DIVERSITY IMPACT ASSESSMENT QUESTIONNAIRE

SERVICE: Civic Affairs	DIRECTORATE: Legal & Democratic
Responsible Officer: Gillian Phenix	Date of Assessment 08/06/07

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)	Yes				
Religious Belief	Yes				
Gender (inc. transvestite, transgender & transsexual)	Yes				
Sexuality (e.g. homosexuality, lesbian & bisexuality)	Yes				
Disabled (i.e a physical and or mental impairment)		Yes			

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

Q.2 (a) For whatever reason, does your service treat any group differently from its other		
Yes	□ Yes – to help	
To some exte	ent 🗆	
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.
Flagship to Council – there to assist through leadership and inclusion.
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?
No

	te equality within your service? (e.g. through the use of briefings at team meetings or the d/or other equalities related awareness raising materials)
Yes	
To some extent	
No	□ No
(b) How often do you	take the opportunity to promote equality within your service?
Regularly	□ Yes
Occasionally	
As issues arise	
Not at all	
Q.4. Are there plans in	place within your service to promote equality more effectively?
Yes	
No	□ No

If yes, please outline what you intend to do:

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)			No		
Religious Belief			No		
Gender (inc. transvestite, transgender & transsexual)			No		

Sexuality (e.g. homosexuality, lesbian & bisexuality)		No	
Disabled (i.e a physical and or mental impairment)		No	
Age		No	
Geographical Location		No	
Any other status (e.g. people with dependants and/or caring responsibilities or people with criminal record/an offending past		No	

staff on equality issues?
□ No
es, or to some extent, what training is available, who provides/delivers it and what areas does it Race, Gender, Age, Sexual Orientation, Religious Belief or location)
community groups into action plan.
o, have you explored the availability of suitable training for your staff? Who have you consulted

Q.7	Have you received any equality/diversity complaint/comment about your service?
Yes	□ Yes
No	\Box^{1}
If yes	how was this dealt with:
Coun	cil prayers – Labour Group now allowed to sit outside until prayers over.
What	changes were made as a result of any action taken:

¹ Impact Assessment Feb 2005

	evidence to suggest that policies/strategies/practices through their implementation that there is (a) participation or uptake by different minority ethnic groups?
(a)	□ Yes
(b)	
If you answered (a)	please provide further information and give examples including monitoring data:
Citizenship – impro	ved ceremonies.
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:

List of useful contacts:

CRE – Commission for Race Equality – <u>www.cre.gov.uk</u>

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