

Equality Impact Assessment

Service Areas	Corporate & Community Services
Policy/Service being assessed	Communication Strategy & Action Plan
Is this a new or existing policy/service?	A new Strategy
EIA Review team – List of members	Catherine Bick, Fiona Clark, Nicki Hughes
Date of this assessment	29 April 2013
Signature of completing officer (to be signed after the EIA has been completed)	Susie Drummond

INITIAL SCREENING FOR STRATEGIES/POLICIES/FUNCTIONS FOR EQUALITIES RELEVANCE TO ELIMINATE DISCRIMINATION AND PROMOTE EQUALITY








































































































































































































































 High relevance/priority

 Medium relevance/priority

 No relevance/ priority

Note:

1. Tick coloured boxes appropriately, and depending on degree of relevance to each of the equality strands
2. Summaries of the legislation/guidance should be used to assist this screening process

DEPARTMENT:	Relevance/Risk to Equalities																				
State the Function/Policy /Service/Strategy being assessed:	Gender			Race			Disability			Sexual Orientation			Religion/Belief			Age			Priority status For EIA		
																					
Communications Strategy																					
																					
																					
																					
																					
																					
																					
																					
																					
																					

Form A2**Equality Impact Assessment**
Please Explain

<u>Stage 1 – Scoping and Defining</u>			
(1) What are the aims and objectives of service?	<ul style="list-style-type: none">• To set out how WDC will communicate with its target audiences, both internal and external.• To support the principles of the Channel Strategy in ensuring we improve customer awareness of our services and subsequent improved access to them.		
(2) How does the service fit with the council's wider objectives?	<ul style="list-style-type: none">• The Council's Fit for the Future plans focus on making savings, improving services and changing the culture all of which meet the councils vision. Customers are only able to appreciate the benefits of this if they received clear and consistent communication using channels appropriate to them.		
(3) (i) What are the expected outcomes of the service? (ii) Who is intended to benefit from the /service and in what way?	<ul style="list-style-type: none">• There are clear processes and protocols for delivering the Communication Strategy which will be embedded in the Service Areas' Team Operational Plans.• Staff will benefit from receiving clear and consistent internal communications• Customers will benefit from an improved understanding of the services available to them and how to access them.		
(4) Does this change have the potential to directly or indirectly discriminate against any particular group?	RACE YES	AGE YES	GENDER NO
Please identify all groups that are affected	RELIGION/BELIEF YES	DISABILITY YES	SEXUAL ORIENTATION NO

(5) Are there any obvious barriers to accessing the service?	<p>No – the Communication Strategy identifies the need to use customer information, such as mosaic to ensure we are using the right channels to communicate with our customers.</p> <p>Staff are trained in the use of Plain English, different channels of communication are used to reach different target audiences. The Communication Strategy identifies the need for offering alternative languages and formats, such as Braille or CD.</p> <p>The Strategy also recognises the fact that not all staff have access to the intranet and therefore require alternative methods of internal communication.</p>
(6) How does the service contribute to promotion of equality?	The overarching aim of the Communication Strategy is to ensure that we consider our “hard to reach” groups and those with protected characteristics, with all communication and offers guidance in reaching those groups.
(7) Does the service have the potential to promote good relations between groups?	Yes, as a consequence of its effective delivery.
<u>Stage 2 - Information Gathering</u>	
(1) What type and range of evidence or information have you used to help you make a judgement about the policy or service?	<p>We have used;</p> <ul style="list-style-type: none"> • The Channel Strategy • Customer Service data • Mosaic data
(2) What consultation data has been used? What new consultation, if any, do you need to undertake?	<ul style="list-style-type: none"> • The Staff Focus Group • Feedback from Staff via Survey Monkey on the Chief’s speech • Feedback from the Communication Audit (J King)
<u>Stage 3 – Making a Judgement</u>	

<p>(1) From your data and consultations is there any adverse or negative impact identified for any particular group?</p> <p>Is there any evidence of needs not being met? e.g. language or physical access barriers; lack of appropriate resources or facilities</p>	<p>No</p> <p>Yes those with a language barrier. A translation service is employed to address this.</p>
<p>(2) If there is an adverse impact, can this be justified?</p>	<p>n/a</p>

(3) What actions are going to be taken to reduce or eliminate negative or adverse impact?	
(4) Is there any positive impact? Does it promote equality of opportunity between different groups and actively address discrimination?	Yes – Service Areas will recognise the importance of understanding their target audience and will communicate appropriately.
<u>Stage 4 – Action Planning, Review & Monitoring</u>	
If No Further Action is required then go to – Review & Monitoring (1) Action Planning – Specify any changes or improvements which can be made to the service or policy to mitigate or eradicate negative or adverse impact on specific groups, including resource implications.	No further action required
(2) Review and Monitoring State how and when you will monitor policy and EIA Action Plan	The EIA will be reviewed annually in conjunction with the review of the Communication Strategy.

Please annotate your policy with the following statement:

‘An Equality Impact Assessment on this policy was undertaken on 29 April 2013 and will be reviewed on 29 April 2014.