### Equality Impact Assessment

<table>
<thead>
<tr>
<th><strong>Lead Person/Department +/or partner responsible for delivering the function or policy</strong></th>
<th>Learning &amp; Organisational Development</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Date of Impact assessment:</strong></td>
<td>01/02/2011</td>
</tr>
<tr>
<td><strong>Title of activity/policy/ function /service/project, etc being assessed?</strong></td>
<td>Bullying &amp; Harassment</td>
</tr>
<tr>
<td><strong>Has this policy or function (or something similar) been previously impact assessed?</strong></td>
<td>No</td>
</tr>
<tr>
<td><strong>Is the activity:</strong></td>
<td>Existing [✓] Proposed [ ] Revision [✓]</td>
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<tr>
<td><strong>What is its primary purpose of the policy/function/service/project?</strong></td>
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</tbody>
</table>
- Adopt a zero tolerance policy towards bullying and harassment and ensure that all staff have a right to be treated with fairness, dignity and respect.  
- Provides practical guidance to staff, managers and staff side on how to deal with cases of harassment and bullying in the workplace.  
- Complaints of harassment and bullying can be dealt with either formally or informally  
- To ensure that appropriate and effective action is taken quickly to stop and prevent any re-occurrence |
| **What are the intended outcomes of the policy** |  
- Bullying dealt with early. People to enjoy attending work.  
- People allowed to be different and allowed to flourish.  
- To prevent harassment, bullying and victimisation at work. |
| **Who is affected by the policy/function?** | All Staff |
| **Guidance note:** staff, service users, community, etc. |
| **Associated Resources** | Training, publications & marketing materials. |
| **(inc. budgets, funding source, staff)** |  
**Guidance note:** give brief details of associated resources and budgets. |

| **A1 Participants involved in the equalities impact assessment** |
|---------------------------------|-----------------|-----------------|-----------------|
| **Participants** | **Job Title** | **Department** | **Contact details** |
| Nazir Makda | Equality & diversity manager | OD | 01254 732396 |
| | | | |
| | | | |
Consultation (consider prior to consultation, the focus/level of consultation, equality groups affected, the number of groups that need to be consulted, appropriate methodologies for consultation, resources available, existing relevant consultation available (avoid reinventing the wheel)).

<table>
<thead>
<tr>
<th>Who was consulted/involved</th>
<th>Internal</th>
<th>External</th>
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<tbody>
<tr>
<td><strong>Age</strong></td>
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<tr>
<td>16-24</td>
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<td>60+</td>
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<tr>
<td><strong>Disabled people</strong></td>
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<tr>
<td>Physical</td>
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<td>Sensory</td>
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<td>Mental ill health</td>
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<td>Learning disabilities</td>
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<td>Other (please indicate)</td>
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<tr>
<td><strong>Gender</strong></td>
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<td>Female</td>
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<tr>
<td>Transgender</td>
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<tr>
<td><strong>Race</strong></td>
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<td>African</td>
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<td>African Caribbean</td>
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<tr>
<td>Asylum seekers</td>
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<tr>
<td>Bengali</td>
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<td>Gypsies</td>
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<td><strong>Religion &amp; Belief</strong></td>
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<tr>
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<td>Buddhism</td>
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<td>Christianity</td>
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<td>Policies &amp; procedures</td>
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<td>Staff</td>
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<tr>
<td>Trade Unions</td>
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<td>Other Health organisations NHS Trusts (please indicate)</td>
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<td>Letters</td>
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<td>With clients</td>
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<td>Flat Meetings</td>
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<td>Road Shows</td>
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<td>Equality Commissions</td>
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<tr>
<td>Other (please indicate)</td>
<td></td>
<td>Other Health organisations (please indicate)</td>
</tr>
</tbody>
</table>
### Monitoring data and undertake analysis

(Information / evidence used to assist screening/impact assessment process)

<table>
<thead>
<tr>
<th>Research (Qualitative &amp; Quantitative))</th>
<th>Info / Evidence (List details e.g. source, date, scale)</th>
<th>Comments</th>
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</thead>
<tbody>
<tr>
<td>2009/10</td>
<td>Staff Survey Results</td>
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<td>2011</td>
<td>Workforce monitoring data</td>
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<td>2010</td>
<td>New starter focus group</td>
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<tr>
<td>other</td>
<td>Bullying &amp; Harassment complaints</td>
<td></td>
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<tr>
<td>Equalities monitoring data</td>
<td>Patient satisfaction surveys</td>
<td>See evidence for all</td>
</tr>
<tr>
<td>Service User</td>
<td>Partnership work and consultations with staff side representative</td>
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<tr>
<td>Feedback, Complaints</td>
<td></td>
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<tr>
<td>ECC meetings</td>
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<tr>
<td>Service users - satisfaction survey</td>
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<tr>
<td>Staff</td>
<td></td>
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<tr>
<td>Staff side representatives</td>
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</tbody>
</table>
Screening

As part of the process emphasis should be placed on the following questions?

Does the policy/service/function/project **break the law**?

- E.g. Race Relations Amendment Act,
- Disability Discrimination act,
- Sex Discrimination Act,
- Age Legislation
- Human Rights Act
- Mental Health Act
- Health & Safety Act
- Children’s Act,
- Employment Equality Regulations on Sexual Orientation and Religion & Belief

- Relevant specialist social care legislation

- Fair access to care service and employment opportunities

- Government requirements and NHS codes of practice i.e.
  - Standards for better health,
  - National Service Framework
  - Valuing people
  - Delivering Race Equality
  - Improving Working Lives
  - HR in the NHS Plan
<table>
<thead>
<tr>
<th>Category(s)</th>
<th>Does the policy, function, or service have relevance to equality duties?</th>
<th>Does it have an impact on the employee?</th>
<th>Does it have an impact on the public or on service delivery?</th>
<th>Overall Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Equality Target Groups</td>
<td><img src="image" alt="Guidance note: Please assess the policy/function for each equality group." /></td>
<td><img src="image" alt="If the overall screening assessment grade is LOW for any equality group then record and sign off" /></td>
<td><img src="image" alt="If the overall screening assessment grade is MED/HIGH for any equality group then proceed with full impact assessment (Steps C - )" /></td>
<td><img src="image" alt="High" /></td>
</tr>
<tr>
<td>Race, ethnicity, culture</td>
<td>1. eliminate harassment and discrimination, 2. promote equality of opportunity 3. promote good relations between different groups within employment and service delivery</td>
<td>o have consequences for them? o Is there any public concern that this function or policy is operated in a discriminatory manner? o Contain any factors which may exclude or disadvantage people from using the services o contain any statements which may exclude or disadvantage employees from operating under the grounds of:</td>
<td><img src="image" alt="Scoring: 1/2 – Low, 3/4 – Med, 5/6 - high" /></td>
<td><img src="image" alt="High" /></td>
</tr>
<tr>
<td>Gender</td>
<td><img src="image" alt="Race, ethnicity, culture" /></td>
<td><img src="image" alt="Race, ethnicity, culture" /></td>
<td><img src="image" alt="Race, ethnicity, culture" /></td>
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<tr>
<td>Religious/faith groups</td>
<td><img src="image" alt="Race, ethnicity, culture" /></td>
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<td><img src="image" alt="Race, ethnicity, culture" /></td>
<td><img src="image" alt="Race, ethnicity, culture" /></td>
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<tr>
<td>Disabled people,</td>
<td><img src="image" alt="Race, ethnicity, culture" /></td>
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<td>Age</td>
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<tr>
<td>Sexual Orientation</td>
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</tbody>
</table>

**B1 Signing off**

<table>
<thead>
<tr>
<th>Signature and date of lead officer responsible for policy / function (Guidance note: preferably policy editor, project lead)</th>
<th>Signature and date of lead officer facilitating equalities impact assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Print Name:</td>
<td>Print Name:</td>
</tr>
<tr>
<td>Sign &amp; date:</td>
<td>Sign &amp; date:</td>
</tr>
</tbody>
</table>

Does it require a full impact assessment? Yes
Full Impact Assessment

D1 Assessment of Impact

This involves determining whether or not there is an adverse impact on the main equality groups or sub groups.

Notes: Analysis of data, trends and results of consultation should inform this stage.

Questions for analysis at this stage:

- Does the assessment reveal that the policy or service area unlawfully discriminates?
- Is there evidence of adverse impact(s) upon one or more of the equality groups or sub groups within them?
- Does it fail to promote equality of opportunity / diversity?
- Are some groups excluded from the benefits of the policy, function or service area?
- Does it disadvantage one or more of the equality groups or sub groups?
- Are there barriers to accessing the benefits of the policy /function between certain communities?

Mitigation of adverse impact

Notes: If this assessment highlights that the policy or service has an adverse impact, remedial action should be considered, even where the adverse impact is lawful.

Questions for addressing adverse impacts (consider changes):

- Is this policy or function likely to lead to unlawful discrimination?
- Can it be justified in its overall aims?
- Can the adverse impact be overcome if the policy or function is changed?
- If distinct needs of specific groups are revealed, can this be met?
- What are the budgetary and cost implication for change?
## Potential Negative or Positive impacts
(That may arise from implementation of the policy or function?)

<table>
<thead>
<tr>
<th>What impact will the policy/proposal have? For example, its affect on:</th>
<th>What is the nature of the adverse impacts?</th>
<th>Actions to minimise impact?</th>
</tr>
</thead>
</table>
| **1** Lifestyles? | • Possibility of the policy being applied inconsistently by managers.  
• Policy not being communicated widely to diverse staff  
• sometimes manager is the bully and not sure who to go to for support  
• managers not always comfortable with race equality issues and in dealing with them incidents left to fester  
• Informally BME staff complain of incidents of harassment and bullying but most not sure if incidents will be taken seriously  
• Lack of confidence from staff in issues being dealt with effectively  
• Employees not acting on bullying early and allowing it to escalate.  
• Policy does not cover all situations i.e. staff bullying clients, clients bullying clients, etc | All groups have protection under the policy.  
• B+H training for managers  
• ensure that all aspect of equalities are covered  
• Work in partnership with staff side representatives.  
• investigation officer to be far removed from incident to avoid bias  
• infomal process must be more enabling  
• independent support to be made available for staff rather than their own managers  
• detailed information to be made available about who to go to in all situation  
• workforce monitoring by equalities to be strengthened  
• harassment and bullying training for managers  
• make incident reporting process easier and clearer  
• staff advisory service  
• equality in employment training for managers  
• Continue to research and benchmark good practice.  
• Analyse issues raised by ethnicity annually  
• Monitor feedback from HR/Staff/Managers via feedback forms.  
• Regularly remind HR staff, Bullying & Harassment Advisers, staff side representatives, managers of the need to complete monitoring forms.  
• Policy not be to written predominantly from race or equalities perspective but for all staff |
| **2** Social environment? | • Diet & nutrition?  
• Exercise & physical activity?  
• Substance use: tobacco, alcohol or drugs?  
• Risk taking behaviour?  
• Education & learning, or skills?  
• Personal safety?  
• Privacy?  
• Communication?  
• Relationships?  
• Other? | 
| **3** Physical environment? | • Social status  
• Employment (paid or unpaid)  
• Social/family support  
• Stress  
• Income  
Will it impact on:  
• Discrimination?  
• Equality of opportunity?  
• Relations between groups?  
• Other? | 
| **4** Access to and experience of services? E.g. | | 
• Health Care & treatment  
• Employment  
• Education  
• Leisure  
• Transport  
• Housing  
• other | 
| **5** Employment | | |
## Total number of service users in this department/ward/house/service?
(please breakdown by ethnicity, disability, age, religion, sexual preference and gender)

Details:
Refer to Training database

## Total number of staff in this department/ward/house or Service?
(please breakdown by ethnicity, disability, age, religion, sexual preference and gender)

Details:
Refer to training database

(i) **How many staff in this department/ward/home attended Diversity & Equality training in the last 2 years?**

- Equality & diversity training at induction [ ]
- Equality & diversity e-learning programme [ ]
- Cultural & religious awareness [ ]
- Disability awareness [ ]
- Bullying & harassment workshop. [ ]
- Fair recruitment & selection training (applies to recruiting managers) [ ]
- Briefing on Age legislation, sexual orientation and transgender. [ ]
- Attended external training, workshops, events, seminars, conferences on equality & diversity. [ ]
- Does staff know how to access an interpreter i.e.
  - BSL [ ]
  - Community Languages [ ]
  - Induction loop facility (fixed or portable) and its operation [ ]

Details:

Is staff aware of the following policies and how to access them?

- 27.4 Bullying & harassment policy [ ]
- Interpretation and Translation [ ]
- 9.1 Equal Opportunity Policy [ ]
- 9.8 Grievance & disputes [ ]
- 27.9 dealing with bullying behaviour between service users [ ]
- 7.0 Accessing an advocacy service [ ]
- 4.17 Accessing interpretation & translation service[ ]
- 19.1 Special leave & Family friendly policy [ ]
- Equality Schemes:
  - Race equality scheme [ ]
  - Disability Scheme [ ]
  - Gender scheme [ ]
  - Single equality scheme [ ]

Details:

Is the ward/department/service fully equipped to meet the religious, cultural and dietary needs of Staff and clients from multi-faith backgrounds? and are patients/clients informed of what is available?
**Improvement Planning**

**Note:** Identified actions arising from the assessment or review should be incorporated into an improvement plan within this impact assessment and timetabled for implementation into mainstream service or service plans.

- Remember to make objectives SMART where appropriate. *(Specific, Measurable, Achievable Relevant/Realistic and Time bound)*

### Implementation Plan

<table>
<thead>
<tr>
<th>Issue</th>
<th>Action Required</th>
<th>Lead Person</th>
<th>Timescales</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Staff need support in reporting incidents of bullying &amp; harassment</td>
<td>Setting up of a bullying and harassment advisory service</td>
<td>N Makda</td>
<td>Within 2011</td>
</tr>
<tr>
<td>(b) Communication and the promotion of the Policy internally and externally</td>
<td>Road shows Information and awareness sessions trust wide to coincide with National ban bullying at work day</td>
<td>Equality Group</td>
<td>Nov 2011</td>
</tr>
<tr>
<td>(c) Managers not always comfortable with race equality issues and in dealing with them incidents left to fester</td>
<td>Training Managers in Bullying &amp; harassment</td>
<td>Diversity Manager</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Informally BME staff complain of incidents of harassment and bullying but most not sure if incidents will be taken seriously</td>
<td>Identify any concentration of staff who feel they have been bullied; take action to train managers where possible</td>
<td>Bullying advisors</td>
<td>Once established bullying advisory service</td>
</tr>
<tr>
<td>(e) Monitoring of cases of bullying by ethnicity</td>
<td>New reporting and monitoring systems to record incidents of bullying to be established</td>
<td>HR</td>
<td>In place</td>
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<tr>
<td>(F) Review of Harassment policy</td>
<td></td>
<td>Diversity Manager</td>
<td>2013</td>
</tr>
<tr>
<td>(G) Employees not acting on bullying early and allowing it to escalate</td>
<td>Bullying &amp; harassment awareness training for all staff</td>
<td>Diversity Manager</td>
<td>ongoing</td>
</tr>
</tbody>
</table>
Conclusions

Policy clearly states commitment to equal opportunities and its relevance to bullying and harassment, duties and principles.

Our quantitative & qualitative information, as well as outcomes of recent staff questionnaire, has shown no evidence that the policy, or its application, is likely to discriminate.

The policy should have a positive impact on all staff, it will help to ensure staff are treated fairly and that all employees are aware of the need to treat people with dignity and respect. It also ensures all employees are aware of their duty to establish a working environment free from bullying and harassment.

The policy does NOT indirectly or directly discriminate against anyone or group.

E1 Monitoring

Once the assessment or review has been completed, effective monitoring systems must be put in place to ensure that outcomes from the process are mainstreamed into the service planning.

Questions:
- What monitoring systems will be put in place to ensure that the policy or service area changes will be part of service planning and improvement process?
- What monitoring systems are currently in existence? Are these robust and adequate?
- What level of changes are required and within what timescales?

Monitoring arrangements

The Trust currently produces reports on the following:
- Staff in post
- Applicants for jobs
- Promotion
- Training
- Grievances & disputes
- Bullying & Harassment
- Disciplinary action
- Performance appraisal (when this results in benefits or sanctions)
- Dismissals and other reasons for leaving.
### Reporting and Publishing

<table>
<thead>
<tr>
<th>Publicity medium</th>
<th>Details</th>
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<tbody>
<tr>
<td>Website</td>
<td>☑️ The impact assessment results are available in alternative formats upon request</td>
</tr>
<tr>
<td>Intranet Site</td>
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<tr>
<td>Forums</td>
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<tr>
<td>By email, post or presentation to specific equality partnerships +/- or organisations</td>
<td>-</td>
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<tr>
<td>By email, post or presentation to non specific equality partnerships +/- or organisations</td>
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<td>Any other</td>
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</tbody>
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### Signing off

<table>
<thead>
<tr>
<th>Signature and date of lead officer responsible for policy / function</th>
<th>Signature and date of lead officer facilitating equalities impact assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Guidance note:</strong> preferably policy editor, project lead, etc.</td>
<td></td>
</tr>
<tr>
<td><strong>Print Name:</strong> Nazir Makda</td>
<td><strong>Print Name:</strong> Nazir Makda</td>
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<tr>
<td><strong>Sign &amp; date:</strong> 22.02.2011</td>
<td><strong>Sign &amp; date:</strong> 22.02.2011</td>
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