

## Equality Impact Assessment Summary

**Name:** Sarah Johnston, Head of Quality

**Policy/Service:** Policy for Policies, Policy, procedure, and guidelines: writing and ratification

### Background

- Description of the aims of the policy
- Context in which the policy operates
- Who was involved in the Equality Impact Assessment

The aim of the policy is to set u out the process for developing policies, procedures and guidance, and the process for approval and ratification of the document. The policy aims to ensure a robust standardised process which facilitates high quality effective polices which can be clearly understood by staff and therefore support adequate implementation.

The Impact assessment has been completed by Sarah Johnston with some advice form E&D programme lead

### Methodology

- A brief account of how the likely effects of the policy was assessed (to include race and ethnic origin, disability, gender, culture, religion or belief, sexual orientation, age)
- The data sources and any other information used
- The consultation that was carried out (who, why and how?)

The policy itself does not impact on race and ethnic origin, disability, gender, culture, religion or belief, sexual orientation, age however it ensures that impact assessments are required for all policies and guidelines. The policy ensures that policy owners must demonstrate an impact assessment for all polices to the relevant ratifying Committee.

Previous impact assessments carried on policies have indicated needs that would have been missed if this process had not been in place. Particular issues are language barriers and the need to ensure equity and choice of care options.

A full consultation has not been required.

### Key Findings

- Describe the results of the assessment
- Identify if there is adverse or a potentially adverse impacts for any equalities groups

There are no adverse impacts identified from this assessment.

### Conclusion

- Provide a summary of the overall conclusions

The policy for policies provides a mechanism whereby the Trust should be assured that impact assessments are carried out on all policies and guidelines. A process is in place for the Quality

<p>department and ratifying Committees to ensure this has taken place, and also to view the impact assessment and consider whether this is adequate, and request any amendments or additions as appropriate.</p>
<p><b>Recommendations</b></p> <ul style="list-style-type: none"> <li>• State recommended changes to the proposed policy as a result of the impact assessment</li> <li>• Where it has not been possible to amend the policy, provide the detail of any actions that have been identified</li> </ul> <p>Describe the plans for reviewing the assessment</p>
<p>Impact assessments and the actions indicated from these assessments will be reviewed at the annual review and consideration will be given to whether the process is adequate.</p>

### Guidance on Equalities Groups

<p><b>Race and Ethnic origin</b> (includes gypsies and travellers) (consider communication, access to information on services and employment, and ease of access to services and employment)</p>	<p><b>Religion or belief</b> (include dress, individual care needs, family relationships, dietary requirements and spiritual needs for consideration)</p>
<p><b>Disability</b> (consider communication issues, access to employment and services, whether individual care needs are being met and whether the policy promotes the involvement of disabled people)</p>	<p><b>Sexual orientation including lesbian, gay and bisexual people</b> (consider whether the policy/service promotes a culture of openness and takes account of individual needs)</p>
<p><b>Gender</b> (consider care needs and employment issues, identify and remove or justify terms which are gender specific)</p>	<p><b>Age</b> (consider any barriers to accessing services or employment, identify and remove or justify terms which could be ageist, for example, using titles of senior or junior)</p>
<p><b>Culture</b> (consider dietary requirements, family relationships and individual care needs)</p>	<p><b>Social class</b> (consider ability to access services and information, for example, is information provided in plain English?)</p>