

## Equality impact assessment form for quick COVID 19 decisions only

Directorate	People Services
Service area	Children's Centres – city wide
Proposal	Re-opening of buildings after lockdown
Reason for proposal	Changes to procedures are in place due to Coronavirus
Sign off (Director/Head of Service)	
Date of assessment	18.06.20

***Please read the support notes before completing your assessment that are set out in Appendix 1.***

### The form

You need to attach the completed form to any report to help councillors and colleagues make their decisions by taking equality implications into account.

### The assessment team or name of individual completing this form

Team leader's name and job title – Emma Falivena, Administration & Business Lead, Locality 1&5 and Locality 2 Children's Centres

Other team members if appropriate

Name	Job title	Organisation	Area of expertise
Stacey Meyer	Children's Centre Service Manager	Locality 1\5 Children's Centres	
Sarah Goodman	Children's Centre Service Manager	Locality 2 Children's Centres	
Hedia Aslan	Children's Centre Service Manager	Locality 3\4 Children's Centres	
Nargis Ali	Administration & Business Lead	Locality 3\4 Children's Centres	Health and Safety
Adrian Hall			Corporate Health & Safety

### Step 1- setting the scene

Make sure you have clear aims and objectives on what you are impact assessing – this way you keep to the purpose of the assessment and are less likely to get side- tracked.

1. What are the main aims, objectives and purpose of the decision you want to make?	Changes that have been made in line with COVID 19 guidance to work processes and environments, are inclusive of all protected characteristics
2. Why do you need to make this decision?	Due to COVID 19 changes to service delivery have needed to be made.
3. Who delivers/will deliver the changed service/policy including any consultation on it and any outside organisations who deliver under procurement arrangements?	DCC early help services deliver the service, with consultation from DCC H&S team

4. Who are the main customers, users, partners, colleagues or groups affected by this decision?	DCC Staff & members of the public/service users.
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## Step 2 – collecting information and assessing impact

<p>5. Who have you consulted and engaged with so far about this change, and what did they tell you? Who else do you plan to consult with? – tell us here how you did this consultation and how you made it accessible for the equality groups, such as accessible locations, interpreters and translations, accessible documents.</p>	<p>This is an essential operational change following consultation with DCC’s Corporate Employee Health &amp; Safety Team and the completion of a Risk Assessment and Action plan to ensure buildings are safe and fit for purpose while ensuring our duty of care is met at all times.</p> <p>We have consulted with staff and taken their comments and thoughts into account when producing staff bulletins to reflect the changes to room layouts, entrance and exit procedures, welfare facilities, PPE equipment and safe working office environments which include photos to support staff with English as an additional language.</p>
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6. Using the skills and knowledge in your assessment team or what you know yourself, and from any consultation you have done, what do you already know about the equality impact of the proposed change on particular groups? Also, use any other information you know about such as any customer feedback, surveys, national research or data. Indicate by a tick for each protected characteristic group whether this is a negative or a positive impact. Only fill in the mitigation box if you think the decision will have a negative impact and then you’ll need to explain how you are going to lessen the impact.

	What do you already know?	Positive impact	Negative impact	Mitigation - what actions will you take to lessen impact?
<b>Age</b> – older and younger people	<b>COVID restrictions have reduced physical access to children’s centres for all people.</b>		<b>x</b>	Staff have maintained contact with service users using phone calls, skype, garden visits, online video messages, signposting to virtual support.  Families and staff have been sent a bulletin with visual photographs of changes to the centre, prior to them entering the centre.
<b>Disability</b> – the effects on the whole range of disabled people, including Deaf people, hearing impaired people, visually impaired people, people with mental	<b>COVID restrictions have reduced physical access to children’s centres for all people.</b>		<b>x</b>	Staff have maintained contact with service users using phone calls, skype, garden visits,

	What do you already know?	Positive impact	Negative impact	Mitigation - what actions will you take to lessen impact?
<p>health issues, people with learning difficulties, people living with autism and people with physical impairments</p>	<p>-Staff and visitors with certain physical disabilities have been disproportionately impacted by Covid-1 and may have increased anxiety</p> <p>-Deaf &amp; hearing impaired people rely on lip reading, PPE (face masks) may restrict this.</p>			<p>online video messages, signposting to virtual support.</p> <p>-Staff have been shielding and wfh, offered support from managers and internal wellbeing services also offered.</p> <p>-interpreters to be sourced where possible. Social distancing to be supported so use of mask is not necessary.</p> <p>-Visitors are by appointment only. Visitors booked in are sent a visual update of changes ready for re-opening. There is always a receptionist on site who will support disabled people with any access requirements.</p> <p>-time slots in the centre are limited to 1 hour sessions. Disabled people's toilets and handwashing facilities are available</p> <p>-Habd sanitising stations are accessible for wheelchair users</p> <p>-PPE is available for situations whereby social distancing isn't possible, with support and guidance on when/how to use if needed.</p>

	What do you already know?	Positive impact	Negative impact	Mitigation - what actions will you take to lessen impact?
				-Families and staff will be sent a bulletin with visual photographs of changes to the centre, prior to them entering the centre. This will help visitors prepare for any changes
<b>Gender identity-</b> trans and those people who don't identify with a particular gender, for example, non-binary, genderfluid, genderqueer, polygender and those who are questioning their gender or non-gendered identity.	COVID restrictions have reduced physical access to children's centres for all people.		X	Staff have maintained contact with service users using phone calls, skype, garden visits, online video messages, signposting to virtual support.
<b>Marriage and Civil Partnership</b>	COVID restrictions have reduced physical access to children's centres for all people.		x	Staff have maintained contact with service users using phone calls, skype, garden visits, online video messages, signposting to virtual support.
<b>Pregnancy and maternity</b> - women who are pregnant or who have recently had a baby, including breast feeding mothers	COVID restrictions have reduced physical access to children's centres for all people.		X	Staff have maintained contact with service users using phone calls, skype, garden visits, online video messages, signposting to virtual support.  PPE is available for situations whereby social distancing isn't possible, with support and guidance on when/how to use if needed.  time slots in the centre are limited to 1 hour sessions. Disabled people's toilets and handwashing facilities are available

	What do you already know?	Positive impact	Negative impact	Mitigation - what actions will you take to lessen impact?
<b>Race</b> - the effects on minority ethnic communities, including newer communities, Gypsies and Travellers and the Roma community	<p>COVID restrictions have reduced physical access to children's centres for all people.</p> <p>-Staff and visitors from BAME backgrounds have been disproportionately impacted by Covid-1 and may have increased anxiety</p>		X	<p>Staff have maintained contact with service users using phone calls, skype, garden visits, online video messages, signposting to virtual support.</p> <p>-Additional RA for staff from BAME backgrounds have been offered, and support and internal wellbeing services offered.</p> <p>-PPE is available along with guidance on when/how to use if needed.</p>
<b>Religion or belief or none</b> - the effects on religious and cultural communities, customers and colleagues	<p>COVID restrictions have reduced physical access to children's centres for all people.</p>		X	<p>Staff have maintained contact with service users using phone calls, skype, garden visits, online video messages, signposting to virtual support.</p>
<b>Sex</b> - the effects on both men and women and boys and girls	<p>COVID restrictions have reduced physical access to children's centres for all people.</p>		X	<p>Staff have maintained contact with service users using phone calls, skype, garden visits, online video messages, signposting to virtual support.</p>
<b>Sexual orientation</b> - the effects on lesbians, gay men, bisexuals, pansexual, asexual and those questioning their sexuality	<p>COVID restrictions have reduced physical access to children's centres for all people.</p>		X	<p>Staff have maintained contact with service users using phone calls, skype, garden visits, online video messages, signposting to virtual support.</p>

**Important** - For any of the equality groups you don't have any information about, then please contact our Lead on Equality and Diversity for help. You can also get lots of information on reports completed from organisations' websites such as the Equality and Human Rights Commission, Stonewall, Press for Change, Joseph Rowntree Trust and so on. Please don't put down that the impact affects 'everyone the same' – it never does!

### Step 3 – deciding on the outcome

7 What outcome does this assessment suggest you take? – You might find more than one applies. Please also tell us why you have come to this decision?

<b>Outcome 1</b>		<b>No major change needed</b> – the EIA hasn't identified any potential for discrimination or negative impact and all opportunities to advance equality have been taken
<b>Outcome 2</b>	<b>2</b>	<b>Adjust the proposal</b> to remove barriers identified by the EIA or better advance equality. Are you satisfied that the proposed adjustments will remove the barriers you identified?
<b>Outcome 3</b>		<b>Continue the proposal</b> despite potential for negative impact or missed opportunities to advance equality identified. You will need to make sure the EIA clearly sets out the justifications for continuing with it. You need to consider whether there are: <ul style="list-style-type: none"> <li>• sufficient plans to stop or minimise the negative impact</li> <li>• mitigating actions for any remaining negative impacts</li> <li>• plans to monitor the actual impact.</li> </ul>
<b>Outcome 4</b>		<b>Stop and rethink</b> the proposal when the EIA shows actual or potential unlawful discrimination

Why did you come to this decision?

Closing the centres has had a negative impact on families, but we have introduced a way of keeping in touch as best we can under the circumstances. Whilst opening them has a positive impact, there are still barriers for some of our customers.

If you have decided on **Outcome 3**, then please tell us here the justification for continuing with the proposal. You also need to make sure that there are actions in the Mitigation Box to lessen the effect of the negative impact. This is so important and may face a legal challenge in the future.

If you have decided on **Outcome 4** then if the proposal continues, without any mitigating actions, it may be likely that we will face a legal challenge and possibly a Judicial Review on the process - it is so important that the equality impact assessment is done thoroughly, as this is what the Judge will consider.

## Equality impact assessment form for quick decisions concerning COVID 19 – please read this section first before you do the assessment

We've adapted our usual equality impact assessment form so you can use it for quick decisions needed concerning COVID 19. Remember it needs to be completed **before** that decision is made, but we hope it will just act as a reminder that we still need to 'pay due regard to equality' under our **Public Sector Equality Duty** as this is still very much in force. The Equality and Human Rights Commission are keeping an eye on examples of discrimination and collecting evidence so it's important we still check for equality impact.

The Public Sector Equality Duty is part of the Equality Act 2010 and this Duty requires us as a public body to have '**due regard**' to eliminating discrimination, harassment and victimisation and any other conduct that is prohibited by or under the Act. It requires us to advance equality of opportunity and foster good relations between people who share a '**relevant protected characteristic**' and people who don't. Protected characteristics are age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

Having 'due regard' means:

- removing or minimising disadvantages suffered by people due to their protected characteristics
- taking steps to meet the needs of people with certain protected characteristics where these are different from the needs of other people – this also involves taking account of disabled people's barriers and may involve treating some people more favourably than others to achieve this
- encouraging people with certain protected characteristics to participate in public life or in other activities where the participation is disproportionately low.

We usually ask for teams to complete Equality impact assessments, but we realise this is not helpful for quick decisions to do with COVID 19 so you can complete them yourself, if you can't get a team together. Please ask Ann Webster, our Lead on Equality and Diversity for help and advice if you're not sure about something. You'll need to pull together all the information you can about how your proposal affects different groups of people so you can check whether they will be negatively or positively affected. Then you'll need to look at ways of lessening any negative effects or making the service more accessible. Against every negative impact you will need to complete the mitigation section to explain how you will lessen the impact and what action you will take.

When you have completed the assessment, get it signed by your Head of Service or Service Director and **send it to our Lead on Equality and Diversity for checking and to publish on our website**. It's a public document so make it easy to understand and no jargon please.

### Contact for help

Ann Webster – Lead on Equality and Diversity  
[ann.webster@derby.gov.uk](mailto:ann.webster@derby.gov.uk) Tel 01332 643722 Mobile 07812301144

We can give you this information in any other way, style or language that will help you access it. Please contact us on: 01332 Minicom: 01332 640666

#### Polish

Aby ułatwić Państwu dostęp do tych informacji, możemy je Państwu przekazać w innym formacie, stylu lub języku. Prosimy o kontakt: Tel. tekstowy: 01332 640666

#### Punjabi

ਇਹ ਜਾਣਕਾਰੀ ਅਸੀਂ ਤੁਹਾਨੂੰ ਕਿਸੇ ਵੀ ਹੋਰ ਤਰੀਕੇ ਨਾਲ, ਕਿਸੇ ਵੀ ਹੋਰ ਰੂਪ ਜਾਂ ਬੋਲੀ ਵਿੱਚ ਦੇ ਸਕਦੇ ਹਾਂ, ਜਿਹੜੀ ਇਸ ਤੱਕ ਪਹੁੰਚ ਕਰਨ ਵਿੱਚ ਤੁਹਾਡੀ ਸਹਾਇਤਾ ਕਰ ਸਕਦੀ ਹੋਵੇ। ਕਿਰਪਾ ਕਰਕੇ ਸਾਡੇ ਨਾਲ ਟੈਲੀਫੋਨ ਮਿਲੀਕਮ 01332 640666 'ਤੇ ਸੰਪਰਕ ਕਰੋ।

#### Slovakian

Túto informáciu vám môžeme poskytnúť iným spôsobom, štýlom alebo v inom jazyku, ktorý vám pomôže k jej sprístupneniu. Skontaktujte nás prosím na tel.č: Minicom 01332 640666

#### Urdu

یہ معلومات ہم آپ کو کسی دیگر ایسے طریقے، انداز اور زبان میں مہیا کر سکتے ہیں جو اس تک رسائی میں آپ کی مدد کرے۔ براہ کرم منی کام 01332 640666 پر ہم سے رابطہ کریں۔



Derby City Council

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