

AGE POSITIVE



# Ealing Equality & Diversity Toolkit

Guidance for Voluntary and Community groups in Ealing





***Ealing Community Network***

This guidance was developed by Halima Abouannaoual (ECVS Workforce Development Officer) with the assistance of the ECN Equalities Working Group whose partners include EASE, Ealing Racial Equality Council, Contact a Family and ECVS's CANBE manager and LGBT Development Worker

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# Equality and Diversity

## What is Equality?

With regards to your organisation, **'Equality'** is the term used to define the work carried out by your organisation to promote equal opportunities and challenge discrimination. This includes its attitudes and practice towards staff and volunteers, and how it deals with the public or delivers services for users. Equality is based on the idea of fairness whilst recognising and embracing the differences that makes an individual unique.

Equalities work typically focuses on groups that are at greater risk of being discriminated against. Below are the 'Equality strands' which are covered by legislation making it illegal to discriminate against anyone on the basis of their:

- 1) Age
- 2) Disability
- 3) Gender
- 4) Transgender Identity
- 5) Sexual Orientation
- 6) Race and Ethnicity
- 7) Religion and Belief

For definitions see Appendix 1 for this toolkits Glossary

## What is Diversity?

People of many different nationalities, ethnic groups, cultures, religious or non faith backgrounds, and of different age, gender, impairment, household type, sexual orientation and transgender status now live in Britain. That is what makes it a diverse society.

Embracing diversity means being open to differences between people, and celebrating difference so that everyone's talent is recognised and everyone has the opportunity to actively participate within society.

Diversity is about valuing and respecting these differences and making sure that your volunteers, staff members, service users and members of the public are valued by understanding and respecting these differences in the way your organisation works.

## Human Rights

Human rights are basic rights which all people are entitled to. Nobody is more entitled to them than anybody else. These include the right to life, liberty, fair hearing, private and family life, freedom of conscience, religion, expression and association and freedom from degrading treatment and discrimination. As an organisation you must ensure that the human rights of the people involved in your organisation are maintained and prioritised.

Visit <http://www.equalityhumanrights.com> for more information

## Importance of Equality and Diversity Work

Equality and diversity is becoming more important in all aspects of our lives and work for a number of reasons.

- We live in an increasingly diverse society and need to be able to respond appropriately and sensitively to this diversity.
- Successful implementation of equality and diversity in all aspects of work can ensure that colleagues, staff and students feel valued, motivated and treated fairly.
- This country has an equality and human rights legal framework covering employment practices and service delivery. All organisations need to ensure that they work within this framework and avoid discrimination.

## What is Discrimination?

**Discrimination** is less favourable or bad treatment of someone because of one or more aspects of their social identity.

Understanding how discrimination can impact on individuals' lives is essential to prevent potential discrimination within teaching and learning situations and ensure that you are confident in dealing with discrimination issues if and when they arise.

While we can face discrimination because of any of these aspects, it is important to also identify the links between social identities and individuality and/or a state and situation. Bad treatment can be multi-layered and occur because of:

- an aspect of individuality, e.g. some aspect of personal appearance, size, personal likes, etc
- our state/situation, e.g. homelessness, being a lone parent, misuse of drugs or alcohol, citizen status, health, etc

### Relevant Concepts

**Direct discrimination:** Treating a person less favourably than another in the same or similar circumstances or segregating them from others solely because they are, for example, a lesbian, a gay man or because they have a disability or illness. Refusing to employ someone who has the required skills because they are deaf or pregnant would constitute such.

**Indirect discrimination:** Applying a provision, criterion or practice which disadvantages particular groups of people and which is not justified as a means of achieving a legitimate aim. For example the setting of language tests, where language skills or fluency are not really needed for a job would be indirect discrimination.

**Victimisation:** This occurs when a person is treated less favourably or is discriminated against because he or she has pursued or intends to pursue their rights in respect of alleged discrimination.

**Harassment:** Harassing or abusing people or groups of people because, for example, they are a member of a national, racial or ethnic minority group, a woman, someone with a disability etc

***Any of the above can be considered a HATE CRIME if it is perceived by the victim or any other person to be motivated by prejudice or hate.***

## Discrimination and the Equality strands

### 1) How does AGE discrimination occur?

- Making assumptions about things people are able to do or not do
- Advertising for someone “young and dynamic” or someone “mature and responsible”
- Excluding older workers from training
- Using negative language to describe older or younger workers which reinforces stereotypes
- Asking for “so many” years experience to qualify for a job could rule out younger workers who have the skills but have not had the opportunity to demonstrate them over a longer period

### 2) How does DISABILITY discrimination occur?

- Making assumptions about things people are able to do or not do
- Not taking into account the need to make reasonable adjustments to allow people to access jobs or services
- Not making allowances for people who are carers of those with disabilities

### 3) How does GENDER discrimination occur?

- Encouraging men and women into stereotyped careers
- Paying men and women different salaries for work of similar value
- Making assumptions about parental roles and overlooking men's different needs and experiences
- Targeting health and childcare services specifically at women
- Targeting public transport at commuters and overlooking people who need more access to healthcare, childcare and food shopping

### 4) How does TRANSGENDER gender discrimination occur?

- Not treating someone as the gender they appear, which may be refusing to allow someone to use the toilets appropriate to their chosen gender, or not referring to them as their chosen gender
- Not respecting an individual's need for confidentiality about their personal circumstances

### 5) How does SEXUALITY discrimination occur?

- Making assumptions about whether someone has a partner and who that partner might be
- Refusing benefits that would apply for married couples to same sex couples who have entered a civil partnership
- Creating an environment where people feel uncomfortable about their sexuality in terms of their relationship with colleagues or their future job prospects

### 6) How does RACIAL/ETHNIC discrimination occur?

- By targeting childcare and antenatal care at certain sections of the community
- Rejecting job applications because of language or cultural barriers
- By publishing information in places that are not accessible for ethnic minorities
- Using criteria for selection which disadvantage certain ethnic groups

### 7) How does RELIGIOUS discrimination occur?

- Providing a service on certain days which may disadvantage people of certain faiths
- Applying dress codes to all employees which disadvantage people of particular beliefs
- Exclusion of colleagues from team social events because of religious beliefs around food or alcohol
- Assuming that someone belongs to a particular religion because of their appearance and taking discriminatory action because of that assumption

## Multiple Discrimination

Whilst considering your organisations equalities practices, it must be taken into account that people do not simply fit neatly into the equality strands as being solely black, disabled etc. We are all diverse, complex and multi-layered, and can be discriminated against for more than one reason. Examples of people affected include:

- Black, Minority, Ethnic & Refugee (BMER) women
- Muslim women
- Gay disabled people
- Disabled women
- Elderly BMER people
- Elderly gay people

One of the reasons why the new Equality Act 2010 (see page 8) was created was before of the limitations of the separate equalities legalisation which did not take into account the instances where more than one type of discrimination occurs.

Whilst multiple discrimination identifies multiple barriers that people face, it also encourages us to recognise the **WHOLE** person and not just one aspect of their identity. This approach can help you to broaden and possibly improve the services you offer and develop a greater understanding of the equality strands. An example of an organisation who considers this is **Hestia Women's Aid**. They work with victims of Domestic violence and know that there are barriers facing certain women to using their service. For instance BMER women who do not speak English may be even more vulnerable; and so Hestia will engage interpreters to effectively communicate and help these women. Hestia recognises that not all women can be given the same help and are able to offer services to suit the needs of the individual.

## What can your Organisation bring to the Equalities Agenda?

Sometimes this work can seem idealistic and impossible to achieve. We are all struggling to cope with the practicalities of running and working in voluntary and community organisations. So it is important to recognise that you are not starting with a blank sheet. You are probably already working in areas which contribute towards equalities work. There are also skills and experiences which you bring to this work.

The following have been identified as being important resources in accomplishing equalities work:

- The way we empower staff, volunteers, service users
- The way we support other organisations through our networks
- Our inclusive leadership style
- Our knowledge of and empathy with different communities
- Our fairness, honesty and ability to work with each other
- Training opportunities
- Our ability to challenge
- Our accessibility, which is as much about the language we use as physical accessibility.

## Case study from the ECVS LGBT Development Worker

The Lesbian, Gay, Bisexual and Trans (LGBT) Development Project promotes engagement on LGBT issues across seven west London boroughs. The Project seeks to address gaps in information, groups, training, policy development and service provision for LGBT residents.

The project contributes to equalities work through promoting LGBT issues, giving a voice to LGBT people, building LGBT groups, lobbying for improved services and coordinating the West London LGBT Forum. It also investigates the extent to which LGBT residents are discriminated against and works with necessary partners to address this e.g. Local Authorities, Police, Housing and Health etc.

Through understanding the needs of LGBT people in the area, they have been able to support and develop services for LGBT people as well as advocate for improved services which meet their needs. They recognise that LGBT people come from all diversity strands (they can be of different ethnicities, religions or have disabilities which can lead them to be discriminated against) which highlights the need for a pan equalities approach to this work.

## Legislation

### NEW...The Equality Act 2010

The new Equalities legislation was passed on 8<sup>th</sup> April 2010 and aims to bring disability, sex, race and other grounds of discrimination within one piece of legislation. It also includes some major changes to disability discrimination law.

This Act aims to simplify the law which, over the last four decades, has become complex and difficult to navigate. Nine major pieces of legislation and around 100 other measures will be replaced by this Act which aims to make it easier for individuals and employers to understand their legal rights and obligations (**See Appendix 3 for a list of prior legislation**)

The Equality Bill measures include:

- 1) Introducing a new public sector duty to consider reducing socio-economic inequalities; (this could mean more money being put into estates such as **Copeley Close** and **Green Man Lane**)
- 2) Putting a new Equality Duty on public bodies
- 3) Using public procurement to improve equality
- 4) Banning age discrimination outside the workplace
- 5) Introducing gender pay reports in 2013 if employers with over 250 employees do not take action by then
- 6) Extending the scope to use positive action (see Glossary on page 17)
- 7) Strengthening the powers of employment tribunals
- 8) Protecting carers from discrimination
- 9) Offering new mothers stronger protection when breastfeeding
- 10) Banning discrimination in private clubs
- 11) Strengthening protection from discrimination for disabled people

For more information about the Equality Act 2010 please visit [http://www.equalities.gov.uk/equality\\_bill.aspx](http://www.equalities.gov.uk/equality_bill.aspx)

# Developing an Equality and Diversity policy

An Equality and Diversity policy needs to have two parts:

## 1) A policy statement

This sets out your organisation's commitment to promoting equality, including areas that go further than current legislation. The statement should make it clear how the policy was developed and that there is an expectation that staff, volunteers and trustees will all carry a responsibility for implementation. It should also describe the process for accountability and for monitoring the effectiveness of the policy.

## 2) An implementation plan

This clearly sets out:

- how the policy will be implemented
- what is expected of staff and volunteers in all aspects of their work
- what is expected of trustees and member organisations
- how the plan will be monitored and reviewed, by whom and when

## Developing the policy

Ask yourself:

- Do you already have policies related to specific issues, such as harassment and equal pay? How will these link with this overall policy?
- Do existing policies need revising or can they be incorporated in some way?
- What about Human Rights? Will this be a separate policy or can it be incorporated into your equality policy?
- Beware of trying to take short cuts and writing a policy in isolation! Any policy must be developed in consultation for it to have any meaning within an organisation. Everyone needs a sense of ownership. This means that the process of development should be transparent and engage the range of interest groups within your organisation.

See Appendix 4 for a sample policy

## Putting the policy into practice

Once you have an Equality and Diversity Policy that everyone can own you need to ensure that it is put into practice and monitored.

All too often, people heave a satisfied sigh of relief when the policy is finally agreed and signed off, and think the work is over. It isn't! It's only just begun: until the policy is fully implemented at all levels in the organisation, it will not mean anything, and its potential will not be realised. You need to plan how you will ensure all policies will be implemented: is it really enough just to send a copy to everybody?

## **10 things to think about**

- 1) Ask yourself whether your organisation has a Mission Statement, and if so whether it makes a commitment to promoting equality and respecting diversity in all areas of your work. If not, then writing a new Mission Statement should be your top priority.
- 2) List the areas of equality and diversity you are good at, even if there are still things that you could improve, and put these low down on your list of priorities.
- 3) Then list the things you are not so good at or what you are not doing at all, and make these your top priorities.
- 4) Decide what you can reasonably achieve in a given period of time – say, the next six months – and use this knowledge to decide which areas of work you will tackle first.
- 5) Decide what information you need to work through these tasks. What information do you need from inside your organisation? What information do you need from other people?
- 6) Decide what advice you need and where to get it.
- 7) Make sure that you have got enough resources to complete this plan in the way you want to. If not, then revise the plan to make it less ambitious.
- 8) Decide who is going to be doing each piece of work.
- 9) Set up an equality and diversity working group to share information and monitor progress. One or two members of your management committee should be on this group.
- 10) Remember: an action plan describes what you want to do and how you want to do it. But things may not work out quite as you expect - keep the plan under review and adapt it.

See Appendix 5 for Checklist for monitoring you organisations Equality and Diversity Policy

### **Case study from EASE**

E.A.S.E. (Empowering Action and Social Esteem) is an organisation based at Copley Close in Ealing which provides a variety of services for people living on estates aged 6 months upwards.

Since its formation in 2001, EASE's services, partners, service users, members, staff and volunteers employed has greatly increased. In order to ensure that all people involved in the organisation understand the importance of equalities to EASE, an Equalities policy was developed to identify clear guidelines of how to act appropriately

The main challenge in creating a policy was to ensure that we have a policy that is covers all legal and moral aspects whilst creating a document that is accessible to all. To make sure they created such a document, they reviewed other organisation's policies, looked at the requirements of funders and gained an understanding of the laws involved through training and research.

Equalities is more than just a policy and is discussed during induction periods, included in training and reflected in paper work (registration forms, publicity etc). EASE continuously reflect on practices through team meetings, involve service users and members in planning and evaluating services and constantly review monitoring information and identifying and addressing gaps that arise.

# Monitoring your Organisations Equality Practices

Monitoring means regularly collecting information on your project and analysing it to see how things are going. The Equality and Human Rights Commission (EHRC) advises that all organisations should undertake equalities monitoring in order to comply with current equalities legislation and to positively promote equality and diversity.

## Why is monitoring important?

There are several reasons why monitoring your project is particularly important for voluntary and community groups

### **Find out who is involved with your organisation**

Help you to get a better picture of who your service users, employees and partners are and to identify groups of people who are under-represented within your organisation. Monitoring can also provide important information to help you identify whether or not there may be deliberate or unconscious discrimination going on within your employment or volunteering practices or in relation to your service delivery

### **Accountability**

When you win funding from an organisation, they will usually make it compulsory for you to report back on what you're doing and what you're spending their money on. You might have agreed targets with them, such as the number of people your organisation will reach within a given time. You'll need to do monitoring regularly to collect this information.

### **To secure future funding**

Funding bodies will want to see concrete evidence of the effect your group has to help them decide whether to give you money. Ongoing monitoring will provide this. It can provide evidence of what has been achieved and what might be achieved in the future.

### **To check the organisations progress against your original plans**

It can be easy to lose sight of the original aims you had for your organisation. Monitoring it on a monthly, quarterly or yearly basis and checking whether you're still on course to achieve your goals will prevent this. It will also help you keep an eye on whether you're keeping to your timescales and budgets.

### **To learn from your experience**

Proper monitoring of your organisation means you can see what has worked well and what hasn't. You can then use this information to improve future projects or funding applications.

## Getting started

Monitoring who your service users, staff and volunteers (including committee members) are can be a sensitive issue. You may feel that you already deal openly with people, that you do not discriminate against them, and that you do not want to pry into their personal backgrounds. Also, you may not want to routinely take down personal information. However, it is essential to carry out equalities monitoring because it will enable you to know the backgrounds of your workforce, your volunteers and your service users.

One of the main ways of doing this work is to ensure that monitoring forms are used wherever possible and completed by EVERYONE involved in your organisation. This includes partners/members, staff and volunteers and service users. These forms should be used:

- In the recruitment process. A monitoring form within an application form to be extracted and stored separately
- As part of the booking process for training or other events
- When gathering information about new partners/members e.g. trustees
- As part of an application form to be completed by new service users.

**See Appendix 6 for a basic sample Monitoring form. Re-design this form to suit your organisation, making it as inclusive as possible and not discriminating against anyone**

**See Appendix 7 for the EHRC Monitoring which is a more comprehensive form. This may need to be used when gathering information for funders but may not be needed in all monitoring activities.**

Make sure you only ask questions that explore whether your organisations practices work across the seven equality strands. Any unnecessary questions could turn the monitoring process into an invasion of privacy. Examples include asking about HIV status, marital status etc – Think about how these questions can lead to improvements in your services.

**Make sure people are informed as to why you are asking for the information.**

### Case study 3

A group was asked by its funders to prove its inclusiveness by monitoring the various different people using its service – in terms of their gender, age, ethnicity, religion, disability, income and sexual orientation.

However, after introducing a monitoring form inviting people to indicate which heading was appropriate for them the group got a number of complaints that the forms were intrusive. They discontinued the forms, but the funders were unhappy. So the group worked with members to come up with a form that explained the importance of the information to the funders – why they needed the information and how it would be used, and emphasising that the forms were completed anonymously. The new forms were written by members and carried a message from members who had benefited from the service.

## Confidentiality

Remember that confidentiality is important and that you must adhere to the Data Protection Act 1998 when collecting, storing, analysing and publishing personal data. Under no circumstances should you reveal a person's identity. Make it clear to people that the information they provide is given voluntarily, that it is strictly confidential, and tell them what you will do with the information. Otherwise they may not want to complete your monitoring form.

**It is essential that monitoring information (e.g. on application forms) is detached from the application form and stored anonymously.**

Monitoring sexual orientation probably raises issues of confidentiality more than some of the other equality strands. The EHRC advises that sexual orientation, along with the other equality strands, should be monitored but that organisations need to be clear why they are doing it and how they will use the information to promote equality for gay men, lesbians and bisexual people and tackle discrimination.

**Please note that no equalities monitoring forms should be stored on employee or volunteer personnel files, or on service user case records.**

## Other ways to can gather information:

### Questionnaire or survey

These are quite straight forward to put together and distribute and you can reach a lot of people quickly and easily. You can have questionnaires with multiple choice boxes people can tick, and you can ask them to give you more detailed replies. The questionnaire can be anonymous if you think you'll get better responses. However, you need to make the questions as clear as possible so that you get exactly the information you want. You'll need to analyse the information once you've collected all the questionnaires to get an overall picture of what people think. Questionnaires can be especially useful for monitoring attitudes or behaviour change.

### Feedback forms

If you're holding an event, why not ask people to fill in a feedback form at the end? The event will be fresh in their mind, so you should get accurate responses. However, some people might rush the form if they're in a hurry to leave, so do offer them the option of emailing it back to you. You can use their feedback to improve your future events.

### Interviews

Although they can be time consuming, interviews carried out face-to-face or on the phone are a great way to get detailed information on what people think of your project.

### Focus groups

Getting a group of people together to discuss your project is an easy way to gather information. Bringing a group together, rather than just interviewing individuals, means people can spark new ideas in each other, and you often get better responses. However, you need to think carefully about the information you want to collect from your focus group, and continually steer the conversation in that direction. It's easy to let the discussion drift off track.

## What to do with your Monitoring Information

Through monitoring you may discover that you currently do not employ any disabled people or older people. Or you may find that there are people living and working in your area that are not using your organisation's services and facilities. You will then need to analyse why this is the case and take action to address it.

- Are certain groups under-represented because of how and where you advertise your vacancies?
- Do your recruitment and selection criteria disadvantage or discriminate against certain groups?
- Are your premises inaccessible?
- Does your staff discourage applications from certain groups of people?
- Why are some people promoted and others not?
- Is your team of staff and volunteers representative of your local communities?
- Do the people who use your organisation's services and facilities come from all the diverse communities in your area?

Remember that collecting information is not an end in itself. You must regularly analyse and question the data. Monitoring will only bring about positive change if it is used to identify gaps in service provision or identify barriers that people face or where they do less well.

### Case Study 4

A community group providing older people with a weekly luncheon club carried out a monitoring exercise to find out more about their service users.

They carried out a survey of people using the service. One of the questions asked: 'Do you know anyone else who could benefit from the lunch club, but who doesn't come along at the moment?' Anyone who said 'yes' was then asked 'Why don't they attend at present?' The club was surprised to discover that there were at least 20 more older people who were known to the existing users, who could benefit, but didn't attend. The most common reason given for this was that 'they lived too far away.' The club already used a community transport scheme to pick up regulars, but this service only served a particular village. Other potential users lived in a neighbouring town not served by the community bus. They were being excluded because of where they lived. The club was able to negotiate an additional route for the bus so that more people could come along.

RAISE Equalities Toolkit 2008

# Equality Impact Assessment (EQIA)

Equality Impact Assessment (EQIA) is the process by which organisations examine their activities in order to minimise the potential for discrimination. They can help ensure that equality, social inclusion and community cohesion issues can be considered when drawing up policies or proposals which affect the delivery of your services.

The process is also used to monitor interventions designed to have a positive impact on a particular group.

## What are the aims of an EQIA?

Discrimination can occur due to unforeseen reasons. It is also often the case that organisations sometimes unintentionally overlook or exclude certain groups by not specifically considering their needs. By carrying out an EQIA you can obtain a profile of how your policies, services or activities will affect different equalities groups. The potential for discrimination is reduced when undertaking EQIA's and awareness among staff who may have little or no experience is raised. Most importantly, your organisation will be complying with legislation by identifying and designing-out discrimination.

## Who has to carry out an EQIA?

The Equality Act 2010 requires all public bodies to carry out EQIA's. They have proved to be so effective in practice that the principles have been extended to cover all the seven equality strands.

Voluntary organisations that are carrying out functions on behalf of a public body (e.g. the Council) may also be expected to carry out EQIA's. However, even if there is not a duty on you to carry out EQIA's, it will benefit your organisation greatly to start using them. It is also useful to know the process because you may be asked to take part in the process as a stakeholder.

## The Process

There are effectively two different levels of impact assessment. The first is the **Initial Screening** which should be carried out in all cases. Depending on the result of the Initial Screening you may then need to move on to carry out a **Detailed Equality Impact Assessment (EQIA)**.

### 1) Initial Screening

By carrying out an initial screening you will be able to determine whether a full Equality Impact Assessment is needed. It should identify positive, neutral or negative impact.

### 2) Detailed Equality Impact Assessment (EQIA)

If the initial screening reveals that there may be a negative impact on any particular group, then you should carry out a detailed EQIA

## Step by step guide to an EQIA

### 1) Identification

At this stage you need to identify what you are carrying out the impact assessment on i.e. the policy, strategy, proposal, service or function. You need to be clear about the purpose of the policy or function.

### 2) Preparation

As part of the preparation you need to identify who is taking the lead role and you should also form a team of relevant people to assist.

### 3) Initial Screening

At this stage you should:

- Examine all available data e.g. previous research carried out, consensus information
- Determine whether there is evidence of different impacts on different equality groups;
- If you note any adverse impact on any groups, can this be justified?
- This will help you to determine whether a more detailed EQIA should be carried out.

### 4) Gather further data and research

At this stage you should consider all of the information used for the initial screening and then identify and gather other relevant information. You may need to consider new mechanisms for gathering data.

### 5) Consultation

At this stage you should involve all relevant stakeholders, this might include service users, other community groups etc. It is important that you explain to people what you are doing and think about accessible ways of consulting with people. You might use focus groups, postal questionnaires etc.

### 6) Assess impact

You should now consider all of the data you have gathered including findings from the consultation to assess the impact. You should assess whether there is, or is likely to be, a positive impact or negative impact for different groups. You should assess and determine the nature of this negative impact.

### 7) Eliminate or reduce negative impact

Once you have determined the nature of the impact, you should examine why it has occurred or is likely to occur. You will then be able to explore ways to reduce or eliminate the negative impact.

### 8) The Action Plan – Monitor & Review

This is where you develop an action plan to implement what is needed and set up arrangements for monitoring and review.

### 9) Publish results

It is important that you make the results of the EQIA available so you should consider how you will publish the results. It is also important to identify the people that need to know the results.

See Appendix 7 for an EQIA template

# APPENDICES

## Appendix 1 - Glossary and Jargon Buster

<b>Affirmative Action</b>	A program policy intended to correct the effects of past discrimination in areas such as employment, education or housing. Usually affirmative action in the UK includes outreach programmes, setting goals, and extra opportunities for members of underrepresented groups.
<b>Ageism</b>	Stereotyping, prejudice and discrimination against individuals or groups because of their age.
<b>Assimilation</b>	The absorption of an individual or minority group of people into another society or group.
<b>BME</b>	Black and minority ethnic. Also known as BAMER and BMER
<b>'Caste' system</b>	A social structure in which classes are determined by heredity, profession or wealth.
<b>Class</b>	A group of people thought of as a unit because they are similar in terms of social or economic factors.
<b>Disability</b>	Under the Disability Discrimination Act 1995, disability is defined as having an impairment which is either physical or mental, and which has a long term and substantial adverse effect on the individual's ability to carry out normal day to day activities.
<b>Discrimination</b>	The act of distinguishing differences between people and showing favouritism or prejudicial rejection to one or more groups of people. There are two types of discrimination: direct and indirect discrimination.
<b>Direct Discrimination</b>	Direct discrimination consists of treating a person less favourably than others on the grounds of race, gender, disability, religion or belief and sexual orientation. It includes instruction and pressure to discriminate, harass, victimise and racially segregate.
<b>Diversity</b>	Diversity is a term used to describe the recognition that everyone is different and that the differences should be respected, recognised and valued.
<b>Indirect Discrimination</b>	This includes practices which might look fair but which have discriminatory side effects. It applies when an apparently neutral provision, criterion or practice disadvantages members of a specified group relative to others.
<b>ECN</b>	Ealing Community Network – A project within Ealing CVS which gives voluntary and community groups a greater say in local decision making.
<b>ECVS</b>	Ealing Community and Voluntary Services. Infrastructure organisation that provides support to local voluntary and community groups in Ealing.
<b>Equality</b>	In its most basic terms, equality means treating everyone fairly. However, equality is not just about treating everyone the same, but making sure that no one suffers or is disadvantaged when it comes to getting what they need.
<b>Equality and Human Rights Commission (EHRC)</b>	A single equality body, established on 1st October 2007. It merged the Commission for Racial Equality, The Equal Opportunities Commission and the Disability Rights Commission, and now takes responsibility for the new laws outlawing workplace discrimination on grounds of age, religion, belief and sexual orientation.
<b>Ethnic Group</b>	A category of people considered to be significantly different from others in terms of cultural (eg dialect, religion or traditions) and sometimes physical

	characteristics (eg skin colour or body shape).
<b>Ethnic Symbol</b>	Selected traits used as symbolic badges of identity to emphasize distinctiveness from other ethnic groups. Dialect, religion and style of dress are common ethnic symbols. Biological characteristics such as skin colour and body shape may be used as ethnic symbols as well.
<b>Gender</b>	Gender is the socially constructed roles, behaviours, activities, and attributes expressed by men and women. It is separate from 'sex', which is the biological classification of male or female, based on physiological and biological features.
<b>Genuine Occupational Qualification (GOQ)</b>	Exceptions to the law regarding discrimination are permissible in those cases where someone's gender, race, religion or belief or sexual orientation is genuinely needed for them to be able to carry out their duties.
<b>Harassment</b>	Harassment is defined as "unwanted conduct related to any of the grounds covered by the legislation which takes place with the purpose or effect of violating the dignity of a person and / or creating an intimidating, hostile, degrading, humiliating or offensive environment."
<b>Health Check</b>	A check list that fairly rapidly identifies where an organisation needs to pay further attention to certain issues.
<b>Infrastructure Organisation</b>	Larger organisations that support the development of voluntary and community groups.
<b>Impact Assessment</b>	Term used for the process of looking at evidence collected from an organisation in relation to flexible working policies. It examines the organisation, and identifies any under-represented or over-represented groups.
<b>LBGT</b>	Acronym used to refer to those who are 'Lesbian, Bisexual, Gay or Transgender'
<b>Majority Group</b>	An ethnic/racial group that has the largest population and usually the greatest economic and political power in a society can be referred to as the majority group.
<b>Migrant Workers</b>	A migrant worker is someone who has come from abroad to work in the UK. If a migrant worker has permission to work from the Home Office, then they have the same employment rights as all workers, including the right to a minimum wage and the right to be protected from discrimination.
<b>Minority Group</b>	An group that has a smaller population than the controlling majority group in a society. The group can be identified by ethnicity, race, gender or any other socio-cultural marker
<b>NAVCA</b>	National Association for Voluntary and Community Action. An organisation that supports third sector infrastructure organisations.
<b>Positive Action</b>	Where a particular group is underrepresented at work, the law allows employers to take positive action. This can involve giving minority groups of employees' encouragement to apply for jobs in which that group is under.
<b>Positive Discrimination</b>	Positive discrimination refers to the preferential treatment of members of a minority group over a majority group, and it is generally unlawful. There is, however, lawful exception which allows a form of positive discrimination in training, or in encouraging people from minority groups to apply for particular work.
<b>Prejudice</b>	The acts of judging someone or something based on stereotypes.
<b>Race</b>	The term race refers to the concept of dividing people into groups based on

	shared visible characteristics, such as skin colour or facial features.
<b>Racism</b>	Stereotyping, prejudice and discrimination against individuals or groups because of their race. This also includes caste discrimination (see 'Caste' System)
<b>Sexism</b>	Stereotyping, prejudice and discrimination against individuals or groups because of their gender.
<b>Sexual Orientation</b>	An attraction towards persons of the same sex (known as homosexual, gay or lesbian), the opposite sex (heterosexual or straight) or both sexes (bisexual).
<b>Social inclusion/exclusion</b>	A high priority concern of the European Union and the British Government. Relates to the fact that people can be prevented from accessing normal community life because of disability, prejudice, unemployment etc.
<b>Stereotypes</b>	A fixed notion or conception of people based on their group identity. Stereotyping often leads to prejudice and discrimination.
<b>Transgender</b>	Umbrella term for a person who believes their biological sex does not match their assigned gender.
<b>Under represented Minority Groups</b>	A minority group that has a significantly smaller ratio of its members in education, business and government than other social groups. Under-representation usually results from poverty or/and discrimination.
<b>Vicarious Liability</b>	Vicarious liability is an employer's legal responsibility for discrimination and harassment which occurs in the workplace or in connection with a person's employment. The employer is legally responsible unless it can be shown that 'reasonable steps' have been made to reduce this liability.
<b>Victimisation</b>	Victimisation occurs when an individual is adversely treated because he or she has made a complaint of discrimination or harassment, or provided evidence in such a case.

Visit <http://www.navca.org.uk/localvs/acronyms/> to view other glossaries and jargon busters commonly used in the voluntary and community sector.

## Appendix 2 – Resources Section

### General Information

#### **Amnesty International**

Tel: 020 7033 1500

Textphone: 020 7033 1664

Web: [www.amnesty.org.uk](http://www.amnesty.org.uk)

Conduct research and generate action to prevent and end grave abuses of human rights.

#### **British Institute of Human Rights**

Tel: 020 7848 1818

Web: [www.bihhr.org.uk](http://www.bihhr.org.uk)

The British Institute of Human Rights provide human rights training and support to voluntary/community organisations although they do not provide advice on specific cases.

#### **Citizens Advice**

Web: [www.citizensadvice.org.uk](http://www.citizensadvice.org.uk)

There are no bureaux in Ealing. Nearest ones are in:

Brentford and Chiswick - 0844 4994 113

Hounslow - 0844 4994 113

#### **Equality Direct**

Tel: 0845 600 3444

Textphone: 0845 600 3444.

Web: <http://www.equalitydirect.org.uk>

Equality Direct gives free advice to employers on a wide range of equality issues.

#### **Equality and Diversity Forum**

Tel: 020 7843 1597

Web: [www.edf.org.uk](http://www.edf.org.uk)

A network of national organisations committed to progress on age, disability, gender, race, religion and belief, sexual orientation and broader equality and human rights issues.

#### **Equality and Human Rights Commission (EHRC)**

Helpline: 0845 604 6610

Web: [www.equalityhumanrights.com](http://www.equalityhumanrights.com)

The Equalities and Human Rights Commission has a helpline which provides information and guidance on discrimination and human rights issues.

#### **Government Equalities Office (GEO)**

Tel: 020 7944 0601

Web: [www.equalities.gov.uk](http://www.equalities.gov.uk)

GEO has responsibility within Government for equality strategy and legislation and takes the lead on issues relating to women, sexual orientation and transgender equality matters.

#### **Justice**

Tel: 020 7329 5100

Web: [www.justice.org.uk](http://www.justice.org.uk)

Human rights organisation working to improve the legal system and access to justice

#### **Liberty**

Tel: 020 7403 3888

Web: [www.liberty-human-rights.org.uk](http://www.liberty-human-rights.org.uk)

Liberty runs a human rights advice service specifically for voluntary organisations.

#### **NAVCA (National Association for Voluntary and Community Action)**

Tel: 0114 278 6636

Textphone: 0114 278 7025

Web: [www.navca.org.uk](http://www.navca.org.uk)

NAVCA have an equalities resources listing available to download from their website.

### **National Council for Voluntary Organisations (NCVO)**

Tel: 020 7713 6161

Web: [www.ncvo-vol.org.uk](http://www.ncvo-vol.org.uk)

NCVO is the umbrella body for the voluntary and community sector in England. NCVO works to support the voluntary and community sector and to create an environment in which an independent civil society can flourish.

### **National Equality Partnership**

Tel: 020 7324 3037

Web: [http://www.wrc.org.uk/what\\_we\\_do/our\\_projects/national\\_equality\\_partnership/default.aspx](http://www.wrc.org.uk/what_we_do/our_projects/national_equality_partnership/default.aspx)

The National Equality Partnership supports the third sector to challenge inequality and promote equality and human rights.

### **UNISON**

Tel: 0845 355 0845

Web: [www.unison.org.uk](http://www.unison.org.uk)

As a trade union, UNISON provides support to members on work related issues, including protection and representation at work, help with pay and conditions of service and legal advice.

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## **Resources by Equality Groups**

### **AGE**

#### **ACAS**

<http://www.acas.org.uk>

Helpline: 0845 7474747

#### **Age Concern Ealing**

<http://www.ageconcernealing.org.uk/>

Tel: 020 8567 8017

#### **Later Life**

<http://www.laterlife.com/laterlife-jobs-and-work.htm>

### **DISABILITY**

#### **Ealing Centre for Independent Living (ECIL)**

[www.ecil.org](http://www.ecil.org)

Tel: 020 8840 3682

#### **Ealing Mencap**

[www.ealingmencap.org.uk/](http://www.ealingmencap.org.uk/)

Tel: 020 8567 9185

### **GENDER**

#### **The Fawcett Society**

<http://www.fawcettsociety.org.uk>

Tel: 020 7253 2598

#### **The Women's National Commission**

<http://www.thewnc.org.uk>

Tel: 0303 44 44009

### **TRANSGENDER**

#### **FTM (Female to Male) London**

<http://www.ftmlondon.org.uk/>

Tel: 07948 250 778

#### **The Gender Trust**

<http://www.gendertrust.org.uk>

Tel: 0845 231 0505

#### **GIRES (Gender Identity Research Education Society)**

<http://www.gires.org.uk>

Tel: 01372 801554

## Press for Change

<http://www.pfc.org.uk/>

## SEXUAL ORIENTATION

### Albert Kennedy Trust

<http://www.akt.org.uk>

Tel: 020 7831 6562

### Broken Rainbow

<http://www.broken-rainbow.org.uk>

Tel 0300 999 5428 & 08452 60 55 60

### The Lesbian and Gay Foundation

<http://www.lgf.org.uk>

Tel: 0845 330 3030

### Stonewall

<http://www.stonewall.org.uk>

Tel: 0800 050 2020

Office (admin): 020 7593 1850

## RACE AND ETHNICITY

### Ealing Racial Equality Council (EREC)

Tel: 020 8579 3861

*EREC also works on and provides support on issues relating to all equality strands.*

### Friends, Families and Travellers (FFT)

<http://www.gypsy-traveller.org>

### The Race Equality Foundation

<http://www.reu.org.uk>

Tel: 0207 619 6220

### Race on the Agenda (ROTA)

<http://www.rota.org.uk/>

Tel: 020 7902 1177

## RELIGION AND BELIEF

### Advice Guide (online help from Citizens Advice Bureau)

[http://www.adviceguide.org.uk/index/your\\_rights/discrimination/discrimination\\_because\\_of\\_religion\\_or\\_belief.htm#what\\_does\\_religion\\_or\\_belief\\_mean](http://www.adviceguide.org.uk/index/your_rights/discrimination/discrimination_because_of_religion_or_belief.htm#what_does_religion_or_belief_mean)

### The Interfaith Network for the UK

<http://www.interfaith.org.uk/>

Tel: 020 7931 7766

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## Local Engagement Forums

One way to engage with the needs of different equality groups is to have representation on or to consult with equality strand based forums. These forums can advise and provide guidance on any equalities work you are doing.

### Carers Consortium

Bringing together carers and carers organisations.

**Contact:** Ealing Carers

T: 020 8840 5688

F: 020 8840 1566

### Disability Connects

A Forum for disability groups operating in Ealing.

Contact: Sian Vasey

T: 020 8840 8573

E-mail: [sian.ecil@btconnect.com](mailto:sian.ecil@btconnect.com)

### Ealing Mencap – The Partners Power Group

A group of people with learning disabilities who 'Speak up' on the Learning Disability Partnership Board.

**Contact:** Pratima Shah

020 8280 2263

[pratima.shah@ealingmencap.org.uk](mailto:pratima.shah@ealingmencap.org.uk)

<http://www.ealingmencap.org.uk>

### Ealing Mental Health Forum

**Contact:** Elekwa Onwuchekwa

T: 020 8571 9981

[elekwa.onwuchekwa@tasha-foundation.org.uk](mailto:elekwa.onwuchekwa@tasha-foundation.org.uk)

### Ealing Older Peoples Forum

A network of groups working with and supporting older people.

**Contact :** Amelia Clarke

[amelia@volunteerlink.org.uk](mailto:amelia@volunteerlink.org.uk)

[www.volunteerlink.org.uk](http://www.volunteerlink.org.uk)

### Ealing Refugee Forums

Networking and support for refugee groups.

**Contact:** Edmond Michaels

020 8569 7328

[erfadmin@btconnect.com](mailto:erfadmin@btconnect.com)

<http://www.ealingrefugeeforum.org.uk/>

### West London LGBT Forum

A forum for groups supporting the gay communities.

**Contact:** Peter Vittles

020 8280 2286

[peter@ealingcvs.org.uk](mailto:peter@ealingcvs.org.uk)

<http://www.ealingcvs.org.uk/LGBT>

For more forums visit <http://www.ealingnetwork.org.uk/> Select 'About ECN' then 'Voluntary Forum'

## Appendix 3 – Previous Legislation

Equality strand	Key legislation	Information
<b>Age</b>	Employment Equality (Age) Regulations 2006	<p>From 1 October 2006, the Employment Equality (Age) Regulations made it unlawful to discriminate against workers, employees, job seekers and trainees because of their age. The Regulations cover recruitment, terms and conditions, promotions, transfers, terminations and training.</p> <p>At present this is the only strand of diversity that does not extend to the provision of goods and services. However, the Single Equality Bill proposes to extend this to customers, in common with other strands.</p>
<b>Disability</b>	Disability Equality Duty 2006 Disability Discrimination Act (DDA) 2005 Disability Discrimination Act (DDA) 1995	<p>The Disability Discrimination Act (DDA) makes it unlawful to discriminate against disabled people in a number of areas including, employment, access to goods and services, education and transport.</p> <p>In April 2005 the Act was amended and the definition of disability extended to include, HIV, multiple sclerosis and cancer - on diagnosis. There was also a change in the classification for mental illness, which no longer needs to be 'clinically well recognised' to be classed as an impairment.</p>
<b>Gender</b>	The Equality Act 2006 (Gender Equality Duty) Sex Discrimination Act 1975 Equal Pay Act 1970	<p>Discrimination on the basis of gender has been prohibited by the Sex Discrimination Act 1975 in relation to employment and the provision of goods, facilities and services. However, under the Gender Equality Duty, public bodies are required to actively promote gender equality through their key functions.</p>
<b>Transgender (Gender identity)</b>	The Equality Act 2006 Gender Recognition Act 2004	<p>The Gender Recognition Act 2004 gives transgendered or transsexual people full legal recognition of change of gender. It enables them to live fully and permanently in their chosen gender and to apply for legal recognition of that gender.</p> <p>The Act also allows for a transsexual person who has lived in their self-identified gender for at least two years, and who has a diagnosis of gender dysphoria (transsexualism), to obtain legal recognition of their gender for all purposes</p>

		The Gender Equality Duty of the Equality Act 2006 provides that transsexual people are explicitly covered.
<b>Sexual orientation</b>	Equality in Employment Regulations (Sexual Orientation)	These Regulations made it unlawful to discriminate on the grounds of sexuality (gay or lesbian, heterosexual, bisexual), directly or indirectly; or to harass or victimise somebody because they have made a complaint or intend to, or if they give or intend to give evidence to a complaint of discrimination. This applies to all aspects of employment (recruitment, terms and conditions, promotions, transfers, terminations and training) and vocational training.
<b>Race and Ethnicity</b>	Race Relations (Amendment) Act 2000	Under the general duty of the Race Relations (Amendment) Act 2000, employers are required to promote race equality with due regard to the need to: <ul style="list-style-type: none"> <li>• eliminate unlawful discrimination;</li> <li>• promote equality of opportunity; and</li> <li>• promote good relations between people of different racial groups</li> </ul>
<b>Religion or belief</b>	Equality in Employment Regulations (Religion or Belief) 2003	These Regulations made it unlawful to discriminate on the grounds of religion or belief, directly or indirectly; or to harass or victimise somebody because they have made a complaint or intend to, or if they give or intend to give evidence to a complaint of discrimination. This applies to all aspects of employment (recruitment, terms and conditions, promotions, transfers, terminations and training) and vocational training.

## Appendix 4 – Sample policy

### Introduction

This Equality and Diversity policy statement outlines (Your organisation) commitment to respond to existing legislation and guidance from government, and encouragement within wider society, to address equality and diversity issues in our recruitment and employment processes, volunteering, governance and management structures and our service development activities.

This policy is supported by:

- Equality legislative framework
- (Your organisation) policies and procedures, including:
  - recruitment and employment terms and conditions
  - training and staff development
  - Customer Care and Complaints policies
- Equality strategy action plan to be developed in 2010

### Values of (Your organisation)

- exists to develop, support and promote local voluntary and community action in Ealing
- recognises that every human being has a right to equal recognition and fair and appropriate treatment and opportunities regardless of:
  - gender, age, ethnic origin, refugee status, disability, sexual orientation, marital status, education, religious beliefs, caring commitments, class, employment status, spent criminal offence, mental/physical health problems, HIV or AIDS status or disadvantage by conditions or requirements which cannot be shown to be justifiable
- believes that:
  - everyone is different, and values the unique contribution that individual experiences, knowledge and skills make in delivering high quality services to Ealing groups and residents
  - it has a responsibility to provide an environment characterised by dignity and mutual respect, in which people want to work and volunteer
  - it is working towards a just and participatory society
  - everyone has equal rights to work towards social justice and to participate in decision-making processes and local action
- it has a role to affirm and enable Ealing residents to play an active part in their community, both individually and collectively; it will give priority to working with communities and groups whose full participation in society is limited by economic and social disadvantage and/or discrimination

(Your organisation) is committed to taking action to promote equality and to value diversity and will work to address unfair treatment, discrimination and prejudice where found within the workplace, in its work with partners and in the sector.

### The Case for Diversity

(Your organisation) operates in a diverse and rapidly changing environment. It provides support services to over 800 voluntary and community groups across the borough, including:

large, small and newly established groups, and Black, Asian and Minority Ethnic (BAME) and new communities, providing a wide range of services to local communities. Diversity provides opportunities for (Your organisation) to grow and adapt by:

- recruiting an increased and wider range of members
- better meeting the needs of existing members
- moving into new areas of activity
- increased creativity and innovation
- using our influence to enable improved partnership outcomes for groups
- finding and keeping talented and able staff, volunteers and trustees

Diversity therefore gives (Your organisation) a key opportunity to develop its potential, both to deliver its objectives and to respond to its challenges. Diversity should be seen as a key principle underpinning our structure and our activities.

## **Recruitment, Employment and Professional Development**

(Your organisation) will strive to become a model employer by ensuring that:

- no applicant, employee or volunteer receives less favourable treatment or is disadvantaged by conditions or requirements that cannot be shown to be justifiable
- wherever possible within project budgets, (Your organisation) will advertise posts or volunteer opportunities through appropriate community or specialist media
- all staff and volunteers have access to appropriate induction period, regular supervision and an annual job appraisal
- employment terms and conditions reflect current legislation, good practice and fairness
- we appoint staff within an agreed framework of terms and conditions
- we make staff aware of the policies that encourage flexible ways of working, including: right to request flexible working, job sharing and job splitting, reduced hours, time off for dependents leave.
- employment and volunteer opportunities are offered to people with disabilities; where possible within project budgets, (Your organisation) will provide additional aids and equipment or adjustments to the working environment to meet the needs of staff or volunteers with disabilities
- it monitors recruitment of all posts, including the use of different media for recruitment;
- a report on this equality and diversity policy's effectiveness is given to the Board each year

## **Learning and Development**

(Your organisation) believes that all staff, volunteers and trustees should have access to development opportunities in order to carry out their jobs successfully and to be able to contribute as widely as possible to the positive achievements of the organisation. (Your organisation) will achieve this by:

- ensuring that all staff and volunteers are made aware of the Training Policy and procedures for accessing CPD opportunities and actively encourage them to participate in learning
- ensuring that briefing on this policy forms part of the Induction procedure for trustees, staff, volunteers and volunteer trainers who work with the organisation
- making available, appropriate training to enable volunteer trainers to perform their jobs effectively. The training offered will take into account the needs of all people
- providing information and training to staff and volunteers on a regular basis to promote understanding of and (Your organisation) commitment to equality and diversity;

- monitoring training and development activities to ensure equality of access across all staff groups
- ensuring that development and performance management activities such as appraisal are transparent and based on competence

### Board of Trustees

- the Board of Trustees is responsible for the implementation of the equality and diversity policy and will seek to provide resources for its implementation
- (Your organisation) will strive to ensure that the Board of Trustees reflects the community in Ealing by recruiting additional women, people from black and ethnic minorities and refugee communities and young people as Trustees

### Volunteers and Volunteering

(Your organisation), through Ealing Volunteer Centre will:

- promote volunteering to Ealing residents who are disadvantaged or who are from groups which are discriminated against
- recognise the fact that volunteers come from a broad cross section of the community and bring a diverse range of skills, experience and interests
- recruit volunteers for part-time and full-time roles and for assignments of different durations
- ensure that all volunteers are made aware of the equality and diversity and other policies that inform (Your organisation) culture and development
- make realistic budget provision for supporting volunteers in (Your organisation), including the reimbursement of out-of-pocket expenses
- ensure that volunteers are encouraged to participate in staff learning opportunities and that their views are considered when developing/implementing policies
- monitor take-up of volunteer places via EVC, to ensure that people from a range of backgrounds are involved in volunteering opportunities

### Service Users

In order to meet the varied needs of service users (Your organisation) will endeavour to maximise access to services by:

- challenging unfairness and bias when found to be present in its relationship and/or with partners
- regularly reporting its achievements in implementing this equality and diversity policy, to service users, funders and partners
- developing and widely publicising an equality and diversity strategy, including *Equality Impact Assessment tool*
- supporting local groups to capacity build to enable them to develop high quality, competitive services for their local communities
- facilitating and promoting partnerships between VCS groups and statutory partners to provide the best services to local people, whatever their background
- ensuring that marginalised groups (small, BAME, new communities and those disadvantaged by geographical location) are made aware of local decision-making structures and are actively supported to access and participate
- continuing to develop and to widely promote new and innovative services within the sector, thus enabling groups to keep abreast of national and local priorities; ECVS will

provide training, briefings and other support tools to raise the skills levels of groups most in need

- where practical, holding meetings, events and training sessions at different times and different days and in accessible venues
- developing a comprehensive strategy to improve and extend ways to communicate and involve service users
- providing travel, childcare and dependency care costs where possible
- provision of materials in forms, languages and formats appropriate to all users
- monitoring use of (Your organisation) services by different sections of the community
- monitoring the allocation of funding managed by (Your organisation) to make sure all groups have equal access to funding

## **The Role of Staff, Volunteers, Trustees and Sessional Workers**

All staff, volunteers, trustees and sessional workers have a responsibility to:

- ensure that the policy is put into practice and will be expected to commit to acting as 'equality and diversity champions' for (Your organisation)
- understand the value and benefits of equality and diversity
- attend relevant training courses organised by (Your organisation) to raise awareness and develop skills to implement/manage equality and diversity issues
- draw to the attention of their line manager, a senior staff member or Chair of Board of Trustees any instances of apparent discrimination or any perceived problem in relation to this policy
- work in ways that demonstrate a commitment to diversity

## **The Role of Managers**

(Your organisation) managers have particular responsibilities to:

- ensure that this policy is implemented in the management of staff and volunteers
- encourage all staff and volunteers to learn more about diversity and attend relevant training
- promote a professional and positive work environment by ensuring that this policy is implemented e.g. by challenging behaviour, actions or decisions that breach the policy
- raise awareness of equality and diversity, act as a role model for others and develop personal skills to handle issues relating to dignity and fairness at work
- ensure that organisations that (Your organisation) works with have developed or are working towards adopting appropriate diversity policies and are aware of our policy and work on diversity issues

## **Monitoring the Policy**

To ensure that this policy is implemented effectively and in line with legislation and guidance, (Your organisation) will regularly collect data from job applicants, volunteers, service users and will report to the Board annually. (Your organisation) will take action to address any identified shortcomings of the policy.

## Compliance with the Policy

(Your organisation) will investigate and take appropriate action in all reported incidents of:

- unlawful discrimination or unfair treatment
- bullying or harassment
- victimisation

Serious breach of the equality and diversity policy by a:

- staff member will be dealt with under the (Your organisation) disciplinary and grievance procedure
- volunteer will be dealt with through a one-to-one meeting with the Volunteer Centre Manager
- trustee will be dealt with through a report to the Board by the Chair or the Chief Executive as appropriate

Service users and job applicants who feel they have been discriminated against or unfairly treated, will be made aware of the complaints policy and procedure.

**Adopted:** \_\_\_\_\_

**Scheduled Review date:** \_\_\_\_\_

**Review:** \_\_\_\_\_

## Appendix 5 – Checklist for monitoring your Equality and Diversity Policy

	Yes	No	Action
<b>Governance</b>			
Is specific reference made to equality in your organisation's Mission Statement?			
Does your organisation have an Equality and Diversity Policy and is it endorsed at the highest level of the organisation?			
Is your policy statement well publicised across the organisation and made known to all new and potential employees and to member/potential member organisations?			
Is there an action plan in place to implement the policy?			
Do you report on your progress in your annual report?			
Do your trustees receive regular monitoring reports on the implementation of the plan?			
Does your Board of Trustees or management committee reflect the diversity of the local voluntary and community sector?			
<b>Staff and Employment</b>			
Do managers have the skills and knowledge to implement and provide leadership on the policy?			
Are training opportunities available to staff, volunteers and trustees to ensure they are aware of their rights and responsibilities in this area?			
Does your organisation have an agreed recruitment and selection process which includes equality issues?			
Do you take account of part-time workers' hours when arranging staff meetings, training days etc?			
Do you have clear procedures relating to: maternity pay; parental and carers' leave; paternity leave; part-time workers; flexible working?			
Do you have an equal pay statement?			
Are employment rights communicated to staff (e.g. in a Staff handbook?)			
Do you take account of religious holidays other than Christian ones?			
Do you allow flexible working around time off for religious observances?			
<b>Monitoring</b>			
Does your monitoring system separate data about your Workforce on the basis of the 7 equality strands (see page 4)?			
Do you monitor service users on the basis of the seven equality strands?			

	Yes	No	Action
<b>Network Organisations</b>			
Are your members required to have an equal opportunities policy?			
Do you offer advice, guidance and training on equalities issues?			
Does the voluntary and community sector reflect the diversity of the community in your locality?			
Does your membership reflect the diversity of the local voluntary and community sector?			
Has your organisation mapped the diversity of the Voluntary and Community sector in your locality?			
<b>Working with Diverse Communities</b>			
Do you take positive steps to engage with organisations that may experience marginalisation?			
Do you challenge institutions, organisations and practices that are discriminatory?			
Does your publicity and promotional material demonstrate positive images of the diversity of your workforce and membership?			
Does your organisation provide materials in translation or offer interpretation services?			
Has your organisation mapped the diversity of your local community?			

## Appendix 6 – Basic monitoring form

We would like to ensure that we are reaching all diversity groups in our work. To assist us with this, we would be grateful if you could complete this form.

You do not have to provide all of the details, but please complete as much as you feel able to. This information is separated from personal details and information will only be used to improve upon our current practices.

<p><b>1) What is your ethnic background?</b></p> <p>Please tick one box to indicate your cultural background</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top; padding-right: 20px;"> <p><b>White</b></p> <p><input type="checkbox"/> British</p> <p><input type="checkbox"/> Irish</p> <p><input type="checkbox"/> Any other white background (please write in) _____</p> <p><b>Asian or Asian British</b></p> <p><input type="checkbox"/> Indian</p> <p><input type="checkbox"/> Pakistani</p> <p><input type="checkbox"/> Bangladeshi</p> <p><input type="checkbox"/> Other Asian background (please write in) _____</p> <p><b>Chinese or other ethnic Group</b></p> <p><input type="checkbox"/> Chinese</p> <p><input type="checkbox"/> Other (please write in) _____</p> </td> <td style="width: 50%; vertical-align: top;"> <p><b>Mixed</b></p> <p><input type="checkbox"/> White and black Caribbean</p> <p><input type="checkbox"/> White and black African</p> <p><input type="checkbox"/> White and Asian</p> <p><input type="checkbox"/> Any other mixed background (please write in) _____</p> <p><b>Black or Black British</b></p> <p><input type="checkbox"/> Caribbean</p> <p><input type="checkbox"/> African</p> <p><input type="checkbox"/> Other black background (please write in) _____</p> </td> </tr> </table>		<p><b>White</b></p> <p><input type="checkbox"/> British</p> <p><input type="checkbox"/> Irish</p> <p><input type="checkbox"/> Any other white background (please write in) _____</p> <p><b>Asian or Asian British</b></p> <p><input type="checkbox"/> Indian</p> <p><input type="checkbox"/> Pakistani</p> <p><input type="checkbox"/> Bangladeshi</p> <p><input type="checkbox"/> Other Asian background (please write in) _____</p> <p><b>Chinese or other ethnic Group</b></p> <p><input type="checkbox"/> Chinese</p> <p><input type="checkbox"/> Other (please write in) _____</p>	<p><b>Mixed</b></p> <p><input type="checkbox"/> White and black Caribbean</p> <p><input type="checkbox"/> White and black African</p> <p><input type="checkbox"/> White and Asian</p> <p><input type="checkbox"/> Any other mixed background (please write in) _____</p> <p><b>Black or Black British</b></p> <p><input type="checkbox"/> Caribbean</p> <p><input type="checkbox"/> African</p> <p><input type="checkbox"/> Other black background (please write in) _____</p>
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<p><b>3) Which age category are you in:</b></p> <p><input type="checkbox"/> Under 16</p> <p><input type="checkbox"/> 16-21</p> <p><input type="checkbox"/> 22-39</p> <p><input type="checkbox"/> 40-49</p> <p><input type="checkbox"/> 50-65</p> <p><input type="checkbox"/> 66-74</p> <p><input type="checkbox"/> over 75</p>	<p><b>2) Are you:</b></p> <p><input type="checkbox"/> Female</p> <p><input type="checkbox"/> Male</p> <p><input type="checkbox"/> Transgender</p> <p><input type="checkbox"/> Other (please write in) _____</p>		
<p><b>6) Sexual Orientation</b></p> <p><input type="checkbox"/> Lesbian</p> <p><input type="checkbox"/> Gay</p> <p><input type="checkbox"/> Bisexual</p> <p><input type="checkbox"/> Heterosexual/ straight</p> <p><input type="checkbox"/> Prefer not to say</p>	<p><b>4) Faith:</b></p> <p><input type="checkbox"/> None</p> <p><input type="checkbox"/> Christian</p> <p><input type="checkbox"/> Jewish</p> <p><input type="checkbox"/> Muslim</p> <p><input type="checkbox"/> Sikh</p> <p><input type="checkbox"/> Hindu</p> <p><input type="checkbox"/> Other (please write in) _____</p> <p><b>5) Do you consider yourself to have a disability?</b></p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>		

## Appendix 7 – Equality and Human Rights Commission (EHRC) Monitoring Form

**What is your Ethnic Group** (Options are based on the Census 2001 categories and are listed alphabetically)

### White

White, English, Scottish, Welsh, Northern Irish or British	
White, Irish	
White, Gypsy or Irish traveller	
Any other White background (write in)	

### African/Caribbean/Black/Black British

Caribbean	
African	
Black British	
Any other African, Caribbean or Black background (write in)	

### Mixed/multiple ethnic groups

Mixed, White and Caribbean	
Mixed, White and African	
Mixed, White and Asian	
Any other mixed or multiple ethnic background (write in)	

### Other ethnic group

Arab	
Any other ethnic group (write in)	
Prefer not to say	

### Asian/Asian British

Indian	
Pakistani	
Bangladeshi	
Chinese	
Any other Asian background (write in)	

### What was your age last birthday

16 - 24	
25 - 34	
35 - 44	
45 - 54	
55 - 64	
65 - 74	
75 or over	
Prefer not to say	

### What is your religion or belief, even if you are not currently practicing?

No religion (including Humanist, Atheist or Agnostic)	
Christian (including Church of England, Catholic, Protestant and all other Christian denominations)	
Buddhist	
Hindu	
Jewish	
Muslim	
Sikh	
Any other religion or belief (write in)	
Prefer not to say	

## Disability

The Disability Discrimination Act 1995 (which is has now been incorporated into the Equalities Act 2010) protects people with disabilities. The act defines a person as disabled if they have a physical or mental impairment, which has a substantial and long term (i.e. has lasted or is expected to last at least 12 months) and has an adverse effect on the person's ability to carry out normal day-to-day activities.

### Do you consider yourself to have a disability according to the terms Disability Discrimination Act 1995

Yes  No

If you have answered yes, Please state the type or types of impairment that apply to you (If your disability does not fit any of these types, please mark Other)

<b>Physical impairment</b> , such as difficulty using your arms or mobility issues which means using a wheelchair or crutches	
<b>Sensory impairment</b> , such as being blind / having a serious visual impairment or being deaf / having a serious hearing impairment	
<b>Mental health condition</b> , such as depression or schizophrenia	
<b>Learning disability</b> , (such as Down's syndrome or dyslexia) or cognitive impairment (such as autistic spectrum disorder)	
Long-standing illness or health condition such as cancer, HIV, diabetes, chronic heart disease, or epilepsy	
Other (specify below if you wish)	

## Gender

Male	
Female	
Prefer not to say	

## Sexual Orientation

Heterosexual / straight	
Gay/lesbian	
Bisexual	
Others (specify below if you wish)	
Prefer not to say	

**Is your gender identity different to the sex you were assigned at birth** (For example, you were registered male at birth but now live as a woman)

Yes	
No	
Prefer not to say	

## Appendix 8: Equality Impact Assessment (EQIA) Template

First **screen** policy or activity to establish if it has any relevance to equality and diversity. Answer the questions below to find out whether an EQIA is needed. If it is, complete the form in section 2 and email to: ...

### Screening your policy for relevance to equalities and equalities duties

Screening must be done during the development or design of the policy and before it goes to any group or committee for approval. If it is going to the Board for approval, then it is a requirement of the Board that a full EQIA is carried out where the policy is found to be relevant to equality and diversity.

Screening is a short easy process which makes use of statistics, consultation outcomes, results of ethnicity monitoring, complaints, analysis of PALS, audit reports, research information, and reviews demographic data. If there is no data, take action to collect the evidence of likely impact and revisit the document (it could be through PPI, research, consultations, desk research/interview, public health data). When screening a policy or undertaking a full assessment you can involve your team, other colleagues or partners in the sector and together consider the full implications of the policy and improvements to be made.

#### **Before you start screening do the following:**

- Be clear about policy aims, purpose, objectives and outcomes and beneficiaries
- Use the evidence/data you have. However, if you have none or require additional information to make an informed decision, the put monitoring in place/gather some data to support the process
- Ask the following questions and in conjunction with the evidence/data you have, your knowledge, expertise, partnership input, past experiences or research about how your policies have affected certain groups, national information about how some groups are affected by our activities/policies/decisions.

Questions for You to use in the Screening Process	Yes	No
1) Does/will the policy or activity affect the public directly or indirectly?		
2) Have there been or likely to be any public concerns about the policy or proposal?		
3) Does the evidence/data show an existing or likely differential impact for the different strands of diversity? Age, gender, disability, race, religion, sexuality		
4) Do/will people who belong to the different strands of diversity have different needs, experiences, issues or priorities in relation to this policy or activity (use evidence)		
5) Could the policy or activity affect how services, commissioning or procurement activities are organised, provided, where and by whom?		
6) Could the policy or activity affect our workforce or employment practices?		
7) Have complaints been received from different equality groups about the effect of this policy, proposal or our activities in general (having no complaints does not always mean there is no issue – always advisable to find out)		
8) Does the policy involve or will it have an impact upon eliminating unlawful discrimination, promoting equality of opportunity and promoting good relations between diverse groups		
9) Is there likely to be an adverse/negative impact or risks to the organisation, for users, equality groups and staff if the policy or activity is implemented in its current format?		

**Nil impact** process stops here, see EQIA template, complete the screening section and return to ...

**Low impact** 1 – 3 Yes's, full EQIA required but not an immediate priority, you can prioritise for later on in the year

**High impact** 4 – 9 Yes's, full EIA required and immediately using the EQIA template on the following page, do so in consultation with affected groups.

## Section 2 – Full Impact Assessment Template (EQIA)

Where a policy or activity has been screened and relevance to equalities/equalities duties established, you should undertake a full impact assessment in consultation with those directly affected or likely to be affected by the policy (policy in this context applies to strategies, decisions, plans, procedures, services, informal practices or customs which are embedded in core functions and written organisational policies).

**Organisation:** \_\_\_\_\_ **Completed by:** \_\_\_\_\_

**New or existing policy:** \_\_\_\_\_ **Policy name:** \_\_\_\_\_

1) The Policy	
What is the purpose of the policy?	
How do the aims of the policy fit in with your organisations priorities	
Who will benefit from the policy? (in terms of different equalities groups)	
What outcomes are wanted from this policy?	

2) Data Collection	
What quantitative data do you have about the policy relating to equalities groups (e.g. monitoring data on proportions of service users compared to proportions in the population)?	
What qualitative data do you have on the different groups (e.g. findings from discussion groups, information from comparator authorities)?	
What gaps in data have you identified? (Have to put actions to address this in your action plan?)	

3) Impact				
Please complete the following tables using ticks. Consider the information gathered in section 2 of this assessment form, comparing monitoring information with census data as appropriate and considering any earlier research or consultation.				
Do you think that the policy impacts on people because of their age?				
	Positive impact	Negative impact	None	Reasons for decision
Young (Children and young people, up to 18)				
Older (Working age, and above)				
Do you think that the policy impacts on people with a disability?				
	Positive impact	Negative impact	None	Reasons for decision
Visual impairment				
Hearing impairment				

Physically disabled				
Learning disability				
Mental health				
Other (HIV positive, multiple sclerosis, cancer, diabetes, epilepsy)				
<b>Do you think that the policy affects men and women in different ways?</b>				
	<b>Positive impact</b>	<b>Negative impact</b>	<b>None</b>	<b>Reasons for decision</b>
Female				
Male				
<b>Do you think that the policy impacts on transgender people</b>				
	<b>Positive impact</b>	<b>Negative impact</b>	<b>None</b>	<b>Reasons for decision</b>
Trans communities (i.e. Trans-gender, transsexual and transvestite and gender reassignment)				
<b>Do you think that the policy impacts on people because of their sexual orientation?</b>				
	<b>Positive impact</b>	<b>Negative impact</b>	<b>None</b>	<b>Reasons for decision</b>
Gay men				
Lesbians				
Bisexual				
<b>Do you think that the policy impacts on people on the grounds of their race?</b>				
	<b>Positive impact</b>	<b>Negative impact</b>	<b>None</b>	<b>Reasons for decision</b>
Promoting equality of opportunity				
Promoting good race relations				
Eliminating unlawful discrimination				
<b>Do you think that the policy impacts on people because of their religion/belief?</b>				
	<b>Positive impact</b>	<b>Negative impact</b>	<b>None</b>	<b>Reasons for decision</b>
Religion and Belief				

<b>4) Summary</b>	
Which equality groups have positive or negative impacts been identified for (i.e. differential impact).	
Is the policy directly or indirectly discriminatory under the equalities legislation?	
If the policy is indirectly discriminatory can it be justified under the relevant legislation?	

## 5) Action

Please complete your action plan below. Issues you are likely to need to address include

- What **consultation** needs to take place with equality groups (bearing in mind any relevant consultation already done and planned corporate consultation exercises)
- What **monitoring/evaluation** will be required to further assess the impact of any changes on equality target groups

### Equalities Impact Assessment Implementation Action Plan

Issue to be addressed	Responsible Officer	Action Required	Timescale for completion	Action taken	Comments

## 6) Report and Publication

Please record details of the report or file note which records the outcome of the EQIA together with any actions / recommendations being pursued (date, type of report etc)

Please record details of where and when EQIA results will be published?

Name of officer completing \_\_\_\_\_

Signed \_\_\_\_\_ Date \_\_\_\_\_

Name of Manager authorising the assessment \_\_\_\_\_

Signed \_\_\_\_\_ Date \_\_\_\_\_