

## 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](http://www.cre.gov.uk)). The Disability Rights Commission have issued guidance on Disability impact assessment. ([www.drc.org.uk](http://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?*

- **Work with offenders in custody and following release on licence (March 2004)**
- Existing policy due for review July 2007
- Initial screening completed on the existing policy. It is recognised that there have been many changes since the policy was introduced and it is recognised that any full impact assessment (together with a further initial screening) will be required when the policy is reviewed

### 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?*

To provide positive interventions for prisoners during sentence and after release and to supervise their licences safely and effectively to prevent re-offending.

Results required:

- National Standards are met
- Key targets in the Business Plan are met
- Supervision plans are clearly linked to sentence plans and to OASys identified needs
- Effective management of tier 4 risk of serious harm case and tier 4 risk of re-offending cases (PPOs)
- Consideration needs to be given to the roll-out of the OM Model in custody and mix of OASys responsibility ie currently probation responsibility on OASys in respect of Phase 2 and [?] Phase III offenders
- Change of [?] with regards to seconded officers/managers
- Allocation of resources with offenders in the community guided by risk of serious harm/risk of harm considerations

### 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.*

Equality target group	Positive impact – could benefit	Negative impact - disadvantage (High, medium, low)	Reason for assessment and explanation of possible impact
<b>Women</b>	<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>	
<b>Men</b>	<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>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>Time off for dependents.</p> <p>Flexibility</p> <p>Sequencing of meetings</p>	<p>Speed of communication</p> <p>Catching-up</p>	
<b>Transgender people</b>	Sensitive to the issues	Access to programmes and interventions	
<b>People with language / literacy needs</b>	<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&amp;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>	
<b>Asian/Asian British people</b>	<p>Language line</p> <p>Leaflets</p> <p>Flexibility</p>	<p>Access to translator</p> <p>How available are leaflets</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 awaresss</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> <p>White manager managing black staff</p> <p>Religious beliefs</p> <p>Dress</p>	
<b>Black/Black British people</b>	<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</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>TuKlo Assoc</p> <p>Diversity awareness</p>	<p>Isolation</p> <p>Power</p> <p>Promotion</p> <p>White manager managing black staff</p> <p>Religious beliefs</p> <p>Dress</p>	
<p><b>Chinese people or other groups</b></p>	<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> <p>White manager managing black staff</p>	

		Religious beliefs Dress	
<b>People of mixed race</b>	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	
<b>White people (including Irish people)</b>			
<b>Equality target group</b>	Positive impact – could benefit	Negative impact - disadvantage (High, medium, low)	Reason for assessment and explanation of possible impact
<b>Travellers or Gypsies</b>	Pay travel expenses Flexibility	Potential literacy issues Location of	

		<p>address</p> <p>Exclude from interventions (sometimes to protect them from discrimination)</p> <p>Over-representing in CJS</p> <p>Access to assessment and services</p> <p>No accommodation</p>	
<b>Disabled people</b>	<p>Most buildings accessible</p> <p>Pay travel expenses</p> <p>Reasonable adjustments</p> <p>Access to work</p> <p>Vidcom</p>	<p>Access to buildings</p> <p>Technology</p> <p>Visor</p> <p>Access to buildings</p> <p>Hearing loops</p> <p>Workstations</p> <p>Other environments</p>	
<b>Lesbians, gay men, bisexual people</b>			
<b>Older people over 60</b>	<p>Opportunities to come back after retirement</p>	<p>There are fewer opportunities for older members of staff</p>	

<b>Young people (17-25) and children</b>	Support group  Awareness  Access to Unpaid for Young People  Secondee to YOT Team and Local YOI		
<b>Faith groups</b>			

**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.*

- Policy not relevant to NOMM
- Links need to be made to other relevant policies
- Diversity missing

**Initial screening done by:**

**Name / position**

- John Bourton
- Sandra Chatters
- Lynda Marginson

**Date**

8 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 work with offenders in custody and following release on licence (March 2004)**
- Existing policy due for review July 2007
- Initial screening completed on the existing policy. It is recognised that there have been many changes since the policy was introduced and it is recognised that any full impact assessment (together with a further initial screening) will be required when the policy is reviewed

### 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?*

- National Standards are met
- Key targets in the Business Plan are met
- Supervision plans are clearly linked to sentence plans and to OASys identified needs
- Effective management of tier 4 risk of serious harm case and tier 4 risk of re-offending cases (PPOs)
- Consideration needs to be given to the roll-out of the OM Model in custody and mix of OASys responsibility ie currently probation responsibility on OASys in respect of Phase 2 and [?] Phase III offenders
- Change of [?] with regards to seconded officers/managers
- Allocation of resources with offenders in the community guided by risk of serious harm/risk of harm considerations

### 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?***

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

***What is the role of the diversity manager?***

#### **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?***

## C. CONDUCTING THE IMPACT ASSESSMENT

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

***What questions were identified in the initial screening above?***

- Policy not relevant to NOMM
- Links need to be made to other relevant policies
- Diversity missing

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

***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?***

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

***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.)***

***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?***

**7. Assessment of evidence and action on results**

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

- That the Policy is not fit for purpose

***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?***

- There is a need to rewrite the Policy and complete new impact assessment

***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?***