

Equality, Diversity and Inclusion

Policy and Procedure

1. Introduction

- 1.1. Burton and District Mind seeks to create safe and welcoming services that are accessible and meaningful to all in our communities, reflecting their diverse experiences and needs. We believe that B&D Mind is strengthened and enriched by diversity throughout the organisation.
- 1.2. We are committed to be an anti-racist organisation.
- 1.3. We are committed to providing equal opportunities and using equitable practices, both in employment and access to services, and to avoiding unlawful discrimination in all areas of our work.
- 1.4. We know that discrimination including bullying and harassment negatively impacts people's mental health. We recognise that we have a responsibility to equality, diversity, and inclusion beyond the Equality Act 2010.
- 1.5. This policy, along with the **EDI Implementation Plan** (Appendix A) outlines the rights of people who interact with our organisation, our responsibilities and provides a framework for B&D Mind's commitment and approach to equality, diversity and inclusion.

2. The Equality Act

- 2.1. The Equality Act 2010 legally protects people from discrimination – i.e., treating people differently based on a particular aspect of their identity – in the workplace and wider society.
- 2.2. The Act defines these as 'protected characteristics.' They are:
 - age
 - disability
 - gender reassignment (affirmation)
 - marriage and civil partnership
 - pregnancy and maternity
 - race
 - religion or belief
 - sex
 - sexual orientation

- 2.3. B&D Mind recognises that discrimination exists in other areas, and believes that discrimination on grounds of mental health, gender identity, or socio-economic and housing status, although not legally defined, are to be considered by everyone interacting with B&D Mind.
- 2.4. Any discrimination, whether based on the legal protected characteristics or any other characteristic, will not be tolerated. This includes direct discrimination (including discrimination by perception or association), indirect discrimination, and harassment.
- 2.5. B&D Mind will make reasonable adjustments to overcome barriers to using services for people with disabilities. The duty to make reasonable adjustments includes the removal, adaptation, or alteration of physical features, if the physical features make it impossible or unreasonably difficult for people to make use of services. B&D Mind strives to go beyond this duty, and endeavours to ensure services are accessible for all who may face barriers with measures such as offering online services, flexible appointment times, and supporting access to translators or interpreters.
- 2.6. B&D Mind believes that an intersectional approach is vital to providing the right support for everyone and is committed to working in a person-centred way.
- 2.7. B&D Mind has created an **EDI Implementation plan** (Appendix A) to monitor and report on the effectiveness of this policy and the organisation's EDI practices.

3. Definitions

- 3.1. **Equality** – means treating everyone the same way, regardless of their differences.
- 3.2. **Equity** – recognises that everyone has different circumstances and need different resources and opportunities to succeed.
- 3.3. **Diversity** – acknowledging, respecting, and valuing our differences, recognising that everyone is unique and that nobody is a stereotype.
- 3.4. **Inclusion** – creating an environment where everyone is truly respected, valued and made to feel safe to fully participate in opportunities at B&D Mind. Empowering people to make their own decisions rather than be 'done to'.
- 3.5. **Direct discrimination** - treating someone unfavourably because they:
 - 3.5.1. Have a protected characteristic
 - 3.5.2. Are thought to have a protected characteristic (known as discrimination by perception)
 - 3.5.3. Are connected to someone with a protected characteristic (known as discrimination by association)
- 3.6. **Indirect discrimination** - putting rules or arrangements in place that apply to everyone, but that put someone with a protected characteristic at an unfair disadvantage.

- 3.7. **Harassment** - unwanted behaviour linked to a protected characteristic that has the purpose or effect of violating a person's dignity, or creating an intimidating, hostile, degrading, humiliating, or offensive environment.
- 3.8. **Victimisation** - treating someone unfairly because they've raised a complaint or grievance about discrimination or harassment in relation to a protected characteristic. For example, being denied a training opportunity or a promotion.
- 3.9. **Positive action** - enabling or encouraging people who share a protected characteristic to overcome or minimise a disadvantage connected to that characteristic.
- 3.10. **Intersectionality** - acknowledging that our identities and experiences are all unique. Recognising that there may be several aspects of someone's identity that could lead them to experiencing discrimination, and that we should not overlook one aspect in favour of another or assume that people who share a characteristic need the same type of support.
- 3.11. **Reasonable adjustments** – changes to a physical feature or a provision, criterion or practice to remove or reduce disadvantages experienced by a person with a protected characteristic.

4. Scope

- 4.1. This policy applies to anyone interacting with B&D Mind including staff, volunteers, trustees, contractors, beneficiaries and the public. It is everyone's responsibility to constructively challenge the discriminatory behaviour of others, and to reflect on their own biases to develop an anti-discriminatory and inclusive environment.
- 4.2. We expect our partners to adopt similar principles and will not enter or remain in partnership with any organisation that does not share our values and commitment to equality, diversity and inclusion.

5. Roles and responsibilities

- 5.1. The Board of Trustees is responsible for:
 - 5.1.1. Ensuring effective governance and quality assurance in connection with this policy.
 - 5.1.2. Supporting a culture where everyone feels safe and welcome.
 - 5.1.3. Undertaking EDI training, including unconscious bias training.
 - 5.1.4. Holding B&D Mind accountable, reviewing and monitoring the effectiveness of this policy via the EDI Implementation Plan.
- 5.2. The CO and senior leadership team are responsible for:
 - 5.2.1. Developing a culture where everyone is encouraged to challenge discrimination and promote equitable practices.

5.2.2. Ensuring that staff and volunteers have read and understood this policy.

5.2.3. Undertaking and providing appropriate EDI training to all staff, volunteers and trustees, including unconscious bias training.

5.2.4. Ensuring that all staff and volunteers are given protected time within working hours to engage with, and equitable access to learning and development opportunities.

5.2.5. Ensuring that staff, volunteers and trustees are effectively supported at work, and that necessary modifications and reasonable adjustments are made to remove barriers to equity.

5.2.6. Reviewing this policy annually to ensure its effectiveness, or sooner to reflect any legislative changes.

5.2.7. Monitoring and effectively managing the impact of the organisation's EDI practices via the EDI Implementation Plan.

5.3. Staff and volunteers are responsible for:

5.3.1. Reading and understanding this policy.

5.3.2. Embracing an inclusive culture, treating everyone with dignity and respect reflective of their diverse needs.

5.3.3. Engaging in training opportunities with a commitment to developing their understanding of the impact of discrimination.

5.3.4. Challenging discrimination directly where it is safe to do so, raising it with their line manager or via the Whistleblowing policy where appropriate.

5.3.5. Cooperating with the EDI lead regarding any actions as outlined in the EDI Implementation Plan.

5.4. The EDI Lead (currently the CO) is responsible for:

5.4.1. Informing and supporting staff and volunteers of the standards expected of them.

5.4.2. Developing resources for beneficiaries plus external communications materials to raise awareness with the public.

5.4.3. Carrying out regular reviews of the EDI Implementation Plan and reporting findings to the SLT and Board of Trustees.

6. Targets and strategies

6.1. Fair employment and volunteering practices

6.1.1. **Target:** B&D Mind is committed to ensuring fair employment and volunteering practices from the point of recruitment and throughout employment/volunteering.

6.1.2. Strategies:

6.1.2.1. Recruitment:

- Job and volunteer advertisements will state B&D Mind's commitment to equal opportunities and diversity and will target as wide an audience as possible.
- We use clear skills-based selection procedures to ensure appointments are made on individual merit and ability as outlined in the person specification.
- Identifying information is removed from all applications prior to shortlisting.
- All interviews will involve diverse recruitment panels and ensure that at least one member of any recruitment panel is trained in equal opportunities selection and unconscious bias.
- B&D Mind takes positive action where and when appropriate to encourage applications from different parts of the community. For example, we will look to make sure that recruitment campaigns reach out to as diverse an audience as possible. Positive action in the workplace
<https://www.gov.uk/government/publications/positive-action-in-the-workplace-guidance-for-employers/positive-action-in-the-workplace>
- Recruiting managers will be trained on positive action to ensure it is carried out lawfully.
- Copies of B&D Mind's EDI Policy will be circulated to any agencies undertaking recruitment on our behalf and we will ensure they understand and adhere to it when recruiting and acting on our behalf.

6.1.2.2. Professional development

- All staff, volunteers and trustees will receive EDI training including unconscious bias training as part of induction, plus refresher training at regular intervals.
- Hiring managers will be required to undertake additional training on equal opportunities in recruitment.
- All staff and volunteers will have equal access to professional development opportunities. To ensure equity, people from under-represented groups may receive additional development opportunities should B&D Mind be made aware of any barriers to development.

6.1.2.3. Employment and volunteering

- B&D Mind has a code of conduct which includes the values and behaviours expected of all employees and volunteers and outlines our zero-tolerance policy toward discrimination.
- Our related policies outline B&D Mind's response to allegations of discrimination.

- B&D Mind allow staff to join forums for people with specific protected characteristics to provide peer support and to feedback to the EDI Lead to influence practices.
- We will consider any possible indirectly discriminatory effects of our standard working practices, including the number of hours to be worked, core working hours and working location, when considering requests for variations to them. B&D Mind will refuse such requests only if necessary to ensure effective delivery of the role.

6.2. Service delivery

6.2.1. **Target:** B&D Mind will ensure that the services provided are relevant and accessible to all sectors of the community it serves.

6.2.2. **Strategies:**

6.2.2.1. We will make a public commitment to EDI on our website; promote campaigns and attend events relating to diverse causes; and celebrate diversity on social media.

6.2.2.2. Promotional materials will promote diverse images, and resources will be made available in ways that are accessible where possible e.g. different languages, larger font, audio etc.

6.2.2.3. We will undertake Equality Impact Assessments (Appendix B) to consider the potential for any group to be disadvantaged during the planning and preparation of new services or changes to current services.

6.2.2.4. We will actively engage with under-represented communities to build links and work with organisations who are already connected with or led by communities.

6.2.2.5. Action will be taken to ensure that premises and facilities give adequate access to people with disabilities or those with other specific needs.

6.2.2.6. We will endeavour to remove barriers to access with initiatives such as providing flexible appointments, a digital offer for services, sourcing translators and interpreters, and funding for travel whenever possible.

6.2.2.7. We will ensure that our services are delivered in a person-centred way, understanding people's history, background, experiences, and culture.

6.2.2.8. We will look for opportunities to develop services that reach out to people who may feel excluded, particularly those from under-represented groups.

6.3. Working with others

6.3.1. **Target:** To work with others to eliminate stigma, discrimination and disadvantage and to promote justice.

6.3.2. **Strategies:** Links with partner organisations will be formed and maintained to:

6.3.2.1. Advance B&D Mind's understanding of the needs of other groups who have specific needs or face discrimination.

6.3.2.2. Work in partnership with other organisations to promote a positive culture of inclusion and to help increase our accessibility and responsiveness to under-represented groups.

6.3.2.3. Promote and celebrate diversity to ensure people from all sections of society feel valued and safe to reach out when they need help.

6.4. Decision making

6.4.1. **Target:** Make diverse voices influential in decision making at B&D Mind.

6.4.2. **Strategies:**

6.4.2.1. We will seek to have diverse trustees and leaders within B&D Mind by providing equity of opportunity to a diverse range of applicants.

6.4.2.2. We will identify additional ways of ensuring a diverse range of people are influential in decision-making, such as a range of feedback mechanisms, focus groups and the EDI working group.

6.4.2.3. We will provide opportunities for staff and volunteers from across the organisation to review key policies and areas of practice, and to participate in recruitment panels.

7. Monitoring and reporting

7.1. Monitoring

7.1.1. B&D Mind collects and analyses the diversity data of beneficiaries to ensure that services are accessible to all, and to review provision where it is not.

7.1.2. B&D Mind collects and analyses the diversity data of all applicants, staff, volunteers, and trustees to ensure it is accessible in employment, and to review recruitment and employment practices where it is not.

7.1.3. B&D Mind utilises Equality Impact Assessments to ensure it provides equitable access to people from all sections of society and monitor where changes can be made to remove barriers.

7.1.4. B&D Mind utilises supervision, appraisals and exit interviews to give staff and volunteers the opportunity to discuss their employment or volunteering experiences and make improvements to practices.

7.1.5. B&D Mind regularly reviews feedback to inform our EDI practices.

7.1.6. The EDI Lead will monitor the EDI Implementation plan at biannually.

7.2. Reporting

7.2.1. The EDI Lead will escalate any key issues or actions to the senior leadership team, including bi-annually in reports to the Board of Trustees.

7.2.2. B&D Mind will produce an annual summary of its EDI work as part of the impact report for transparency and accountability.

8. Implementation

8.1. Staff, volunteers and trustees will be required to read and understand this policy as part of their induction and whenever it is updated.

8.2. Staff, volunteers and trustees will complete EDI training as part of their induction and regular refresher eLearning training.

Related B&D Mind policies and procedures

- Zero Tolerance Policy and procedures
- Harassment and Bullying Policy
- Sexual Harassment Policy
- Menopause Policy
- Social Media Policy
- Complaints, Compliments and Comments Policy
- Grievance Policy
- Whistleblowing Policy

ACAS Publication – The Equality Act 2010 – guidance for employers:

<http://www.acas.org.uk/media/pdf/8/a/Equality-Act-2010-guide-for-employers.pdf>

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Equality Impact Assessment Template

Before carrying out an Equalities Impact Assessment (EqIA), you should familiarise yourself with the guidance notes (see Appendix).

An EqIA should be carried out whenever you are starting (and regularly reviewing) any major activity (e.g. a new strategy, programme, or campaign).

You will find it helpful to answer each relevant question on the form online.

A. Name and the nature of the programme/ activity
B. Reason for Equality Impact Assessment
Please delete as applicable: <ul style="list-style-type: none">• Proposed new programme/ activity• Proposed change to an existing programme/ activity• Undertaking a review of an existing programme/ activity• Other (please state):
C. Person responsible for the programme/ activity
Name:
Job title:
Department:
D. equality and diversity considerations
Describe the ways in which the groups below may be impacted by your activity. The impact may be negative or positive. There are some example questions below to aid your thinking (delete any that are not relevant):
If you are unsure about how to find out about the needs of the groups noted below, you may wish to speak to someone from the Equality Improvement Team (equality@mind.org.uk) who can provide information, access to the equalities leaders steering (which has membership of diverse people with lived experience) and can get in touch with the MEAM partnerships managers (they do specific work with people with multiple needs). <ul style="list-style-type: none">• Age (e.g. are their ways older or younger people may find it difficult to engage in your project or process?)• Disability (do you need to consider large print or easy read of any surveys /questionnaires?)• Race (including ethnicity and nationality) (does your project consider the needs of people from different groups, if not do you need to make any adjustments?)

- Religion or belief (do people from faith groups experience any specific disadvantage in relation to your research project)
- Sex
- Sexual orientation (is your language inclusive of LGB groups?)
- Trans and non-binary – is your language inclusive of trans and non-binary people?
- People experiencing multiple needs such as homelessness, mental health problems, being involved in the criminal justice system or substance misuse.
- Social deprivation- e.g. people who may be prohibited from attending your event due to the cost of travel
- Pregnancy and maternity

E. Evidencing Impact

Please answer each of the following questions:

1. Is there any information available about the people who will be involved in or affected by your programme/ activity? (E.g. demographic info, scoping of need etc.)
2. Are there any gaps in evidence/ insufficient information to properly assess the impact of your programme/ activity, and how will this be addressed? E.g. further research or working with a voluntary sector organisation?
3. Does your programme/ activity disproportionately affect any one group named above?
4. Will this programme/ activity lead to discrimination (direct or indirect), harassment, victimisation, or less favourable treatment of people with protected characteristics?
5. Does your programme/ activity contribute to advancing equality of opportunity?¹
6. Is there an opportunity for your programme/ activity to foster good relations between groups?

¹ This question does not apply to the protected characteristic of marriage or civil partnership

7. Do you need to make any reasonable adjustments to your programme/ activity to avoid discrimination or advance equality of opportunity? This may include adjusting interview questions, so they are more accessible or making changes to the way events are managed.

8. How is the programme/ activity's communication made accessible to all groups?

9. How are you engaging people with a wide range of protected characteristics in the development, review and/or monitoring of the programme/ activity?

F. EqIA Outcome

Select one of the four options below to indicate how the development or review of the programme/ activity will be progressed and state the rationale for the decision. (Delete the options that do not apply):

Option 1: No change required – the assessment is that the programme/ activity is/will be robust.

Option 2: Adjust the programme/ activity – this involves taking steps to remove any barriers, to better advance equality and/or to foster good relations.

Option 3: Continue the programme/ activity despite the potential for adverse impact with mitigation in place

Option 4: Stop the programme/ activity as there are adverse effects which cannot be prevented/mitigated.

G. Action and Monitoring

Please specify the actions required to implement the findings of this EqIA and how the programme/ activity's equality impact will be monitored in the future. It may be helpful to complete the table.

	Activity in each quarter				What steps will you take to measure this activity is taking place	What will successful completion look like?	Date of completion? Please note this by quarters				
	Q1	Q2	Q3	Q4			Q1	Q2	Q3	Q4	

H. Review

Date of next review:

H. Sign-off

EqIA undertaken by (name and job title):

Date:

Appendix: Equality Impact Assessment Guidance

Introduction

This guidance is intended to help you undertake an Equality Impact Assessment (EqIA). An EqIA should be carried out whenever you are starting (and regularly reviewing) any major activity (e.g. a new strategy, programme, or campaign). For the purposes of this template, this is summarised as your ‘programme/ activity’.

EqIA is part of the Mind’s general equality duty under the Equality Act 2010. The Equality Act 2010 specifies the following ‘protected characteristics’: age, disability, race (including ethnicity and nationality), religion or belief, sex, sexual orientation, gender reassignment, pregnancy and maternity, and marriage or civil partnership.

Mind has a general equality duty to have due regard to the needs to:

- eliminate discrimination, harassment and victimisation
- advance equality of opportunity
- foster good relations between people who share a relevant protected characteristic and people who do not share it.

This guidance is designed to lead you through the EqIA process through asking pertinent questions and giving examples. The law does not dictate a particular form for EqIA, but we have provided a template for you use if required. The requirement is to actively consider how a programme/ activity will meet the general equality duty and take any necessary action. Wherever practicable, EqIA should be built into standard processes and tailored to the nature of the policies or practices involved.

Answers should be recorded in the EqIA form and can be expanded and supplemented as required. Answers may be as long or short as is necessary and relevant, bearing in mind that the effort involved in EqIA should be proportionate to the relevance of the programme/ activity to equality.

Assessing for Equality Impact

Before assessing the programme/ activity, ensure that you have a clear understanding of the purpose of the programme/ activity, the context, the intended beneficiaries, and the results aimed for.

- Bear in mind that the extent of EqIA should be proportionate to the relevance of the programme/ activity to equality. It may not be practicable or necessary to answer every question or address every potential scenario.
- Focus mainly on aspects of the programme/ activity that are most relevant to the question, to ensure most attention is given to the most important areas.
- Relate answers to consideration of the available evidence and address any gaps or disparities revealed, where feasible without disproportionate effort. For new policies, assess potential impact.
- Describe any action identified to address any issues highlighted.
- Where there is potential for adverse impact, but the programme/ activity will still be applied, indicate the rationale for that decision.

Initial/partial EqIA: in some circumstances - particularly for new policies/practices – there may be limited information on which to base EqIA. In these cases, the EqIA should be carried out to the extent possible and should identify arrangements for monitoring/ investigation of equality impact and for fuller EqIA in future.

Wholly positive impact: Some policies/practices may be viewed as having only positive equality impact. For these, consideration should still be given to ensure that no adverse impact is overlooked and to ensure that full advantage is taken of the positive impact, e.g. through effective communication. However, the effort involved in carrying out EqIA should not be excessive.

Undertaking an Equality Impact Assessment

Sections A, B, and C

Indicate the status of the programme/ activity or the stage of development/review. Also note any general comments here regarding the relevance and significance of the programme/ activity to equality. Which aspects of the programme/ activity are particularly relevant (which should be the focus for EqIA)? On what aspects of equality does the programme/ activity particularly impact?

Section D

Indicate which equality group/s is the programme/ activity relevant and why? Policies/practices applying to substantial groups of service users or staff will be relevant to all equality groups, which should be noted.

The protected characteristics under the Equality Act are:

- Age
- Disability
- race (including ethnicity and nationality)
- religion or belief
- sex
- sexual orientation
- gender reassignment (affirmation)
- pregnancy and maternity
- marriage or civil partnership²

You must consider each of these protected characteristics. As part of this, consider diversity within, as well as between groups (e.g. different disabilities, different racial groups). Consider the implications of combinations of protected characteristics e.g. issues of relevance to women may vary once race, religion and age are taken into consideration. Also consider the impact on those with caring/family responsibilities (which tends to impact more on women).

¹ Note: only the duty to eliminate discrimination applies to marriage and civil partnership. There is no need to have regard to advancing equality or opportunity or fostering good relations in this respect

Section E

1. What evidence is available about the needs of relevant equality groups? E.g. information/feedback from equality groups or other stakeholders, involvement or research with equality groups or individuals, equality monitoring data, service monitoring data, information for other similar policies/practices, staff surveys, research reports, demographic information, audit, inspection or management reports and recommendations.
2. Where are the gaps in evidence? If there is insufficient information to properly assess the programme/ activity, how will this be addressed? If information cannot be gathered now, consider building monitoring into the plans for implementation/review of the programme/ activity. Note: the resources put into collecting evidence should be proportionate to the relevance of the programme/ activity to equality.
3. Is there evidence (or an expectation) of higher or lower uptake by any equality group(s)? If so, give details of the differences and the reasons for these (if known)? Is any equality group excluded from participating in or accessing the service or functions? If so, why? Does the programme/ activity create any barriers for any group? For example, because of the time when the service is delivered or because of restricted income.
4. Might the application of this programme/ activity lead to discrimination, harassment or victimisation? Might it result in less favourable treatment for equality groups or give rise to indirect discrimination?
5. Does the programme/ activity contribute to advancing equality of opportunity?³ Will it help to:
 - remove or minimise disadvantage?
 - meet the needs of different equality groups?
 - encourage increased participation of particular groups?
 - take account of disabled people's impairments?
6. Is there an opportunity in applying this programme/ activity to foster good relations between people in any protected group and those who are not?⁴ Will it help to tackle prejudice and/or promote understanding?
7. Are reasonable adjustments built in where they may be needed? Is there evidence (or an expectation) that people from different equality groups have different needs or experiences in relation to the programme/ activity? If so, what are they?
8. Is the communication of the programme/ activity accessible to all groups? Are you using channels that are accessible to everybody? How could you make sure that your messages reach the widest range of people?
9. How are relevant equality groups or communities involved in the development, review, and/or monitoring of the programme/ activity?

³ This question does not apply to the protected characteristic of marriage or civil partnership

⁴ This question does not apply to the protected characteristic of marriage or civil partnership

There is a legal obligation to take account of the results of the EqIA in the development of a new or revised programme/ activity. This requires considering taking action to address any issues identified, such as removing or mitigating any negative impacts, where possible, and exploiting any potential for positive impact. Clearly any unlawful discrimination must be eliminated.

Having considered all the sections of the EqIA form you must come to a conclusion about how the development/review of the programme/ activity should be progressed. The reasons for the outcome and option chosen should be noted:

- **Option 1:** No change required – the assessment is that the programme/ activity is/will be robust. There is no evidence of potentially unlawful discrimination and all reasonable opportunities to advance equality and foster good relations have been taken, subject to continuing monitoring and review.
- **Option 2:** Adjust the programme/ activity – this involves taking steps to remove any barriers, to better advance equality and/or to foster good relations. This may involve removing or changing the aspect of the programme/ activity that creates any negative or unwanted impact. It may also involve introducing additional measures to reduce or mitigate any potential negative impact.
- **Option 3:** Continue the programme/ activity – this means adopting/continuing with the programme/ activity despite the potential for adverse impact. Set out the rationale for this decision, including how the decision is compatible with our legal obligation. Where there is discrimination, but it is considered not to be unlawful – the objective justification must be recorded.
- **Option 4:** Stop the programme/ activity – if there would otherwise be unlawful discrimination or adverse effects that are not justified and cannot be prevented/mitigated.

Section G, H, and I

- Specify the actions required to implement the findings of this EqIA.
- State how the programme/ activity will be monitored in relation to its equality impact (or note where this is specified above).
- When will the programme/ activity next be reviewed?

Appendix A: EDI Implementation Plan

Area of work	Expected outcome	Measurement	By when	Owner(s)
Acknowledge and celebrate key cultural festivals and events throughout the calendar year.	People from all diverse groups feel acknowledged and welcomed by our organisation.	<ul style="list-style-type: none"> • Diversity monitoring • Feedback monitoring • Social Media engagements 		
Work with the Service Team Leaders to ensure services are accessible for all groups.	Improved diversity in all services. Representation on services reflects local representation	<ul style="list-style-type: none"> • Diversity monitoring 		
Formalise the recruitment process to ensure all recruitment is accessible, equitable and transparent.	Applications received from all communities served. Increased diversity within workforce.	<ul style="list-style-type: none"> • Diversity monitoring • Recruitment policy and procedure 		
Website accessibility is improved through translation and accessibility options.	Accessibility options available on website. Increased interactions with website.	<ul style="list-style-type: none"> • Website functionality • Website analytics 		

Appendix B: Equality Impact Assessment

Service:
Summary of proposed service/change:
Reason for proposed service/change
<p>Does or could the proposals affect different protected groups differently? (Tick all that apply)</p> <p> <input type="checkbox"/> Age <input type="checkbox"/> Disability <input type="checkbox"/> Gender re-assignment (affirmation) <input type="checkbox"/> Marriage and civil partnership <input type="checkbox"/> Pregnancy and maternity <input type="checkbox"/> Race <input type="checkbox"/> Religion or belief <input type="checkbox"/> Sex <input type="checkbox"/> Sexual orientation </p>
<p>For each group identified, summarise the anticipated positive and negative impacts of the service/change.</p>
<p>Detail what information and feedback was used to inform this assessment.</p>
<p>Decision (select one)</p> <p>1. Implement the proposals - The impact assessment demonstrates that:</p> <p>a) the change is appropriate, and the evidence shows no potential for discrimination or b) that the differential impact is justified by the reasons for the change, cannot be mitigated and is not unlawfully discriminatory</p> <p>2. Adjust the proposals - This involves taking steps to remove barriers or to better advance equity. It can mean introducing measures to mitigate the potential effect (see below).</p> <p>3. Stop the proposals - If there are adverse effects that are not justified and cannot be mitigated, you will want to consider stopping the proposals altogether. If a policy shows unlawful discrimination, it must be removed or changed.</p> <p>Adjustments to Proposals (if required):</p>
<p>Assessment completed by: Date:</p>