<ul style="list-style-type: none"> Black, Asian and Minority Ethnic
EIA	<ul style="list-style-type: none"> Equality Impact Assessment
EDI & HR	<ul style="list-style-type: none"> Equality, Diversity, Inclusion & Human Rights
FREDA	<ul style="list-style-type: none"> Fairness, Respect, Equality, Dignity and Autonomy
LGBTQ+	<ul style="list-style-type: none"> Lesbian, Gay, Bisexual, Transgender and Queer / Questioning 'Plus'
Armed Forces Community	<ul style="list-style-type: none"> Regular Personnel, Reservists, Veterans, Families of regular personnel, reservists and veterans and Bereaved

10 How this guidance will be implemented

- This procedure will be published on the intranet and Trust website

10.1 Training needs analysis

Staff/Professional Group	Type of Training	Duration	Frequency of Training
N/A			

11 How the implementation of this guidance will be monitored

Number	Auditable Standard/Key Performance Indicators	Frequency/Method/Person Responsible	Where results and any Associate Action Plan will be reported to, implemented and monitored; (this will usually be via the relevant Governance Group).
1	N/A		

12 References

Equality Act 2010
Human Rights Act 1998
Armed Forces Act 2021

13 Document control (external)

To be recorded on the policy register by Policy Coordinator

Date of approval	15 September 2023
Next review date	15 September 2026
This document replaces	Equality Impact Assessment Guidance CORP-0052-001-v1.2
This document was approved by	Policy Working Group
This document was approved	15 September 2023
This document was ratified by	n/a
This document was ratified	n/a
An Equality Impact Assessment was completed on this policy on	11 August 2023
Document type	Public
FOI Clause (Private documents only)	n/a

Change record

Version	Date	Amendment details	Status
V1.3	15 Sept 2023	Minor changes throughout. Title change, team name change and added section to “7.1 Why conduct an Equality Impact Assessment?” to reference the inclusion of the Armed Forces in the EIA process	Approved

Appendix 1 - Equality Impact Assessment

Please note: The Equality Impact Assessment Policy and Equality Impact Assessment Guidance can be found on the policy pages of the intranet

Section 1	Scope
Name of service area/directorate/department	Equality Diversity Inclusion and Human Rights Team – People and Culture Directorate
Title	Equality Impact Assessment Guidance
Type	Guidance
Geographical area covered	Trust wide
Aims and objectives	The aim of this guidance is to provide additional support to Trust staff who may find themselves responsible for conducting equality analysis
Start date of Equality Analysis Screening	11 August 2023
End date of Equality Analysis Screening	11 August 2023

Section 2	Impacts
Who does the Policy, Service, Function, Strategy, Code of practice, Guidance, Project or Business plan benefit?	All staff who complete equality impact assessments
Will the Policy, Service, Function, Strategy, Code of practice, Guidance, Project or Business plan impact negatively on any of the	<ul style="list-style-type: none"> • Race (including Gypsy and Traveller) NO

<p>protected characteristic groups? Are there any Human Rights implications?</p>	<ul style="list-style-type: none"> • Disability (includes physical, learning, mental health, sensory and medical disabilities) NO • Sex (Men and women) NO • Gender reassignment (Transgender and gender identity) NO • Sexual Orientation (Lesbian, Gay, Bisexual, Heterosexual, Pansexual and Asexual etc.) NO • Age (includes, young people, older people – people of all ages) NO • Religion or Belief (includes faith groups, atheism and philosophical beliefs) NO • Pregnancy and Maternity (includes pregnancy, women / people who are breastfeeding and women / people on maternity leave) NO • Marriage and Civil Partnership (includes opposite and same sex couples who are married or civil partners) NO • Armed Forces (includes serving armed forces personnel, reservists, veterans and their families) NO • Human Rights Implications NO
<p>Describe any negative impacts / Human Rights Implications</p>	
<p>Describe any positive impacts / Human Rights Implications</p>	<p>The guidance will have a positive outcome as it aims to improve practices and the way we think about what we do in order to proactively reduce inequality.</p>

<p>Section 3</p>	<p>Research and involvement</p>
<p>What sources of information have you considered? (e.g. legislation, codes of practice, best practice, nice guidelines, CQC reports or feedback etc.)</p>	<p>Equality Act 2010 Public Sector Duties Human Rights Act 1998</p>

Have you engaged or consulted with service users, carers, staff and other stakeholders including people from the protected groups?	Yes
If you answered Yes above, describe the engagement and involvement that has taken place	EDI & HR Team – review feedback regularly
If you answered No above, describe future plans that you may have to engage and involve people from different groups	

Section 4	Training needs
As part of this equality analysis have any training needs/service needs been identified?	No
Describe any training needs for Trust staff	No although training is available should staff request it.
Describe any training needs for patients	N/A
Describe any training needs for contractors or other outside agencies	N/A

Check the information you have provided and ensure additional evidence can be provided if asked

Appendix 2 – Approval checklist

To be completed by lead and attached to any document which guides practice when submitted to the appropriate committee/group for consideration and approval.

	Title of document being reviewed:	Yes / No / Not applicable	Comments
1.	Title		
	Is the title clear and unambiguous?	Y	
	Is it clear whether the document is a guideline, policy, protocol or standard?	Y	
2.	Rationale		
	Are reasons for development of the document stated?	Y	
3.	Development Process		
	Are people involved in the development identified?	Y	
	Has relevant expertise has been sought/used?	Y	
	Is there evidence of consultation with stakeholders and users?	Y	
	Have any related documents or documents that are impacted by this change been identified and updated?	Y	
4.	Content		
	Is the objective of the document clear?	Y	
	Is the target population clear and unambiguous?	Y	
	Are the intended outcomes described?	Y	
	Are the statements clear and unambiguous?	Y	
5.	Evidence Base		
	Is the type of evidence to support the document identified explicitly?	Y	
	Are key references cited?	Y	
	Are supporting documents referenced?	Y	
6.	Training		
	Have training needs been considered?	Y	
	Are training needs included in the document?	N	

	Title of document being reviewed:	Yes / No / Not applicable	Comments
7.	Implementation and monitoring		
	Does the document identify how it will be implemented and monitored?	n/a	
8.	Equality Impact Assessment		
	Has an Equality Impact Assessment been completed for the document?	Y	
	Have the Equality Diversity Inclusion & Human Rights Team reviewed and approved the Equality Impact Assessment?	Y	
9.	Approval		
	Does the document identify which committee/group will approve it?	y	
10.	Publication		
	Has the policy been reviewed for harm?	Y	No harm
	Does the document identify whether it is private or public?	Y	public
	If private, does the document identify which clause of the Freedom of Information Act 2000 applies?	n/a	