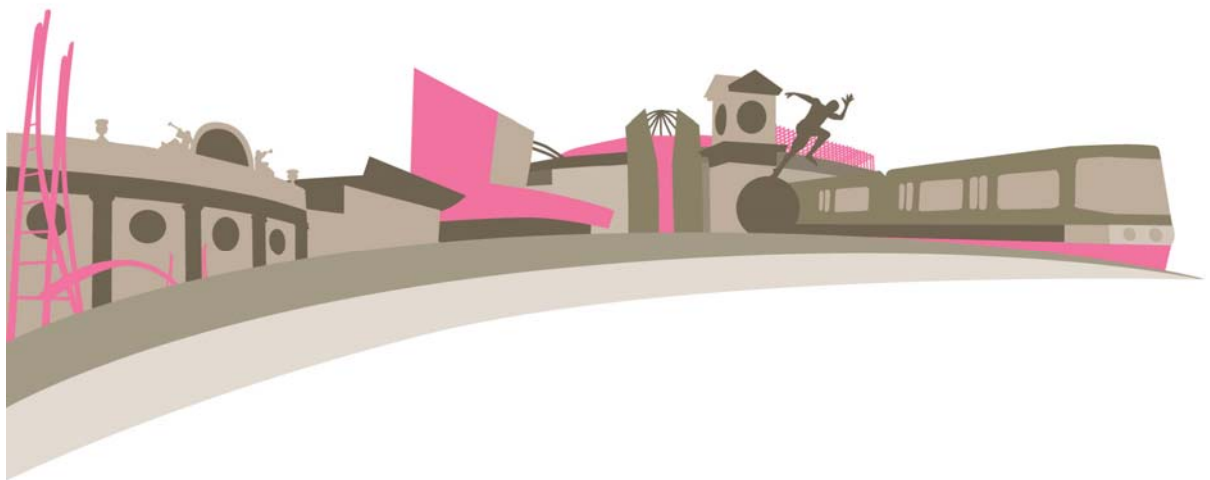
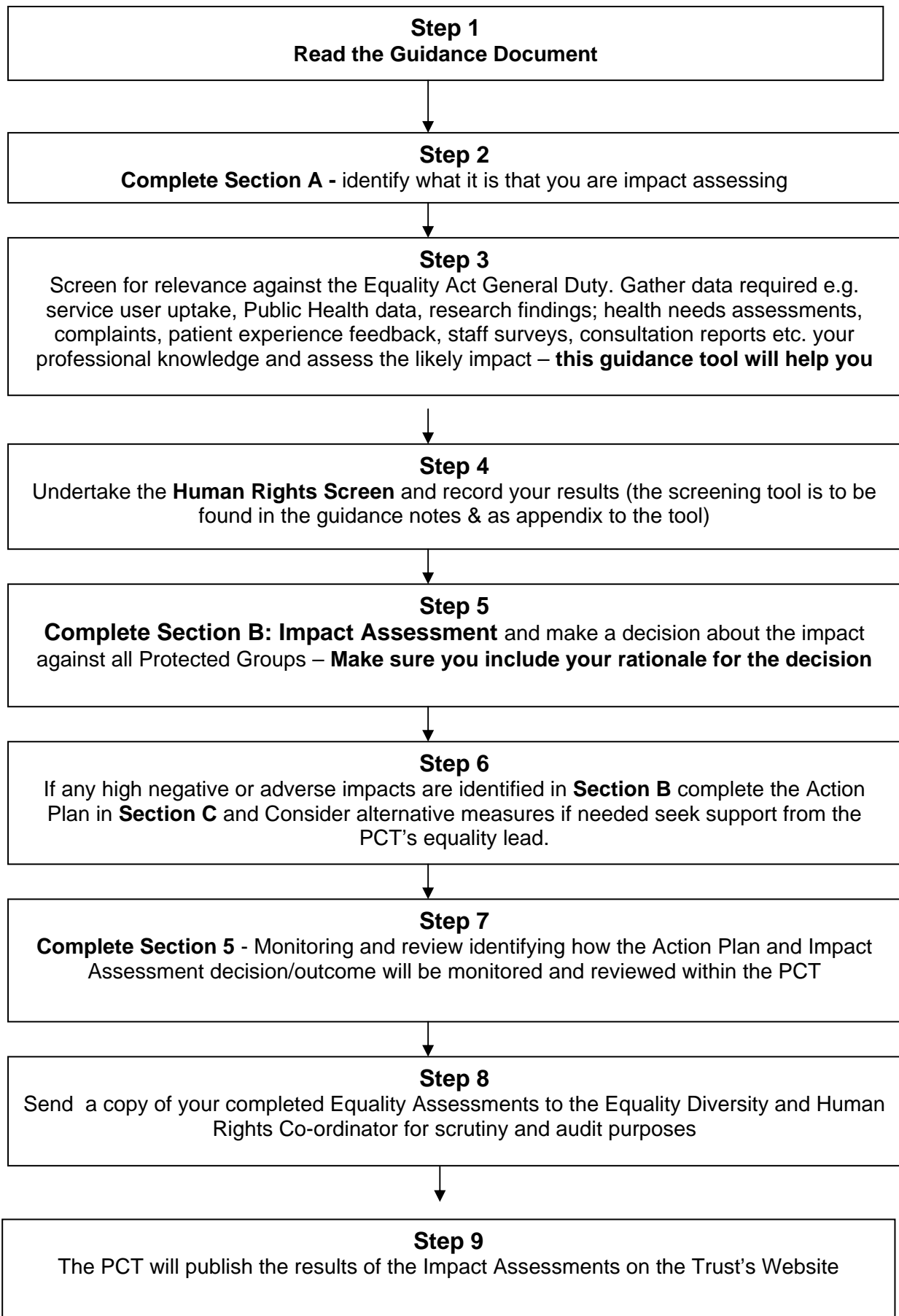


Equality & Human Rights Assessment Template Guidance



The Nine Steps to Equality and Human Rights Assessment



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SECTION 1

What is an Equality Impact Assessment?

An Equality Impact Assessment (EA) is a tool for identifying the potential impact of a Public Authorities policies, services and functions on its residents and staff.

EAs should be actively looking for negative or adverse impacts of policies, services and functions on any of the nine protected groups of people covered by the Equality Act 2010.

1. **Age** – refers to a person belonging to a particular age (e.g. 32 year olds) or range of ages (e.g.0-16 years or 55+ years)
2. **Disability** – A person has a disability if s/he has a mental and/or physical impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day-to-day activities.
3. **Gender reassignment** – The process of transitioning from one gender to another.
4. **Marriage & Civil Partnerships** – Marriage is defined as a 'union between a man and a woman'. Same sex couples can have their relationships legally recognised as 'civil partnerships'. Civil partners must be treated the same as married couples on a wide range of legal matters.
5. **Pregnancy & Maternity** – Pregnancy is the condition of being pregnant or expecting a baby. Maternity refers to the period after birth, and is linked to maternity leave in the employment context. In the non-work context, protection against maternity discrimination is for 26 weeks after giving birth, and this includes treating a woman unfavourably because she is breastfeeding.
6. **Race** – It refers to a group of people defined by their race, colour and nationality (including citizenship) ethnic or national origins.
7. **Religion or belief** – Religion has the meaning usually given to it and it includes a lack of religion in its definition. Belief includes religious and philosophical beliefs including a lack of belief. Generally, a belief should affect your life choices or the way you live for it to be included in the definition.
8. **Sex** – A man or a woman
9. **Sexual orientation** – Whether a person's sexual orientation is towards their own sex, the opposite sex or to both sexes.
10. **Vulnerable groups** *
11. **Carers***
12. **Human Rights**

* Additional groups may also be included due to significant need or vulnerability to potential discrimination and disadvantage. In light of circumstances within the Borough of Trafford, we are mindful of how significant the needs of carers are in the area and the impact our service provision needs to have on our service users that is why they have been included in the impact assessments even though they are not legally required to be considered. Human Rights have also been included as there is a statutory requirement set out in the Human Rights Act 1998 for Public Sector organisation such as NHS Trafford to consider the impact a decision will have on an individual's Human Rights.

Equality Assessments can be important internal processes which make commissioners consider the external effects and impact that services provided by the organisation have on the different groups in our community.

As such further to considering the impact of policies, commissioning decisions, services and functions, EAs will also consider the impact they may have on Human Rights – Public authorities have an obligation to act in accordance with the Convention rights, and therefore public officials must understand human rights and take them into account in their day to day work.

It is important to note that EAs are all about improving the services commissioned (designed & redesign) and services used by the people of the Borough. Equality Assessments should be focused on the outcomes not the process being undertaken, be mindful of the groups but **DO NOT** get bogged down in them, they are simply there to guide your thinking.

Why do an Equality Assessment (EAs)?

- The EA process is an opportunity to redesign services to meet user needs and to change the way services think individually, and as an organisation, about different equality groups (protected characteristics).
- It can help staff commission excellent services to service users and residents by making sure that their services reflect the needs of the community.
- EAs should be built in as an integral part of continuous service and contract performance reviews.
- The EIA process will enable services and commissioners to document equality discussions and conclusions to show transparency and accountability to the community in line with the requirements Equality Act 2010.
- By carrying out EAs, NHS Trafford can ensure that the services that it provides fulfil the requirements of the Equality Act 2010, the Human Rights Act 1998 and the NHS Constitution 2009.

When to complete an Equality Assessment?

Impact assessments should begin as soon as a relevant new policy, function or service is being considered, or when an existing policy, function or service is being reviewed, when making a procurement decision or when undertaking financial reviews and decommissioning processes. EAs should be an integral part of all decision/policy making processes across the PCT.

EAs should be reviewed in line with existing policy review procedures and at least every 3 years on a rolling programme which is built into the departmental work/business objective/action plan.

Who completes an Equality Assessment?

Ownership and responsibility lies at a service/commissioning team/directorate level. A named manager and or manager/EA competent person e.g. Policy Author,

commissioning lead for a Tender Spec etc should be responsible for carrying out the EA, in conjunction with ‘**relevant**’ people such as:

- ❖ Those people who can bring something to the discussion, from both inside and outside the organisation. There is a legal requirement to involve people from different protected characteristics in decision making processes including Equality Assessment – where the decision impacts on specific protected characteristics then it is important to look at how representatives can be involved in the EA development.
- ❖ Those people responsible for implementing the policy, function, commissioning/procurement decision or service or those with key knowledge of a particular protected characteristic, or if the change is area specific, those who have in-depth knowledge of the area affected.

The Equality Diversity & Human Rights Coordinator will quality assure a selection of EAs across the Trust on a regular basis via the Diversity Champions.

One to One Diversity, Equality, Cohesion and Human Rights support:

Support is available on request contact the Equality Diversity & Human Rights Coordinator to schedule time. Contact Andrew McCorkle on 0161 873 6075 or e-mail Andrew.McCorkle@trafford.nhs.uk

Useful websites for further information include:

1. Government Equalities Office - www.equalities.gov.uk
2. Equality and Human Rights Commission - <http://www.equalityhumanrights.com>

Useful documents include the guidance to public sector organisations issued by the Government Equalities Office which can be accessed at:

http://www.equalities.gov.uk/pdf/401727_GEO_EqualityLaw_PublicSector_acc.pdf

The EHRC site includes training modules on what the Act means to service providers and employers:

<http://www.equalityhumanrights.com/advice-and-guidance/new-equality-act-guidance/equality-act-starter-kit/>

Why publish the results of Equality Assessments?

It is a legal requirement to provide evidence that NHS Trafford has considered the impact its decisions may have on the protected characteristics.

It is also important to show the local community that the PCT is actively engaged and committed to challenging potential discrimination, as well as improving its service delivery and employment practices in relation to inequalities and socioeconomic deprivation.

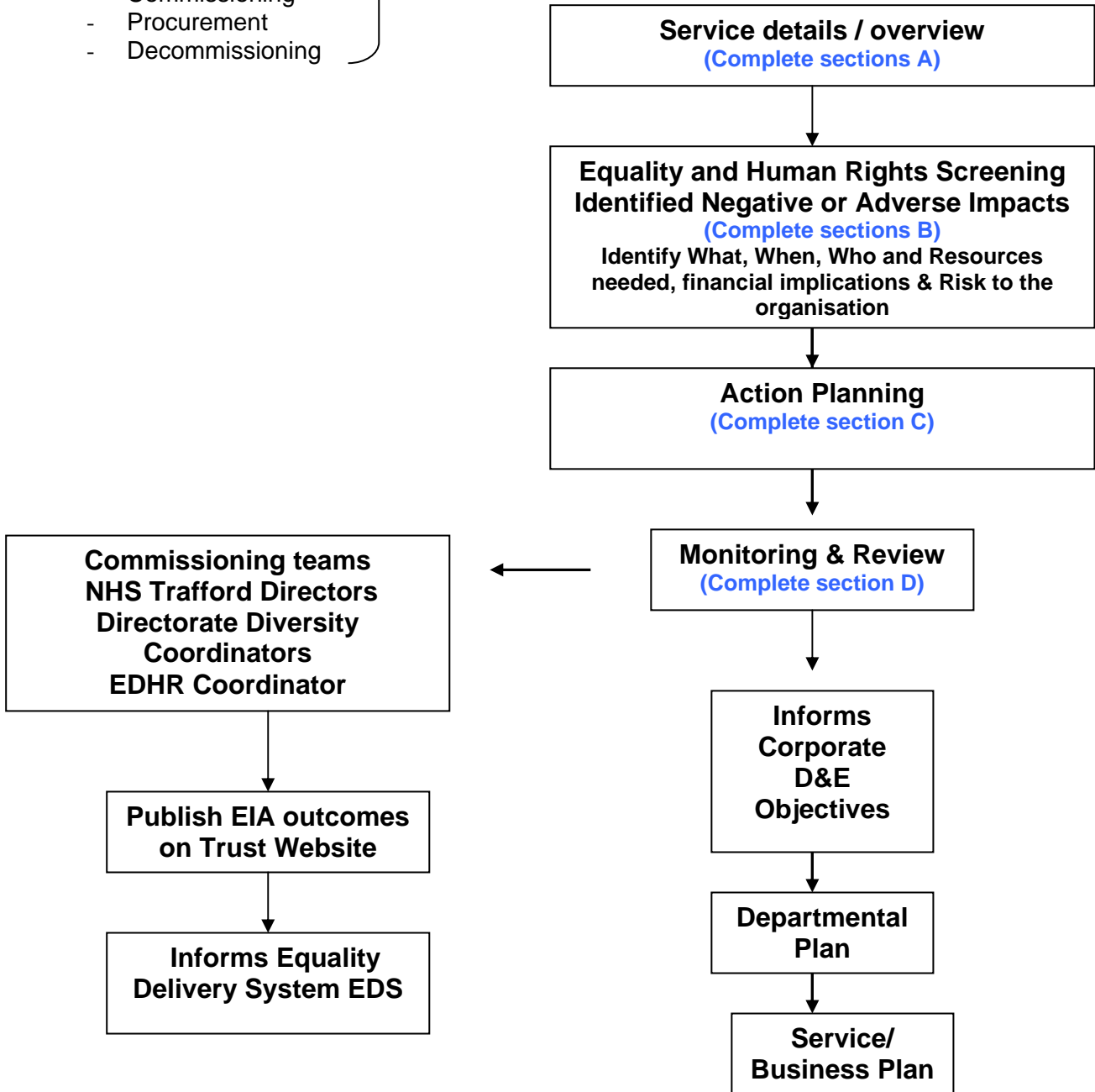
SECTION 2

Equality Impact Assessment (EIA) Flow Chart: knowing when to do one:

The following process should be used when revising, introducing or measuring new:

- policies
- strategies
- procedures
- services
- project
- function
- Commissioning
- Procurement
- Decommissioning

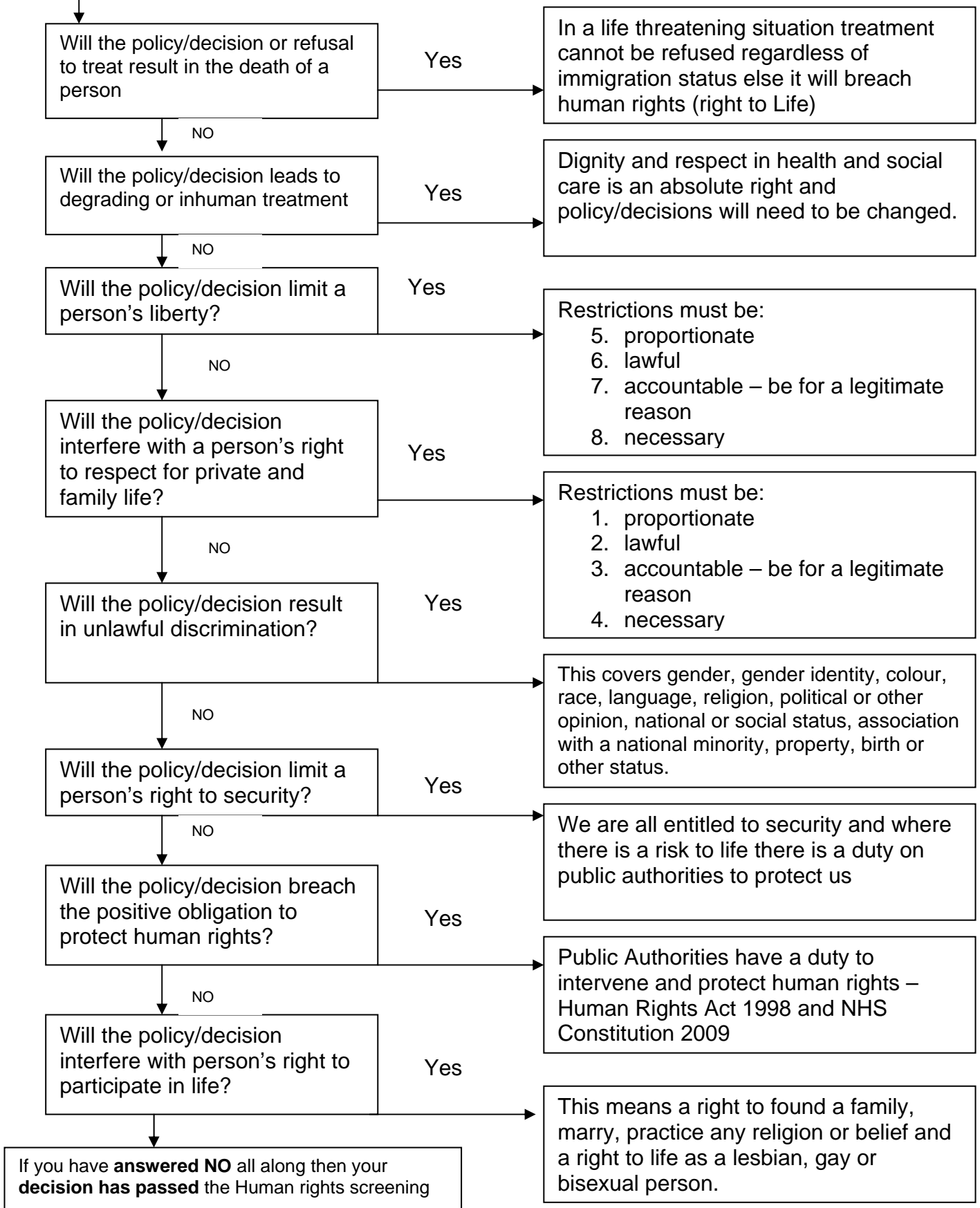
Will be referred to as 'activity' throughout the document



SECTION C – Human Rights Screening Tool

Basic Human Rights Screening Tool

Start Here



The Fifteen Articles covered by the Human Rights Act 1998:

Absolute Rights

the right to life;
the right not to be tortured or treated in an inhuman or degrading way;
the right to be free from slavery or forced labour;
the right to liberty and security;
the right to a fair trial;
the right to no punishment without law;
the right to respect for private and family life, home and correspondence;
the right to freedom of thought, conscience and religion;
the right to freedom of expression;
the right to freedom of assembly and association;
the right to marry and found a family;
the right not to be discriminated against in relation to the enjoyment of any of the rights contained in the European Convention;
the right to peaceful enjoyment of possessions;
the right to education; and
the right to free elections.

Absolute rights - These rights cannot be infringed no matter how necessary it might seem to do so. They are as follows:

Article 2: Right to Life

You have the absolute right to have your life protected by law. There are only certain very limited circumstances where it is acceptable for the State to take away someone's life, for example, if a police officer acts justifiably in self defence.

Article 3: Prohibition of Torture

You have the absolute right not to be tortured or subjected to treatment or punishment which is inhuman or degrading.

Article 4: Prohibition of Slavery and Forced Labour

You have the absolute right not to be treated as a slave or forced to perform certain kinds of labour.

Article 7: No Punishment Without Law

You normally have the right not to be found guilty of an offence arising out of actions which at the time you committed them were not criminal. You are also protected against later increases in the possible sentence for an offence.

Limited rights - Certain rights of the European Convention on Human Rights are limited in the UK by specific limitation. These are limited rights. They are as follows:

Article 5: Right to Liberty and Security

You have the right not to be deprived of your liberty - 'arrested or detained' - except in limited cases specified in the Article (for example, where you are suspected or convicted of committing a crime) and where this is justified by a clear legal procedure.

Article 6: Right to a Fair Trial

You have the right to a fair and public hearing within a reasonable period of time. This applies to both criminal charges against you, or sorting out cases concerning

your civil rights and obligations. Hearings must be by an independent and impartial tribunal established by law. It is possible to exclude the public from the hearing (through not the judgment) if that is necessary to protect things like national security or public order. If it is a criminal charge you are presumed innocent until proved guilty according to law and have certain guaranteed rights to defend yourself.

Article 12: Right to Marry

Men and women have the right to marry and start a family. The national law will still govern how and at what age this can take place, and now includes same-sex marriages and partnerships.

Qualified rights - Any infringement needs to promote a specific legitimate aim - in interests of national security, public safety etc. The infringement must be properly regulated by the law and must be necessary in a democratic society. This latter concept means the interference with the right must be a proportionate response to the legitimate aim. If the aim can be achieved by a less intrusive method then that method must be used instead. They are as follows:

Article 8: Right to Respect for Private and Family Life

You have the right to respect for your private and family life, your home and your correspondence. This right can only be restricted in specified circumstances.

Article 9: Freedom of Thought, Conscience and Religion

You are free to hold a broad range of views, beliefs and thoughts, as well as religious faith. Limitations are permitted only in specified circumstances.

Article 10: Freedom of Expression

You have the right to hold opinions and express your views on your own or in a group. This applies even if they are unpopular or disturbing. This right can only be restricted in certain circumstances.

Article 11: Freedom of Assembly and Association

You have the right to assemble with other people in a peaceful way. You also have the right to associate with other people, which can include the right to form a trade union. These rights may be restricted only in specified circumstances.

Article 14: Prohibition of Discrimination

In the application of the Convention rights, you have the right not to be treated differently because of your race, religion, sex, political views or any other status, unless this can be justified objectively. Everyone must have equal access to Convention rights, whatever their status.

Protocol 1, Article 1: Protection of Property

You have the right to the peaceful enjoyment of your possessions. Public authorities cannot usually interfere with things you own or the way you use them except in specified limited circumstances.

Article 2 of Protocol 1: Right to education

Everyone has the right not to be denied access to the educational system.

Article 3 of Protocol 1: Right to free elections

Elections for members of the legislative body (for example Parliament) must be free and fair and take place by secret ballot. Some qualifications may be imposed on who is eligible to vote (for example a minimum age).

SECTION D - Equality Impact Assessment Useful Questions

Below are a number of general questions which you may use as helpful prompts when you are completing an Equality Assessment:

- Is your activity accessible to all?
- How do people find out about your activity? – think about communication and language
- Have staff members had the relevant training? – EA, Equality and Diversity, Cultural Awareness etc.
- How are you recording and monitoring uptake of the activity?
- How will you mainstream this activity within your core business?

It is also important to ensure that where you are carrying out an impact assessment which has a financial implication the **Astraea Protocol** (below) is also applied to the decision making processes to ensure fairness and equity.

Astraea Protocol

In planning, drafting or deciding upon specific proposals for significant efficiencies, disinvestments, cuts and service re-designs to public services in the Borough of Trafford, the following 6 issues should be addressed and answers to questions evidenced.

1. Identify Impacts

Issue: Any reduction in public service provision is likely to impact unequally on vulnerable communities and key equalities groups who will depend on them most. Any decision made must be made in full knowledge of the likely consequences.

Question: Have the impacts on vulnerable communities and key equalities groups been fully identified and quantified.

2. Mitigate Impacts

Issue: All significant efficiencies, disinvestments, cuts and service re-designs across the public services will have some impact across the whole population.

Question: Have the proposals identified mitigation strategies – especially for changes that impact specifically upon vulnerable communities and key equalities groups?

3. Strengthen Community Capacity

Issue: All significant efficiencies, disinvestments, cuts and service re-designs to public services may to some extent reduce public sector capacity to help vulnerable communities or equalities groups.

Question: Have the proposals included specific measures to compensate for any reduction in the level of public sector service provision by identifying ways in which remaining public services can strengthen the community's capacities and assets?

4. Maximise Opportunities

Issue: Many significant efficiencies, disinvestments, cuts and service re-designs may offer new opportunities to join up services in ways that reduce costs, improve citizen satisfaction and improve outcomes.

Question: Have all the potential opportunities arising from the proposed changes been fully identified and realised. Have the proposals identified ways in which these might be quantified and monitored?

5. Register and Review Whole System Impact

Issue: Whilst individual changes to public service provision may have minimal impacts in themselves, the sum total of impacts on specific groups may be very substantial.

Question: In your proposals, have you reviewed other significant efficiencies, disinvestments, cuts and service re-designs to public services registered locally and assessed the likely 'whole system impacts' of the changes proposed. Have you registered your change?

6. Register and Review VCS Impact

Issue: The Voluntary and Community (third) Sector is particularly vulnerable to both large and small scale changes to service contracts. Reductions in service contracts can mean that VCS organisations lose the core organisational infrastructure for delivery..

Question: If you are planning to disinvest from existing VCS contracts have you reviewed the existing VCS contract register to see what whole system effect your additional decision may have. Have you taken this impact fully into account and have you identified any mitigation strategy that will enable the VCS organisation to continue its work?

Definitions

Vulnerable Communities - Those who are: workless, on low income, single parents, living in houses below 'decent homes standard', living in areas with high morbidity and mortality.

Equalities Groups - Those defined by the Equality Act 2010 with 'protected characteristics': disability, gender, pregnancy and maternity, race, religion/belief, sex, sexual orientation, age).

Unfair - An act/decision/consequence is unfair if it arises as a result of an action not conforming to common standards of justice, honesty or ethics – particularly in that its effect is unequal or not 'even handed' across those affected.

Unjust - An act/decision/consequence is unjust if its predictable and attributable effect is marked by injustice or impartiality or if its impact is not equitable across those affected.

Avoidable - An act/decision/consequence is avoidable if its effects are predictable and its cause is attributable to a specific action.

Distributive Justice - refers to the distribution of goods (and services) across society and is concerned with 'fair shares' for each individual. A key issue is 'whether and how' fair shares are allocated. These require demonstrably '*just processes*'.

NB – It must be practical!

Remember that your EIA report should demonstrate what you do (or will do) to make sure that your service/policy is accessible to different people and communities, not just that it can, in theory, be used by anyone.

The questions below are split into the nine protected groups referenced within the Equality Act along with some prompts to avoid discrimination by association/indirect discrimination occurring to vulnerable people such as carers as well as the other nine protected groups. The prompts will help you to consider as wide a range of issues as possible in each area, also provided below is our definition of community cohesion and prompts on socioeconomic deprivation to support completing the impact assessment.

NB - Please note that all questions are written from the point of view of a service, however they can be applied to a Policy/ Procedure/ Strategy/ Project/ Function as well.

The following questions have been included as helpful prompts when completing EAs, though you will also have actions that are particular to your service. These protected groups should not be considered only in terms of external services the PCT commission but also need considering in terms of internal HR and management processes.

Age

You might find the following prompts useful though you will also have actions that are particular to your service:

- If your service is open to people of all ages, how will you make sure that is used by people of all ages?
- Is it easy for someone of any age to find out about your service and to use your service?
- Does your service make assumptions about people simply because of their age?
- Does your service give out positive messages about all ages in the leaflets and posters that it uses?
- Is publicity material easy for older people to read (e.g. large print)?
- When you are recruiting staff, have you thought about age and how you can recruit from a wide range of age backgrounds?
- Do younger and older people in your staff team feel equally valued?
- Is your service easily accessible to older people (e.g. close to public transport links)?
- Do you monitor age to make sure that you are serving a representative sample of the population (or representative within your relevant age group)?
- Do any eligibility criteria for your service discriminate against older or younger people without just cause?

Disability

(This includes people with a learning disability, people with long-term conditions and mental health problems, and people with physical and sensory impairments. Please remember some people may have more than one disability.)

Please note: where appropriate consider the needs of people with physical, sensory impairments, mental health needs and learning disabilities.

You might find the following prompts useful though you will also have actions that are particular to your service:

- What will you do to make sure that people with a disability are using and benefiting from your service/policy?
- How do people with disabilities find out about your service, and how do you think carefully about all types of disabilities?
- Does your printed information take account of communication needs of people with various disabilities and is it easy to understand?
- Have you decided what core information you need available in large print, audio tape, Braille and easy read format, well illustrated and also in other languages? You can state that information will be available on request in the formats indicated.
- Is your service physically accessible to people with mobility problems or who use a wheelchair? Please remember to think about entrances, waiting areas, signage and car parking spaces near to the service.
- Do your staff members know how to access a sign language interpreter, or an interpreting service for deaf and hearing impaired people, how to use an Induction Loop and where to get advice on material in different formats?
- Do you routinely record the communication needs of users with a physical or mental health condition, learning disability or sensory impairment for referring to when sending out appointments etc?
- Have you put in place a procedure to record the uptake for sign language interpreters, appointment letters/leaflets in Braille, easy read format, illustrated and also in other languages?
- Do you currently monitor whether or not users have a mental health condition, physical or learning disability, or sensory impairment so that you know how well your service is being used by people with a disability?
- What actions will you undertake to ensure that your staff members are treating people with a physical or mental health condition, learning disability or sensory impairment with respect and dignity?
- Is your service religiously and culturally sensitive to meet the needs of physically and learning disabled people, those suffering from a mental health condition or sensory impairment, from minority ethnic groups and all faiths? If not what approaches would you develop to approach this?
- Have your staff members received Disability Awareness Training in general and more specifically in meeting the needs of users with a

learning disability, people with a mental health condition or people with a hearing or sight impairment? How are they planning to implement this into their work setting?

- Have you thought about your assessment materials and methods and made sure that they are relevant to people with mental health conditions or physical disabilities? Checklists to be completed by the user should be easy to understand, no jargon, illustrated and in other languages.
- Have you considered incorporating mental health or physical disability equality objectives into staff appraisal?
- How will you mainstream these actions into the core objectives of your service?
- Have you thought about the support people need to access and use your service, i.e. personal care needs?
- Has your service considered people with disabilities, sensory impairments and mental health conditions arriving to use your service unaccompanied?
- Has your service considered the needs of Ambulant Disabled and those with long term conditions such as heart/lung conditions and are unable to walk long distances.
- Does your staff know how to safely evacuate people with a disability in the event of a fire and does your service have a fire procedure in place that includes evacuating disabled people?
- Has your service considered the implications for someone arriving with their Guide/Assistance Dog?
- Has your service considered personal care needs such as the need for hoists, grab rails, changing areas, sanitary bins etc.?
- Does any signage in and directing to your service meet the needs of disabled people with learning disabilities, sensory impairment, literacy problems and people from other languages, and is it possible to illustrate these signs?
- Have you given thought to the lighting used in your service area and also about the colour contrast you use? Light on dark or dark on light is best practice. Also are steps painted with white lines and handrails easy to see for people with sensory impairments?
- Does your service consider the needs of the disabled person's carers?
- When planning a service please consider that a disabled person may drive, also be a carer, parent & be in employment etc.
- When planning a service make sure that when assessing a disabled person that you also check the other checklists such as age, sexuality, gender, religion as these may also apply to them and it is very important these needs are also met.

Gender reassignment

- Have front line colleagues been sensitised on the law change and what it means to service delivery? Have they received adequate training to deal with any situations that may arise?
- Are our gender specific services inclusive of transgender persons?

- Are procedures in place when assessing housing needs of transgender persons including homelessness and emergency housing?
- How do we update records to reflect the change in gender?
- Are there appropriate changing facilities in PCT operated leisure facilities?

Marriage and civil partnership

- This characteristic is **only protected in work-related situations**.
- The law does not require service providers to take account of the impact of what they do on married people or civil partners. However, if a service is provided to married people, protection from sexual orientation discrimination requires that the same service and standards must also be provided to people who are civil partners.

Pregnancy and maternity

- Does the business plan cover the needs this characteristic may have in frontline services such as advice centres and children centres? E.g. somewhere to breastfeed if mother requires privacy?
- Are front line colleagues aware of the changes in the law that gives mothers the right to breastfeed in public places?
- Are appropriate baby changing facilities available?

Race

(Black and Minority Ethnic (BME) Communities – People of different racial groups e.g. South Asian, Chinese, African, Caribbean, Gypsy, Roma & Traveller, European Countries, Asylum Seekers and Refugees etc) *(NB - You may find it helpful to look at this section alongside the section on Religion and Belief as the actions are closely related).*

You might find the following prompts useful though you will also have actions that are particular to your service:

- How will you make sure that people from a wide range of racial groups and backgrounds use your service?
- Does your printed information take account of different languages and cultures and is it easy to understand? Have you developed any printed information in alternative formats and languages with the participation of people from different racial groups
- Have you publicised your Service among minority ethnic communities and people of different racial backgrounds by making it available at different appropriate venues as well as visiting them and talking about your service/policy or strategy (Consultation and Engagement)?
- Have you decided what core information you need available in other languages where applicable, *(Remember that not everyone who speaks the language can read the language – can you use different formats e.g. DVD/video clips/cassette)?*
- Do your staff members know how to access an interpreter for booking appointments or setting up consultation/engagement events or how to

access telephone interpreting (in situations where it may not be possible to arrange an appropriate interpreter?) Do they also know where to get advice on material in other languages and formats?

- Do you routinely record the language that a person speaks so that you can send them letters in the correct language where applicable or ring them instead if they can't read?
- Have you put in place a procedure to record the uptake of interpreting and translated material – do you monitor it and identify trends to support service & contract reviews?
- Have you thought about your assessment materials and methods and made sure that they are relevant to people from different cultures?
- Do you currently record the ethnicity of users so that you know how well your service is being used by people from minority ethnic backgrounds?
- What actions would you undertake to ensure that your staff members are treating people from a minority ethnic background with respect and dignity?
- Have you identified any specific dietary or any religious needs of users or any other specific requirements that you need to be sensitive to?
- Have you considered incorporating race equality objectives in staff appraisals?

Religion or Belief

You might find the following prompts useful though you will also have actions that are particular to your service:

- How do you welcome people from all religious backgrounds?
- Is your printed information religiously appropriate/sensitive?
- Have you publicised your service among various religious communities and groups by making it available at different appropriate venues as well as visiting them and talking about your service?
- What actions would you undertake to ensure that your staff members are treating people from different religions/beliefs/no beliefs with respect and dignity?
- Is your service religiously and culturally sensitive to meet the needs of people from various religious backgrounds? If not what approaches would you develop to address this?
- Have you identified any specific dietary or other needs related to a person's religion which you need to be sensitive to?
- Are there any other religious sensitivities you need to bear in mind, e.g. when visiting users at home?
- If you are running an inpatient or residential service, have you thought about the prayer needs or the need for a quiet space for your patients or residents?
- Have you considered obtaining a list of various festivals to be made available to your staff members to avoid arranging appointments/visits etc on any particular religious festivals/days /times?
- Have your staff members received training on religion and belief and how they are planning to implement this in their work setting? Have you

considered incorporating religion and belief equality objectives in staff appraisal?

- How will you mainstream these actions into the core objectives of your service?

Sex

You might find the following prompts useful though you will also have actions that are particular to your service:

- If your service is for men and women, what will you do to make sure that both benefit?
- Is it easier for either men or women to find out about and use your service, for example because of where you display leaflets or your opening times?
- If your service is for men and women, do you routinely monitor the uptake of your service with gender breakdown and take appropriate action? For example:
 - If you find that men are not accessing your services then you may consider improving the way these services are provided to men, possibly by targeting men and providing drop-in sessions at sporting events or workplaces.
 - Similarly you may consider adopting sensitive approaches to target women from different backgrounds as the services may not be appropriate for some women from particularly minority communities
- Have you considered incorporating gender equality objectives in staff appraisals?

Sexual Orientation

You might find the following prompts useful though you will also have actions that are particular to your service:

- How do you give positive messages and a positive reception to people who are gay, lesbian, bisexual or transgender?
- Does information about your service use visual images that could be people from any background or are the images mainly heterosexual couples?
- Does the language you use in your literature include reference to gay, lesbian and bisexual people?
- When carrying out assessments, do you make it easy for someone to talk about their sexuality if it is relevant, or do you assume that they are heterosexual?
- Would staff in your workplace feel comfortable about being 'out' or would the office culture make them feel that this might not be a good idea?
- How do you ensure that staff members treat lesbian, gay and bisexual people with dignity and respect?
- Have you included this area of equality in staff objectives and appraisals?

**Vulnerable Groups e.g. Carers, NEET, looked after children
(such groups may be victims of indirect discrimination or
discrimination by association to a protected group)**

(NB - Questions written from a carer perspective however questions are valid for most vulnerable groups.) You might find the following prompts useful though you may also have actions that are particular to your service:

- How do you identify who carers care for and how long have they been caring?
- What arrangements will need to be considered with regard to how carers might be affected by their own health?
- What arrangements will be considered to ensure extra help is given to those carers who require it?
- Are carers recognised as a carer and is their own health and well-being taken into account?
- Do staff/carers have access to up-to-date information about services and support available that may help them in their caring role?
- Are services available to provide emotional support and relief from isolation? Do you have information to point them in the right direction?
- Do you routinely provide awareness raising sessions to help needs of all staff to offer information about wider services available outside your service?
- Are you aware carers' needs may not be just work based, but physical, mental and financial?
- When doing the return to work interview following sick leave, are you able to identify any carers' needs, and do you need to provide any emotional support as well?