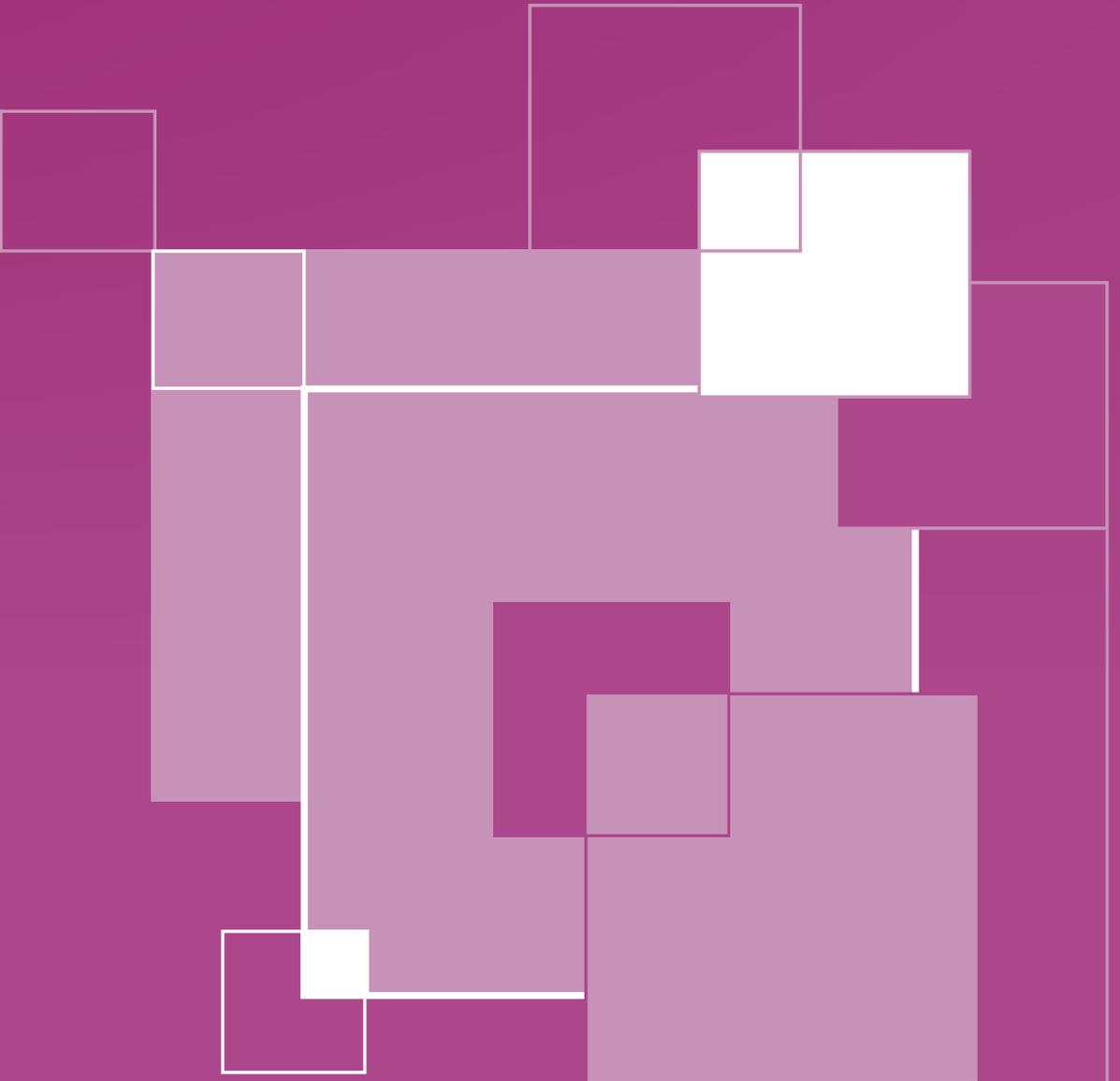


Understanding Barnet residents better

Using equalities information to inform impact assessments



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1. Introduction

- 1.1 This guidance has been written to explain how Barnet Council can meet the requirements of the Equality Act 2010 (the Act).
- 1.2 The Act brings together all previous equality legislation in England, Scotland and Wales and also includes a new public sector equality duty which replaces the separate duties relating to race, disability and gender equality. The public sector equality duty came into force on 5 April 2011.
- 1.3 The guidance will assist the council in complying with its legal duties under:
 - Section 149 of the Equality Act 2010 (the public sector equality duty)
 - The Equality Act 2010 (Specific Duties) Regulations 2011.
- 1.4 In addition to supporting this statutory compliance, the guidance will demonstrate how the collection and analysis of equalities information can enhance and inform:
 - service improvement
 - consultation
 - employee diversity
 - equality analysis.
- 1.5 A set of standardised questions have been included in Appendix 1 to assist services in collecting equality information. All service areas will be expected to use these including internal and external delivery units.
- 1.6 The equality information and data collected can then be used to inform the council's understanding of the impact of new policies, functions and activities. An impact assessment template is included in Appendix 2. This template focuses on the anticipated outcomes of these changes and the assessment will be used by elected Members as part of the fact-specific evidence required in their role as strategic decision makers.
- 1.7 This guidance links to a number of corporate documents including:
 - One Barnet - Sustainable Community Strategy
 - Corporate Plan 2012/13.

- the Customer Access Strategy
- the One Barnet framework.

1.8 The council's strategic equality objective is enshrined within the council's constitution which sets out how we operate as an organisation, how decisions are made and the procedures that need to be followed to ensure the council is efficient, transparent and accountable to local people. Collecting and analysing equality information is one of the procedures the council must follow. To demonstrate this, it is addressing equalities and paying due regard to the public sector equality duty.



2. Terminology

- 2.1 Some useful terms for reference:
- 2.2 **Protected characteristics:** is the term used in the Equality Act 2010 to define those demographics the public sector has a duty to pay due regard to and the grounds upon which discrimination may be unlawful.
- 2.3 **Equality information:** can include information about the protected characteristics of staff and service users, or evidence used to inform policy development and decision-making such as local or national research on equality issues. It includes both quantitative (numerical) and qualitative (descriptive) information. Qualitative information may focus more on factors which are more difficult to measure or represent in quantitative terms.
- 2.4 **Disaggregation:** means separating out equality information according to a protected characteristic. For example, overall exam results for pupils broken down by race according to the categories used for this protected characteristic in the Census.
- 2.5 **Trend data:** means comparing and monitoring data over time, for example performance, satisfaction or perception measures. Services should use trend data to monitor if any protected characteristics are experiencing a downward or upward trend on these measures to help understand where resource needs to be allocated and also to ensure these protected characteristics are treated fairly.
- 2.6 **Benchmarking:** means the comparison of performance results or processes with those of other organisations. Services should use benchmarking data to compare to good performers to identify areas of weakness or suggest areas in which the council may wish to aim to improve performance.

Benchmarking your performance and processes can help to identify potential information gaps and new organisations to engage with. It can also help to gauge the accuracy of equality information, and to identify good practice. Many inspectorates also publish national surveys or thematic reviews that can help you check your performance.

3. Equality Act 2010

- 3.1 The Equality Act 2010 places a public sector equality duty on all public authorities to have 'due regard' to the three aims of the duty which are to:
- a. **eliminate discrimination, harassment, victimisation** and any other conduct prohibited by or under this Act;
 - b. **advance equality of opportunity** between those with a protected characteristic and those without;
 - c. **promote good relations** between those with a protected characteristic and those without.
- 3.2 The general equality duty does not require public authorities to collect and use equality information across the protected characteristics. However, the council needs to demonstrate that it has given **due regard** to the aims of the general equality duty. Collecting and analysing equality information (including from consultation and engagement, where relevant) is the most practical way to demonstrate our understanding of the impact of our new policies and practices on Barnet residents and service users with protected characteristics.
- 3.3 The specific duties require the council to publish information relating to people who share a relevant protected characteristic who are:
- its employees
 - people affected by its policies and practices (for example, service users).
- 3.4 The equality duty has become a **mandatory relevant consideration** in decision-making. Equalities issues need to form a central part of decision-makers consideration of policies and proposals.
- 3.5 The Equality Act 2010 has also extended the public sector duty and the grounds upon which discrimination may be unlawful. These are called 'protected characteristics' and include the following:
- age
 - disability

- gender reassignment
- marital status/civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation.



4. The benefits of collecting and using equality information

- 4.1 Collecting and using equality information is part of the evidence the council will use to demonstrate it has taken decisions in a fair and transparent way and that the data collected will be used to provide fact-specific evidence.
- 4.2 Table 1 summarises the general benefits of collecting and using equality information:

Identify key issues

Understand the impact of your policies, practices and decisions on people with different protected characteristics, and thereby plan them more effectively.

Assess whether you are discriminating unlawfully when carrying out any of your functions.

Identify what the key equality issues are for your organisation.

Assess performance

Benchmark your performance and processes against those of similar organisations, nationally or locally.

Use trend data to monitor if any demographic groups are showing downward trends in terms of satisfaction, performance or perception measures.

Take action

Consider taking steps to meet the needs of staff and service users who share relevant protected characteristics.

Identify if there are any actions you can take to avoid discrimination and harassment, advance equality of opportunity or foster good relations. There may be a range of simple but effective things you could do to achieve this.

Make informed decisions about policies and practices which are based on evidence about the impact of your activities on equality.

Develop equality objectives to meet the specific duties (for public authorities that are covered by them).

Have due regard to the aims of the general equality duty by ensuring that members and staff have appropriate information for decision-making.

- 4.3 Collecting and using equality information supports the council's Wave Two transformation programme and the council's ambition to become a citizen-centred council committed to giving Barnet citizens the types of services

they need to be able to lead successful lives which ensure the borough continues to be a successful place.

- 4.4 It also provides us with evidence to share with members to support them in their role as decision makers as they make difficult decisions about changing council services against a background of fiscal austerity.
- 4.5 It is also used to provide evidence in the implementation of the council's recruitment and employment policies.
- 4.6 Collecting and analysing equalities information can help the council in a number of ways as set out in Table 2 below:

As an organisation

Builds the council's reputation – high performing organisations are those that invest most in promoting equalities and diversity in the workplace.

Improve productivity – valuing and supporting the lifestyles of a diverse workforce makes staff feel they have a contribution to make.

Talent management – recruiting and retaining the best from the widest talent pool

Reduces risk – compliance with equalities legislation avoids costly and damaging employment tribunals and negative publicity.

At a service level

Builds the council's reputation.

Demonstrates how a service is being used by a particular group.

Provides evidence that services are not discriminatory.

Measures service effectiveness.

Identifies how a service should be changed or renewed.

Establishes if groups with different 'protected characteristics' satisfaction/experience with the council and its services vary.

Establishes if groups with different 'protected characteristics' perceive the council and its services differently.

Inform Equalities Impact Assessment

Quantify the impact of policy proposals, functions and activities on groups with different 'protected characteristics.'

The equalities data can be used to answer the council's six corporate equality questions set out in the Corporate Plan.

Consultation

Shows what different people think about council services and their local area.

Helps to measure the satisfaction rates between different demographic groups.

Finds out if different groups know about a particular service.

Collates evidence about whether the experience of a service is different for different communities.

Identifies if people know how to access a service.

Identifies if there are any particular groups who are more likely to be in favour or opposed to a service change or decision the council is considering.

Identifies if people are treated equally.

5. What sort of equality information should be collected?

5.1 **Employment data:** as the council transforms from being a service provider to a strategic commissioner, the equality profile of the workforce takes on a new significance. Historically, workforce profile data has been compared to the local population. This will become less relevant in the future as many of our services will be provided by third party providers. This means the information which will be of most value in the future, appropriately disaggregated, would need to come from both the council and its third party providers and could include for example:

- recruitment and promotion
- numbers of part-time and full-time staff
- pay and remuneration
- training
- return to work of women on maternity leave
- return to work following long term sick leave
- appraisals
- grievances (including for example harassment)
- disciplinary action (including for example harassment)
- dismissals and other reasons for leaving.

- 5.2 **The Equalities and Human Rights Commission** has published a more extensive list which may be preferable to some service areas.
- 5.3 **Functions data:** the information which directorates/delivery units will need to collect, in order to ensure they have enough evidence to inform their decisions, is likely to vary widely depending on needs.
- 5.4 Directorates/delivery units need to take a common sense approach in deciding what equality information is needed to be able to deliver appropriate services. They will also need to demonstrate that the correct information has been available to influence its public policy decisions, including information on which services should be provided, and how.



6. Building your equality information base

- 6.1 Collecting equality information needs to be done with care. Even though the law has stipulated the ‘protected characteristics’ against which the council has to promote equality, we have to recognise that this information is both private and sensitive. Therefore, it is important to give people both the opportunity and privacy to self-identify.
- 6.2 Sometimes, people do not wish to share information about themselves. We accept this, but need to help people to feel more confident about sharing personal data. As a council we must explain that a citizen’s experience of using or receiving public services is important, but the data would be richer and more meaningful if it could be linked to the protected characteristics because it would help the council to be better at both commissioning and where necessary delivering relevant and appropriate services.
- 6.3 We must also maintain common sense. There will be occasions where it is not relevant to collect equality data. The thinking to support this needs to be captured in the template in Appendix 2 and summarised in the ‘Equality and Diversity Issues’ paragraph in committee reports. Similarly, this also needs to be considered in relation to consultation design.
- 6.4 The questions expected to be the most sensitive to service users are age, disability, gender re-assignment, faith/belief and sexual orientation. For some women questions relating to pregnancy and maternity may also be sensitive.
- 6.5 **Existing information:** Before starting to collect new information, it is worth having a look at what data your service area currently holds. Some of this information will be both quantitative and qualitative. It may come from previous equality impact assessments or from engagement with service users and residents. Check its accuracy and usability before deciding your next steps. The council’s Data Quality Policy sets out our expectations and commitments around data quality.

- 6.6 **Identifying information gaps:** Don't be alarmed if gaps in information emerge once you start to gather your data sets together. If this happens, the following steps can be taken to address them.
- prioritise your efforts on plugging the information gaps most relevant to the aims of the public sector equality duty
 - decide whether the information is both important and relevant to the function of equality
 - use qualitative feedback from consultation responses, feedback from representative groups or assessments of impact on equality to aid interpretation
 - establish systems to routinely gather information that is highly relevant to the aims of the public sector equality duty
 - make sure these systems can be used to collect equality information from contractors and third party providers.
- 6.7 **Routine monitoring:** use routinely collected information to understand the impact of your policies, functions and activities on people with protected characteristics. Consider using Census 2011 questions or National Statistics harmonised questions to facilitate comparisons and benchmarking with other organisations. It is useful to be able to compare how representative a service is (e.g. services heavily used by older people) and compare this against the profile of the wider population.
- 6.8 Be clear on how the information will be stored, who can access it and how it will be used to improve policies and services. The council has published **clear guidance on data protection** which you must use. Where information can be linked to an individual, it must only be stored with their written permission, so you will need to include a section for their consent. The Information Commissioner's Office website provides advice on data protection: www.ico.gov.uk/for_organisations/data_protection.aspx. Similarly the Insight Team within the Chief Executive's Service can advise accordingly.
- 6.9 **Collecting information sensitively:** collecting information in relation to some protected characteristics can be sensitive. Before deciding

whether to put in place arrangements to gather relevant information through equality monitoring consider:

- why you want the information. Only collect information that is relevant and that will actually be used
- whether the information you need is already available from other sources. Is there national data you could use, or are there other measures you could use instead?
- how easy or difficult it will be to get complete information
- how its potential accuracy and completeness will affect its usefulness
- the process you might use to gather information and ensure the data remains confidential and anonymous.

6.10 Below are some protected characteristics where care may need to be taken to make best use of the information.

Disability: asking people whether they have a disability will not give a complete picture of either the workforce or service users. Ask about different types of impairments. A list has been included in Appendix 1 for reference. Use this information to feed back on how you have made decisions.

Remember to explain clearly how this information will be processed, as disclosing certain impairments (such as mental health conditions) can be difficult.

Sexual orientation: as a council we have been asking routine questions about sexual orientation in the Children's Service for a number of years. Guidance has been prepared within Adult Social Care and Health to collect sexual orientation data and confidence is growing in the directorate to use it. Some other directorates may find themselves needing to collect this information as significant service transformations take place and may require more assistance. Further information about sexual orientation monitoring is available in the **Office of National Statistics (ONS) guidance**. However, this approach may lead to under-reporting particularly amongst older people.

The Equality and Human Rights Commission has published an **alternative approach** which may resonate better with directorates.

www.equalityhumanrights.com/uploaded_files/EqualityAct/PSED/information_guidance_rev.doc

Gender reassignment: gender reassignment is a process of transitioning from one gender to another, and it is a protected characteristic in the Equality Act 2010. The Act refers to someone who intends to undergo, is undergoing or has undergone gender reassignment. A person is **not** required to undergo medical treatment in order to be protected by the Act.

Monitoring the numbers of transsexual people is a very sensitive area and opinion is divided on this matter. Many transsexual people have been bullied, harassed and marginalised, and may fear that disclosure of their status could negatively affect them. The Equality and Human Rights Commission (EHRC) states public authorities may find it difficult to consider the impact of their policies and practices on transsexual people (e.g. employment patterns in recruitment, training, promotion or leaving rates) without gathering some information. Therefore, they have published advice on their **website** for assistance. www.equalityhumanrights.com/uploaded_files/EqualityAct/PSED/information_guidance_rev.doc

The Gender Recognition Act 2004 requires that people who hold a gender recognition certificate must be treated according to their acquired gender. It is a criminal offence to disclose their status. Transsexual staff or service users should not be routinely asked to produce a gender recognition certificate as evidence of their legal gender.

Children and young people: remember that it is not always appropriate to monitor certain protected characteristics in children and young people. In such cases, it would be better to use national or specialist datasets.

Religion or belief: monitoring religion or belief can be a sensitive issue for some people. The Employment Statutory Code of Practice provides employment related guidance, however nothing has been published in relation to service delivery.

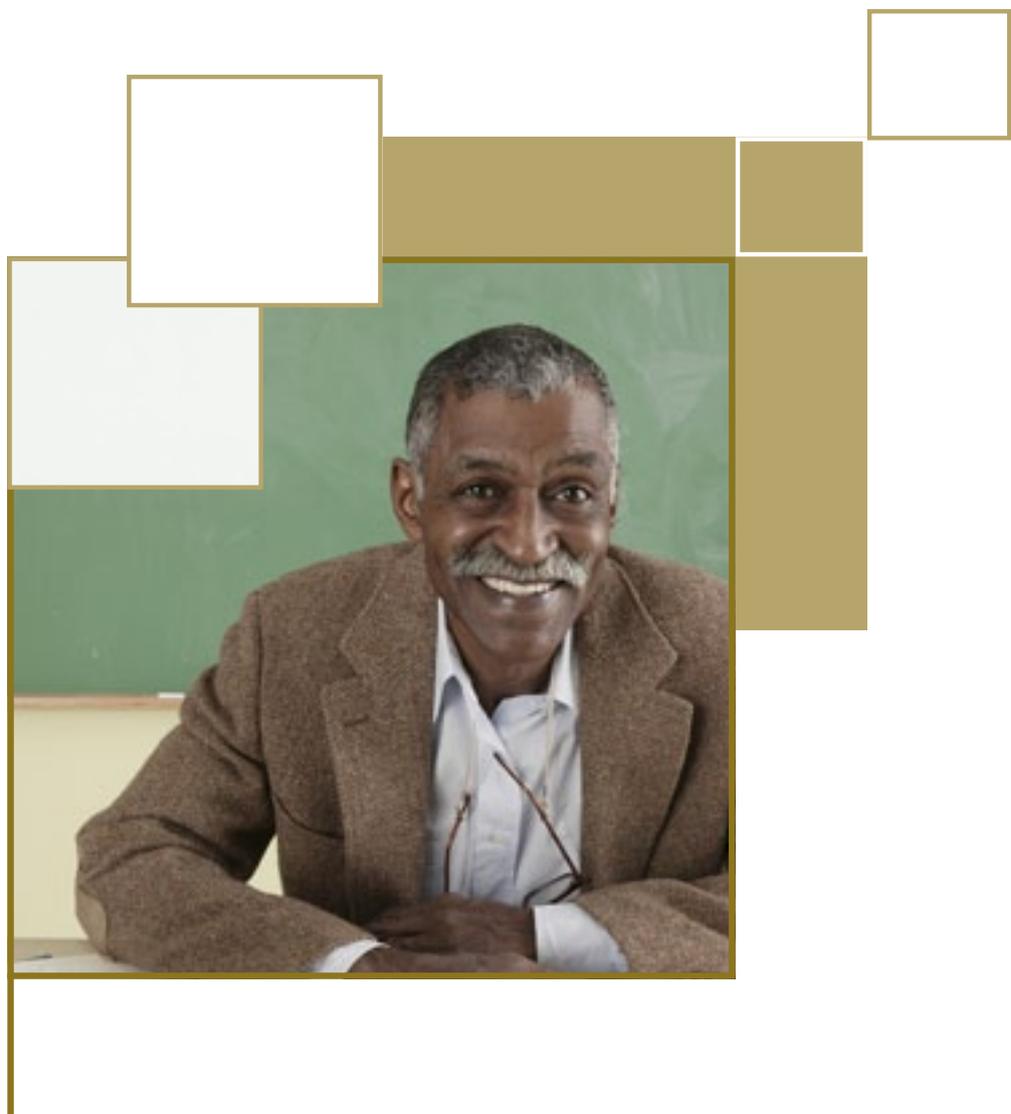
6.11 **Equal Pay:** the Equality Act 2010 gives women and men the right to equal pay for equal work. To comply with the Act, public authorities' pay systems and employment terms should be designed and implemented without sex discrimination or bias. There is a statutory **Equal Pay Code of Practice**. An effective way to identify gender pay gaps, for example, is by

undertaking an equal pay audit for gender. This is not mandatory, but it may help you demonstrate that you have paid due regard to the need to eliminate gender pay discrimination. There is an **equal pay toolkit** with advice on conducting pay audits and a series of practical checklists to help address the more common causes of unequal pay in the workplace, such as starting pay and pay progression.

7. Publishing equality information

- 7.1 In addition to what was described under point 3.3 case law on the previous equality duties which is still relevant, provides useful guidance as to what is required to comply with the general equality duty.
- 7.2 As a public authority we need to publish equality information which has been used to provide fact specific evidence for elected members when they are making informed choices and decisions. Case law has also made clear that in some cases it will be necessary to consult relevant parties likely to be affected by a decision, such as local disability groups and women's groups. It is important to look at the recent case law. For more information contact the **Divisional Manager (Community)** in Legal Services for more advice.
- 7.3 Publishing equality information should enable service users, staff, the EHRC, regulators and other interested parties to assess the equality performance of our organisation. It will also help to explain how and why certain conclusions have been reached making the decision-making process more transparent.
- 7.4 The information you publish will fall into two main categories:
- **information to identify equality issues** – such as publishing equality profile information about employees and service users of the impact of activities on different protected characteristics
 - **information about steps taken to pay due regard** to the aims of the general equality duty
 - a. the EHRC has advised asking the following questions to help decide what equality information would be most useful to publish:

- i. what was the evidence on which you relied in decision-making about a policy or service which is likely to have a significant impact on people with any of the protected characteristics?
- ii. is it clear how the information contributed to decision-making about a policy or service which is likely to have a significant impact on people with any of the protected characteristics?
- iii. can the information be used to benchmark a key issue (such as survival rates from cancer for men and women)?
- iv. can the information be used to identify a trend relating to a key function of your organisation?
- v. does the information highlight a key equality issue for your organisation?
- vi. will the information be useful for external stakeholders to enable them to assess your performance on equality across key functions for all protected characteristics?



8. Using equality information to inform impact assessments

- 8.1 Once you have collected your equality information you can disaggregate the data to better understand the equality impact of policy and practice outcomes on groups with protected characteristics.
- 8.2 The council's corporate equalities questions are set out in the Corporate Plan and Table 1 below. As part of the council's commitment to promoting equalities, policies, functions and activities need to be considered for their equalities risks. Agreed in October 2009, the considerations will provide fact-specific information as well as assessing the impact of those facts on different groups of people with protected characteristics including disabled people in Barnet.

Assessing the equality impact

- 1 Are there **differential** service outcomes for different communities? If so, what measures will be put in place to re-dress these differences?
 - 2 Will the delivery of any proposed new services or functions **change satisfaction** ratings amongst different groups of residents'?
 - 3 Does the proposal **change** Barnet's reputation as a good place to work and live?
 - 4 Will members of Barnet's diverse communities feel **more confident** about the council and the manner in which it conducts its business?
 - 5 **How** will the new proposals enable the council to promote **good relations** between different communities?
 - 6 **How** have residents with different needs been consulted on the anticipated impact of this proposal? How have any comments **influenced** the final proposal?
- 8.3 The full template is included in Appendix 2. A summary of the assessment and its impact on different groups of people needs to be included in the 'Equalities and Diversity issues' paragraph of committee reports. Further guidance on completing this section can be found on the governance site of the intranet.

9. How do you use this analysis?

Remember, equality analysis is not simply about identifying and removing negative effects or discrimination, but also an opportunity to identify ways to advance equality of opportunity and to foster good relations.

Therefore, the question that needs to be asked is ‘What will happen or not happen if we do things this way in relation to equality and good relations?’

This means bringing all the equality information together in order to be able to make a judgement about the impact of the policy, function or activity and whether it needs to be changed.

It is not acceptable to simply conclude that a new proposal will automatically benefit all protected groups without providing the evidence to support that conclusion.

Once you have analysed the equality information you need to then consider the possible impact or effect of the proposal. The questions below may help your thinking:

- could the outcomes differ between protected groups?
- what are the key findings of your engagement?
- is there different take-up of services by different groups?
- would this proposal affect different groups disproportionately?
- would any practical benefits be delivered for protected groups?
- have we missed any opportunities to advance equality and foster good relations?
- could the proposal disadvantage people from a particular group?
- is there a risk that the proposal could discriminate unlawfully?
- are there other policies or functions that need to change to support the effective implementation of the proposal?

Having considered the potential or actual effect of your proposed changes on equality, you are then in a position to make an informed judgement on whether the impact on the anticipated outcome is ‘no impact’, ‘positive’, ‘negative’ or ‘neutral’. This information together with the assessment can then be used by

elected Members as part of the fact-specific evidence required in their roles as strategic decision makers.

The scoring matrix below illustrates how to do this with a worked example.

Diversity analysis scoring matrix

	Likelihood (L)				Impact (I)				(LxI)
	High	Medium	Low	Neutral	High	Medium	Low	Neutral	
1. What will be the impact of delivery of the proposal on satisfaction ratings amongst different groups of residents?		●				●			9
2. Could the proposal decrease satisfaction ratings amongst different groups of residents?	●				●				16
3. Would the proposal enhance Barnet’s reputation as a good place to work and live?			●					●	2
4. Will members of Barnet’s diverse communities feel more confident about the council and the manner in which it conducts its business?		●			●				12
5. Will the proposal enable the council to promote good relations between different communities?				●				●	1
									40

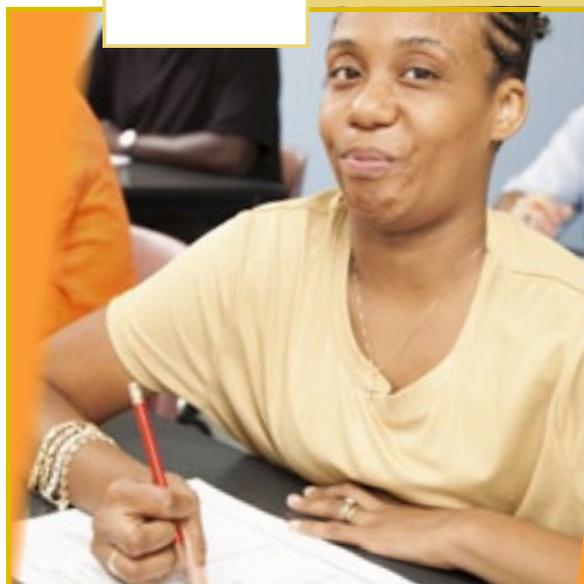
Score out of 80

Key to scores Likelihood x Impact (multiply)				
Risk Rating	High risk	Medium risk	Low risk	Neutral
Score	4	3	2	1
Range	80 - 46	45 - 19	19 - 5	4 - 0

Classifications				
Impact rating	Negative Impact	Neutral Impact	Positive Impact	No impact Lack of data
Range	80 - 46	45 - 19	19 - 5	4 - 0

10. Further information

For further information about using this guidance please contact either Rosie Evangelou (7016) or Julie Pal (7263) within the Chief Executive's Service.



11. Appendices

Appendix 1: Collecting equality

Barnet Council is committed to delivering high quality public services across our diverse communities. Answering the following questions will help us to understand the impact of these changes and also meet our statutory equality responsibilities as set out in the Equality Act 2010.

The information you give in this questionnaire will remain strictly confidential, in accordance with the Data Protection Act 1998.

What is your age group? (Please tick one option only)			
Under 18	<input type="checkbox"/> 1	55 – 64	<input type="checkbox"/> 6
18 – 24	<input type="checkbox"/> 2	65 – 74+	<input type="checkbox"/> 7
25 – 34	<input type="checkbox"/> 3	75+	<input type="checkbox"/> 8
35 – 44	<input type="checkbox"/> 4	Prefer not to say	<input type="checkbox"/> 9
45 – 54	<input type="checkbox"/> 5		

Gender – are you (Please tick one option only)	
Female	<input type="checkbox"/> 1
Male (move onto gender identity question)	<input type="checkbox"/> 2
Prefer not to say	<input type="checkbox"/> 3

Barnet Council is committed to delivering high quality public services across our diverse communities. Answering the following questions will help us to understand the impact of these changes and also meet our statutory equality responsibilities as set out in the Equality Act 2010.

The information you give in this questionnaire will remain strictly confidential, in accordance with the Data Protection Act 1998.

Women only – Pregnancy and maternity (Please tick one option only)		
	Yes	No
Are you pregnant?	<input type="checkbox"/> 1	<input type="checkbox"/> 2
Are you on maternity leave?	<input type="checkbox"/> 3	<input type="checkbox"/> 4
Prefer not to say	<input type="checkbox"/> 5	

Is your gender identity the same as the gender you were assigned at birth? (Please tick one option only)	
Yes	<input type="checkbox"/> 1
No	<input type="checkbox"/> 2
Prefer not to say	<input type="checkbox"/> 3

Barnet Council is committed to delivering high quality public services across our diverse communities. Answering the following questions will help us to understand the impact of these changes and also meet our statutory equality responsibilities as set out in the Equality Act 2010.

The information you give in this questionnaire will remain strictly confidential, in accordance with the Data Protection Act 1998.

To which of these groups do you consider you belong? (Please tick one option only)				
White¹	Mixed	Black or Black British	Asian or Asian British	Other
<input type="checkbox"/> 1 British	<input type="checkbox"/> 6 White / Black Caribbean	<input type="checkbox"/> 10 Caribbean	<input type="checkbox"/> 13 Indian	<input type="checkbox"/> 17 Chinese
<input type="checkbox"/> 2 Irish	<input type="checkbox"/> 7 White / Black African	<input type="checkbox"/> 11 African	<input type="checkbox"/> 14 Pakistani	<input type="checkbox"/> 18 Any other ethnic group
<input type="checkbox"/> 3 Turkish/Turkish Cypriot	<input type="checkbox"/> 8 White / Asian	<input type="checkbox"/> 12 Other	<input type="checkbox"/> 15 Bangladeshi	
<input type="checkbox"/> 4 Greek/Greek Cypriot	<input type="checkbox"/> 9 Other		<input type="checkbox"/> 16 Other	
<input type="checkbox"/> 5 Other				
Prefer not to say				<input type="checkbox"/> 19
If you selected any of the 'other' categories, please tell us how you would further describe yourself				<input type="checkbox"/> 20

¹Adult Social Care and Health and Children's Services need to add two additional categories under 'White' called 'White Traveller/Heritage' and 'Gypsy/Roma' as defined by their regulators.

Disability:

The Disability Discrimination Act (1995) defines a disability as, ‘a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities’.

In this definition, long-term is taken to mean more than 12 months and would cover long term illnesses such as cancer and HIV or mental health problems.

Do you consider that you have a disability under the Disability Discrimination Act definition? (Please tick one option only)	
Yes	<input type="checkbox"/> 1
No	<input type="checkbox"/> 2
Prefer not to say	<input type="checkbox"/> 3
If you have answered ‘yes’, please select the definition/s from the list below that best describes your disability/disabilities:	
Hearing (such as deaf, partially deaf or hard of hearing)	<input type="checkbox"/> 1
Vision (such as blind or fractional/partial sight. Does not include people whose visual problems can be corrected by glasses/contact lenses)	<input type="checkbox"/> 2
Speech (such as impairments that can cause communication problems)	<input type="checkbox"/> 3
Mobility (such as wheelchair user, artificial lower limb(s), walking aids, rheumatism or arthritis)	<input type="checkbox"/> 4
Physical co-ordination (such as manual dexterity, muscular control, cerebral palsy)	<input type="checkbox"/> 5
Reduced physical capacity (such as inability to lift, carry or otherwise move everyday objects, debilitating pain and lack of strength, breath, energy or stamina, asthma, angina or diabetes)	<input type="checkbox"/> 6
Severe Disfigurement	<input type="checkbox"/> 7
Learning difficulties (such as dyslexia)	<input type="checkbox"/> 8
Mental illness (substantial and lasting more than a year, such as severe depression or psychoses)	<input type="checkbox"/> 9
Other disability, please specify	<input type="checkbox"/> 10

Religion or belief (Please tick one option only)

- | | | | |
|-----------|----------------------------|-------------|-----------------------------|
| Agnostic | <input type="checkbox"/> 1 | Humanist | <input type="checkbox"/> 7 |
| Atheist | <input type="checkbox"/> 2 | Jain | <input type="checkbox"/> 8 |
| Baha'i | <input type="checkbox"/> 3 | Jewish | <input type="checkbox"/> 9 |
| Buddhist | <input type="checkbox"/> 4 | Muslim | <input type="checkbox"/> 10 |
| Christian | <input type="checkbox"/> 5 | Sikh | <input type="checkbox"/> 11 |
| Hindu | <input type="checkbox"/> 6 | No religion | <input type="checkbox"/> 12 |

Other religion/belief (Please specify below) 13

Prefer not to say 14

Sexuality (Please tick one option only)

- | | |
|--------------|----------------------------|
| Bisexual | <input type="checkbox"/> 1 |
| Gay | <input type="checkbox"/> 2 |
| Heterosexual | <input type="checkbox"/> 3 |
| Lesbian | <input type="checkbox"/> 4 |
| Other | <input type="checkbox"/> 5 |

In addition, if you prefer to define your sexuality in terms other than those used above, please let us know

Prefer not to say 6

Thank you for your input

Thank you for taking the time to fill in this questionnaire. Please return this survey by .

If you would like to discuss this survey, please contact

on

Please return this questionnaire to:

Appendix 2: Assessing Equality Information

1. Details of function, policy, procedure or service

Title of what is being assessed

Is it a function, policy, procedure or service?

Department and Section

Date assessment completed

2. Names and roles of officers completing this assessment

Lead officer

Stakeholder groups

Representative from internal stakeholders

Departmental equalities rep

HR rep (for employment related issues)

3. Full description of function, policy, procedure or service

Why is it needed?

What are the outcomes to be achieved? What are the aims and objectives?

Who is it aimed at? Who is likely to benefit?

How have needs based on the protected characteristics been taken account of?

What data sources have been used to inform this assessment?

4. How are the equality strands affected? Please detail the effects on each equality strand, and any mitigating action you have taken so far.

Equality Strand	Affected?		Explain how affected	What action has been taken already to mitigate this?
	Yes	No		
Age	<input type="checkbox"/> 1	<input type="checkbox"/> 2		
Disability	<input type="checkbox"/> 3	<input type="checkbox"/> 4		
Gender	<input type="checkbox"/> 5	<input type="checkbox"/> 6		
Gender reassignment	<input type="checkbox"/> 7	<input type="checkbox"/> 8		
Marital status	<input type="checkbox"/> 9	<input type="checkbox"/> 10		
Pregnancy and maternity (including teenage parents)	<input type="checkbox"/> 11	<input type="checkbox"/> 12		
Race	<input type="checkbox"/> 13	<input type="checkbox"/> 14		
Religion or belief	<input type="checkbox"/> 15	<input type="checkbox"/> 16		
Sexual orientation	<input type="checkbox"/> 17	<input type="checkbox"/> 18		

5. What will be the impact of delivery of any proposals on satisfaction ratings with the council amongst different groups of residents?

6. How does the proposal enhance Barnet’s reputation as a good place to work and live?

7. How will members of Barnet’s diverse communities feel more confident about the council and the manner in which it conducts its business?

8. What measures and methods have been designed to monitor the application of the policy or service, the achievement of intended outcomes and the identification of any unintended or adverse impact?

Include information about the groups of people affected by this proposal; how frequently the monitoring will be conducted; who will be made aware of the analysis and outcomes and include these measures in the Equality Improvement Plan (section 13).

9. How will the new proposals enable the council to promote good relations between different communities?

10. How have residents with different needs been consulted on the anticipated impact of this proposal? How have any comments influenced the final proposal? Please include information about any prior consultation on the proposal which has been undertaken, and any dissatisfaction with it from a particular section of the community.

11. Decision

₁ No impact ₂ Positive impact ₃ Neutral impact ₄ Negative impact or impact not known²

²'Impact not known' – tick this box if there is no up-to-date data or information to show the effects or outcomes of the function, policy, procedure or service on all of the equality strands. Please refer to the diversity analysis scoring matrix explained on page 21.

12. Comment on decision

13. Equality Improvement Plan

Please list all the equality objectives, actions and targets that result from the Equality Impact Assessment (continue on separate sheets as necessary). These now need to be included in the relevant service plan for mainstreaming and performance management purposes.

Equality objective	Action	Target	Officer responsible	By when?

1st authorised signature (Lead Officer)	Date:	2nd authorised signature (Member of Directorate Leadership Team)	Date:
<input type="text"/>		<input type="text"/>	

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