

## Equality impact assessment form for quick COVID 19 decisions only

<b>Directorate</b>	Peoples
<b>Service area</b>	Adults Safeguarding and Professional Standards
<b>Proposal</b>	Delivery of mandatory face to face training for Social Care/Social Work staff
<b>Reason for proposal</b>	To ensure staff are legally able to undertake front line roles having completed their mandatory training
<b>Sign off (Director/Head of Service)</b>	
<b>Date of assessment</b>	2.10.20

*Please read the support notes before completing your assessment that are set out in Appendix 1.*

### The form

You need to attach the completed form to any report to help councillors and colleagues make their decisions by taking equality implications into account.

#### The assessment team or name of individual completing this form

Team leader's name and job title –

Other team members if appropriate

Name	Job title	Organisation	Area of expertise
Sarah Howe	Workforce Learning and Development Manager	Derby City Council	Adults Workforce Learning and Development

### Step 1- setting the scene

Make sure you have clear aims and objectives on what you are impact assessing – this way you keep to the purpose of the assessment and are less likely to get side- tracked.

1. What are the main aims, objectives and purpose of the decision you want to make?	To ensure that we can deliver competency based mandatory training safely for Training and Education Officers, external trainers and course participants.
2. Why do you need to make this decision?	In order for our front line services (Care Homes/Home First etc) to operate safely and legally staff need to be trained.
3. Who delivers/will deliver the changed service/policy including any consultation on it and any outside organisations who deliver under procurement arrangements?	Training and Education Officers and external trainers.
4. Who are the main customers, users, partners, colleagues or groups affected by this decision?	Adult Social Care/Social Work staff, Shared Lives Carers.

### Step 2 – collecting information and assessing impact

5. Who have you consulted and engaged with so far about this change, and what did they tell you? Who else do you plan to consult with? – tell us here how you did	Discussions have taken place with the Adults Workforce Learning and Development Team, Emily Freeman the Head of Service,
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<p>this consultation and how you made it accessible for the equality groups, such as accessible locations, interpreters and translations, accessible documents.</p>	<p>Darren Allsobrook team Manager Corporate Health and Safety. As well as external Trainers where appropriate. Guidance is being followed from Derby City Council around Covid as well as from FM. In addition awarding bodies/University partners have all issued guidance to follow. This has informed the development and writing of the covid risk assessment for this service.</p> <p>Since March 20, we have responded in a variety of new, accessible and flexible ways to deliver the development needs of our staff. This has included using Skype and Teams, an online resource of links to training/learning opportunities. The production of 60+ short videos to support mandatory training. Advice and guidance. We have considered locations, accessible documents, and will provide translators, and translations when required to support learners. Mandatory training requires elements of competency testing and it is this that must be delivered in a classroom, - in addition this requires equipment in Room 12 at Kedleston Rd for EG Assisting and Moving equipment and First aid equipment.</p>
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6. Using the skills and knowledge in your assessment team or what you know yourself, and from any consultation you have done, what do you already know about the equality impact of the proposed change on particular groups? Also, use any other information you know about such as any customer feedback, surveys, national research or data. Indicate by a tick for each protected characteristic group whether this is a negative or a positive impact. Only fill in the mitigation box if you think the decision will have a negative impact and then you'll need to explain how you are going to lessen the impact.

	What do you already know?	Positive impact	Negative impact	Mitigation - what actions will you take to lessen impact?
<p><b>Age</b> – older and younger people</p>	<p>There are a number of team members who are aged 55 plus, who as a result maybe more vulnerable to the impact of covid-19 Additionally, a characteristic of the social care workforce is that of an older workforce</p>	<p>√</p>	<p>√</p>	<p>Clear covid-19 procedures for all staff to follow, including use of training rooms at Kedleston Rd site</p>

	What do you already know?	Positive impact	Negative impact	Mitigation - what actions will you take to lessen impact?
	<p>Being able to deliver development opportunities in a wider, more inclusive way will support the workforce and in turn benefit the customers of the city. Competency testing does still need to happen, but the variety of other learning methods is a real positive for staff.</p>			
<p><b>Disability</b> – the effects on the whole range of disabled people, including Deaf people, hearing impaired people, visually impaired people, people with mental health issues, people with learning difficulties, people living with autism and people with physical impairments</p>	<p>There are a number of team members who are living with disabilities/impairments. Additionally there are social care employees who identify with this characteristic.</p> <p>Being able to deliver development opportunities in a wider, more inclusive way will support the workforce and in turn benefit the customers of the city. Competency testing does still need to happen, but the variety of other learning methods is a real positive for staff.</p>	√	√	<p>Supervision, team support, risk assessments, individual risk assessments, council well being services are all part of the offer. In addition the clear covid-19 procedures and government guidelines in identifying vulnerable people also supports and guides actions to take.</p>
<p><b>Gender identity</b>- trans and those people who don't identify with a particular</p>		√	NA	NA

	What do you already know?	Positive impact	Negative impact	Mitigation - what actions will you take to lessen impact?
<p>gender, for example, non-binary, genderfluid, genderqueer, polygender and those who are questioning their gender or non-gendered identity.</p>	<p>Staff team have considered these protected characteristics and have considered them for the staff they train as well.</p> <p>Being able to deliver development opportunities in a wider, more inclusive way will support the workforce and in turn benefit the customers of the city. Competency testing does still need to happen, but the variety of other learning methods is a real positive for staff.</p>			
<p><b>Marriage and Civil Partnership</b></p>	<p>Staff team have considered these protected characteristics and have not identified any areas for themselves in regard to covid-19 and their gender identity that require consideration</p> <p>Being able to deliver development opportunities in a wider,</p>	√	NA	NA

	What do you already know?	Positive impact	Negative impact	Mitigation - what actions will you take to lessen impact?
	more inclusive way will support the workforce and in turn benefit the customers of the city. Competency testing does still need to happen, but the variety of other learning methods is a real positive for staff.			
<b>Pregnancy and maternity</b> - women who are pregnant or who have recently had a baby, including breast feeding mothers	<p>Not relevant for the current WLD team Maybe relevant for the social care workforce</p> <p>Being able to deliver development opportunities in a wider, more inclusive way will support the workforce and in turn benefit the customers of the city. Competency testing does still need to happen, but the variety of other learning methods is a real positive for staff.</p>	√	√	Covid-19 risk assessment would be in place, plus request for advice and guidance from the persons midwife/GP for the specific training situation that was required, would be followed.
<b>Race</b> - the effects on minority ethnic communities, including newer communities, Gypsies and Travellers and the Roma community	<p>Identified higher impact from Covid-19 for some communities.</p> <p>Being able to deliver development</p>	√	√	Staff who require BAME risk assessment for specific elements of their non WLD role have completed one. Staff from the wider social care group will have completed a BAME assessment if necessary with their line

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	<p>opportunities in a wider, more inclusive way will support the workforce and in turn benefit the customers of the city. Competency testing does still need to happen, but the variety of other learning methods is a real positive for staff.</p>			<p>manager as this is a council requirement</p>
<p><b>Religion or belief or none</b> - the effects on religious and cultural communities, customers and colleagues</p>	<p>Staff team have considered these protected characteristics and have not identified characteristics for themselves or for course participants in regard to this that require consideration for covid-19</p> <p>Being able to deliver development opportunities in a wider, more inclusive way will support the workforce and in turn benefit the customers of the city. Competency testing does still need to happen, but the variety of other learning methods is a real positive for staff.</p>	<p>√</p>	<p>NA</p>	<p>NA</p>

	What do you already know?	Positive impact	Negative impact	Mitigation - what actions will you take to lessen impact?
<p><b>Sex</b> - the effects on both men and women and boys and girls</p>	<p>Staff team have considered these protected characteristics and have not identified characteristics for themselves or for course participants in regard to this that require consideration for covid-19</p> <p>Being able to deliver development opportunities in a wider, more inclusive way will support the workforce and in turn benefit the customers of the city. Competency testing does still need to happen, but the variety of other learning methods is a real positive for staff.</p>	√	NA	NA
<p><b>Sexual orientation</b> - the effects on lesbians, gay men, bisexuals, pansexual, asexual and those questioning their sexuality</p>	<p>Staff team have considered these protected characteristics and have not identified characteristics for themselves or for course participants in regard to this that require consideration for covid-19</p>	√	NA	NA

	What do you already know?	Positive impact	Negative impact	Mitigation - what actions will you take to lessen impact?
	Being able to deliver development opportunities in a wider, more inclusive way will support the workforce and in turn benefit the customers of the city. Competency testing does still need to happen, but the variety of other learning methods is a real positive for staff.			

**Important** - For any of the equality groups you don't have any information about, then please contact our Lead on Equality and Diversity for help. You can also get lots of information on reports completed from organisations' websites such as the Equality and Human Rights Commission, Stonewall, Press for Change, Joseph Rowntree Trust and so on. Please don't put down that the impact affects 'everyone the same' – it never does!

### Step 3 – deciding on the outcome

7 What outcome does this assessment suggest you take? – You might find more than one applies. Please also tell us why you have come to this decision?

<b>Outcome 1</b>	√	<b>No major change needed</b> – the EIA hasn't identified any potential for discrimination or negative impact and all opportunities to advance equality have been taken
<b>Outcome 2</b>		<b>Adjust the proposal</b> to remove barriers identified by the EIA or better advance equality. Are you satisfied that the proposed adjustments will remove the barriers you identified?
<b>Outcome 3</b>		<b>Continue the proposal</b> despite potential for negative impact or missed opportunities to advance equality identified. You will need to make sure the EIA clearly sets out the justifications for continuing with it. You need to consider whether there are: <ul style="list-style-type: none"> <li>• sufficient plans to stop or minimise the negative impact</li> <li>• mitigating actions for any remaining negative impacts</li> <li>• plans to monitor the actual impact.</li> </ul>
<b>Outcome 4</b>		<b>Stop and rethink</b> the proposal when the EIA shows actual or potential unlawful discrimination

Why did you come to this decision?

Workforce Learning and Development deliver training for staff development, the variety of methods of delivery for this training, including where requested bespoke, and the support for individuals where there are additional needs makes this very flexible.

If you have decided on **Outcome 3**, then please tell us here the justification for continuing with the proposal. You also need to make sure that there are actions in the Mitigation Box to lessen the effect of the negative impact. This is so important and may face a legal challenge in the future.

If you have decided on **Outcome 4** then if the proposal continues, without any mitigating actions, it may be likely that we will face a legal challenge and possibly a Judicial Review on the process - it is so important that the equality impact assessment is done thoroughly, as this is what the Judge will consider.

We can give you this information in any other way, style or language that will help you access it. Please contact us on: 01332 Minicom: 01332 640666

#### Polish

Aby ułatwić Państwu dostęp do tych informacji, możemy je Państwu przekazać w innym formacie, stylu lub języku. Prosimy o kontakt: Tel. tekstowy: 01332 640666

#### Punjabi

ਇਹ ਜਾਣਕਾਰੀ ਅਸੀਂ ਤੁਹਾਨੂੰ ਕਿਸੇ ਵੀ ਹੋਰ ਤਰੀਕੇ ਨਾਲ, ਕਿਸੇ ਵੀ ਹੋਰ ਰੂਪ ਜਾਂ ਬੋਲੀ ਵਿੱਚ ਦੇ ਸਕਦੇ ਹਾਂ, ਜਿਹੜੀ ਇਸ ਤੱਕ ਪਹੁੰਚ ਕਰਨ ਵਿੱਚ ਤੁਹਾਡੀ ਸਹਾਇਤਾ ਕਰ ਸਕਦੀ ਹੋਵੇ। ਕਿਰਪਾ ਕਰਕੇ ਸਾਡੇ ਨਾਲ ਟੈਲੀਫੋਨ ਮਿਲੀਕਮ 01332 640666 'ਤੇ ਸੰਪਰਕ ਕਰੋ।

#### Slovakian

Túto informáciu vám môžeme poskytnúť iným spôsobom, štýlom alebo v inom jazyku, ktorý vám pomôže k jej sprístupneniu. Skontaktujte nás prosím na tel.č: Minicom 01332 640666

#### Urdu

یہ معلومات ہم آپ کو کسی دیگر ایسے طریقے، انداز اور زبان میں مہیا کر سکتے ہیں جو اس تک رسائی میں آپ کی مدد کرے۔ براہ کرم مٹی کام 01332 640666 پر ہم سے رابطہ کریں۔

## Appendix 1

### Equality impact assessment form for quick decisions concerning COVID 19 – please read this section first before you do the assessment

We've adapted our usual equality impact assessment form so you can use it for quick decisions needed concerning COVID 19. Remember it needs to be completed **before** that decision is made, but we hope it will just act as a reminder that we still need to 'pay due regard to equality' under our **Public Sector Equality Duty** as this is still very much in force. The Equality and Human Rights Commission are keeping an eye on examples of discrimination and collecting evidence so it's important we still check for equality impact.

The Public Sector Equality Duty is part of the Equality Act 2010 and this Duty requires us as a public body to have '**due regard**' to eliminating discrimination, harassment and victimisation and any other conduct that is prohibited by or under the Act. It requires us to advance equality of opportunity and foster good relations between people who share a '**relevant protected characteristic**' and people who



Derby City Council

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don't. Protected characteristics are age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

Having 'due regard' means:

- removing or minimising disadvantages suffered by people due to their protected characteristics
- taking steps to meet the needs of people with certain protected characteristics where these are different from the needs of other people – this also involves taking account of disabled people's barriers and may involve treating some people more favourably than others to achieve this
- encouraging people with certain protected characteristics to participate in public life or in other activities where the participation is disproportionately low.

We usually ask for teams to complete Equality impact assessments, but we realise this is not helpful for quick decisions to do with COVID 19 so you can complete them yourself, if you can't get a team together. Please ask Ann Webster, our Lead on Equality and Diversity for help and advice if you're not sure about something. You'll need to pull together all the information you can about how your proposal affects different groups of people so you can check whether they will be negatively or positively affected. Then you'll need to look at ways of lessening any negative effects or making the service more accessible. Against every negative impact you will need to complete the mitigation section to explain how you will lessen the impact and what action you will take.

When you have completed the assessment, get it signed by your Head of Service or Service Director and **send it to our Lead on Equality and Diversity for checking and to publish on our website.** It's a public document so make it easy to understand and no jargon please.

#### **Contact for help**

Ann Webster – Lead on Equality and Diversity

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