

EQUALITY IMPACT ASSESSMENT

Name of the service, policy or function being assessed: First Aid _____

Directorate Business Support _____

Date Impact Assessment completed 20/09/06 _____

Is this a policy or function? Policy Function

Is this a new or existing policy or function? New Existing

Names and roles of the people carrying out the Impact Assessment:
(Explain why the members of the impact assessment team were selected i.e. the knowledge and experience they bring to the process also identify lead contact).

1. Terry Hall

2. Stephannie Lowdon

Service Head	Catherine Wilson
Signature	
Date	

Once you have filled in this document please send a copy to the Faith Equality and Diversity Team.

SECTION 1

AIMS AND IMPLEMENTATION OF THE POLICY

Identifying the aims of the policy¹

What is the policy? **First Aid at Work**

What is the aim, objective, or purpose of the policy?

To provide standards and guidance on meeting the requirements of the First Aid at Work Regulations

Rationale behind the policy and its delivery

(Please state the underlying policy objectives that underpin this service and what they are trying to achieve).

To standardise first aid arrangements throughout the organisation

Are there associated objectives of the policy? If so, what are they?

As above

What outcomes do we want to achieve from this policy?

Compliance with current legislation

What factors could contribute/detract from the outcomes?

N/A

Who is affected by the policy? Who is intended to benefit from it and how?

Who are the main stakeholders in relation to this policy?

Line management, first aid personnel and employees

What outcomes would other stakeholders want from this policy?

N/A

Are there any groups, which might be expected to benefit from the intended outcomes but which do not?

No

¹ Please note the term 'Policy' is used for simplicity. The broad term can also refer to a function or a service.

Promotion of good relations between different communities

(How does the policy or function contribute to better Community Cohesion?)

How do you promote good relations between different communities you serve based on mutual understanding and respect?

N/A

What opportunities are there for positive cross-cultural contact between these communities to take place e.g. between younger and older people, or between people of different religious faiths?

N/A

(Specifically identify the relevance of the aims of the policy to the equality target groups and the Council's duty to eliminate unlawful racial discrimination, promote equality of opportunity and good relations between people of different racial groups).

N/A

Policy Priorities:

(How does the policy fit in with the council's wider aims? Include Corporate and Local Strategic Partnership Priorities)

It fits with the council's aim to comply with all current legislation

How does the policy relate to other policies and practices within the council?

N/A

What factors/forces could contribute/detract from the outcomes?

N/A

How do these outcomes meet or hinder other policies, values or objectives of the council?

N/A

How the policy is implemented

(How is, or will, the policy be put into practice and who is, or will be, responsible for it?)

The policy will be issued via H&S Advisors and copies placed in the OH&S Manual. It will be posted on the intranet on the OH&S site.

Who defines or defined the policy?

OH&S Team

Who implements the policy?

OH&S Team and Line management

How does the council interface with other bodies in relation to the implementation of this policy?

Training provider

Is the service provided solely by the Department or in conjunction with another department, agency or contractor?

The policy is internal and council wide

If external parties are involved then what are the measures in place to ensure that they comply with the Council's Equal Opportunities policy?

Trainer. We have met with the trainer during the procurement process and are satisfied that they comply with the council's policy and they have a policy of their own.

SECTION 2

CONSIDERATION OF DATA AND RESEARCH

List all examples of quantitative and qualitative data available that will enable the impact assessment to be undertaken *(include information where appropriate from other directorates, Census 2001 etc.)*

Equalities profile of users or beneficiaries

(Use the Council's approved diversity monitoring categories² and provide data by target group of users or beneficiaries to determine whether the service user profile reflects the local population or relevant target group or if there is over or under representation of these groups)

Equalities profile of staff

(Indicate profile by target groups and assess relevance to policy aims and objectives e.g. Workforce to Reflect the Community. Identify staff responsible for delivering the service including where they are not directly employed by the council).

Evidence of Complaints against the service on grounds of discrimination

(Is there any evidence of complaints either from customers or staff (Grievance) as to the delivery of the service, or its operation, on the equality target groups?)

Barriers

(What are the potential or known barriers to participation for the different equality target groups?)

² Diversity monitoring categories are available from the Human Resources team 01253 477069

Recent consultation exercises carried out

(Detail consultation with relevant interest groups, other public bodies, voluntary organisations, community groups, trade unions, focus groups and other groups, surveys and questionnaires undertaken etc. Focus in particular on the findings of views expressed by the equality target groups)

Identify areas where more information may be needed and the action taken to obtain this data.

(You will need to consider data that is monitored but not reported, data that could be monitored but is not currently collected and data that is not currently monitored and would be impossibly/extremely difficult to collect).

Gaps in information:

Action needed:

(Include short-term measures to be taken to provide a baseline where no or little information is available)

SECTION 3

ASSESSMENT OF IMPACT

Race – testing of disproportionate or adverse impact

Identify the effect of the policy on different **race** groups from information available above.

How is the race target group reflected in the take up of the service?

From the evidence above does the policy affect, or have the potential to affect, racial groups differently and if so do any of the differences amount to adverse impact or unlawful discrimination?

If there is an adverse impact, can it be justified on the grounds of promoting equality of opportunity for one racial group or for another legitimate reason?

Could the policy discriminate, directly or indirectly and if so is it justifiable under legislation?

(Include information on adverse impact between different racial groups)

Gender – testing of disproportionate or adverse impact

Identify the effect of the policy on **gender** groups from information available above.

How are the gender groups reflected in the take up of the service?

From the evidence above does the policy affect, or have the potential to affect, gender groups differently and if so do any of the differences amount to adverse impact or unlawful discrimination?

If there is an adverse impact, can it be justified on the grounds of promoting equality of opportunity for one gender group or for another legitimate reason?

Could the policy discriminate, directly or indirectly and if so is it justifiable under legislation?

Disability – testing of disproportionate or adverse impact

Identify the effect of the policy on the **disability** strand from information available above.

How are disabled people reflected in the take up of the service?

From the evidence above does the policy affect, or have the potential to affect, disability groups differently and if so do any of the differences amount to adverse impact or unlawful discrimination?

If there is an adverse impact, can it be justified on the grounds of promoting equality of opportunity for one group or for another legitimate reason?

Could the policy discriminate, directly or indirectly and if so is it justifiable under legislation?

Age – testing of disproportionate or adverse impact

Identify the effect of the policy on different **age** groups from information available above.

How are young and old people reflected in the take up of the service?

From the evidence above does the policy affect, or have the potential to affect, age groups differently and if so do any of the differences amount to adverse impact or unlawful discrimination?

If there is an adverse impact, can be justified on the grounds of promoting equality of opportunity for one group or for another legitimate reason?

Could the policy discriminate, directly or indirectly, and if so is it justifiable under legislation?

Lesbian, gay bisexual – testing of disproportionate or adverse impact

Identify the effect of the policy on **lesbian, gay and bisexual** (LGB) groups from information available above.

How are LGB groups reflected in the take up of the service?

From the evidence above does the policy affect, or have the potential to affect LGB groups differently and if so do any of the differences amount to adverse impact or unlawful discrimination?

If there is an adverse impact which, can it be justified on the grounds of promoting equality of opportunity for one group or for another legitimate reason?

Could the policy discriminate, directly or indirectly and if so is it justifiable under legislation?

Religion/Belief – testing of disproportionate or adverse impact

Identify the effect of the policy on different **religious/belief** groups from information available above.

How are the religious/belief groups reflected in the take up of the service?

From the evidence above does the policy affect, or have the potential to affect, religious or belief groups differently and if so do any of the differences amount to adverse impact or unlawful discrimination?

If there is an adverse impact, can it be justified on the grounds of promoting equality of opportunity for one group or for another legitimate reason?

Could the policy discriminate, directly or indirectly, and if so is it justifiable under legislation?

Health Impact – testing of disproportionate or adverse impact

Identify the effect of the policy on physical or mental **health** of service users and the wider community from any information that is available. (This might include an increased risk to health for some groups in the community, which although not intended, may have still occurred. The impact on health might include: increased mental stress, greater risk of accident or injury, reduced opportunities to have a quality diet, reduced opportunity for physical exercise, or greater incidence of diseases such as heart disease and diabetes.)

From the evidence above does the policy affect, or have the potential to affect the health of groups differently? If so, which groups and how does the impact occur?

Additional groups which may experience a disproportionate or adverse impact

Identify if there are groups, other than those already considered, that may be adversely affected by the policy?

For example those in poverty may be adversely impacted by the policy and it might be useful to consider them as a separate group in the light of the Council's overall policy objectives.

Additional factors which may influence disproportionate or adverse impact

Management Arrangements

(How is the Service managed, are there any management arrangements which may have a disproportionate impact on the equality target groups?)

What is the custom and practice in the provision or allocation of this service?

(Could these have a disproportionate impact on the equality target groups?)

The Process of Service Delivery

(In particular look at the arrangements for the service being provided).

Operation Times

(When is the service provided; are there seasonal issues; are there barriers to the service based on the time and delivery of the service which may affect the target groups?)

Methods of communication to the public and internally

(What methods do you use to communicate this service? Include review and assessment of methods, media, translations, interpretation etc. bearing in mind the extent to which these media forms are accessible to all sections of the community)

Externally

Internally

Awareness of Service by Local People

(Assessment of the extent to which local people are aware of the service based on available data. What measures do you undertake to reach traditionally excluded communities?)

Evidence of disproportionate or adverse impact

(Is there any evidence or view that suggests that different equality, or other, target groups in the community have either a disproportionately high or low take up/impact of/from this service/function?)

yes no

If yes, what and why (State below)

SECTION 4

MEASURES TO MITIGATE DISPROPORTIONATE OR ADVERSE IMPACT

Specify measures that can be taken to remove or minimise the disproportionate impact or adverse effect identified at the end of Section 3. If none were identified in Section 3, identify how disproportionate impact or adverse effect could be avoided in the future. (Consider measures to mitigate any adverse impact and better achieve the promotion of equality of opportunity).

SECTION 5

CONCLUSIONS AND RECOMMENDATIONS

Does the policy comply with equalities legislation, including the duty to promote race equality? Take into account your findings from the impact assessment and consultations and explain how the policy was decided upon its intended effects and its benefits.)

yes no

What are the main areas requiring further attention?

Summary of recommendations for improvement

How will the results of the IA feed into the performance planning process?

Future Monitoring and Consultation

How and when will the policy be monitored?

Formatted

Suggested consultation for the future.

(Identify areas for future consultation and any barriers to participation in consultation with proposals to overcome these).

SECTION 6 – ACTION PLAN

Recommendation	Key activity	Progress milestones	Officer Responsible	Progress

