

## EQUALITY IMPACT ASSESSMENT

**POLICY NAME: Equal Opportunities Policy    POLICY NO: 20    DATE AND VERSION: December 2006 V3**

**Date of assessment: 7 December 2006**

**Date policy agreed by policy group: December 2006**

**Lead person responsible for policy: V Evans**

**Person responsible for assessment: V Evans**

**Date for review: May 2007**

### **IMPLEMENTATION PLAN:**

Give details or attach the plan for:

**Discrimination training introduced as part of the Management Toolkit sessions which highlight key areas within policy.  
Mandatory diversity training to be launched in 2007. Licence to Hire mandatory for all recruitment panel chairs from January 2008.  
Diversity/Equality guide to be launched.**

Communications of the policy:

**Global email, ORH News, Now@ORH, Team Brief, HR teams. Leaflet Management Toolkit sessions, posters being developed.**

### **MONITORING**

How will this policy/the impact of this policy be monitored?

**Through the monitoring requirements established in RES, DES and in April 07 GES. Also through the Age audit**

### **NEXT REVIEW**

When is it planned to review this policy next? *Policy reviews normally take place every 3 years. If you consider that an earlier review is needed, please give the reasons*

**SIX MONTHS - April 2006 due to changes in legislation with particular reference to Gender.**

**STAGE 1**

**Ensure that: discrimination is eliminated; equality of opportunity is promoted and good race relations are promoted.**

|   | Comment  | Any adverse impact or potential to discriminate on grounds of: |            |     |          |        |           |
|---|--|--|------------|-----|----------|--------|-----------|
|   |  | Race   | Disability | Age | Religion | Gender | Sexuality |
| <p><b>1. Identify the main aims of the policy.</b></p> <p><b>Who are the beneficiaries of the policy?</b></p> <p><b>Prompts:</b></p> <p><b>1.1</b> What is the purpose of the policy?</p> <p><b>1.2</b> What are you trying to achieve through the policy?</p> <p><b>1.3</b> Is responsibility shared with another department? Explain.</p> <p><b>1.4</b> Have you involved partners and stakeholders in the policy development and assessment?</p> | <p>Ensure equality of opportunity for all staff throughout their employment with the Trust. This includes applicants. To eliminate discrimination and to ensure compliance with diversity legislation.</p> <p>Trust staff and job applicants to the Trust.</p> |  |            |     |          |        |           |

| 2. Collect information  | Comment   | Potential for discrimination? |                         |     |          |        |           |                        |  |  |  |  |  |  |  |                 |                |                         |  |  |  |  |  |                  |                  |                  |  |  |  |  |  |                          |                     |                |  |  |  |  |  |                        |                            |                |                  |  |  |  |  |                |  |                     |                         |  |  |  |  |                          |  |                  |                |  |  |  |  |
|---|---|-------------------------------|-------------------------|-----|----------|--------|-----------|------------------------|--|--|--|--|--|--|--|-----------------|----------------|-------------------------|--|--|--|--|--|------------------|------------------|------------------|--|--|--|--|--|--------------------------|---------------------|----------------|--|--|--|--|--|------------------------|----------------------------|----------------|------------------|--|--|--|--|----------------|--|---------------------|-------------------------|--|--|--|--|--------------------------|--|------------------|----------------|--|--|--|--|
|   |   | Race                          | Disability              | Age | Religion | Gender | Sexuality |                        |  |  |  |  |  |  |  |                 |                |                         |  |  |  |  |  |                  |                  |                  |  |  |  |  |  |                          |                     |                |  |  |  |  |  |                        |                            |                |                  |  |  |  |  |                |  |                     |                         |  |  |  |  |                          |  |                  |                |  |  |  |  |
| <p><b>Prompts:</b><br/>                     2.1 Have you current reliable information about the different groups the proposed policy is likely to affect?</p> <p>Speak to stakeholders. Who have you consulted with?</p> <p><b>Prompts:</b></p>   | <p>Have information on 75% of staff in relation to their ethnic origin. Have information on age and gender.</p> <p>Have consulted following the HR Policy consultation process.</p> |                               |                         |     |          |        |           |                        |  |  |  |  |  |  |  |                 |                |                         |  |  |  |  |  |                  |                  |                  |  |  |  |  |  |                          |                     |                |  |  |  |  |  |                        |                            |                |                  |  |  |  |  |                |  |                     |                         |  |  |  |  |                          |  |                  |                |  |  |  |  |
| <p>2.2. <b>Is more information required?</b> If so how are you going to gather it?<br/>                     If there is insufficient information – you may have to make a judgement this time and ensure more information / indicators are collected for the next review.</p>   |   |                               |                         |     |          |        |           |                        |  |  |  |  |  |  |  |                 |                |                         |  |  |  |  |  |                  |                  |                  |  |  |  |  |  |                          |                     |                |  |  |  |  |  |                        |                            |                |                  |  |  |  |  |                |  |                     |                         |  |  |  |  |                          |  |                  |                |  |  |  |  |
| <p>2.3 Consider – when relevant:<br/>                     PALS</p> <table border="0" data-bbox="188 1086 1574 1342"> <tr> <td>Analysis of complaints</td> <td><b>Staff working extra hours due to pressure</b></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Risk management</td> <td><b>75% men</b></td> <td><b>71% not disabled</b></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Demographic data</td> <td><b>70% women</b></td> <td><b>73% white</b></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Recent research findings</td> <td><b>76% disabled</b></td> <td><b>53% BME</b></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Studies of deprivation</td> <td><b>Working extra hours</b></td> <td><b>87% men</b></td> <td><b>78% women</b></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Recent surveys</td> <td></td> <td><b>82% disabled</b></td> <td><b>79% non disabled</b></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Equality monitoring data</td> <td></td> <td><b>80% white</b></td> <td><b>68% BME</b></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p>Qualitative information from all stakeholders including the public.<br/>                     Any comparisons with similar policies?<br/>                     Recommendations of inspection or audit reports.</p> |   |                               |                         |     |          |        |           | Analysis of complaints | <b>Staff working extra hours due to pressure</b> |  |  |  |  |  |  | Risk management | <b>75% men</b> | <b>71% not disabled</b> |  |  |  |  |  | Demographic data | <b>70% women</b> | <b>73% white</b> |  |  |  |  |  | Recent research findings | <b>76% disabled</b> | <b>53% BME</b> |  |  |  |  |  | Studies of deprivation | <b>Working extra hours</b> | <b>87% men</b> | <b>78% women</b> |  |  |  |  | Recent surveys |  | <b>82% disabled</b> | <b>79% non disabled</b> |  |  |  |  | Equality monitoring data |  | <b>80% white</b> | <b>68% BME</b> |  |  |  |  |
| Analysis of complaints  | <b>Staff working extra hours due to pressure</b>  |                               |                         |     |          |        |           |                        |  |  |  |  |  |  |  |                 |                |                         |  |  |  |  |  |                  |                  |                  |  |  |  |  |  |                          |                     |                |  |  |  |  |  |                        |                            |                |                  |  |  |  |  |                |  |                     |                         |  |  |  |  |                          |  |                  |                |  |  |  |  |
| Risk management   | <b>75% men</b>  | <b>71% not disabled</b>       |                         |     |          |        |           |                        |  |  |  |  |  |  |  |                 |                |                         |  |  |  |  |  |                  |                  |                  |  |  |  |  |  |                          |                     |                |  |  |  |  |  |                        |                            |                |                  |  |  |  |  |                |  |                     |                         |  |  |  |  |                          |  |                  |                |  |  |  |  |
| Demographic data  | <b>70% women</b>  | <b>73% white</b>              |                         |     |          |        |           |                        |  |  |  |  |  |  |  |                 |                |                         |  |  |  |  |  |                  |                  |                  |  |  |  |  |  |                          |                     |                |  |  |  |  |  |                        |                            |                |                  |  |  |  |  |                |  |                     |                         |  |  |  |  |                          |  |                  |                |  |  |  |  |
| Recent research findings  | <b>76% disabled</b>   | <b>53% BME</b>                |                         |     |          |        |           |                        |  |  |  |  |  |  |  |                 |                |                         |  |  |  |  |  |                  |                  |                  |  |  |  |  |  |                          |                     |                |  |  |  |  |  |                        |                            |                |                  |  |  |  |  |                |  |                     |                         |  |  |  |  |                          |  |                  |                |  |  |  |  |
| Studies of deprivation  | <b>Working extra hours</b>  | <b>87% men</b>                | <b>78% women</b>        |     |          |        |           |                        |  |  |  |  |  |  |  |                 |                |                         |  |  |  |  |  |                  |                  |                  |  |  |  |  |  |                          |                     |                |  |  |  |  |  |                        |                            |                |                  |  |  |  |  |                |  |                     |                         |  |  |  |  |                          |  |                  |                |  |  |  |  |
| Recent surveys  |   | <b>82% disabled</b>           | <b>79% non disabled</b> |     |          |        |           |                        |  |  |  |  |  |  |  |                 |                |                         |  |  |  |  |  |                  |                  |                  |  |  |  |  |  |                          |                     |                |  |  |  |  |  |                        |                            |                |                  |  |  |  |  |                |  |                     |                         |  |  |  |  |                          |  |                  |                |  |  |  |  |
| Equality monitoring data  |   | <b>80% white</b>              | <b>68% BME</b>          |     |          |        |           |                        |  |  |  |  |  |  |  |                 |                |                         |  |  |  |  |  |                  |                  |                  |  |  |  |  |  |                          |                     |                |  |  |  |  |  |                        |                            |                |                  |  |  |  |  |                |  |                     |                         |  |  |  |  |                          |  |                  |                |  |  |  |  |

|  | Comment   | Discrimination? Unequal access? |            |     |          |        |           |
|--|---|---------------------------------|------------|-----|----------|--------|-----------|
|  |   | Race                            | Disability | Age | Religion | Gender | Sexuality |
| <b>3. Decide if the policy is relevant to the duty to promote good relations between racial groups; to eliminate discrimination on grounds of race, disability, age, religion, sexuality or gender; to promote equality of opportunity; to promote equality of access.</b> | <b>There is evidence that disabled staff work a higher number of extra hours that the majority of other groups. Men also. SAS 2005.</b> |                                 | ✓          |     |          | ✓      |           |
| <b>Prompts:</b>  |   |                                 |            |     |          |        |           |
| 3.1 Could the consequences differ according to a racial group or disability because a group or persons have a particular need or belief?   |   |                                 |            |     |          |        |           |
| 3.2 Is there any reason to believe that people could be affected differently by the policy – according to racial group/disability/age/gender/religion/sexuality (e.g. access to services or the ability to take advantage of proposed opportunities)?                      |   |                                 |            |     |          |        |           |
| 3.3 Could the policy discriminate unlawfully, directly or indirectly against people from some racial groups/people with a disability/on account of age, gender, religion or sexuality?   |   |                                 |            |     |          |        |           |
| 3.4 Is there any evidence that some people may have different expectations of the policy (e.g. different racial groups/people with a disability/people with different religious beliefs or on grounds of age, gender or sexuality)?  |   |                                 |            |     |          |        |           |
| 3.5 Is the policy likely to affect relations between certain groups (e.g. favouring one racial group)?   |   |                                 |            |     |          |        |           |
| 3.6 Is the policy likely to damage relations between any particular group?   |   |                                 |            |     |          |        |           |

**IF YOU HAVE ANSWERED YES TO ANY QUESTION, PROGRESS TO STAGE 2.**