

## Equality impact assessments – for services and policies

### What is an equality impact assessment?

An equality impact assessment is an important part of our commitment to improving equality practice. The form will help us find out what impact or consequences our functions, policies, procedures and practices have on our citizens, employees and potential employees.

By undertaking an impact assessment, we are able to:

- Take into account the needs, experiences and circumstances of those groups of people who use (or don't / can't use) our services.
- Identify any inequalities people may experience.
- Think about the other ways in which we can deliver our services which will not lead to inequalities.
- Develop better policy-making, procedures and services.

Impact assessments are required by law; The Race Relations Amendment Act, The Disability Discrimination Act and the amended Sex Discrimination Act all require local authorities to assess the impact of their functions, policies, practices and services, or the likely impact of any that are proposed, on equality.

However, our view is that we should be using the results of impact assessment to improve service delivery so that we become more accountable to the people that we serve.

### Background

<b>Name of service / policy and date</b>	Volunteering Policy – for employees of Tewkesbury Borough Council
<b>Lead officer</b>	Janet Martin
<b>Other people involved in completing this form</b>	

## Step 1 - About the service / policy

<b>What is the aim of the service / policy and what outcomes is it contributing to</b>	<p>To provide consistency of treatment for people wishing to volunteer. It will help the council to deliver its service and improve communities. The policy will help to build a robust and resilient society and improve relationships with communities and Tewkesbury Borough Council.</p>
<b>Who are the primary customers of the service / policy and how do they / will they benefit</b>	<p>The primary customers are members of the public. The individual will benefit from:</p> <ul style="list-style-type: none"> <li>• Personal achievement and developing self-worth through giving back to the community</li> <li>• Broadening a persons outlook of the community</li> <li>• Transfer a person's skills and experience to the community</li> <li>• Developing new person skills and experiences</li> <li>• Improving an individual's employability</li> <li>• Create a "can do" attitude</li> <li>• Increase social health and wellbeing</li> <li>• Help adjust for the future, e.g. retirement prospects</li> </ul>
<b>How and where is the service / policy implemented</b>	<p>Tewkesbury Borough</p>
<b>What potential barriers might already exist to achieving these outcomes</b>	<p>The practical ability to allow a person to volunteer because of the impact on the service.</p>

## Step 2 – What do you know already about your existing / potential customers

<b>What existing information and data do you have about your existing / potential customers e.g. Statistics, customer feedback, performance information</b>	<p>The council already has developed a relationship with Involve Gloucestershire and they have provided information about the types of projects that can be organised. There are a number of staff who are keen to get involved in volunteering.</p>
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<b>What does it tell you about who uses your service / policy and those that don't?</b>	Individuals feel that they are giving something back to the community by giving their time to support the council and by supporting community activities and helping to make a difference.
<b>What have you learnt about real barriers to your service from any consultation with customers and any stakeholder groups?</b>	No consultation has been undertaken.
<b>If not, who do you have plans to consult with about the service / policy?</b>	We shall be working with Involve Gloucestershire to deliver our volunteering strategy.

### Step 3 - Assessing Impact

How does your service / policy impact on different groups in the community? The groups in bullets are current priority groups identified by the CSP.

<b>Group</b>	<b>What are you already doing to benefit this group</b>	<b>What are you doing that might disadvantage this group</b>	<b>What could you do differently to benefit this group</b>	<b>No impact on this group</b>
Ethnicity / Race <ul style="list-style-type: none"> <li>• Economic migrants</li> <li>• Chinese community</li> <li>• BME young people</li> <li>• Asian, Asian/British</li> <li>• Black, Black/British</li> <li>• White</li> </ul>				No impact on the group.
Gender and trans-gender <ul style="list-style-type: none"> <li>• Women who are not in work</li> <li>• Trans-gender people</li> </ul>				No impact on this group.
Age <ul style="list-style-type: none"> <li>• Older people experiencing isolation and poverty</li> <li>• Vulnerable children and young people</li> </ul>				No impact on this group.

Disability <ul style="list-style-type: none"> <li>• People experiencing mental ill-health</li> <li>• People with physical disabilities</li> <li>• Children and young people with learning difficulties and/or disabilities</li> </ul>		Individuals must be able to understand the health and safety rules and responsibilities. They also have a responsibility to ensure the safety of others.	Ensure individuals attend induction or ongoing training and ensure the relevant council policies are followed.	
Religion or belief <ul style="list-style-type: none"> <li>• Muslim community</li> <li>• Chinese community (Buddhism etc)</li> </ul>				No impact on this group.
Sexual orientation <ul style="list-style-type: none"> <li>• Lesbian women</li> <li>• Gay men</li> <li>• Bi-sexual people</li> </ul>				No impact on this group.
Other socially excluded groups or communities <ul style="list-style-type: none"> <li>• People on low incomes</li> <li>• People with poor literacy skills</li> <li>• Gypsies, Travellers and Show People</li> </ul>				No impact on this group.

#### Step 4 - what are the differences

<b>Are any groups affected in different ways to others as a result of the service / policy?</b>	The council may not be able to make reasonable adjustments to enable a person with physical disabilities to carry out some practical tasks. The individual would need to be able to comply with the risk assessment for that type of work.
<b>Does your service / policy either directly or indirectly discriminate?</b>	No

<p><b>If yes, what can be done to improve this?</b></p>	
<p><b>Are there any other ways in which the service can help support priority communities in Tewkesbury?</b></p>	<p>Individuals can be signposted to Involve Gloucestershire who can help them find volunteering opportunities which support priority communities in Gloucestershire.</p>

### Step 5 – taking things forward

<p><b>What are the key actions to be carried out and how will they be resourced and monitored?</b></p>	<p>Develop links with Involve Gloucestershire and publicise the policy through staff briefings. The volunteering activities will be evaluated and discussed at the PPD review, A copy of the evaluation will be given to the HR section.</p>
<p><b>Who will play a role in the decision-making process?</b></p>	<p>Management Team who will approve volunteering challenge days and who can volunteer.</p>
<p><b>What are your learning and development needs?</b></p>	<p>Being aware of the issues that need to be tackled in the community and the benefits to the council, the individual and the community.</p>
<p><b>How will you capture these actions in your service planning?</b></p>	<p>It will be recorded in the HR Service Plan.</p>

Signed by the Manager undertaking the assessment \_\_\_\_\_

Full name in capitals please \_\_\_\_\_

Date \_\_\_\_\_ Job Role \_\_\_\_\_