

# Dudley Group of Hospitals: Equality Impact Assessment

## Step 3: Assessment Tool

<b>Name of Policy or Service being assessed:</b> <b>Safeguarding Adults Policy</b>
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<b>Directorate:</b>	Operations
<b>Service/ Department</b>	

<b>Head of Service:</b> (who will sign off this EIA)	
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<b>Lead Officer:</b> (completing this EIA)	Judith Page
<b>Date of EIA</b>	05.05.10

<b>Names and roles of any other people supporting the EIA (e.g. advisory group)</b>
Pam Smith, Matron Lead Safeguarding

### **Section 1 - Introduction**

#### ***Identify the aims of the Policy/Service and rationale behind its delivery***

The aim of this section is to state the aim, objective or purpose of the policy/service:

<b>How does the policy fit in with the Trust's wider aims?</b>	This policy outlines the Trusts responsibilities to ensure all staff are aware of their individual responsibilities regarding safeguarding adults and are trained
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	appropriately for this.
<b>Is the policy/service delivered by one department/directorate or in conjunction with other departments, agencies etc? Which?</b>	Training is delivered by the Named Nurse for Safeguarding Adults. Staff are also able to access multi-agency training as provided by the Dudley Safeguarding Vulnerable Adults Board.
<b>State the underlying aims and objectives of the policy/service and what it is trying to achieve.</b>	Enhanced safeguarding of adults by raising awareness of the corporate and individual's responsibility to safeguard adults when working with adults, carers or significant others. All staff to be trained at an appropriate level for their responsibilities for safeguarding adults. Compliance with No Secrets 2000 and Dudley Multi-agency Safeguard and Protect policy.
<b>Who are the main stakeholders in relation to this policy/service?</b>	Dudley Group of Hospitals NHS Foundation Trust.

***How is the policy/service delivered?***

<b>Is there a target group for this service or policy?</b>	All staff employed by Dudley Group of Hospitals NHS Foundation Trust and contractors.
<b>Are there any eligibility criteria? If so state</b>	All staff have access to Safeguarding advice and training in agreement with their line manager. Induction training only includes clinical or front line staff.
<b>Is it in-patient/out-patient or staff service/policy?</b>	Staff service policy.
<b>Is the service in-house or contracted out?</b>	In-house and available through Dudley Safeguarding Vulnerable Adults Board.
<b>Is it delivered by staff directly employed by the Trust or agency staff?</b>	Delivered by Trust staff and trainers as approved by Dudley Safeguarding Vulnerable Adults Board.

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**Section 2 - Data collection and analysis**

Impact assessment should aim to promote equality across the following six ‘equality areas’:

- Age
- Disability
- Ethnicity/Race
- Faith/religious belief
- Gender (includes gender identity)
- Sexual orientation.

*Note: Corporate data collection systems may not yet facilitate the collection of data for all these areas. Data collection may vary across service provision. (In some instances it may not be possible/appropriate to monitor each of the groups below. However, what data exists should inform the assessment and any gaps in data should be highlighted by the assessment).*

- **In the context of the policy or service being assessed, what equalities monitoring data is collected in relation to the following areas:**

*Note: this question may be more relevant to service areas than policies, should initially be applied to both).*

	<b>Age</b>	<b>Disability</b>	<b>Ethnicity/ Race</b>	<b>Faith</b>	<b>Gender/ Gender identity</b>	<b>Sexual orientation</b>
<b>Profile of service users</b>	Data is available within OLM	Data is available within OLM	Data is available within OLM	Data is available within OLM	Data is available within OLM	Data is available within OLM
<b>Profile of staff delivering the service</b>	Data is available within OLM	Data is available within OLM	Data is available within OLM	Data is available within OLM	Data is available within OLM	Data is available within OLM

<b>Profile of any training available and who has taken it up</b>	Data is available within OLM	Data is available within OLM	Data is available within OLM	Data is available within OLM	Data is available within OLM	Data is available within OLM
<b>[Other relevant areas]</b>						

Based on the above:

<b>What are the gaps in information required?</b>	Data is not collected at source when staff apply for training.
<b>Do you have information on the profile of the local population (where relevant) or of the patient group or target group affected by the policy/service? Or do you know how to access this (this may be held corporately)?</b>	Staff demographics held corporately.
<b>What steps need to be taken to address any of the above?</b>	Confirmation of training places needs to include a statement advising staff to inform the trainer if they have any special requirements.  All staff asked to complete an evaluation form.

### Section 3 - Broad Needs Analysis of the Policy or Service Area

Please set out your understanding of the needs of your service users and any barriers to having these needs met and any barriers to accessing/delivering your service.

<p><b>Does the customer profile of your service reflect the local population (where relevant) or the target group for the service/policy? (You may wish to refer to information held corporately by the Trust that has been drawn from census data).</b></p>	<p>This has not been assessed.</p>
<p><b>How are people from each equality group reflected in the policy/take-up of services? Is there any under or over representation by certain groups? Are there any known explanations for this?</b></p>	<p>This has not been assessed.</p>
<p><b>Are staff trained in equality awareness and cultural awareness relevant to the needs of your service user group? (Where staff are the 'user group', are managers trained)?</b></p>	<p>Cultural awareness and diversity training is available.</p>
<p><b>Are there any factors about the policy or the way the service is delivered that could have an equalities impact? Consider referral routes; physical access; translation and interpreting services etc.</b></p>	<p>Staff are referred for training by their managers.</p> <p>All areas where training is delivered have access for those with disabilities.</p> <p>The presentation is PowerPoint and scenario group work which could be interpreted if required.</p> <p>Hearing loops are available in some areas.</p>

<p><b>What methods do you use to ensure that people from diverse groups and communities are reflected in the policy/have access to the service?</b></p>	<p>Hearing/induction loops. PowerPoint presentation could be produced in large print if requested.</p>
<p><b>Are there any measures in place, if appropriate, to ensure that traditionally excluded communities (e.g. minority ethnic groups, people with learning disabilities etc) are not excluded from the policy/have access to the service?</b></p>	<p>All staff are able to access training, based on a learning needs analysis.</p> <p>Training can be delivered at a variety of venues and by different methods to enable all staff to participate.</p>
<p><b>Has the policy/service been subject to any complaints, which involve equality issues?</b></p>	<p>No. This is a new policy. Service has been available for Three years without complaint.</p>
<p><b>What relevant consultation exercises have been carried out over the last two years and/or are planned in the near future? (e.g. Patient Forums, community groups, special interest groups etc)</b></p> <p>(You may need to consult with groups as part of this assessment or as part of the action plan arising from the assessment)</p>	<p>No Formal staff consultations have been carried out.</p> <p>Staff are encouraged to complete an evaluation form after training; this however will not identify any concerns for those staff who have not accessed training.</p>
<p><b>Were there/are there any implications for equalities groups arising from these consultations?</b></p>	<p>None.</p>

## Section 4 - Assessment

Based on the information you have gathered above:

	Age	Disability	Ethnicity/ Race	Faith	Gender/ Gender identity	Sexual orientation
<b>Have you identified any differential impacts of the policy / service on any of the equality groups?</b>	No Impact	All staff are able to access training regardless of disability.	No Impact	No Impact	No impact	No impact
<b>Have you identified any good practice in promoting equality?</b>	All staff are able to access training	All staff are able to access training	All staff are able to access training	All staff are able to access training	All staff are able to access training	All staff are able to access training
<b>In what way does the policy/ service work to eliminate discrimination?</b>	Training for safeguarding adults respects diversity,	Training for safeguarding adults respects diversity, promotes equality	Training for safeguarding adults respects diversity, promotes equality	Training for safeguarding adults respects diversity, promotes equality	Training for safeguarding adults respects diversity, promotes equality	Training for safeguarding adults respects diversity, promotes equality

	promotes equality					
<b>How does the policy / service promote equal opportunities ?</b>	Staff are able to access training regardless of age	Staff are able to access training regardless of Disability	Staff are able to access training regardless of Ethnicity	Staff are able to access training regardless of faith	Staff are able to access training regardless of gender	Staff are able to access training regardless of sexual orientation
<b>How does the policy / service contribute to better community cohesion and good community relations?</b>	Training is accessible to all staff based on a learning needs analysis	Training is accessible to all staff based on a learning needs analysis	Training is accessible to all staff based on a learning needs analysis	Training is accessible to all staff based on a learning needs analysis	Training is accessible to all staff based on a learning needs analysis	Training is accessible to all staff based on a learning needs analysis
<b>Are there are groups other than the six 'equality groups' already considered that may be adversely affected by the policy?</b>		No				



## **Section 5 - Adverse Impact and recommended actions**

Based on the above analysis:

<p><b>What if any, are the main areas where adverse impact has been identified/requiring improvement?</b></p>	<p>Staff have not been consulted regarding access to training.</p> <p>Staff not asked about special requirements prior to attending.</p> <p>Profile of staff attending and able to access training has not been assessed to ensure equality of access.</p>
<p><b>Does the adverse impact amount to potential or actual discrimination? (If Yes, or you are not sure, please refer to your line manager or to Human Resources Dept for further advice and guidance.</b></p>	<p>Potential discrimination.</p>
	<p><b>ACTION PLAN</b></p>
<p><b>What measures that can be taken to remove or minimise any adverse impact identified or how adverse impact could be avoided in the future? Please list the specific actions and timescales for progressing these measures.</b></p>	<p>Confirmation of places on adult protection courses to include a request to be notified of any special requirements. September 2010</p> <p>All attendees to be asked to complete an Equality monitoring form and results to be collated and measured against staff demographic data. September 2010</p> <p>Staff groups not accessing training to be surveyed for problems with accessing training. September 2010</p>
<p><b>What areas of good practice have been identified through the EIA process that could be replicated elsewhere?</b></p>	<p>Training is available at a variety of venues and in different forms to enable all staff to access training based on a learning needs analysis.</p>

## **Section 6 - Monitoring and Review of policy**

<b>The results of the EIA and action plan should be sent to the Medical Service Head, Matron or Head of Department as appropriate, so it can inform service planning and development.</b>	Date sent: 05.09.10
<b>Each policy/service has to be reviewed for equality impact every three years.</b>	Date for next review: 05.09.13

## **Section 7 – Signing off**

<b>Does this policy or service need to be referred for further assessment/legal advice?</b> <b>If Yes, please state what date your line manager and HR manager have been notified.</b>	Date: 05.09.10

**Lead officer** completing the assessment:

Name: Judith Page, Named Nurse Safeguarding Adults

**Head of Service, Matron or Head of Department** to sign off the assessment:

Name: Pam Smith, Matron Lead Safeguarding

Signed:

Date: 05.09.10

## **Section 8 –Publishing the results**

**We have a specific statutory duty to publish the results of EIAs and to have available results of the EIA and monitoring of any actions agreed.** This will include access to the assessment via the Trust’s website. As well as sending your completed EIA to your Head of Service, Matron or Head of Department **please also send it to:**

**Liz Abbiss, Head of Communications, Trust HQ.**

**Date sent:**

Thank you.