

DIVERSITY IMPACT ASSESSMENT QUESTIONNAIRE

SERVICE: Democratic Services	DIRECTORATE: Legal & Democratic
Responsible Officer: Chris Mathews	Date of Assessment 25/6/07

Introduction:

As a requirement under the Race Relations (Amendment) Act 2000 all of the council's services have to undergo an impact assessment (IA) to determine their potential impact on the promotion of equalities.

The IA looks at how a service promotes, monitors and consults in their area to ensure that equalities are promoted. Completion of the IA will help the organisation understand what areas need assistance and where best practice can be shared. The information will be used to determine the extent to which services meet the requirements of the Equality Standard for Local Government, the Race Relations (Amendment) Act 2000 and the Disability Discrimination Act 1995. On completion of the IA action plans will be developed which will link to teams service plans. For the year 2006/07 the IA process will be integrated into the service planning process.

In order to complete the IA questionnaire, the following questions, which will enable you to measure your service, will need to be answered.

Where you can provide information and examples please do so, as this will help you to judge the level of impact your service has on the promotion of equalities.

Should you need any help / advice when completing the questionnaire, please refer to the guidance notes issued with this questionnaire or contact Rosie Barnard 823091.

Q.1 Is your service accessible to all groups /individuals within the community? (i.e are there for example, physical, cultural, linguistic, or geographical barriers to persons wishing to use your service)

Group	Yes	To some extent	No	If yes, what evidence do you have to demonstrate this?	If no, what do you plan to do?
Racial (inc. culture and nationality)	√				
Religious Belief		√			
Gender (inc. transvestite, transgender & transsexual)	√				
Sexuality (e.g. homosexuality, lesbian & bisexuality)	√				
Disabled (i.e a physical and or mental impairment)		√			

Age	√				
Geographical Location	√				
Any other status (e.g. people with dependants and/or caring responsibilities or people with criminal record/an offending past)	√				

Q.2 (a) For whatever reason, does your service treat any group differently from its other customers?

Yes

To some extent

No

If you have answered 'yes' or to 'some extent' , please specify those individuals or groups affected and whether the impact has the potential to be adverse.

Q.2 (b) Where the impact is considered to be adverse, can it be justified, for example, on grounds of promoting equal opportunity for another group?

N/A

Q.3. (a) Do you promote equality within your service? (e.g. through the use of briefings at team meetings or the circulation of leaflets and/or other equalities related awareness raising materials)

Yes

To some extent

No

(b) How often do you take the opportunity to promote equality within your service?

Regularly

Occasionally

As issues arise

Not at all

Q.4. Are there plans in place within your service to promote equality more effectively?

Yes

No

If yes, please outline what you intend to do:

Team briefings, review procedures

Q.5 Have you consulted in the past three years with any of the following groups regarding the delivery of and access to your service?

Group	Yes	To some extent	No	If yes, what evidence do you have to demonstrate this?	If no, what do you plan to do?
Racial (inc. culture and nationality)			√		
Religious Belief			√		
Gender (inc. transvestite, transgender & transsexual)			√		
Sexuality (e.g. homosexuality, lesbian & bisexuality)			√		
Disabled (i.e a physical and or mental impairment)			√		
Age			√		

Geographical Location			√		
Any other status (e.g. people with dependants and/or caring responsibilities or people with criminal record/an offending past)			√		

Q.6 Do you train your staff on equality issues?

Yes

To some extent

No

If you have answered yes, or to some extent, what training is available, who provides/delivers it and what areas does it cover? (e.g. Disability, Race, Gender, Age, Sexual Orientation, Religious Belief or location)

Generic training sessions – provided by IWC

If you have answered no, have you explored the availability of suitable training for your staff? Who have you consulted with? N/A

Q.7 Have you received any equality/diversity complaint/comment about your service?

Yes

No

If yes how was this dealt with:

What changes were made as a result of any action taken:

Q.8 Is there any evidence to suggest that policies/strategies/practices through their implementation that there is (a) higher or (b) lower participation or uptake by different minority ethnic groups?

(a)

N/A

(b)

If you answered (a) please provide further information and give examples including monitoring data:

If you answered (b) please state below how you will incorporate the General Duty in the review of policy/strategy/practices:

Q.9 Any additional comments:

none

List of useful contacts:

CRE – Commission for Race Equality – www.cre.gov.uk

DRC – Disability Rights Commission – www.drc.gb.org

Disability info – www.disability.gov.uk

Equal opportunities Commission – www.eoc.org.uk

Employers Organisation – www.lga-employers.gov.uk

Local Government Association – www.lga.gov.uk

RNIB – Royal National Institute for the Blind - 522205

RNID – Royal National Institute for the Deaf – IW contact Sound Advice – Joyce Love 529533

Victim Support IW – 530530

DIAL – Disability information IW – The Riverside Centre – 522823

WIM (Women Into Management) Network – IWC Prue Grimshaw (82)3411 Claire Shand (82)3120

DDA – Island Access Group – IWC Rosie Barnard – (82)3091

BME (Black Minority Ethnic) Cross Directorate Group – IWC Prue Grimshaw (82)3411 Rosie Barnard 520600 ex 2236

Race & Diversity Standing Forum – IWC Rosie Barnard (82) 3091

Unison – Equality Rep – Joyce Milford (82) 3093

HR – Equality & Diversity Policy - related to employment – Claire Shand (82)3120

Vectis Equality Group (BME Group representing IW Communities and individuals) jane.mckean@iow.nhs.uk