

**Consolidated Pack of EIAs  
Adults (People) Directorate  
Budget Savings 2023/24  
Scrutiny Meeting 31/01/2023**

The following pages contain the EIA assessments of 2 additional proposals being put forward by the Adults (People) Directorate. Below is an index of each proposal and the pages on which the EIA for each proposal appears.


| <b>Proposal reference</b> | <b>Proposal name</b>  | <b>Page Number</b> |
|---------------------------|---|--------------------|
| ASC-2324-55               | Assistive Technology  | 2 - 8              |
| ASC-2324-56               | Review of contractual and funding arrangements for care home placements | 9 – 15             |
|                           | Appendix a: - RAG rating guide  | 16                 |
|                           |   |                    |
|                           |   |                    |
|                           |   |                    |
|                           |   |                    |
|                           |   |                    |
|                           |   |                    |
|                           |   |                    |
|                           |   |                    |

## EQUALITY IMPACT ASSESSMENT TEMPLATE

### PLEASE ENSURE YOU READ THE GUIDANCE NOTES BEFORE COMPLETING THIS TEMPLATE

Completing an EIA is the simplest way to demonstrate that the Council has considered the equality impacts of its decisions and it reduces the risk of legal challenge. EIAs should be carried out at the earliest stages of policy development or a service review, and then updated as the policy or review develops. EIAs must be undertaken when it is possible for the findings to inform the final decision.

#### SUMMARY RAG RATING

|  |   |
|--|---|
| <p>The outcome of this EIA has been assessed to be:</p> <p>(delete as applicable – see Appendix A)</p> |  |
|--|---|

#### SECTION 1:

|  |  |
|--|--|
| <b>Title</b>   | <b>ASC-2324-55</b><br>Implement new approach to maximise utilisation of Assistive Technology   |
| <p>What are you analysing?</p> <ul style="list-style-type: none"> <li>• What is the policy/project/activity/strategy looking to achieve?</li> <li>• Who is it intended to benefit? Are any specific groups targeted by this decision?</li> <li>• What results are intended?</li> </ul> | <ul style="list-style-type: none"> <li>• Increase levels of independence through use of technology</li> <li>• This can be for people concerned about future vulnerability or people seeking to increase independence following a period of increased dependency</li> <li>• This proposal does not impact groups with protected characteristics differently. Anyone who can benefit from the technology should be able to access.</li> <li>• Increase in numbers of people using assistive technology – Reduction in Care Purchasing</li> </ul> |
| Date sent to Finance   | 29/10/22   |
| Version number and date of update  | V1.0   |

**SECTION 2: Do you need to complete a full Equality Impact Assessment (EIA)?**

Not all proposals will require a full EIA, the assessment of impacts should be proportionate to the nature of the project/policy in question and its likely impact. To decide on the level of detail of the assessment required consider the potential impact on persons with protected characteristics.

|  |  |  |  |   |                          |                |        |                                   |      |  |            |  |                    |         |     |  |                    |  |
|--|--|--|--|---|--------------------------|----------------|--------|-----------------------------------|------|--|------------|--|--------------------|---------|-----|--|--------------------|--|
| 2.1  | <p><b>Please provide an overview of who uses/will use your service or facility and identify who are likely to be impacted by the proposal</b></p> <ul style="list-style-type: none"> <li><i>If you do not formally collect data about a particular group then use the results of local surveys or consultations, census data, national trends or anecdotal evidence (indicate where this is the case). Please attempt to complete all boxes.</i></li> <li><i>Consider whether there is a need to consult stakeholders and the public, including members of protected groups, in order to gather information on potential impacts of the proposal</i></li> </ul>  |  |  |   |                          |                |        |                                   |      |  |            |  |                    |         |     |  |                    |  |
|  | <table border="1"> <tr> <td data-bbox="507 723 938 976">How many people use the service currently? What is this as a % of Slough's population?</td> <td data-bbox="943 723 1481 976">Using a dataset run on 18<sup>th</sup> October 2022 :<br/><br/><b>257</b> “authorised” open care packages where the SU Primary Support Reason Category is Mental Health Support:</td> </tr> <tr> <td data-bbox="507 983 938 1048"><b>Slough Population</b></td> <td data-bbox="943 983 1481 1048">164,800 @ 2020</td> </tr> <tr> <td data-bbox="507 1055 938 1120">Gender</td> <td data-bbox="943 1055 1481 1120">50.67 % – Male<br/>49.26 %- Female</td> </tr> <tr> <td data-bbox="507 1126 938 1267">Race</td> <td data-bbox="943 1126 1481 1267">White – 45.69%<br/>Asian – 39.73%<br/>Black – 8.64%<br/>Mixed – 3.39%</td> </tr> <tr> <td data-bbox="507 1274 938 1384">Disability</td> <td data-bbox="943 1274 1481 1384">19% (SE Region) - <a href="#">Disability prevalence in the UK 2019/20 by region/country   Statista</a></td> </tr> <tr> <td data-bbox="507 1391 938 1433">Sexual orientation</td> <td data-bbox="943 1391 1481 1433">No Data</td> </tr> <tr> <td data-bbox="507 1440 938 1541">Age</td> <td data-bbox="943 1440 1481 1541">26.6% - Children<br/>62.97% – Adults<br/>10.43 % - 65 yrs+</td> </tr> <tr> <td data-bbox="507 1547 938 1933">Religion or belief</td> <td data-bbox="943 1547 1481 1933">Christian – 41.17%<br/>Muslim – 23.29%<br/>No Religion – 12.14%<br/>Sikh – 10.62%<br/>Hindu – 6.16%<br/>Not Stated – 5.67%<br/>Buddhist – 0.53%<br/>Jewish – 0.06%<br/>Other – 0.34%</td> </tr> </table> |  | How many people use the service currently? What is this as a % of Slough's population? | Using a dataset run on 18 <sup>th</sup> October 2022 :<br><br><b>257</b> “authorised” open care packages where the SU Primary Support Reason Category is Mental Health Support: | <b>Slough Population</b> | 164,800 @ 2020 | Gender | 50.67 % – Male<br>49.26 %- Female | Race | White – 45.69%<br>Asian – 39.73%<br>Black – 8.64%<br>Mixed – 3.39% | Disability | 19% (SE Region) - <a href="#">Disability prevalence in the UK 2019/20 by region/country   Statista</a> | Sexual orientation | No Data | Age | 26.6% - Children<br>62.97% – Adults<br>10.43 % - 65 yrs+ | Religion or belief | Christian – 41.17%<br>Muslim – 23.29%<br>No Religion – 12.14%<br>Sikh – 10.62%<br>Hindu – 6.16%<br>Not Stated – 5.67%<br>Buddhist – 0.53%<br>Jewish – 0.06%<br>Other – 0.34% |
| How many people use the service currently? What is this as a % of Slough's population? | Using a dataset run on 18 <sup>th</sup> October 2022 :<br><br><b>257</b> “authorised” open care packages where the SU Primary Support Reason Category is Mental Health Support:  |  |  |   |                          |                |        |                                   |      |  |            |  |                    |         |     |  |                    |  |
| <b>Slough Population</b>   | 164,800 @ 2020   |  |  |   |                          |                |        |                                   |      |  |            |  |                    |         |     |  |                    |  |
| Gender   | 50.67 % – Male<br>49.26 %- Female  |  |  |   |                          |                |        |                                   |      |  |            |  |                    |         |     |  |                    |  |
| Race   | White – 45.69%<br>Asian – 39.73%<br>Black – 8.64%<br>Mixed – 3.39%   |  |  |   |                          |                |        |                                   |      |  |            |  |                    |         |     |  |                    |  |
| Disability   | 19% (SE Region) - <a href="#">Disability prevalence in the UK 2019/20 by region/country   Statista</a>   |  |  |   |                          |                |        |                                   |      |  |            |  |                    |         |     |  |                    |  |
| Sexual orientation   | No Data  |  |  |   |                          |                |        |                                   |      |  |            |  |                    |         |     |  |                    |  |
| Age  | 26.6% - Children<br>62.97% – Adults<br>10.43 % - 65 yrs+   |  |  |   |                          |                |        |                                   |      |  |            |  |                    |         |     |  |                    |  |
| Religion or belief   | Christian – 41.17%<br>Muslim – 23.29%<br>No Religion – 12.14%<br>Sikh – 10.62%<br>Hindu – 6.16%<br>Not Stated – 5.67%<br>Buddhist – 0.53%<br>Jewish – 0.06%<br>Other – 0.34%   |  |  |   |                          |                |        |                                   |      |  |            |  |                    |         |     |  |                    |  |

| <p><b>2.2 Are there any groups with protected characteristic that are overrepresented in the monitoring information relative to their size of the population? If so, this could indicate that the proposal may have a disproportionate impact on this group even if it is a universal service.</b></p>   | <p>It is noted that Slough has a reasonably young population compared to national average.</p> |                          |                          |                          |  |      |          |          |          |              |                                     |                          |                          |                          |  |                                     |                          |                          |                          |  |                                     |                          |                          |                          |   |                                     |                          |                          |                          |   |                                     |                          |                          |                          |   |                                     |                          |                          |                          |                                    |                                     |                          |                          |                          |   |                                     |                          |                          |                          |                       |                                     |                          |                          |                          |
|--|--|--------------------------|--------------------------|--------------------------|--|------|----------|----------|----------|--------------|-------------------------------------|--------------------------|--------------------------|--------------------------|--|-------------------------------------|--------------------------|--------------------------|--------------------------|--|-------------------------------------|--------------------------|--------------------------|--------------------------|---|-------------------------------------|--------------------------|--------------------------|--------------------------|---|-------------------------------------|--------------------------|--------------------------|--------------------------|---|-------------------------------------|--------------------------|--------------------------|--------------------------|------------------------------------|-------------------------------------|--------------------------|--------------------------|--------------------------|---|-------------------------------------|--------------------------|--------------------------|--------------------------|-----------------------|-------------------------------------|--------------------------|--------------------------|--------------------------|
| <p><b>2.3 Are there any groups with protected characteristics that are underrepresented in the monitoring information relative to their size of the population? If so, this could indicate that the service may not be accessible to all groups or there may be some form of direct or indirect discrimination occurring.</b></p>  | <p>NO</p>  |                          |                          |                          |  |      |          |          |          |              |                                     |                          |                          |                          |  |                                     |                          |                          |                          |  |                                     |                          |                          |                          |   |                                     |                          |                          |                          |   |                                     |                          |                          |                          |   |                                     |                          |                          |                          |                                    |                                     |                          |                          |                          |   |                                     |                          |                          |                          |                       |                                     |                          |                          |                          |
| <p><b>2.4 Does the project, policy or proposal have the potential to disproportionately impact on people with a protected characteristic? If so, is the impact positive or negative?</b></p>   |  |                          |                          |                          |  |      |          |          |          |              |                                     |                          |                          |                          |  |                                     |                          |                          |                          |  |                                     |                          |                          |                          |   |                                     |                          |                          |                          |   |                                     |                          |                          |                          |   |                                     |                          |                          |                          |                                    |                                     |                          |                          |                          |   |                                     |                          |                          |                          |                       |                                     |                          |                          |                          |
| <table border="1"> <thead> <tr> <th></th> <th>None</th> <th>Positive</th> <th>Negative</th> <th>Not sure</th> </tr> </thead> <tbody> <tr> <td>Men or women</td> <td><input checked="" type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>People of a particular race or ethnicity (including refugees, asylum seekers, migrants and gypsies and travellers)</td> <td><input checked="" type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>Disabled<sup>1</sup> people (consider different types of physical, learning or mental disabilities)</td> <td><input checked="" type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>People of particular sexual orientation/s</td> <td><input checked="" type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>People in particular age groups (consider in particular children, under 21s and over 65s)</td> <td><input checked="" type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>People who are intending to undergo, are undergoing or have undergone a process or part of a process of gender reassignment</td> <td><input checked="" type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>Impact due to pregnancy/ maternity</td> <td><input checked="" type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>People of particular faiths and beliefs</td> <td><input checked="" type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>People on low incomes</td> <td><input checked="" type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </tbody> </table> |  |                          |                          |                          |  | None | Positive | Negative | Not sure | Men or women | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | People of a particular race or ethnicity (including refugees, asylum seekers, migrants and gypsies and travellers) | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Disabled <sup>1</sup> people (consider different types of physical, learning or mental disabilities) | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | People of particular sexual orientation/s | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | People in particular age groups (consider in particular children, under 21s and over 65s) | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | People who are intending to undergo, are undergoing or have undergone a process or part of a process of gender reassignment | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Impact due to pregnancy/ maternity | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | People of particular faiths and beliefs | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | People on low incomes | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|  | None   | Positive                 | Negative                 | Not sure                 |  |      |          |          |          |              |                                     |                          |                          |                          |  |                                     |                          |                          |                          |  |                                     |                          |                          |                          |   |                                     |                          |                          |                          |   |                                     |                          |                          |                          |   |                                     |                          |                          |                          |                                    |                                     |                          |                          |                          |   |                                     |                          |                          |                          |                       |                                     |                          |                          |                          |
| Men or women   | <input checked="" type="checkbox"/>  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |  |      |          |          |          |              |                                     |                          |                          |                          |  |                                     |                          |                          |                          |  |                                     |                          |                          |                          |   |                                     |                          |                          |                          |   |                                     |                          |                          |                          |   |                                     |                          |                          |                          |                                    |                                     |                          |                          |                          |   |                                     |                          |                          |                          |                       |                                     |                          |                          |                          |
| People of a particular race or ethnicity (including refugees, asylum seekers, migrants and gypsies and travellers)   | <input checked="" type="checkbox"/>  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |  |      |          |          |          |              |                                     |                          |                          |                          |  |                                     |                          |                          |                          |  |                                     |                          |                          |                          |   |                                     |                          |                          |                          |   |                                     |                          |                          |                          |   |                                     |                          |                          |                          |                                    |                                     |                          |                          |                          |   |                                     |                          |                          |                          |                       |                                     |                          |                          |                          |
| Disabled <sup>1</sup> people (consider different types of physical, learning or mental disabilities)   | <input checked="" type="checkbox"/>  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |  |      |          |          |          |              |                                     |                          |                          |                          |  |                                     |                          |                          |                          |  |                                     |                          |                          |                          |   |                                     |                          |                          |                          |   |                                     |                          |                          |                          |   |                                     |                          |                          |                          |                                    |                                     |                          |                          |                          |   |                                     |                          |                          |                          |                       |                                     |                          |                          |                          |
| People of particular sexual orientation/s  | <input checked="" type="checkbox"/>  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |  |      |          |          |          |              |                                     |                          |                          |                          |  |                                     |                          |                          |                          |  |                                     |                          |                          |                          |   |                                     |                          |                          |                          |   |                                     |                          |                          |                          |   |                                     |                          |                          |                          |                                    |                                     |                          |                          |                          |   |                                     |                          |                          |                          |                       |                                     |                          |                          |                          |
| People in particular age groups (consider in particular children, under 21s and over 65s)  | <input checked="" type="checkbox"/>  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |  |      |          |          |          |              |                                     |                          |                          |                          |  |                                     |                          |                          |                          |  |                                     |                          |                          |                          |   |                                     |                          |                          |                          |   |                                     |                          |                          |                          |   |                                     |                          |                          |                          |                                    |                                     |                          |                          |                          |   |                                     |                          |                          |                          |                       |                                     |                          |                          |                          |
| People who are intending to undergo, are undergoing or have undergone a process or part of a process of gender reassignment  | <input checked="" type="checkbox"/>  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |  |      |          |          |          |              |                                     |                          |                          |                          |  |                                     |                          |                          |                          |  |                                     |                          |                          |                          |   |                                     |                          |                          |                          |   |                                     |                          |                          |                          |   |                                     |                          |                          |                          |                                    |                                     |                          |                          |                          |   |                                     |                          |                          |                          |                       |                                     |                          |                          |                          |
| Impact due to pregnancy/ maternity   | <input checked="" type="checkbox"/>  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |  |      |          |          |          |              |                                     |                          |                          |                          |  |                                     |                          |                          |                          |  |                                     |                          |                          |                          |   |                                     |                          |                          |                          |   |                                     |                          |                          |                          |   |                                     |                          |                          |                          |                                    |                                     |                          |                          |                          |   |                                     |                          |                          |                          |                       |                                     |                          |                          |                          |
| People of particular faiths and beliefs  | <input checked="" type="checkbox"/>  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |  |      |          |          |          |              |                                     |                          |                          |                          |  |                                     |                          |                          |                          |  |                                     |                          |                          |                          |   |                                     |                          |                          |                          |   |                                     |                          |                          |                          |   |                                     |                          |                          |                          |                                    |                                     |                          |                          |                          |   |                                     |                          |                          |                          |                       |                                     |                          |                          |                          |
| People on low incomes  | <input checked="" type="checkbox"/>  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |  |      |          |          |          |              |                                     |                          |                          |                          |  |                                     |                          |                          |                          |  |                                     |                          |                          |                          |   |                                     |                          |                          |                          |   |                                     |                          |                          |                          |   |                                     |                          |                          |                          |                                    |                                     |                          |                          |                          |   |                                     |                          |                          |                          |                       |                                     |                          |                          |                          |
| <p><b>If any of the answers to the questions above is, “negative” or “unclear” you will need to undertake a detailed impact assessment.</b></p>  |  |                          |                          |                          |  |      |          |          |          |              |                                     |                          |                          |                          |  |                                     |                          |                          |                          |  |                                     |                          |                          |                          |   |                                     |                          |                          |                          |   |                                     |                          |                          |                          |   |                                     |                          |                          |                          |                                    |                                     |                          |                          |                          |   |                                     |                          |                          |                          |                       |                                     |                          |                          |                          |

<sup>1</sup> Disability discrimination is different from other types of discrimination since it includes the duty to make reasonable adjustments.

|     |   |
|-----|---|
| 2.5 | <b>Based on your responses, should a full, detailed EIA be carried out on the project, policy or proposal</b>   |
|     | Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>   |
| 2.6 | <b>Provide brief reasons on how have you come to this decision?</b>   |
|     | <b>Access to suitable assistive technology is not anticipated to be influenced or affected by any protected characteristics. This programme seeks to enable as many people as possible.</b> |

**SECTION 3: ASSESSING THE IMPACT**

In order to be able to identify ways to mitigate any potential impact it is essential that we know what those potential impacts might be. Using the evidence gathered in section 2, explain what the potential impact of your proposal might be on the groups you have identified. You may wish to further supplement the evidence you have gathered using the table below in order to properly consider the impact.

| Protected Group |                                       | Positive impact?         |                  |                | Negative impact? If so, please specify the nature and extent of that impact | No specific impact | If the impact is negative how can it be mitigated? Please specify any mitigation measures and how and when they will be implemented | What , if any, are the cumulative effects of this decision when viewed in the context of other Council decisions and their equality impacts |
|-----------------|---------------------------------------|--------------------------|------------------|----------------|---|--------------------|---|---|
|                 |                                       | Eliminate discrimination | Advance equality | Good relations |   |                    |   |   |
| Gender          | Men                                   |                          |                  |                |   | X                  |   |   |
|                 | Women                                 |                          |                  |                |   | X                  |   |   |
| Race            | White                                 |                          |                  |                |   | X                  |   |   |
|                 | Mixed/Multiple ethnic groups          |                          |                  |                |   | X                  |   |   |
|                 | Asian/Asian British                   |                          |                  |                |   | X                  |   |   |
|                 | Black/African/Caribbean/Black British |                          |                  |                |   | X                  |   |   |
|                 | Gypsies / travellers                  |                          |                  |                |   | X                  |   |   |
|                 | Other ethnic group                    |                          |                  |                |   | X                  |   |   |
| Disability      | Physical                              |                          |                  |                |   | X                  |   |   |
|                 | Sensory                               |                          |                  |                |   | X                  |   |   |
|                 | Learning Difficulties                 |                          |                  |                |   | X                  |   |   |
|                 | Learning Disabilities                 |                          |                  |                |   | X                  |   |   |
|                 | Mental Health                         |                          |                  |                |   | X                  |   |   |

| Protected Group                                  |                            | Positive impact?         |                  |                | Negative impact? | No specific impact | What will the impact be? If the impact is negative how can it be mitigated? (action) | What are the cumulative of effects |
|--|----------------------------|--------------------------|------------------|----------------|------------------|--------------------|--|------------------------------------|
|  |                            | Eliminate discrimination | Advance equality | Good relations |                  |                    |  |                                    |
| <b>Sexual Orientation</b>                        | Lesbian, gay men, bisexual |                          |                  |                |                  | X                  |  |                                    |
| <b>Age</b>                                       | Older people (50+)         |                          |                  |                |                  | X                  |  |                                    |
|  | Younger people (16 - 25)   |                          |                  |                |                  | X                  |  |                                    |
| <b>Gender Reassignment</b>                       |                            |                          |                  |                |                  | X                  |  |                                    |
| <b>Impact due to pregnancy/maternity</b>         |                            |                          |                  |                |                  | X                  |  |                                    |
| <b>Groups with particular faiths and beliefs</b> |                            |                          |                  |                |                  | X                  |  |                                    |
| <b>People on low incomes</b>                     |                            |                          |                  |                |                  | X                  |  |                                    |

**SECTION 4: ACTION PLAN**

| <p><b>4.1</b></p> <p>Complete the action plan if you need to reduce or remove the negative impacts you have identified, take steps to foster good relations or fill data gaps.</p> <p><i>Please include the action required by your team/unit, groups affected, the intended outcome of your action, resources needed, a lead person responsible for undertaking the action (inc. their department and contact details), the completion date for the action, and the relevant RAG rating: R(ed) – action not initiated, A(mber) – action initiated and in progress, G(reen) – action complete.</i></p> <p><b>NB. Add any additional rows, if required.</b></p> |  |                          |                  |                  |                                      |                            |     |  |
|--|--|--------------------------|------------------|------------------|--------------------------------------|----------------------------|-----|--|
|  | Action Required                          | Equality Groups Targeted | Intended outcome | Resources Needed | Name of Lead, Unit & Contact Details | Completion Date (DD/MM/YY) | RAG |  |
|  |  |                          |                  |                  |                                      |                            |     |  |
|  |  |                          |                  |                  |                                      |                            |     |  |
|  |  |                          |                  |                  |                                      |                            |     |  |
|  |  |                          |                  |                  |                                      |                            |     |  |
|  | <i>Enter additional rows if required</i> |                          |                  |                  |                                      |                            |     |  |




## EQUALITY IMPACT ASSESSMENT TEMPLATE

### PLEASE ENSURE YOU READ THE GUIDANCE NOTES BEFORE COMPLETING THIS TEMPLATE

Completing an EIA is the simplest way to demonstrate that the Council has considered the equality impacts of its decisions and it reduces the risk of legal challenge. EIAs should be carried out at the earliest stages of policy development or a service review, and then updated as the policy or review develops. EIAs must be undertaken when it is possible for the findings to inform the final decision.

#### SUMMARY RAG RATING

|  |   |
|--|---|
| <b>The outcome of this EIA has been assessed to be:</b><br>(delete as applicable – see Appendix A) |  |
|--|---|

#### SECTION 1:

| Title   | Review of contractual and funding arrangements for care home placements  |
|---|--|
| What are you analysing? <ul style="list-style-type: none"> <li>• What is the policy/project/activity/strategy looking to achieve?</li> <li>• Who is it intended to benefit? Are any specific groups targeted by this decision?</li> <li>• What results are intended?</li> </ul> | <ul style="list-style-type: none"> <li>• review existing contractual arrangements for the existing Block provision to improve terms to include 7-day admissions, minimisation of voids,</li> <li>• where voids do occur maximise income generation through release of beds to other funding bodies including NHS colleagues</li> <li>• maximise income from eligible clients and self-funders</li> <li>• negotiate a number of smaller block contracts with other local care home providers to secure preferential rates and reduce more expensive spot-purchasing,</li> <li>• secure care home beds in the wider local care home market to ensure sustainability</li> <li>• The main benefit is a reduction in cost. Despite having block beds, owing to the nature of client/patient, it has been necessary to spot purchase beds elsewhere.</li> <li>• This proposal should have no impact on any particular protected characteristic</li> <li>• Reduction in average care purchasing cost</li> </ul> |
| Date sent to Finance  | 13/1/23  |
| Version number and date of update   | V1.0   |

**SECTION 2: Do you need to complete a full Equality Impact Assessment (EIA)?**

Not all proposals will require a full EIA, the assessment of impacts should be proportionate to the nature of the project/policy in question and its likely impact. To decide on the level of detail of the assessment required consider the potential impact on persons with protected characteristics.

|  |  |  |   |                          |                |        |                                   |      |  |            |  |                    |         |     |  |                    |  |
|--|--|--|---|--------------------------|----------------|--------|-----------------------------------|------|--|------------|--|--------------------|---------|-----|--|--------------------|--|
| <b>2.1</b>   | <p><b>Please provide an overview of who uses/will use your service or facility and identify who are likely to be impacted by the proposal</b></p> <ul style="list-style-type: none"> <li>• <i>If you do not formally collect data about a particular group then use the results of local surveys or consultations, census data, national trends or anecdotal evidence (indicate where this is the case). Please attempt to complete all boxes.</i></li> <li>• <i>Consider whether there is a need to consult stakeholders and the public, including members of protected groups, in order to gather information on potential impacts of the proposal</i></li> </ul>  |  |   |                          |                |        |                                   |      |  |            |  |                    |         |     |  |                    |  |
|  | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;">How many people use the service currently? What is this as a % of Slough's population?</td> <td style="width: 50%; padding: 5px;">Number of Open Care Packages - <b>2027</b><br/><a href="#">Perf report August v2.pptx (sharepoint.com)</a></td> </tr> <tr> <td style="padding: 5px;"><b>Slough Population</b></td> <td style="padding: 5px;">164,800 @ 2020</td> </tr> <tr> <td style="padding: 5px;">Gender</td> <td style="padding: 5px;">50.67 % – Male<br/>49.26 %- Female</td> </tr> <tr> <td style="padding: 5px;">Race</td> <td style="padding: 5px;">White – 45.69%<br/>Asian – 39.73%<br/>Black – 8.64%<br/>Mixed – 3.39%</td> </tr> <tr> <td style="padding: 5px;">Disability</td> <td style="padding: 5px;">19% (SE Region) - <a href="#">Disability prevalence in the UK 2019/20 by region/country   Statista</a></td> </tr> <tr> <td style="padding: 5px;">Sexual orientation</td> <td style="padding: 5px;">No Data</td> </tr> <tr> <td style="padding: 5px;">Age</td> <td style="padding: 5px;">26.6% - Children<br/>62.97% – Adults<br/>10.43 % - 65 yrs+</td> </tr> <tr> <td style="padding: 5px;">Religion or belief</td> <td style="padding: 5px;">Christian – 41.17%<br/>Muslim – 23.29%<br/>No Religion – 12.14%<br/>Sikh – 10.62%<br/>Hindu – 6.16%<br/>Not Stated – 5.67%<br/>Buddhist – 0.53%<br/>Jewish – 0.06%<br/>Other – 0.34%</td> </tr> </table> | How many people use the service currently? What is this as a % of Slough's population? | Number of Open Care Packages - <b>2027</b><br><a href="#">Perf report August v2.pptx (sharepoint.com)</a> | <b>Slough Population</b> | 164,800 @ 2020 | Gender | 50.67 % – Male<br>49.26 %- Female | Race | White – 45.69%<br>Asian – 39.73%<br>Black – 8.64%<br>Mixed – 3.39% | Disability | 19% (SE Region) - <a href="#">Disability prevalence in the UK 2019/20 by region/country   Statista</a> | Sexual orientation | No Data | Age | 26.6% - Children<br>62.97% – Adults<br>10.43 % - 65 yrs+ | Religion or belief | Christian – 41.17%<br>Muslim – 23.29%<br>No Religion – 12.14%<br>Sikh – 10.62%<br>Hindu – 6.16%<br>Not Stated – 5.67%<br>Buddhist – 0.53%<br>Jewish – 0.06%<br>Other – 0.34% |
| How many people use the service currently? What is this as a % of Slough's population? | Number of Open Care Packages - <b>2027</b><br><a href="#">Perf report August v2.pptx (sharepoint.com)</a>  |  |   |                          |                |        |                                   |      |  |            |  |                    |         |     |  |                    |  |
| <b>Slough Population</b>   | 164,800 @ 2020   |  |   |                          |                |        |                                   |      |  |            |  |                    |         |     |  |                    |  |
| Gender   | 50.67 % – Male<br>49.26 %- Female  |  |   |                          |                |        |                                   |      |  |            |  |                    |         |     |  |                    |  |
| Race   | White – 45.69%<br>Asian – 39.73%<br>Black – 8.64%<br>Mixed – 3.39%   |  |   |                          |                |        |                                   |      |  |            |  |                    |         |     |  |                    |  |
| Disability   | 19% (SE Region) - <a href="#">Disability prevalence in the UK 2019/20 by region/country   Statista</a>   |  |   |                          |                |        |                                   |      |  |            |  |                    |         |     |  |                    |  |
| Sexual orientation   | No Data  |  |   |                          |                |        |                                   |      |  |            |  |                    |         |     |  |                    |  |
| Age  | 26.6% - Children<br>62.97% – Adults<br>10.43 % - 65 yrs+   |  |   |                          |                |        |                                   |      |  |            |  |                    |         |     |  |                    |  |
| Religion or belief   | Christian – 41.17%<br>Muslim – 23.29%<br>No Religion – 12.14%<br>Sikh – 10.62%<br>Hindu – 6.16%<br>Not Stated – 5.67%<br>Buddhist – 0.53%<br>Jewish – 0.06%<br>Other – 0.34%   |  |   |                          |                |        |                                   |      |  |            |  |                    |         |     |  |                    |  |

| <p><b>2.2 Are there any groups with protected characteristic that are overrepresented in the monitoring information relative to their size of the population? If so, this could indicate that the proposal may have a disproportionate impact on this group even if it is a universal service.</b></p>   | <p>It is noted that Slough has a reasonably young population compared to national average.</p> |                          |                          |                          |          |              |                                     |                          |                          |                          |  |                                     |                          |                          |                          |  |                                     |                          |                          |                          |   |                                     |                          |                          |                          |   |                                     |                          |                          |                          |   |                                     |                          |                          |                          |                                    |                                     |                          |                          |                          |   |                                     |                          |                          |                          |                       |                                     |                          |                          |                          |  |  |  |  |
|--|--|--------------------------|--------------------------|--------------------------|----------|--------------|-------------------------------------|--------------------------|--------------------------|--------------------------|--|-------------------------------------|--------------------------|--------------------------|--------------------------|--|-------------------------------------|--------------------------|--------------------------|--------------------------|---|-------------------------------------|--------------------------|--------------------------|--------------------------|---|-------------------------------------|--------------------------|--------------------------|--------------------------|---|-------------------------------------|--------------------------|--------------------------|--------------------------|------------------------------------|-------------------------------------|--------------------------|--------------------------|--------------------------|---|-------------------------------------|--------------------------|--------------------------|--------------------------|-----------------------|-------------------------------------|--------------------------|--------------------------|--------------------------|--|--|--|--|
| <p><b>2.3 Are there any groups with protected characteristics that are underrepresented in the monitoring information relative to their size of the population? If so, this could indicate that the service may not be accessible to all groups or there may be some form of direct or indirect discrimination occurring.</b></p>  |  |                          |                          |                          |          |              |                                     |                          |                          |                          |  |                                     |                          |                          |                          |  |                                     |                          |                          |                          |   |                                     |                          |                          |                          |   |                                     |                          |                          |                          |   |                                     |                          |                          |                          |                                    |                                     |                          |                          |                          |   |                                     |                          |                          |                          |                       |                                     |                          |                          |                          |  |  |  |  |
| <p><b>2.4 Does the project, policy or proposal have the potential to disproportionately impact on people with a protected characteristic? If so, is the impact positive or negative?</b></p>   |  |                          |                          |                          |          |              |                                     |                          |                          |                          |  |                                     |                          |                          |                          |  |                                     |                          |                          |                          |   |                                     |                          |                          |                          |   |                                     |                          |                          |                          |   |                                     |                          |                          |                          |                                    |                                     |                          |                          |                          |   |                                     |                          |                          |                          |                       |                                     |                          |                          |                          |  |  |  |  |
| <table border="1"> <thead> <tr> <th></th> <th>None</th> <th>Positive</th> <th>Negative</th> <th>Not sure</th> </tr> </thead> <tbody> <tr> <td>Men or women</td> <td><input checked="" type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>People of a particular race or ethnicity (including refugees, asylum seekers, migrants and gypsies and travellers)</td> <td><input checked="" type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>Disabled<sup>2</sup> people (consider different types of physical, learning or mental disabilities)</td> <td><input checked="" type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>People of particular sexual orientation/s</td> <td><input checked="" type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>People in particular age groups (consider in particular children, under 21s and over 65s)</td> <td><input checked="" type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>People who are intending to undergo, are undergoing or have undergone a process or part of a process of gender reassignment</td> <td><input checked="" type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>Impact due to pregnancy/ maternity</td> <td><input checked="" type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>People of particular faiths and beliefs</td> <td><input checked="" type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>People on low incomes</td> <td><input checked="" type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </tbody> </table> |  | None                     | Positive                 | Negative                 | Not sure | Men or women | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | People of a particular race or ethnicity (including refugees, asylum seekers, migrants and gypsies and travellers) | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Disabled <sup>2</sup> people (consider different types of physical, learning or mental disabilities) | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | People of particular sexual orientation/s | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | People in particular age groups (consider in particular children, under 21s and over 65s) | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | People who are intending to undergo, are undergoing or have undergone a process or part of a process of gender reassignment | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Impact due to pregnancy/ maternity | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | People of particular faiths and beliefs | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | People on low incomes | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |  |  |  |  |
|  | None   | Positive                 | Negative                 | Not sure                 |          |              |                                     |                          |                          |                          |  |                                     |                          |                          |                          |  |                                     |                          |                          |                          |   |                                     |                          |                          |                          |   |                                     |                          |                          |                          |   |                                     |                          |                          |                          |                                    |                                     |                          |                          |                          |   |                                     |                          |                          |                          |                       |                                     |                          |                          |                          |  |  |  |  |
| Men or women   | <input checked="" type="checkbox"/>  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |          |              |                                     |                          |                          |                          |  |                                     |                          |                          |                          |  |                                     |                          |                          |                          |   |                                     |                          |                          |                          |   |                                     |                          |                          |                          |   |                                     |                          |                          |                          |                                    |                                     |                          |                          |                          |   |                                     |                          |                          |                          |                       |                                     |                          |                          |                          |  |  |  |  |
| People of a particular race or ethnicity (including refugees, asylum seekers, migrants and gypsies and travellers)   | <input checked="" type="checkbox"/>  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |          |              |                                     |                          |                          |                          |  |                                     |                          |                          |                          |  |                                     |                          |                          |                          |   |                                     |                          |                          |                          |   |                                     |                          |                          |                          |   |                                     |                          |                          |                          |                                    |                                     |                          |                          |                          |   |                                     |                          |                          |                          |                       |                                     |                          |                          |                          |  |  |  |  |
| Disabled <sup>2</sup> people (consider different types of physical, learning or mental disabilities)   | <input checked="" type="checkbox"/>  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |          |              |                                     |                          |                          |                          |  |                                     |                          |                          |                          |  |                                     |                          |                          |                          |   |                                     |                          |                          |                          |   |                                     |                          |                          |                          |   |                                     |                          |                          |                          |                                    |                                     |                          |                          |                          |   |                                     |                          |                          |                          |                       |                                     |                          |                          |                          |  |  |  |  |
| People of particular sexual orientation/s  | <input checked="" type="checkbox"/>  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |          |              |                                     |                          |                          |                          |  |                                     |                          |                          |                          |  |                                     |                          |                          |                          |   |                                     |                          |                          |                          |   |                                     |                          |                          |                          |   |                                     |                          |                          |                          |                                    |                                     |                          |                          |                          |   |                                     |                          |                          |                          |                       |                                     |                          |                          |                          |  |  |  |  |
| People in particular age groups (consider in particular children, under 21s and over 65s)  | <input checked="" type="checkbox"/>  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |          |              |                                     |                          |                          |                          |  |                                     |                          |                          |                          |  |                                     |                          |                          |                          |   |                                     |                          |                          |                          |   |                                     |                          |                          |                          |   |                                     |                          |                          |                          |                                    |                                     |                          |                          |                          |   |                                     |                          |                          |                          |                       |                                     |                          |                          |                          |  |  |  |  |
| People who are intending to undergo, are undergoing or have undergone a process or part of a process of gender reassignment  | <input checked="" type="checkbox"/>  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |          |              |                                     |                          |                          |                          |  |                                     |                          |                          |                          |  |                                     |                          |                          |                          |   |                                     |                          |                          |                          |   |                                     |                          |                          |                          |   |                                     |                          |                          |                          |                                    |                                     |                          |                          |                          |   |                                     |                          |                          |                          |                       |                                     |                          |                          |                          |  |  |  |  |
| Impact due to pregnancy/ maternity   | <input checked="" type="checkbox"/>  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |          |              |                                     |                          |                          |                          |  |                                     |                          |                          |                          |  |                                     |                          |                          |                          |   |                                     |                          |                          |                          |   |                                     |                          |                          |                          |   |                                     |                          |                          |                          |                                    |                                     |                          |                          |                          |   |                                     |                          |                          |                          |                       |                                     |                          |                          |                          |  |  |  |  |
| People of particular faiths and beliefs  | <input checked="" type="checkbox"/>  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |          |              |                                     |                          |                          |                          |  |                                     |                          |                          |                          |  |                                     |                          |                          |                          |   |                                     |                          |                          |                          |   |                                     |                          |                          |                          |   |                                     |                          |                          |                          |                                    |                                     |                          |                          |                          |   |                                     |                          |                          |                          |                       |                                     |                          |                          |                          |  |  |  |  |
| People on low incomes  | <input checked="" type="checkbox"/>  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |          |              |                                     |                          |                          |                          |  |                                     |                          |                          |                          |  |                                     |                          |                          |                          |   |                                     |                          |                          |                          |   |                                     |                          |                          |                          |   |                                     |                          |                          |                          |                                    |                                     |                          |                          |                          |   |                                     |                          |                          |                          |                       |                                     |                          |                          |                          |  |  |  |  |
| <p><b>If any of the answers to the questions above is, “negative” or “unclear” you will need to undertake a detailed impact assessment.</b></p>  |  |                          |                          |                          |          |              |                                     |                          |                          |                          |  |                                     |                          |                          |                          |  |                                     |                          |                          |                          |   |                                     |                          |                          |                          |   |                                     |                          |                          |                          |   |                                     |                          |                          |                          |                                    |                                     |                          |                          |                          |   |                                     |                          |                          |                          |                       |                                     |                          |                          |                          |  |  |  |  |

<sup>2</sup> Disability discrimination is different from other types of discrimination since it includes the duty to make reasonable adjustments.

|     |  |
|-----|--|
| 2.5 | <b>Based on your responses, should a full, detailed EIA be carried out on the project, policy or proposal</b>  |
|     | Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>  |
| 2.6 | <b>Provide brief reasons on how have you come to this decision?</b>  |
|     | <b>This workstream focuses on contract negotiations, strategic commissioning by influencing the Market and income maximisation for care placements, there should be no material impact on individuals or specific groups as a result of the proposals.</b> |

**SECTION 3: ASSESSING THE IMPACT**

In order to be able to identify ways to mitigate any potential impact it is essential that we know what those potential impacts might be. Using the evidence gathered in section 2, explain what the potential impact of your proposal might be on the groups you have identified. You may wish to further supplement the evidence you have gathered using the table below in order to properly consider the impact.

| Protected Group |                                       | Positive impact?         |                  |                | Negative impact? If so, please specify the nature and extent of that impact | No specific impact | If the impact is negative how can it be mitigated? Please specify any mitigation measures and how and when they will be implemented | What , if any, are the cumulative effects of this decision when viewed in the context of other Council decisions and their equality impacts |
|-----------------|---------------------------------------|--------------------------|------------------|----------------|---|--------------------|---|---|
|                 |                                       | Eliminate discrimination | Advance equality | Good relations |   |                    |   |   |
| Gender          | Men                                   |                          |                  |                |   | X                  |   |   |
|                 | Women                                 |                          |                  |                |   | X                  |   |   |
| Race            | White                                 |                          |                  |                |   | X                  |   |   |
|                 | Mixed/Multiple ethnic groups          |                          |                  |                |   | X                  |   |   |
|                 | Asian/Asian British                   |                          |                  |                |   | X                  |   |   |
|                 | Black/African/Caribbean/Black British |                          |                  |                |   | X                  |   |   |
|                 | Gypsies / travellers                  |                          |                  |                |   | X                  |   |   |
|                 | Other ethnic group                    |                          |                  |                |   | X                  |   |   |
| Disability      | Physical                              |                          |                  |                |   | X                  |   |   |
|                 | Sensory                               |                          |                  |                |   | X                  |   |   |
|                 | Learning Difficulties                 |                          |                  |                |   | X                  |   |   |
|                 | Learning Disabilities                 |                          |                  |                |   | X                  |   |   |
|                 | Mental Health                         |                          |                  |                |   | X                  |   |   |

ASC-2324-56 EqIA

| Protected Group                                  |                            | Positive impact?         |                  |                | Negative impact? | No specific impact | What will the impact be? If the impact is negative how can it be mitigated? (action) | What are the cumulative of effects |
|--|----------------------------|--------------------------|------------------|----------------|------------------|--------------------|--|------------------------------------|
|  |                            | Eliminate discrimination | Advance equality | Good relations |                  |                    |  |                                    |
| <b>Sexual Orientation</b>                        | Lesbian, gay men, bisexual |                          |                  |                |                  | X                  |  |                                    |
| <b>Age</b>                                       | Older people (50+)         |                          |                  |                |                  | X                  |  |                                    |
|  | Younger people (16 - 25)   |                          |                  |                |                  | X                  |  |                                    |
| <b>Gender Reassignment</b>                       |                            |                          |                  |                |                  | X                  |  |                                    |
| <b>Impact due to pregnancy/maternity</b>         |                            |                          |                  |                |                  | X                  |  |                                    |
| <b>Groups with particular faiths and beliefs</b> |                            |                          |                  |                |                  | X                  |  |                                    |
| <b>People on low incomes</b>                     |                            |                          |                  |                |                  | X                  |  |                                    |




**SECTION 4: ACTION PLAN**

|  |  |                                 |                         |                         |   |                                   |            |  |
|--|--|---------------------------------|-------------------------|-------------------------|---|-----------------------------------|------------|--|
| <p><b>4.1</b></p> <p>Complete the action plan if you need to reduce or remove the negative impacts you have identified, take steps to foster good relations or fill data gaps.</p> <p><i>Please include the action required by your team/unit, groups affected, the intended outcome of your action, resources needed, a lead person responsible for undertaking the action (inc. their department and contact details), the completion date for the action, and the relevant RAG rating: R(ed) – action not initiated, A(mber) – action initiated and in progress, G(reen) – action complete.</i></p> <p><b>NB. Add any additional rows, if required.</b></p> |  |                                 |                         |                         |   |                                   |            |  |
|  | <b>Action Required</b>                   | <b>Equality Groups Targeted</b> | <b>Intended outcome</b> | <b>Resources Needed</b> | <b>Name of Lead, Unit &amp; Contact Details</b> | <b>Completion Date (DD/MM/YY)</b> | <b>RAG</b> |  |
|  |  |                                 |                         |                         |   |                                   |            |  |
|  |  |                                 |                         |                         |   |                                   |            |  |
|  |  |                                 |                         |                         |   |                                   |            |  |
|  |  |                                 |                         |                         |   |                                   |            |  |
|  | <i>Enter additional rows if required</i> |                                 |                         |                         |   |                                   |            |  |

**Appendix A**

**Equality Impact Assessment Decision Rating Guide**

***PLEASE SEE PAGE 1 FOR THE RATING OF EACH PROPOSAL***

| <b>Decision</b>  | <b>Action</b>  | <b>Risk</b>   |
|--|--|---|
| <p>As a result of performing the EIA, there is a risk that a disproportionately negative impact (direct, indirect, unintentional or otherwise) exists to one or more of the nine groups of people who share a protected characteristic under the Equality Act 2010. It is not clear if mitigating actions are possible.</p>    | <p><b>Further advice should be taken</b></p>                 | <p><b>Red</b><br/> </p>      |
| <p>As a result of performing the EIA, there is a risk that a disproportionately negative impact (as described above) exists to one or more of the nine groups of people who share a protected characteristic under the Equality Act 2010. However, this risk may be removed or reduced by implementing mitigating actions.</p> | <p><b>Proceed pending agreement of mitigating action</b></p> | <p><b>Amber</b><br/> </p>   |
| <p>As a result of performing the EIA, the proposal does not appear to have any disproportionate negative impact on people who share a protected characteristics or anticipated impacts will be either positive or neutral.</p>   | <p><b>Proceed</b></p>  | <p><b>Green:</b><br/> </p> |