

North Yorkshire Probation Area EQUALITY IMPACT ASSESSMENT TEMPLATE



NORTH YORKSHIRE

This template is used to:

- Review an existing function, policy or practice
- Develop a new function, policy or practice.

Policy can be unwritten procedures as well as formal written policies – equality impact assessment should be carried out on any aspect of probation work which has an impact on service users and staff.

The aims of impact assessment are

- to identify potential unfair treatment or adverse impact in the way the policy or practice is implemented on any groups (in respect to race, disability, gender, faith, sexual orientation or age).
- to promote good relations in conducting Probation business
- to promote equality
- to eliminate discrimination
- to comply with the general duty in the Race Relations (Amendment) Act, and forthcoming new legal requirements covering disability (2006) and gender (2007) and other diversity strands.
- to meet legal requirements in the equality legislation and protect the Area and Service from legal action
- to improve the quality of Probation work overall and produce a real benefit for all concerned.

Ten key points to help to ensure a good impact assessment are attached. More detailed guidance is available in the Home Office template for race equality impact assessment and on the CRE web site (www.cre.gov.uk). The Disability Rights Commission have issued guidance on Disability impact assessment. (www.drc.org.uk).

Most aspects of probation service work have the potential to affect people (service users, staff, partners, contractors) in different racial or ethnic groups in different ways, even though this may not be apparent at first. There may be barriers to equality which only a process of exploration and consultation will reveal. It is therefore safer to conduct a full impact assessment on most probation service policies, functions and practices.

Areas should first list all functions and policies and set priorities for impact assessment according to relevance: high, medium or low relevance.

This template has been designed mainly for use to comply with legislation on race. However it is also be used for impact assessment in relation to disability, gender, faith, sexual orientation and age.

However there is some variation in requirements in the different legislation and it is important to note that a generic template such as this may need to be adapted as further guidance is issued, for example, from the Disability Rights Commission.

PART A: INITIAL SCREENING

PART B: PREPARING FOR IMPACT ASSESSMENT

PART C: CONDUCTING IMPACT ASSESSMENT

PART D: FOLLOW-UP TO IMPACT ASSESSMENT

A. INITIAL SCREENING

1. Title of function, policy or practice (including common practice)

Is this a new policy under development or an existing one?

- **Policy on Offender Management**

2. Aims, purpose and outcomes of function, policy or practice

What is the function, policy or practice addressing? What operational work or employment/HR activities are covered What outcomes are expected?

- Ensure protection of the public
- Reduce reoffending
- Rehabilitate offenders
- Build confidence in victims
- Manage offenders

3. Target groups

Who is the policy aimed at? Which specific groups are likely to be affected by its implementation? This could be staff, service users, partners, contractors.

- Staff
- Offenders
- Partner agencies

Equality target group	Positive impact – could benefit	Negative impact - disadvantage (High, medium, low)	Reason for assessment and explanation of possible impact
Women	<p>Sensitive to child-care issues</p> <p>Fix appointment times to suit child-care</p> <p>Pay child-care</p> <p>Taxi</p> <p>Travel policy</p> <p>Flexible working within reason.</p> <p>Time off for dependents</p> <p>Flexibility</p> <p>Sequencing of meetings</p> <p>Laptops</p>	<p>Travel arrangements</p> <p>Disadvantage for people due to where they live</p> <p>Allocation system</p> <p>Access to programmes and interventions</p> <p>Cost of childcare</p> <p>Childcare falls disproportionately on women</p> <p>Meetings</p> <p>Part-time staff (disadvantaged)</p> <p>In meeting needs of offenders, disadvantaging some staff (unsocial hours)</p> <p>Part-time staff</p> <p>Travel issue</p>	

		<p>Isolation</p> <p>Car parking</p> <p>Safety</p> <p>Career development</p> <p>Admin opportunities</p> <p>Over representation at PO grade and under</p> <p>Speed of communication</p> <p>Catching-up</p>	
Men	<p>Sensitive to child-care issues</p> <p>Fix appointment times to suit child-care issues</p> <p>Pay child-care</p> <p>Pay travel expenses</p> <p>Taxi</p> <p>Travel policy</p> <p>Flexible working within reason</p> <p>Time off for dependents</p>	<p>Travel arrangements</p> <p>Disadvantage for people due to where they live</p> <p>Meetings</p> <p>Part-time staff (disadvantaged)</p> <p>In meeting needs of offenders, disadvantaging some staff (unsocial hours)</p> <p>Speed of communication</p>	

	<p>Flexibility</p> <p>Sequencing of meetings</p> <p>Laptops</p>	Catching-up	
Transgender people	Sensitive to the issues.	Access to programmes and interventions	
People with language / literacy needs	<p>Language line</p> <p>Leaflets</p> <p>Asian and black offenders group WYPA</p> <p>BME monitoring</p> <p>Race and ethnic monitoring</p> <p>OM R&D action plan</p> <p>Diversity officer</p> <p>Black support group</p> <p>Consultants TuKlo Assoc</p> <p>Diversity awareness</p>	<p>Access to translator</p> <p>How available are leaflets</p> <p>Exclude from interventions (sometimes to protect from discrimination)</p>	
Asian/Asian British people	<p>Language line</p> <p>Leaflets</p> <p>Flexibility</p> <p>Race and ethnic monitoring</p>	<p>Access to translator</p> <p>How available are leaflets</p> <p>Exclude from interventions (sometimes to protect from</p>	

	<p>Take account of religious beliefs</p> <p>Diversity officer</p> <p>Black support group</p> <p>Consultants TuKlo Assoc</p> <p>Diversity awareness</p>	<p>discrimination).</p> <p>Isolation in NY 0.5%</p> <p>Allocation system</p> <p>Isolation</p> <p>Power</p> <p>Promotion</p> <p>White manager managing black staff</p> <p>Religious beliefs</p> <p>Dress</p>	
Black/Black British people	<p>Language line</p> <p>Leaflets</p> <p>Flexibility</p> <p>Race and ethnic monitoring</p> <p>Take account of religious beliefs</p> <p>Diversity officer</p> <p>Black support group</p> <p>Consultants TuKlo Assoc</p> <p>Diversity awareness</p>	<p>Access to translator</p> <p>How available are leaflets</p> <p>Exclude from interventions (sometimes to protect from discrimination)</p> <p>Isolation in NY 0.5%</p> <p>Allocation system</p> <p>Isolation</p> <p>Power</p> <p>Promotion</p>	

		White manager managing black staff Religious beliefs Dress	
Chinese people or other groups	Language line Leaflets Flexibility Race and ethnic monitoring Take account of religious beliefs Diversity officer Black support group Consultants TuKlo Assoc Diversity awareness.	Access to translator How available are leaflets Exclude from interventions (sometimes to protect from discrimination) Isolation in NY 0.5% Allocation system Isolation Power Promotion White manager managing black staff Religious beliefs Dress	
People of mixed race	Language line Leaflets Flexibility Race and ethnic monitoring	Access to translator How available are leaflets Exclude from interventions	

	<p>Take account of religious beliefs.</p> <p>Diversity officer</p> <p>Black support group</p> <p>Consultants TuKlo Assoc</p> <p>Diversity awareness</p>	<p>(sometimes to protect from discrimination)</p> <p>Isolation in NY 0.5%</p> <p>Allocation system</p> <p>Isolation</p> <p>Power</p> <p>Promotion</p> <p>White manager managing black staff</p> <p>Religious beliefs</p> <p>Dress</p>	
White people (including Irish people)			

Equality target group	Positive impact – could benefit	Negative impact - disadvantage (High, medium, low)	Reason for assessment and explanation of possible impact
Travellers or Gypsies	Pay travel expenses Flexibility	Potential literacy issues Location of address Exclude from interventions (sometimes to protect them from discrimination) Overrepresentation in CJS Access to assessment and services No accommodation	
Disabled people	Most buildings accessible Pay travel expenses Reasonable adjustments Access to work Vidcom	Access to buildings Technology Visor Access to buildings Hearing loops Workstations Other environments	

Lesbians, gay men, bisexual people			
Older people over 60	Opportunities to come back after retirement	There are fewer opportunities for older members of staff	
Young people (17-25) and children	Support group. Awareness Access to Unpaid for Young People Secondee to YOT Team and Local YOI	Access to interventions. Transfer from YOT to NYPA. Over represented in the CJS	
Faith groups			

4. Further research/questions to answer

As a result of the above, indicate what questions might need to be answered in the full impact assessment and what additional research or evidence might be needed to do this.

- How do we need to link OM continuity with diversity?
- How can the monitoring of BME and other diverse groups be improved?
- What impact is diversity having on compliance rates?
- How do we know our communications are effective?
- How can we ensure there is equal and fair access to interviews?

Initial screening done by:

Name / position

- John Bourton
- Sandra Chatters
- Lynda Marginson

Date

- January 2008

B. PLANNING A FULL IMPACT ASSESSMENT

1. Title of function, policy or practice (including common practice)
Is this a new policy under development or an existing one?

- **Policy on Offender Management**

2. Aims, purpose and outcomes of function, policy or practice
What is the function, policy or practice addressing? What operational work or employment/HR activities are covered? What outcomes are expected?

- Ensure protection of the public
- Reduce reoffending
- Rehabilitate offenders
- Build confidence in victims
- Manage offenders

3. Target groups
Who is the policy aimed at? Which specific groups are likely to be affected by its implementation? Use the initial screening to summarise potential adverse impact on each group as identified above and the reasons given. What knowledge and information do you already have, what further research or evidence should be collected in the full impact assessment?

- Gender
- Race
- Disability
- Sexual orientation/transgender
- Age
- Faith

4. Impact assessment process

Which staff will conduct the IA? (eg Board members, senior managers, policy leads, or a team of staff.)

- Senior Managers

Will you include external advice from community groups or individuals?

- Advice from Equality Works IT Unit, consult offenders and staff, and consultation with Intervention providers

How will the IA be approved and integrated into senior management processes?

- Through SMT
- Links to policy reviews

What is the role of the diversity manager?

- Providing advice and guidance

5. Consultation

Give details of any planned internal staff and external community consultation and engagement.

Who will be consulted, how will it be done, when, what are the aims of the consultation, what will be done with the results?

Are a diverse range of staff, service users and stakeholders consulted?

How will the impact assessment process be publicised to give as many people as possible an opportunity to take part?

- Meetings with consultant from Equality Works
- Meeting with diversity manager
- Survey with offenders
- Feedback from staff
- Involvement of communications officer
- Information from IT Unit
- Consult DINNY

C. CONDUCTING THE IMPACT ASSESSMENT

6. Q & A: Effect of function, policy or practice

What questions were identified in the initial screening above?

- How do we need to link OM continuity with diversity?
- How can the monitoring of BME and other diverse groups be improved?
- What impact is diversity having on compliance rates?
- How do we know our communications are effective?
- How can we ensure there is equal and fair access to interventions?

What other aspects of the way this policy is, or might be, implemented, should be explored?

- Links to other policies
- Links to PROMS

Are there any points within the policy as it stands where the potential exists for negative impact on staff or service users or stakeholders across all groups?

- See screening

Is there any existing evidence to show that adverse impact on any racial group has occurred previously in this area, if so what?

- No

If not what evidence will you need to collect to assess the impact? (This might be monitoring, evidence from staff networks, evidence from service users, surveys, interviews, focus groups, wider consultation, research at national or area level on impact of similar policies or functions, etc.)

- Monitoring, consultation, feedback

How can you be sure you have fully understood potential for adverse impact? Have relevant community members been engaged at all stages in identifying questions to ask, areas of concern?

What level of community consultation and engagement has taken place during the impact assessment? What were the results?

Overall, how does the policy promote equality, eliminate discrimination and promote good relations?

- Identifies some of the diversity issue and seeks to address them
- Needs further improvement

7. Assessment of evidence and action on results

What conclusions can be drawn from the consultation and the evidence collection?

Support the conclusions by reference to the outcomes of consultation and evidence collection.

Is there is a need to change amend or withdraw the policy or practice?

In what ways will be policy promote good relations, promote equality and eliminate discrimination? Does it need amending to reflect this?

If so, what action is needed, , by when and who is responsible?