

East Ayrshire Council Equality Analysis Tool -Kit

May 2011 V3

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INTRODUCTION

Equality impact assessment is a legal requirement under Public Sector Duties to promote equality. Separate guidance has been developed on this.

The set of forms in this pack should be read in conjunction with the full guidance in relation to equality analysis in East Ayrshire Council.

WHICH FORM SHOULD I USE?

In any assessment process, it may be that only some forms are used. For example:

- if it is deemed that there is no relevance once the assessment for relevance process has been completed (FORM A), no other forms would be used;
- if it is deemed that a full EQIA is required once the assessment for relevance has been completed using FORM A, then the screening for equality form would not be used. However, if it is not yet clear whether a full EQIA is required, then the screening for equality form (FORM B) would be used.

FORMATS

The forms are presented in a “Word” format so they can be completed electronically. In that case, each section will expand to include as much information as is required. (If you intend to publish the forms, you may need to make some adjustments in the presentation of the documents.)

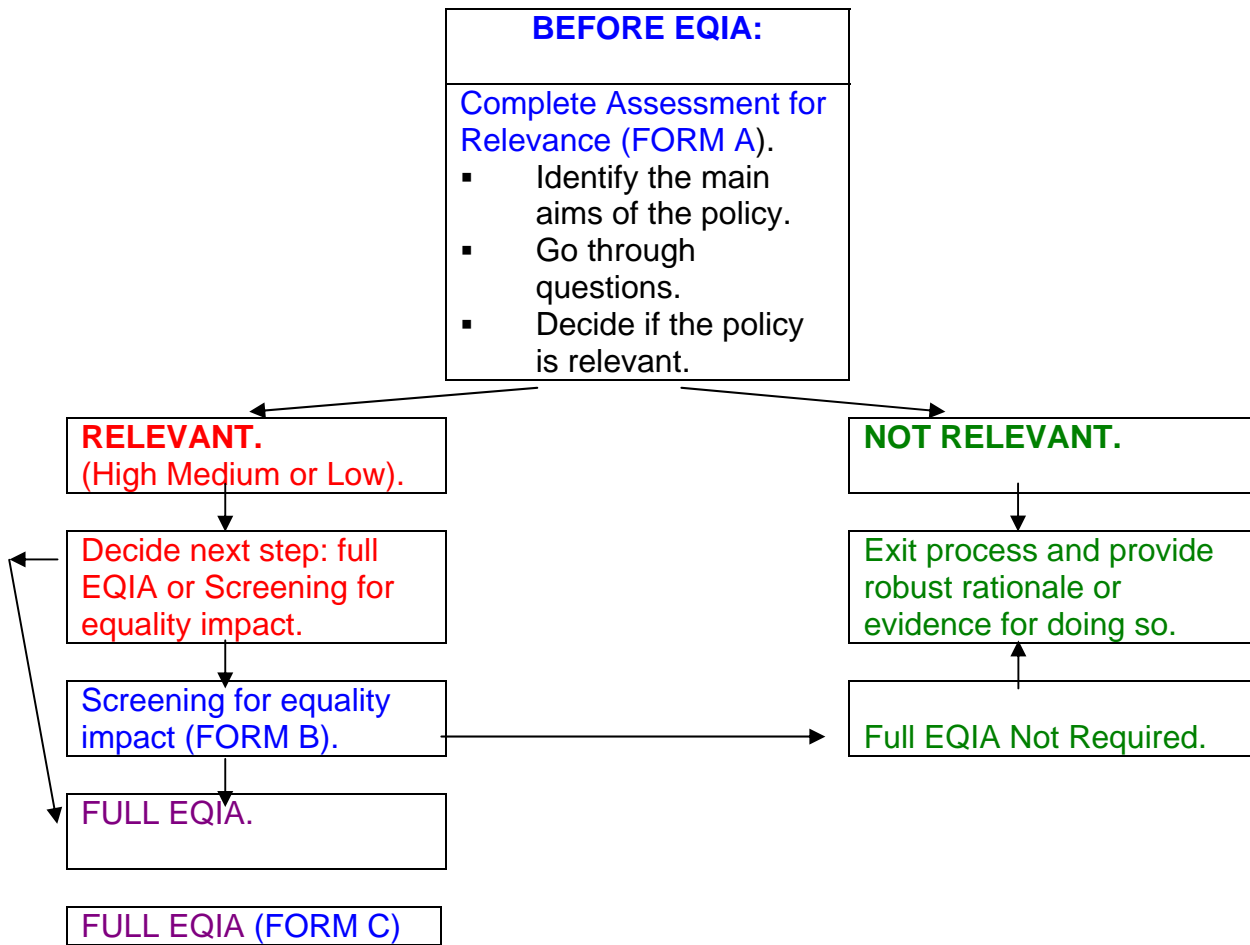
Alternatively, the forms can be printed out for manual completion. If you complete them manually, you can either add sheets if required, or print out extra copies of relevant pages as the space provided for each response may be insufficient.

Please ensure that papers are numbered appropriately and that the completed forms are scanned so that an electronic record is available for publication as required

Equality analysis is a legal requirement under Public Sector Duties to promote equality.

The set of forms in this pack should be read in conjunction with the full guidance in relation to equality analysis in East Ayrshire Council.

**FLOWCHART FOR EQUALITY IMPACT ASSESSMENT PROCESS:
WHEN TO USE WHICH FORM?**



- | |
|--|
| 1. About Policy/Function/Review Area. |
| 2. Gather & Analyse Data and Information. |
| 3. Assess Impact. |
| 4. Consider Alternatives to reduce adverse impact and increase equality. |
| 5. Consultation. |
| 6. Decision-making. |
| 7. Monitoring and Review Arrangements. |
| 8. Public availability of Report/Results. |

FORM A: EAST AYRSHIRE COUNCIL ASSESSING FOR RELEVANCE

Name of Service			Name of Function/ Policy/Review		
Main Aims of Function or Policy					
Is it relevant to the general duty? Please state yes or no for each	a. Eliminating unlawful discrimination and harassment	b. Promoting Equal Opportunities	c. Promoting positive attitudes and participation	d. Promoting good relations between groups	
AGE					
DISABILITY					
GENDER REASSIGNMENT					
RACE					
RELIGION OR BELIEF					
MARRIAGE AND CIVIL PARTNERSHIP					
PREGNANCY AND MATERNITY					
SEX					
SEXUAL ORIENTATION					
Specify any groups for which there is there evidence or reason to believe that some groups or individuals in some groups could be affected differently.					
How much evidence do you have?	None	A little	Some	A lot	
Is there any public concern that functions or policies are operated in a discriminatory way?	None	A little	Some	A lot	
Assessed Relevance to equality. Tick one only for each strand.	High	Medium	Low	None	Brief reasons for your assessment. (Use additional sheets if required.)
AGE					
DISABILITY					
GENDER REASSIGNMENT					
RACE					
RELIGION OR BELIEF					
MARRIAGE AND CIVIL PARTNERSHIP					
SEX					
SEXUAL ORIENTATION					
Priority. Tick one only. (Use additional sheets for explanation.)	High	<input type="checkbox"/>	What is the next step?	Screening for EQIA	Yes <input type="checkbox"/> No <input type="checkbox"/>
	Medium	<input type="checkbox"/>		Full EQIA	Yes <input type="checkbox"/> No <input type="checkbox"/>
	Low	<input type="checkbox"/>	Tick one only.	OTHER Please explain.	Yes <input type="checkbox"/> No <input type="checkbox"/>

SIGNED (PERSON RESPONSIBLE FOR ASSESSMENT OF RELEVANCE) DATE

FORM B: EAST AYRSHIRE COUNCIL SCREENING FOR EQUALITY IMPACT

1. NAME OF SERVICE	2. PERSON RESPONSIBLE FOR SCREENING
3. NAME OF POLICY/FUNCTION/REVIEW AREA	
4. ABOUT POLICY/FUNCTION/REVIEW AREA	
(a) What are the aims, objectives and intended outcomes of the policy, function or service review?	
(b) Describe the current or intended client group specifying any equality groups which are intended to benefit directly from the policy, function or review. You should consider employees, clients/customers and service users.	

5. INITIAL SCREENING FOR EQUALITY IMPACT

(a) Please describe briefly what you already know about the positive and negative impacts for each equality group. State if you have identified any potentially discriminatory impacts. Describe any evidence used in coming to your conclusions.

You should take into account the different needs of the range of groups within each category of equality groups, and also consider if there are any issues which affect groups because of multiple identities or interaction between equality groups (e.g. disabled young woman).

Note: you will be able to explore any issues identified in more depth in a full equality impact assessment.

The following header is used for each equality group.

EQUALITY GROUP	DIFFERENTIAL IMPACT	POSITIVE IMPACT –	NEGATIVE OR ADVERSE IMPACT	CROSS-CUTTING ISSUES AND THEIR IMPACT.
	<p>Is there or is there likely to be a differential impact on equality groups as a result of the proposed policy, function or service review? Please describe this.</p>	<p>Please describe stating which specific groups are affected, in what way and why you believe this to be the case.</p>	<p>Please describe stating which specific groups are affected, in what way and why you believe this to be the case.</p> <p>Identify any potential discrimination.</p>	<p>Describe the impact in any other relevant areas including: health (e.g. mental health), access, including rurality, low income, carers and unemployment.</p>

EQUALITY GROUP	DIFFERENTIAL IMPACT	POSITIVE IMPACT –	NEGATIVE OR ADVERSE IMPACT	CROSS-CUTTING ISSUES AND THEIR IMPACT.
AGE: Different age groups including older people, children and young people	Is there or is there likely to be a differential impact on equality groups as a result of the proposed policy, function or service review? Please describe this. Yes <input type="checkbox"/> No <input type="checkbox"/>	Please describe stating which specific groups are affected, in what way and why you believe this to be the case.	Please describe stating which specific groups are affected, in what way and why you believe this to be the case. Identify any potential discrimination.	Describe the impact in any other relevant areas including. health (e.g. mental health), access, including rurality, low income, carers and unemployment.
Any modifications which can be made quickly or easily to reduce negative impact, enhance positive impacts or increase equality in relation to AGE?				

EQUALITY GROUP	DIFFERENTIAL IMPACT Is there or is there likely to be a differential impact on equality groups as a result of the proposed policy, function or service review? Please describe this.	POSITIVE IMPACT – Please describe stating which specific groups are affected, in what way and why you believe this to be the case.	NEGATIVE OR ADVERSE IMPACT Please describe stating which specific groups are affected, in what way and why you believe this to be the case. Identify any potential discrimination.	CROSS-CUTTING ISSUES AND THEIR IMPACT. Describe the impact in any other relevant areas including health (e.g. mental health), access, including rurality, low income, carers and unemployment.
DISABILITY: Physical, sensory or mental impairment which has a long-term, substantial, adverse effect on ability to do day to day things.	Yes <input type="checkbox"/> No <input type="checkbox"/>			
Any modifications which can be made quickly or easily to reduce negative impact, enhance positive impacts or increase equality in relation to DISABILITY?				

EQUALITY GROUP	DIFFERENTIAL IMPACT	POSITIVE IMPACT –	NEGATIVE OR ADVERSE IMPACT	CROSS-CUTTING ISSUES AND THEIR IMPACT.
GENDER REASSIGNMENT: where a person is proposing to undergo, is undergoing or undergone a process for the process of reassigning the person's sex by changing physiological or other attributes of sex.	Is there or is there likely to be a differential impact on equality groups as a result of the proposed policy, function or service review? Please describe this. Yes <input type="checkbox"/> No <input type="checkbox"/>	Please describe stating which specific groups are affected, in what way and why you believe this to be the case.	Please describe stating which specific groups are affected, in what way and why you believe this to be the case. Identify any potential discrimination.	Describe the impact in any other relevant areas including health (e.g. mental health), access, including rurality, low income, carers and unemployment.
Any modifications which can be made quickly or easily to reduce negative impact, enhance positive impacts or increase equality in relation to GENDER REASSIGNMENT?				

EQUALITY GROUP	DIFFERENTIAL IMPACT	POSITIVE IMPACT –	NEGATIVE OR ADVERSE IMPACT	CROSS-CUTTING ISSUES AND THEIR IMPACT.
RACE, ETHNICITY, COLOUR, NATIONALITY OR NATIONAL ORIGINS: e.g. people of different ethnic background including minorities, Gypsy Travellers and Refugees/Asylum Seekers.	Is there or is there likely to be a differential impact on equality groups as a result of the proposed policy, function or service review? Please describe this. Yes <input type="checkbox"/> No <input type="checkbox"/>	Please describe stating which specific groups are affected, in what way and why you believe this to be the case.	Please describe stating which specific groups are affected, in what way and why you believe this to be the case. Identify any potential discrimination.	Describe the impact in any other relevant areas including health (e.g. mental health), access, including rurality, low income, carers and unemployment.
Any modifications which can be made quickly or easily to reduce negative impact, enhance positive impacts or increase equality in relation to RACE?				

EQUALITY GROUP	DIFFERENTIAL IMPACT Is there or is there likely to be a differential impact on equality groups as a result of the proposed policy, function or service review? Please describe this.	POSITIVE IMPACT – Please describe stating which specific groups are affected, in what way and why you believe this to be the case.	NEGATIVE OR ADVERSE IMPACT Please describe stating which specific groups are affected, in what way and why you believe this to be the case. Identify any potential discrimination.	CROSS-CUTTING ISSUES AND THEIR IMPACT. Describe the impact in any other relevant areas including health (e.g. mental health), access, including rurality, low income, carers and unemployment.
RELIGION OR BELIEF: Religious, faith or other groups with a shared system of beliefs such as Humanists.	Yes <input type="checkbox"/> No <input type="checkbox"/>			
Any modifications which can be made quickly or easily to reduce negative impact, enhance positive impacts or increase equality in relation to RELIGION OR BELIEF?				

EQUALITY GROUP	DIFFERENTIAL IMPACT	POSITIVE IMPACT –	NEGATIVE OR ADVERSE IMPACT	CROSS-CUTTING ISSUES AND THEIR IMPACT.
<p>MARRIAGE AND CIVIL PARTNERSHIP: A person has the protected characteristic of marriage and civil partnership if the person is marries or is in a civil partnership</p> <p>AGE: Different age groups including older people, children and young people.</p>	<p>Is there or is there likely to be a differential impact on equality groups as a result of the proposed policy, function or service review? Please describe this.</p> <p>Yes <input type="checkbox"/> No <input type="checkbox"/></p>	<p>Please describe stating which specific groups are affected, in what way and why you believe this to be the case.</p>	<p>Please describe stating which specific groups are affected, in what way and why you believe this to be the case.</p> <p>Identify any potential discrimination.</p>	<p>Describe the impact in any other relevant areas including health (e.g. mental health), access, including rurality, low income, carers and unemployment.</p>
<p>Any modifications which can be made quickly or easily to reduce negative impact, enhance positive impacts or increase equality in relation to MARRIAGE AND CIVIL PARTNERSHIP?</p>				

EQUALITY GROUP	DIFFERENTIAL IMPACT Is there or is there likely to be a differential impact on equality groups as a result of the proposed policy, function or service review? Please describe this.	POSITIVE IMPACT – Please describe stating which specific groups are affected, in what way and why you believe this to be the case.	NEGATIVE OR ADVERSE IMPACT Please describe stating which specific groups are affected, in what way and why you believe this to be the case. Identify any potential discrimination.	CROSS-CUTTING ISSUES AND THEIR IMPACT. Describe the impact in any other relevant areas including health (e.g. mental health), access, including rurality, low income, carers and unemployment.
PREGNANCY AND MATERNITY: protects a women because of their pregnancy, pregnancy-related illness, taking or seeking to take maternity leave.	Yes <input type="checkbox"/> No <input type="checkbox"/>			
Any modifications which can be made quickly or easily to reduce negative impact, enhance positive impacts or increase equality in relation to PREGNANCY AND MATERNITY?				

EQUALITY GROUP	DIFFERENTIAL IMPACT Is there or is there likely to be a differential impact on equality groups as a result of the proposed policy, function or service review? Please describe this.	POSITIVE IMPACT – Please describe stating which specific groups are affected, in what way and why you believe this to be the case.	NEGATIVE OR ADVERSE IMPACT Please describe stating which specific groups are affected, in what way and why you believe this to be the case. Identify any potential discrimination.	CROSS-CUTTING ISSUES AND THEIR IMPACT. Describe the impact in any other relevant areas including health (e.g. mental health), access, including rurality, low income, carers and unemployment.
SEX: e.g. Men and Women of any age.	Yes <input type="checkbox"/> No <input type="checkbox"/>			
Any modifications which can be made quickly or easily to reduce negative impact, enhance positive impacts or increase equality in relation to SEX?				

EQUALITY GROUP	DIFFERENTIAL IMPACT Is there or is there likely to be a differential impact on equality groups as a result of the proposed policy, function or service review? Please describe this.	POSITIVE IMPACT – Please describe stating which specific groups are affected, in what way and why you believe this to be the case.	NEGATIVE OR ADVERSE IMPACT Please describe stating which specific groups are affected, in what way and why you believe this to be the case. Identify any potential discrimination.	CROSS-CUTTING ISSUES AND THEIR IMPACT. Describe the impact in any other relevant areas including health (e.g. mental health), access, including rurality, low income, carers and unemployment.
SEXUAL ORIENTATION: Lesbians, Gay men or women, Bisexual or Heterosexual people.	Yes <input type="checkbox"/> No <input type="checkbox"/>			
Any modifications which can be made quickly or easily to reduce negative impact, enhance positive impacts or increase equality in relation to SEXUAL ORIENTATION?				

6. RECOMMENDATION ABOUT FULL EQUALITY IMPACT ASSESSMENT		
<p>(a) Are any of the adverse impacts major? i.e. they have a major impact on one or more group.</p> <p>YES <input type="checkbox"/> NO <input type="checkbox"/></p>	<p>(b) Are any of the adverse impacts significant? i.e. they affect a large number of people or a large proportion of one group.</p> <p>YES <input type="checkbox"/> NO <input type="checkbox"/></p>	
<p>(c) Is there any other reason why a full Equality Impact Assessment should be done?</p> <p>YES <input type="checkbox"/> NO <input type="checkbox"/></p> <p>Please explain if you have said yes.</p>	<p>If you have answered yes to any of the preceding 3 questions you MUST recommend a full EQIA and state what priority should be given to completing the EQIA i.e. how soon it should be undertaken.</p>	
<p>(d) Is a full Equality Impact Assessment recommended?</p> <p>YES <input type="checkbox"/> NO <input type="checkbox"/></p>	<p>(e) Any other comments</p>	<p>(f) When should this EQIA be undertaken?</p> <p>This financial year <input type="checkbox"/></p> <p>Later <input type="checkbox"/></p>
<p>(g) What steps have been taken to reduce adverse impact or enhance equality as a result of this Screening for Equality Impact?</p>		

SIGNED (PERSON RESPONSIBLE FOR SCREENING FOR IMPACT)

DATE

NAME and JOB TITLE OF PERSON WHO HAS BEEN IDENTIFIED TO LEAD FULL EQUALITY IMPACT ASSESSMENT ON THIS POLICY

COUNTERSIGNATURE (HEAD OF SERVICE OR EXECUTIVE DIRECTOR)

DATE

FORM C: EAST AYRSHIRE COUNCIL FULL EQUALITY IMPACT ASSESSMENT

1) NAME OF SERVICE	2) PERSON RESPONSIBLE FOR POLICY, FUNCTION OR SERVICE REVIEW
3) EQIA GROUP MEMBERS (PLEASE GIVE NAME AND DESIGNATION AND IDENTIFY THE EQIA LEAD FOR THIS POLICY.)	4) NAME OF POLICY/FUNCTION/REVIEW AREA
5) ABOUT POLICY/FUNCTION/REVIEW AREA	
1) What are the aims, objectives and intended outcomes of the policy, function or service review? Specify any equality outcomes which are intended.	
2) Under which community planning theme(s) does this policy or function or review sit?	

<p>3) Describe the current or intended client group(s) specifying any equality groups which are intended to benefit directly from the policy, function or review. You should consider employees, clients/customers and service users.</p>		
<p>4) Has the intended client group been involved in the development of the policy or function or in the review?</p> <p>Yes <input type="checkbox"/> No <input type="checkbox"/> Don't Know <input type="checkbox"/></p>	<p>If no – why not? If yes, - how was this done?</p>	
<p>2) GATHER AND ANALYSE DATA AND INFORMATION</p> <p>(Information can include, for example, consultations, surveys, databases, focus groups, in-depth interviews, pilot projects, reviews of complaints made, user feedback, academic publications, consultants' reports)</p>		
<p>1) What information or other evidence has been used in the development of the policy, function or service review?</p>		
<p>2) What does research, consultation and other data or information tell you about the impact of the policy, function or service review? (Describe the information and the conclusions, and state where the information can be found.)</p>		
<p>3) Describe any gaps in the available information, any action you are taking about this (e.g. new research, further analysis) and when this is planned.</p>	<p>(i) Quantitative</p>	<p>(ii) Qualitative</p>

3) ASSESS IMPACT

Please describe the positive and negative impacts for each equality group. You should identify if there is any potential discrimination.

You should take into account the different needs of the range of groups within each category of equality groups, and also consider if there are any issues which affect groups because of multiple identities or interaction between equality groups (e.g. disabled young woman).

If you conducted an Assessment For Relevance or Screening For Equality Impact please include any issues identified at that stage.

The following header is used for each equality group.

EQUALITY GROUP	DIFFERENTIAL IMPACT	POSITIVE IMPACT –	NEGATIVE OR ADVERSE IMPACT	CROSS-CUTTING ISSUES AND THEIR IMPACT.
	Is there or is there likely to be a differential impact on equality groups as a result of the proposed policy, function or service review? Please describe this.	Please describe stating which specific groups are affected, in what way and why you believe this to be the case.	Please describe stating which specific groups are affected, in what way and why you believe this to be the case. Identify any potential discrimination.	Describe the impact in any other relevant areas including. health (e.g. mental health), access, including rurality, low income, carers and unemployment.

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AGE: Different age groups including older people, children and young people.	Yes <input type="checkbox"/> No <input type="checkbox"/>			

EQUALITY GROUP	DIFFERENTIAL IMPACT	POSITIVE IMPACT –	NEGATIVE OR ADVERSE IMPACT	CROSS-CUTTING ISSUES AND THEIR IMPACT.
DISABILITY: Physical, sensory or mental impairment which has a long-term , substantial, adverse effect on ability to do day to day things.	Is there or is there likely to be a differential impact on equality groups as a result of the proposed policy, function or service review? Please describe this. Yes <input type="checkbox"/> No <input type="checkbox"/>	Please describe stating which specific groups are affected, in what way and why you believe this to be the case.	Please describe stating which specific groups are affected, in what way and why you believe this to be the case. Identify any potential discrimination.	Describe the impact in any other relevant areas including. health (e.g. mental health), access, including rurality, low income, carers and unemployment.

EQUALITY GROUP	DIFFERENTIAL IMPACT	POSITIVE IMPACT –	NEGATIVE OR ADVERSE IMPACT	CROSS-CUTTING ISSUES AND THEIR IMPACT.
GENDER REASSIGNMENT: where a person is proposing to undergo, is undergoing or undergone a process for the process of reassigning the person's sex by changing physiological or other attributes of sex.	Is there or is there likely to be a differential impact on equality groups as a result of the proposed policy, function or service review? Please describe this. Yes <input type="checkbox"/> No <input type="checkbox"/>	Please describe stating which specific groups are affected, in what way and why you believe this to be the case.	Please describe stating which specific groups are affected, in what way and why you believe this to be the case. Identify any potential discrimination.	Describe the impact in any other relevant areas including. health (e.g. mental health), access, including rurality, low income, carers and unemployment.

EQUALITY GROUP	DIFFERENTIAL IMPACT	POSITIVE IMPACT –	NEGATIVE OR ADVERSE IMPACT	CROSS-CUTTING ISSUES AND THEIR IMPACT.
RACE, ETHNICITY, COLOUR, NATIONALITY OR NATIONAL ORIGINS: e.g. people of different ethnic background including minorities, Gypsy Travellers and Refugees/Asylum Seekers.	Is there or is there likely to be a differential impact on equality groups as a result of the proposed policy, function or service review? Please describe this. Yes <input type="checkbox"/> No <input type="checkbox"/>	Please describe stating which specific groups are affected, in what way and why you believe this to be the case.	Please describe stating which specific groups are affected, in what way and why you believe this to be the case. Identify any potential discrimination.	Describe the impact in any other relevant areas including. health (e.g. mental health), access, including rurality, low income, carers and unemployment.
RELIGION OR BELIEF: Religious, faith or other groups with a shared system of beliefs such as Humanists.	Yes <input type="checkbox"/> No <input type="checkbox"/>			

EQUALITY GROUP	DIFFERENTIAL IMPACT	POSITIVE IMPACT –	NEGATIVE OR ADVERSE IMPACT	CROSS-CUTTING ISSUES AND THEIR IMPACT.
<p>MARRIAGE AND CIVIL PARTNERSHIP: A person has the protected characteristic of marriage and civil partnership if the person is marries or is in a civil partnership</p>	<p>Is there or is there likely to be a differential impact on equality groups as a result of the proposed policy, function or service review? Please describe this.</p> <p>Yes <input type="checkbox"/> No <input type="checkbox"/></p>	<p>Please describe stating which specific groups are affected, in what way and why you believe this to be the case.</p>	<p>Please describe stating which specific groups are affected, in what way and why you believe this to be the case.</p> <p>Identify any potential discrimination.</p>	<p>Describe the impact in any other relevant areas including. health (e.g. mental health), access, including rurality, low income, carers and unemployment.</p>
<p>PREGNANCY AND MATERNITY: protects women because of their pregnancy, pregnancy-related illness, taking or seeking to take maternity leave.</p>	<p>Yes <input type="checkbox"/> No <input type="checkbox"/></p>			

EQUALITY GROUP	DIFFERENTIAL IMPACT Is there or is there likely to be a differential impact on equality groups as a result of the proposed policy, function or service review? Please describe this.	POSITIVE IMPACT – Please describe stating which specific groups are affected, in what way and why you believe this to be the case.	NEGATIVE OR ADVERSE IMPACT Please describe stating which specific groups are affected, in what way and why you believe this to be the case. Identify any potential discrimination.	CROSS-CUTTING ISSUES AND THEIR IMPACT. Describe the impact in any other relevant areas including health (e.g. mental health), access, including rurality, low income, carers and unemployment.
SEX: e.g. Men and Women of any age.	Yes <input type="checkbox"/> No <input type="checkbox"/>			
SEXUAL ORIENTATION: Lesbians, Gay men or women, Bisexual or Heterosexual people.	Yes <input type="checkbox"/> No <input type="checkbox"/>			

<p>(b) Is the policy intended to increase equality of opportunity by permitting positive action or action to redress disadvantage?</p> <p>Yes <input type="checkbox"/> No <input type="checkbox"/> Please give details.</p>	<p>(c) Is the policy directly or indirectly discriminatory (see note below)?</p> <p>Yes <input type="checkbox"/> No <input type="checkbox"/> Please give details.</p>
<p>Note: If the policy is unlawfully discriminatory under any discrimination legislation e.g. Sex Discrimination Act, Race Relations Act, Disability Discrimination Act, Religion or Belief Regulations, Sexual Orientation Regulations, Age Regulations), you MUST identify, in the section on modifications, how the proposal can be amended or justified so the Council acts lawfully.</p> <p>It is unlikely that you will be able to justify a directly discriminatory policy.</p>	
<p>(d) If the policy is not directly or indirectly discriminatory, does it still have an adverse impact? Yes <input type="checkbox"/> No <input type="checkbox"/> Please give details specifying the groups for which there is an adverse impact and the nature of the impact.</p>	

4) CONSIDER ALTERNATIVES

In your consideration of the next questions you should think about the following:

- How does each option further or hinder equality of opportunity?
Consider attitudes, equitable access, equitable outcomes, participation etc.
- How does each option increase good relations between different groups?
- How does each option challenge or reinforce stereotypes which influence equality of opportunity?
- What are the consequences for the group(s) and/or the council of not adopting an option more favourable to equality of opportunity?
- What are the social and economic costs and benefits of implementing each option? (For the group? For the council?)

Being proportionate i.e. will the benefits of implementing the change outweigh the financial and other costs?

**(a) How could you modify the initiative to eliminate discrimination or to reduce any identified negative impacts?
If necessary, consider other ways in which you could you meet the aims and objectives.**

(b) How could you modify the policy or function or service review to create or maximise the positive aspects of the proposals and to increase equality?

(c) Describe any modifications which you can make without further delay (e.g. easy, few resource implications).

(d) If you propose to make any of the modifications shown above, describe any potential new negative impacts on other groups in society or on the ability to achieve the aims and how you will minimise these.

(e) Please describe the resource implications of any proposed modifications taking into account financial, people and property issues.

5) CONSULTATION

(a) State which equality groups have already been involved in this process and describe their involvement.

(b) Describe any planned consultation saying when this will take place, and who is responsible for managing the consultation process.

(c) Which groups or individuals do you propose to consult on the policy or function or service review? Specify any target equality groups.

(d) What methods of consultation are proposed? (These should take account of the attributes of the individuals or groups being consulted.) e.g.

- Within other planned consultation
- Surveys/questionnaires
- Individual interviews
- General information meetings
- Existing representative groups
- Separate meetings for interest/equality group
- Focus Group
- Citizens' panel
- Other – please give details

(e) What methods are being considered to ensure full information and participation? Please describe. e.g.

- Accessible formats?
- Community languages?
- Oral information?
- Taking account of different needs?
- Taking account of different customs, festivals etc?
- Accessible venues e.g. acoustics, transport, wheelchair-accessible, loop/signing/translation facilities
- Use of advocates?
- Training or other support for potential participants?
- Other – please give details.

(f) Describe the results of the consultation and how you have taken these into account.

THIS SECTION SHOULD BE COMPLETED AFTER CONSULTATION HAS BEEN CARRIED OUT.

6) DECISION-MAKING

(a) Following consultation, what is the RECOMMENDATION?

Reject the policy, function or service review.

Introduce the policy, function or service review without amendment.

Ensure you have explained any justification being offered for continuing with adverse impacts.

Amend the policy, function or service review.

Ensure you have considered any new impacts and mitigated any new adverse impacts.

Please describe what amendments are recommended and any impact.

Other – please explain.

If you have identified the need for a particular type of impact assessment (e.g. health or environmental), please state this here.

7) MONITORING AND REVIEW	
(a) How will the implementation and impact of the policy, function or service review be monitored, including implementation of any amendments? e.g. What type of monitoring will there be? How frequently?	
(b) What are the practical arrangements for monitoring? e.g. Who will put this in place? When will it start?	
(c) How will results of monitoring be used to develop future policies, functions or service reviews?	
(d) When is the policy or function due to be reviewed?	(e) Who is responsible for ensuring this happens?

8) PUBLIC AVAILABILITY OF REPORTS/RESULTS		
(a) Who is responsible for the Equality Impact Assessment report? (specify if different people are responsible for writing the report and publishing the report.)		
(b) What are the arrangements for publishing each of the following? (Describe the method and formats to be used to ensure the information will reach the appropriate audience(s) including when the results are due to be published. The Summary of Outcomes form should be prepared for all full EQIA. Specify if a separate narrative or summary report is also being prepared.)		
(i) Results of the impact assessment.	(ii) Results of the consultation.	(j) Results of monitoring (e.g. service users/non-users and stakeholder views)

SIGNED (LEAD FOR EQUALITY IMPACT ASSESSMENT)

DATE

COUNTERSIGNATURE (HEAD OF SERVICE OR EXECUTIVE DIRECTOR)

DATE