

# Equality Impact Assessment (EIA)

Legislation requires that our policy documents consider the potential to affect groups differently and eliminate or minimise this where possible. This process helps address inequalities by identifying steps to ensure equal access, experience, and outcomes for all groups of people.

## Step One – Policy Definition

<b>Function/policy name and number:</b>	Safeguarding Children Policy
<b>Main aims and intended outcomes of the function/policy:</b>	<p>The purpose of this policy is to identify the process required to safeguard children, including unborn, and the roles and responsibilities of all involved. The safety and welfare of children is paramount and ensuring a holistic approach to care is a must when considering a child in need or at risk. This policy identifies actions to be taken in all situations where a child's health and development is compromised.</p> <p><a href="#">Working together to safeguard children (2023)</a> p.7-8, defines safeguarding as: -</p> <ul style="list-style-type: none"> <li>• Providing help and support to meet the needs of children as soon as problems emerge</li> <li>• protecting children from maltreatment, whether that is within or outside the home, including online</li> <li>• preventing impairment of children's mental and physical health or development</li> <li>• ensuring that children grow up in circumstances consistent with the provision of safe and effective care</li> <li>• promoting the upbringing of children with birth parents, or otherwise their family network through a kinship care arrangement, whenever possible and where this is in the best interests of the children</li> <li>• taking action to enable all children to have the best outcomes set out in the Children's Social Care Framework.</li> </ul>
<b>How will the function/policy be put into practice?</b>	<p>Safeguarding children and young people is everyone's responsibility. The Dudley Group NHS Foundation Trust (DGNHSFT) is committed to the welfare of children, and to protect them from the risk of harm. The Trust also recognises its responsibility to ensure that safe working systems are in place for staff working with children and families, and staff working with adults who are parents or carers.</p> <p>The Children Act 1989 provides a comprehensive framework for the care and protection of children. The fundamental principle that underpins the Children Act 1989 is that the welfare of the child is paramount. Achieving positive outcomes for children requires all</p>

	those with responsibility for assessment and provision of services to work together according to an agreed plan of action.
<b>Who will be affected/benefit from the policy?</b>	Patients, service users
<b>State the type of document:</b>	Policy
<b>Is an EA required?</b> NB: Most policies/functions will require an EA with a few exceptions, such as routine procedures-see guidance attached	Yes
<b>Accountable Director:</b> (Job Title)	Chief Nurse
<b>Assessment Carried out by:</b>	Lead Nurse Safeguarding Children
<b>Date Completed:</b>	18/09/25

To help you to determine the impact of a strategy or policy, think about how it relates to the Public Sector Equality Duty, the key questions as listed below and prompts for each protected characteristic are included Step 3:

- Eliminate unlawful discrimination, victimisation, and harassment
- Advancing equality of opportunity
- Fostering good community relations

### KEY QUESTIONS

- Are people with protected characteristics likely to be affected differently even though the policy is the same for everyone?
- Could there be issues around access, differences in how a policy is experienced and whether outcomes vary across groups?
- What information /data or experience can you draw on to indicate either positive or negative impact on different groups of people in relation to implementing this function policy?

## Step Two – Evidence & Engagement

<b>Research/Publications</b> <i>(List any publications or research you have looked at here)</i>
Children Act 1989 Children Act 2004 Data Protection Act 2018 HM Government (2015) What to do if you're worried a child is being abused: Advice for practitioners. HM Government (2023) Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children HM Government (2018) Information sharing: advice for safeguarding practitioners providing safeguarding services to children, young people, parents and carers. Dudley Safeguarding People Partnership. (2025) Dudley's Continuum of Help and Support for Children, Young People and Families. Dudley Safeguarding People Partnership. (2022) Safeguarding Children Procedures Human Rights Act 1998 National Institute of Health and Care Excellence. (2017) Child abuse and neglect.NG76 UNICEF. (1989) The United Nations Convention on the Rights of the Child
<b>Working Groups</b> <i>(Have you consulted with any groups?)</i>

Internal Safeguarding Board All Divisional Leads
<b>Clinical or Subject Experts</b> <i>(Have you consulted any experts? List them here)</i>
Named Doctor for Safeguarding Children Designated Doctor for Safeguarding Children Named Nurse for Safeguarding Children Named Midwife for Safeguarding Lead Nurse Child Mortality Head of Children's Services Matron for Children's Services Director of Midwifery Head of Midwifery
<b>Engagement Activity Focused on Protected Groups</b> <i>(Age, disability, race, sex, gender reassignment, marriage &amp; civil partnership, pregnancy &amp; maternity, religion or belief, sexual orientation, Other marginalised groups e.g. Homeless people or anything privacy or dignity related)</i>
<b>Name of Source:</b> Safeguarding Team <b>Date:</b> 18/09/25 <b>Protected Characteristic:</b> Young vulnerable adults or children
<b>Name of Source:</b> Equalities Business Partner <b>Date:</b> 30/10/25 <b>Protected Characteristic:</b> All

**Summary of the feedback received from the engagement activity focused on protected groups:**

For the impact assessment, positive impacts are:

- Use inclusive language that reflects diverse family structures and identities
- Use of multidisciplinary organisations in the process
- Section on racism and the effects, etc
- Section on safeguarding and intersectionality

## Step Three – Assessment of Impact

Complete **relevant** boxes below to help you record your assessment.

Consider information and evidence from the previous section covering:

- Engagement activities
- Equalities monitoring data
- Wider research

Also, consider due regard under the general equality duty, the NHS Constitution and Human Rights.

### What detail is required below:

A negative impact requires every box to be completed

Positive impacts need the first three boxes completed

Neutral impacts need to be marked neutral with no other details.

**Age:** Describe age-related impact and evidence. This can include safeguarding, consent and welfare issues:

**Positive, negative or neutral impact:**

Neutral Impact

**Disability:** Describe disability related impact and evidence. This can include attitudinal, physical, communication and social barriers, as well as mental health/ learning disabilities, cognitive impairments

**Positive, negative or neutral impact:**

Neutral Impact

**Gender re-assignment:** Describe any impact and evidence on transgender people. This can include issues such as privacy of data and harassment:

**Positive, negative or neutral impact:**

Neutral Impact

**Marriage and civil partnership:** Describe any impact and evidence in relation to marriage and civil partnership. This can include working arrangements, part-time working, and caring responsibilities:

<b>Positive, negative or neutral impact:</b>	Neutral Impact
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**Pregnancy & Maternity:** Describe any impact and evidence on pregnancy and maternity. This can include working arrangements, part-time working, and caring responsibilities:

<b>Positive, negative or neutral impact:</b>	Neutral Impact
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**Race:** Describe race-related impact and evidence. This can include information on different ethnic groups, Roma gypsies, Irish travellers, nationalities, cultures, and language barriers:

<b>Positive, negative or neutral impact:</b>	Positive Impact
<b>If the impact is positive or negative, is it low, medium, or high risk for this group?</b>	High
<b>Concern or Benefit</b>	<ul style="list-style-type: none"> <li>• Use of inclusive language that reflects diverse family structures and identities</li> <li>• Section on safeguarding and racism</li> </ul>

**Religion or Belief:** Describe any religion, belief or no belief impact and evidence. This can include dietary needs, consent and end-of-life issues:

<b>Positive, negative or neutral impact:</b>	Neutral Impact
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**Sex:** Describe any impact and evidence on men and women. This could include access to services and employment:

<b>Positive, negative or neutral impact:</b>	Neutral Impact
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**Sexual Orientation:** Describe any impact and evidence on heterosexual people as well as lesbian, gay and bisexual people. This could include access to services and employment, attitudinal and social barriers:

<b>Positive, negative or neutral impact:</b>	Neutral Impact
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<b>Other marginalised groups, e.g. Homeless people:</b> Describe any impact and evidence on groups experiencing disadvantage and barriers to access and outcomes. This can include lower socio-economic status, resident status (migrants, asylum seekers), homeless, looked after children, single parent households, victims of domestic abuse, victims of drugs / alcohol abuse: (This list is not exhaustive)	
<b>Positive, negative or neutral impact:</b>	Positive Impact
<b>If the impact is positive or negative, is it low, medium, or high risk for this group?</b>	High
<b>Concern or Benefit</b>	Safeguarding and intersectionality included in the policy to highlight increased vulnerability and risk

<b>Privacy, dignity, respect, fairness etc:</b>	
<b>Positive, negative or neutral impact:</b>	Neutral Impact

# **EQUALITY IMPACT ASSESSMENT (EIA) - GUIDANCE**

## **NOTES**

An equality impact assessment (EIA) ensures that issues of equality, diversity, and inclusion are considered when developing or revising strategies, policies, or proposals that affect the delivery of services and the employment practices of the Trust.

### **Why should we carry out an EIA?**

We are required to carry out equality impact assessments because:

- There is a legal requirement to do so in relation to the protected characteristics
- They help identify gaps and make improvements to services
- They help avoid continuing or adopting harmful policies or procedures
- They help you to make better decisions
- They will help you to identify how you can make your services more accessible and appropriate
- They enable the Trust to become a better employer

### **Equality Impact Assessments help us to:**

- Determine how the Trust strategy, policies and practices, or new proposals, will impact or affect different community groups, especially those groups or communities who experience inequality, discrimination, social exclusion or disadvantage.
- Measure whether strategies, policies or proposals will have a negative, neutral, or positive effect on different communities.
- Make decisions about current and future services and practice in fuller knowledge and understanding of the possible outcomes for different communities or customer groups.

### **What do we need to assess?**

Trust policies are subject to a 3-year review. Alongside the reviews, new policies will emerge. Most policies, strategies, and business plans will need an EIA.

However, EIAs are not required for changes in routine procedures, administrative processes, or initiatives that will not have a material impact on staff, patients, carers, and the wider community. Examples include checking the temperature of fridges, performing highly technical clinical procedures, and office moves.

### **DGFT Process for EIAs**

The revised EIA process is a single-stage process carried out in three steps.

#### **Step One: Policy Definition**

This involves a description of the policy details. This is the fact-finding stage where you gather as much information about the strategy, policy or function you intend to assess. Who will be using the service, policy or function and the outcomes you want to achieve. It is important to make sure that your service, policy or function has clear aims and objectives.

## Step Two: Evidence and Engagement

EIAs should be underpinned by sound data and information. This should be sought from various sources:

- The knowledge and experience of the people assisting in the service.
- ONS local demography/ Census data: [Census Maps - Census 2021 data interactive, ONS](#)
- Service monitoring reports / Divisional reports
- Patient satisfaction surveys
- Workforce monitoring reports
- Complaints and comments
- Outcome of consultation exercises
- Feedback from focus groups
- Feedback from organisations representing the interests of key target groups
- National and local statistics and audits [Joint Strategic Needs Assessment - All About Dudley Borough](#)
- Academic, qualitative and quantitative research
- Ward/ Divisional reviews
- Anecdotal data

This stage allows you to identify whether your strategy, policy or function has a positive or negative or potential negative impact on the protected characteristics. In some cases, an initial EIA is all you will need to establish whether you are providing equal outcomes for staff or patients. If you receive no feedback or concerns, you can mark each characteristic in section 3 as a neutral impact.

## Step Three: Assessment of Impact

This is the central and most important part of the EIA.

To help you determine the impact of the strategy or policy, consider how it relates to the Public Sector Equality Duty. The key questions and prompts for each protected characteristic are listed below.

- Eliminate unlawful discrimination, victimisation, and harassment
- Advancing equality of opportunity
- Fostering good community relations

The real value of completing an EIA lies in the actions that will take place and the positive changes that will emerge from conducting the assessment. To ensure that the action plan is more than just a list of proposals and good intentions, the following should be included:

- Each action is attributed to a key person who is responsible for its completion
- An achievable timescale that is also at the same time reasonable
- Relevant and appropriate activities and progress milestones
- How the action will be monitored/reviewed

## KEY QUESTIONS



- What information /data or experience can you draw on to indicate either a positive or negative impact on different groups of people with implementing this function policy
- Are people with protected characteristics likely to be affected differently even though the policy is the same for everyone?
- Could there be issues around access, differences in how a service or policy is experienced and produce outcomes that vary across different groups
- Does the policy relate to the Trust's equality objectives?

NB mitigation measures must be identified and acted upon where an adverse impact is known or likely.

#### **Step Four: Assurance**

This section enables the EIA to be signed off by a head of or director for the area. This will assure the equality team that the EIA has been conducted thoroughly and thoughtfully.

#### **Help & Support:**

The equalities team will provide advice and support throughout the EIA process. Once you have completed your EIA, you must submit these documents to the procedural documents team, who will then ask the equalities team to sign off on the final version of the form.

For training, guidance and resources, including completed example forms, please visit the equality, diversity and inclusion hub pages: [Equality Impact Assessments](#) accessible

#### **Copies of the EIA:**

The manager who completed the strategy or policy review should keep copies of the form for monitoring/revisiting at the following policy review. Procedural documents will also keep a copy on file. All EIA will then be published on our external web pages to demonstrate due regard for the Public Sector Equality Duty.