Equality Impact Assessment (EqIA) Toolkit

March 2022

Tracy Brabin Mayor of West Yorkshire
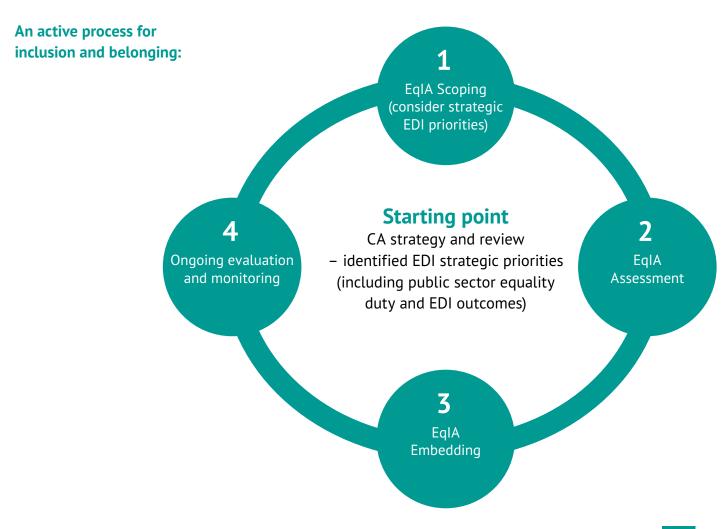
West Yorkshire Combined Authority

EqIA Guidance

Separate forms to complete:

EqIA Stage 1 Initial Screening Assessment

EqIA Stage 2 of the EqIA

EqIA Stage – Action Plan

A Guide to Equality Impact Assessments

Purpose of the guidance

This guidance document has been designed to provide you with information that supports the completion of the Equality Impact Assessment Toolkit (separate documents) including available EqIA Training. It is encouraged that employees familiarise themselves with the equality and diversity policy and access the EDI intranet page and EDI Teams site for any additional material.

Please note that employees involved in the EqIA process should have completed the EqIA training and the mandatory corporate Equality, Diversity & Inclusion training, as a general understanding of EDI and the Protected Characteristics is required to ensure EqIA is conducted effectively and appropriately. For the purposes of this guidance the term EqIA refers to the EqIA guidance information including both the EqIA Stage 1 screening tool and the Stage 2 further assessment, evidence, and action planning.

An active process for inclusion and belonging:

1
EqIA Scoping
(consider strategic
EDI priorities)

2
EqIA
Assessment

3
EqIA
Embedding

4
Ongoing evaluation
and monitoring

Starting point
CA strategy and review
– identified EDI strategic priorities
(including public sector equality
duty and EDI outcomes)

A Guide to Equality Impact Assessments

Legal context

There are several statutory duties for public services that need to be met:

We have a legal duty to publish information about the way people are or will be affected by our policies and practices. We must bring this to the attention of decision makers, such as Cabinet. If we fail to do this and operate policies and practices that adversely affect a section of the community disproportionately, we could be subject to legal challenges and financial penalties [Equality Act 2010]

An Impact Assessment is not a box-ticking exercise; it's a process to make sure we have considered the most effective way to use our resources to advance equality, equity, diversity and inclusion and reduce inequalities between groups, and support an inclusive West Yorkshire. The form is just a way to record what we have considered and what evidence we used to come to a recommendation or decision.

The Public Sector Equality Duty

Public Sector Equality Duty:

By integrating consideration of equality, diversity, and inclusion into our day-to-day business we can demonstrate that we are paying due regard to the Public Sector Equality Duty. The three main elements of the Public Sector Equality Duty are:

- Eliminating unlawful discrimination
- Promoting equality of opportunity, and
- Fostering good relations

Having due regard means:

- Removing or minimising disadvantages suffered by people due to their protected characteristics.

- Taking steps to meet the needs of people from protected groups where these are different from the needs of other people.

- Encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

A Guide to Equality Impact Assessments

Protected characteristics

The Equality Act 2010 offers protection from numerous types of discrimination, harassment, and victimisation on the grounds of a range of people's characteristics. These protected characteristics are:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief (or lack of)
- Sex
- Sexual orientation

The above protected characteristics will include everyone, with people belonging to more than one protected characteristic. Moving beyond compliance to consider further characteristics and recognise intersectionality. The toolkit contains an EDI Glossary to support knowledge and understanding of any unfamiliar concepts.

The Act also offers protection on the grounds of discrimination by association. This provision relates to people who do not necessarily have a protected characteristics themselves, but who may face discrimination because they are associated with individuals who do have protected characteristics. For example, a carer (unpaid or paid) of a disabled person.

What are Equality Impact Assessments (EqIAs)?

The EqIA helps us consider the actual or potential effects of our activities and decisions on people, the environment, and the region as a whole. EqIAs are a tool to help you analyse and make more considered decisions about changes to service delivery, policy, and practice.

An EqIA will help you to identify how specific communities of interest may be affected by decisions and to consider any potential discriminatory impact on people with protected characteristics. An EqIA can also help to improve or promote equality, diversity and inclusion by encouraging you to identify ways to remove barriers and improve participation for people with a protected characteristic(s).

A Guide to Equality Impact Assessments

Why do we need to do Equality Impact Assessments (EqIAs)?

The Public Sector Equality Duty requires the Combined Authority to undertake equality analysis of all its current and proposed functions but is not prescriptive about how this is done. It is by completing the analysis that we pay due regard to our equality duty. The EqIA tool is the way the Combined Authority provides evidence that we have considered our communities and legal responsibilities under the Equality Act and allows us to publish the rationale behind our decisions.

The assessment gives us the opportunity to do things better by:

- Taking an evidenced based approach – using facts, data, information, and feedback to inform our thinking.

- Exploring ways to improve the services we provide (positive impacts).

- Removing or reducing negative impacts by flagging up issues that would be expensive or difficult to fix later.

- Considering options, outcomes and risks alongside costs and value for money.

- Increasing transparency by showing how we make decisions.

When do we need to do Equality Impact Assessments (EqIAs)?

Whenever you plan to change, introduce, or remove a service, activity, or policy. At the very beginning of any process of:

- Budget setting

- Service review (including changes to employment practice)

- Planning new projects and work programmes

- Policy development and review

- Procurement or commissioning activity

Typically, new or changing services, policies, and strategies (including commissioned services and changes to funding) require assessment if they will have an impact on people.

A Guide to Equality Impact Assessments

Once you have established the need to carry out an impact assessment, access to toolkit and all EqIA supporting material before starting, to:

- Identify what information you need to gather and analyse.

- Identify colleagues who can help with information or expertise.

When starting a project, you should follow these 11 steps

Pre-consultation

1   You have an initial idea for a project

2   Research and evidence. Consider who will be most impacted by your plans. Think about what ways they would be impacted and how you can remove or mitigate the impact.

- Collect statistics and demographic information about the geographical area you are working in. You can do this by accessing the EqIA guidance for Research and Intelligence.

- Do you have any data from previous consultation or engagement exercises?

- If you don't think anyone will be impacted by your plans, either positively or negatively, then that's fine! But make sure in your EqIA you evidence the reasons why you think that and the tests you ran to come to that conclusion. If in any doubt, then carry out engagement.

3   Speak to the Consultation and Engagement Team. The team can be contacted via yourvoice@westyorks-ca.gov.uk and can help with identifying groups / people to engage.

4   Carry out engagement. Check your ideas and your EqIA with people from the different protected characteristic groups. This will help you sense check if your assumptions are right. You can use this feedback to adjust your consultation methods.

- Speak to the EDI rep for your department / team.

- When working on bigger/controversial projects, you can also present your EqIA to our staff network groups or the Equality, Diversity and Inclusion Teams group which you can join here.
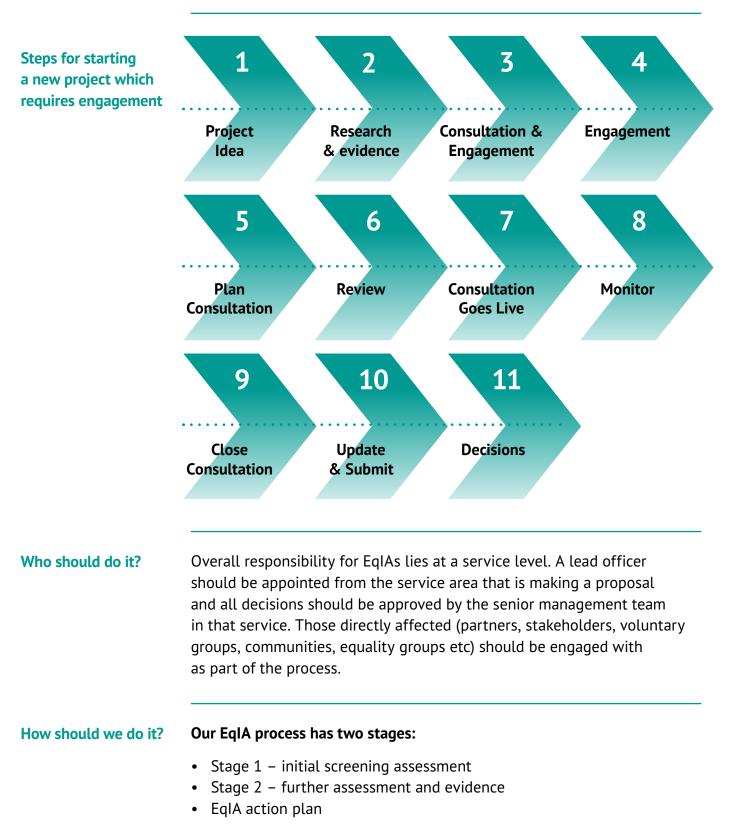
A Guide to Equality Impact Assessments

- Or even better, share your EqIA with groups in the communities you are working in. They will be able to provide the most honest and worthwhile feedback to help shape your project.

5 Plan your consultation by getting in touch with the Consultation and Engagement team, making sure you have provided enough time. We recommend 12 weeks as presented in the [Consultation and Engagement Lifecycle.](#)

6 Following your planning stage, you might wish to review your EqIA and make additions. This is perfectly fine, an EqIA should be updated and reviewed throughout the project.

Consultation

7 Make your consultation live. Make sure your EqIA is shared publicly alongside your consultation. It can be added to the relevant [Your Voice](#) project page. That way, people can see all of your hard work and offer any suggestions to strengthen it.

8 Monitor. Mid-way through your consultation check your EqIA again to see if anything needs updating and if there's more you can do to strengthen your project. Check survey responses, particularly the "about you" questions and target your promotion if gaps are identified.

Post-consultation

9 Close the consultation, analyse the feedback and report to decision makers.

10 Update your EqIA and submit to decision makers

11 Decisions can be made with full regard for equality issues.

A Guide to Equality Impact Assessments

Steps for starting a new project which requires engagement

1	2	3	4
Project Idea	Research & evidence	Consultation & Engagement	Engagement

5	6	7	8
Plan Consultation	Review	Consultation Goes Live	Monitor

9	10	11
Close Consultation	Update & Submit	Decisions

Who should do it?

Overall responsibility for EqIAs lies at a service level. A lead officer should be appointed from the service area that is making a proposal and all decisions should be approved by the senior management team in that service. Those directly affected (partners, stakeholders, voluntary groups, communities, equality groups etc) should be engaged with as part of the process.

How should we do it?

Our EqIA process has two stages:

- Stage 1 – initial screening assessment
- Stage 2 – further assessment and evidence
- EqIA action plan

Refer to material in the toolkit as needed.

Consultation and Engagement
(Local Government Act 1999)

Equality analysis, engagement and consultation are intrinsically linked. We are unable to understand the impact of our activities on protected characteristic groups without speaking to them. Is it important that equality analysis and related engagement is carried out at the very start of a project.

Engagement

Engagement is a broad, varied term. It is about encouraging productive relationships between communities and public bodies.

"Developing and sustaining a working relationship between one or more public body and one or more community group, to help them both to understand and act on the needs or issues that the community experiences"

National Standards for Community Engagement, Scottish Community Development Centre

Engagement is essential for understanding the needs and views of protected characteristic groups.

In the lead-up to any consultation it is strongly recommended that there is engagement with equality groups to understand any issues they may have with the status quo (e.g. their current experience of a service, building, or journey and how it does or doesn't fit their needs) and to get their input into any option development. All this evidence should be included in the EqIA, which should be regularly updated.

Consultation

Consultation is the process of gathering public feedback to help inform decision making, often on proposals for changes. A good definition of consultation is as follows:

"The dynamic process of dialogue between individuals or groups, based upon a genuine exchange of views with the objective of influencing decisions, policies or programmes of action."

The Consultation Institute

Consultation will have a clear beginning, middle and end. It might be part of an ongoing, continuous period of engagement, but it is a process.

Consultation and Engagement

The Combined Authority regularly consults with local communities. We share this information on our Your Voice digital engagement hub and also make the information available in alternative off-line ways for people that are digitally disengaged.

We consult the public for various reasons, making sure they have a say in important decisions made by the Combined Authority.

There are clear rules about when you need to formally consult. These include when there's a legal requirement (e.g., under the Local Government Act 1999), when you've promised to do so, and when the legal rights of particular groups are affected.

There is no set formula for consultation, though the process must be reasonable and proportionate in relation to the circumstances which call for it. Consultation must:

1   Happen before the decision is made (when proposals are still in development and can be changed).

2   Give sufficient context and information so people can understand what is being proposed.

3   Provide enough time for people to think things over and respond.

4   Demonstrate that decision makers have had real deliberation and thought over the results.

EqIA development

Completion of the EqIA document should be informed by data and engagement and in turn the EqIA should inform the consultation approach. EqIAs are a working tool and should be continually reviewed and updated.

We have developed the process for carrying out equality analysis and engagement. A summary can be found on the guide to completing equality impact assessments.

An equality impact assessment will assist in determining what is reasonable and proportionate. It does this by outlining the process, including timeline, reasons for decisions, different alternative options considered, and alternative methods required for specific identified audiences.

Consultation and Engagement

We use demographic data and evidence from previous consultation and engagement exercises to identify protected characteristic groups which may be impacted by the proposals. We can then use this assessment to shape consultation planning, including who should be targeted.

It is important that we speak to a range people that may be impacted and use their lived experiences when designing projects / updating policies etc.

Key things to consider when completing an EqIA and carrying out related engagement:

Should use local information and statistics to benchmark impact assessments against.

Should dismantle assumptions, and anchor findings in high quality and inclusive engagement, supported by research and intelligence.

There should be an accurate record of who has been engaged regarding equality issues.

Our questioning and deliberation with equality groups is designed to gain their views, rationales and evidence –not just views.
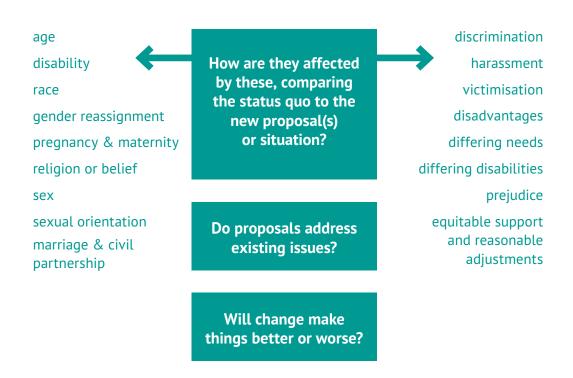
EqIAs should be displayed and made available to the public throughout the consultation process as the equality impact assessments are public records.

Stakeholder mapping will help to identify relevant equality groups.

It is sometimes relevant to consider more than just the protected characteristics in our equality analysis – e.g., for some schemes socio-economic factors and deprivation can also be important.

It is a good idea to ask internal EDI groups to review EqIAs to make sure there are no gaps / inaccurate assumptions.

Consultation and Engagement

Our equality analysis should be documented to inform option appraisal, consultation and decision making – and discuss:

age

disability

race

gender reassignment

pregnancy & maternity

religion or belief

sex

sexual orientation

marriage & civil partnership

← How are they affected by these, comparing the status quo to the new proposal(s) or situation? →

discrimination

harassment

victimisation

disadvantages

differing needs

differing disabilities

prejudice

equitable support and reasonable adjustments

Do proposals address existing issues?

Will change make things better or worse?

Carrying out inclusive, accessible consultations

The Combined Authority needs to know about our users, and therefore it is key that we consult with a diverse group of people, including those referred to as "seldom heard".

We should engage people of all characteristics to learn from them, using methods that suit them.

The EqIA should have identified which groups are most likely to be impacted by the proposals, engagement should have taken place with these different protected characteristic groups and the consultation should aim to be as inclusive as possible / reach seldom heard groups.

Consultation and Engagement

Consultation:

Gives those with a potential interest, in clear terms, what the proposal is, saying exactly what is under consideration, providing enough information to enable them to make an informed response.

Can state a preferred option for consultation, but in interest of fairness the discarded alternative options should be clear and outlined with reasons for rejection (such that considered views may be given having considered the possible alternatives).

Methods should be suitable for those being consulted.

Should result in better decisions by ensuring the decision-maker receives all relevant information, properly tested, including appropriate stakeholder or public participation in the process.

Should reduce the injustice which the person(s) and/or, communities are subject to the decision may otherwise feel. May have, in some cases, a higher demand of fairness such as depriving someone of an existing benefit.

Should consider the access and quality of participation from interest communities. Is the consultation and engagement inclusive? Who is not in the space? How will you continue to engage with the communities and encourage a co-production approach?

Should be easy for the public to feedback on and suggest how we could make our consultations fairer and more equal.

Monitor participation from protected characteristic groups to ensure our approach is inclusive / identify gaps / target promotion.

Include suitable survey questions to understand issues that protected characteristic groups face currently and whether the proposals will make things better or worse.

Consultation and Engagement

Additional resources

Combined Authority **Consultation and Engagement Toolkit** can be found on the intranet

The Combined Authority is a corporate member of the **Consultation Institute**

Local Government guide to engagement

Contact the Consultation and Engagement Team
yourvoice@westyorks-ca.gov.uk

Equality Impact Assessment and Engagement Checklist

1 You have an initial idea for a project

2 Research and evidence. Consider who will be most impacted by your plans. Think about what ways they would be impacted and how you can remove or mitigate the impact.

- Collect statistics and demographic information about the geographical area you are working in. You can do this by accessing the EqIA guidance for Research and Intelligence. If you need any further support you can contact the Research and Intelligence team at research@westyorks-ca.gov.uk.

- Do you have any data from previous consultation or engagement exercises?

- If you don't think anyone will be impacted by your plans, either positively or negatively, then that's fine! But make sure in your EqIA you evidence the reasons why you think that and the tests you ran to come to that conclusion. If in any doubt, then carry our engagement.

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Equality Impact Assessment and Engagement Checklist

Pre-consultation
– continued

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Post-consultation

9 Close the consultation, analyse the feedback and report to decision makers.

10 Update your EqIA and submit to decision makers.

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EqIA's need to be carried out at the very start of a project, therefore one should be produced by the Strategic Outline Business Case. The EqIA's should be refreshed at each stage of the assurance process.

Research and Intelligence

West Yorkshire Equality and Diversity

When completing EqIAs it is important to consider research and intelligence that reflects the region and brings to life the richness of West Yorkshire. And also links to the breadth of the protected characteristics and wider. The data is anticipated to evolve following the release of the Census 2021, though the insight shared by the state of the region report, this document provides important context for the region and wider, which is available on pages 1-3. The research shared below, is part of larger view that colleagues are encouraged to access through the PDF to support quality development of EqIAs:

Some insights:

At the time of the last Census (2011) more than 406k (18.2%) of West Yorkshires population identified as Black, Asian, Minority Ethnic.

Around 10.7% of West Yorkshire Ethnic minorities were born in the UK (recent annual population surveys) and West Yorkshire has a greater share of younger ethnic minorities than the England average.

In Bradford, twice as many people identify as Asian/British Asian (26.8%) than the England average.

44% of West Yorkshire ethnic minorities live in the most deprived neighbourhoods.

Locally, people identifying as Black, Asian or Minority Ethnic are 1.5x more likely to have no qualifications and 30% less likely to have higher level qualifications than the England average.

West Yorkshire's gender pay gap (12%) is smaller than the national average and for full-time workers its closing faster than the England average.

In West Yorkshire, women working in routine occupations 4x more likely to report 'Not Good' health than those working in higher managerial and professional occupations.

More than 1 in 5 working age West Yorkshire residents are disabled (under the Equality Act) or have a work-limiting disability, with numbers significantly higher for women than men (locally and nationally).

Females, ethnic minorities and people who are disabled are less likely to be in employment.

Research and Intelligence

Nationally, disabled people aged 21-64, are almost 3 times more likely to have no qualifications and are 40% less likely to have a degree or equivalent.

92% of people in West Yorkshire speak English or another UK language as their main language. Of those who don't, Panjabi, Urdu and Polish are the most commonly spoken.

Additional resources, research & intelligence nationally

Equality and Human Rights Commission/Work/Research

Government Statistical Service UK equalities data making government statistics accessible to everyone. This database covers all official statistics that includes data on the protected characteristics as codified under the Equality Act. While race is the protected characteristic defined in the Act, ethnicity is the primary source of data collection in the UK and is used in monitoring equality. Data sources have only been included where they cover from 1 August 2013.

Users should note that work is still ongoing to populate the audit and any blank fields. As a result, missing fields reflect our current knowledge of the data rather than an absence of that data. If there are sources of data that are not currently captured, or any amendments needed to the existing information then please contact equalities@ons.gov.uk

It includes datasets from across the UK and is an extension to the Equalities Data Audit; first published the audit in 2018, to look at the availability of data across the protected characteristics in the Equality Act (2010) and other characteristics of relevance to equalities.

Research and Intelligence

Government Equalities Office – The Centre is supporting the Government Equalities Office (GEO) to deliver the Equality Data Programme, announced by Liz Truss in December 2020. The initial phase of the work will look at how outcomes vary across different groups for a broad range of outcomes including health, justice and living standards. Alongside the ONS Integrated Data Service, they are also supporting GEO with the second phase of the work, to develop an Equality Data Asset. This will link together data from multiple different sources to build a picture of how people's lifepaths are shaped in the UK.

Office for National Statistics, Centre for Equalities and Inclusion. The Centre for Equalities and Inclusion comprises a team of statisticians, qualitative and social researchers and operational delivery professionals working flexibly to respond quickly to emerging priorities. They are a multi-disciplinary convening centre, bringing together people interested in equalities data and analysis from across central and local government, academia, business and the third sector.

Since October 2020, the Centre has been supporting the work of the Inclusive Data Taskforce (IDTF), an independent group of senior academics and civil society leaders tasked by the National Statistician with developing recommendations on how to make a step-change in the inclusivity of UK data.

Their main report and the response from the National Statistician are publicly available, as are the findings from the consultation activities undertaken to support their work. They will be working with others across government to develop and implement a work plan to take forward their recommendations.

Research and Intelligence

Additional resources, research & intelligence in the West Yorkshire region

Kirklees Observatory

Leeds Observatory

Calderdale Data Works

Wakefield Observatory

Bradford Observatory

This is a summary list of open datasets available on Data Mill North, Calderdale Data Works, Salford Data Quay, York Open Data, and Data North Yorkshire. The list is ordered by the most recently updated dataset.

Additional resources, research & intelligence by cities

Intercultural cities programme/resources

Centre for Cities/data

Open Innovations (formerly ODI Leeds) is a not for profit, independent, mission led, radically open type of organisation. They like to work out in the open with our sponsors, companies, organisations, governments and individuals to use open data to innovate and help people make better decisions.

Leeds Diversity Dashboard: About the dashboard – This Leeds City Region Diversity Dashboard is a work-in-progress project for the Leeds Anchors Network. It uses data published in the agreed diversity data standard (version 1.0.1; 2021-07-06). This data standard was drawn from existing diversity data published by members of the Leeds Anchor but has attempted to map characteristics to existing national standards as much as possible so that is opportunity to make comparisons with nationally curated data sets e.g. the UK Census.

Helpful updates

ONS releases on equalities
ONS have a newsletter that brings together the work of the Centre as well as wider teams across the ONS in the equalities sphere. To subscribe, please email equalities@ons.gov.uk. You can also subscribe by selecting the "Equalities" option from the available subscription topics under ONS email alerts.

EDI and the Environment Integration

Public Services, Social Value Act 2012

Public authorities must consider economic, social, and environmental well-being in connection with public services contracts. This must be done before the procurement process begins. The Combined Authority must consider how it might improve the economic, social, and environmental well-being of the relevant area and how, in conducting the process of procurement, it might secure that improvement.

To best understand the interactions and relevance between human activities and the environment, it is encouraged to adopt an integrated approach. Strengthening EDI efforts contributes to understanding the implications of climate change among citizens in West Yorkshire. For example, marginalised citizens in our societies who are evidenced to be hard hit by the impact of climate change.

Environmental considerations

Environmental considerations include the conservation of biodiversity whilst performing duties [Natural Environment and Rural Communities Act 2006], have regard to the most recent energy measures report published by government [Climate Change and Sustainable Energy Act 2006] and take into account the desirability of conserving water [Water Act 2003].

Further, in achieving the mission to tackle the climate emergency, diversity of people, experience and thought are essential. The Mayor's Climate and Environment plan aims to help solve environmental challenges. This is intended to result in larger environmental improvements that also benefit West Yorkshire citizens quality of livelihoods. Encouraging an approach that ensures EDI and the environmental issues are not viewed in isolation.

EDI and the Environment Integration

	The plan prioritises actions that are fair, inclusive and lasting for all including:
Transport	We'll make public and private transport greener and cleaner with more using electric and hydrogen powered vehicles while also making it easier for people to leave their cars at home by improving ways to walk and cycle.
Jobs and businesses	We'll create new green jobs, training and opportunities for young people and those changing careers and support businesses to become more energy efficient.
Homes	We'll work with our partners to delivering warm, energy efficient, affordable homes for the people of West Yorkshire and invest in new flood alleviation schemes to protect more homes and businesses.
Nature	We'll make it easier for people to access green spaces and work to improve biodiversity and natural landscapes.
Energy	We'll create more local, clean and renewable energy to power buildings, industry and transport.

EDI and the Environment Integration

Mayor of West Yorkshire

Combined Authority

Government

People of West Yorkshire

Local Authorities

Third Sector

Large Public Sectors: Health, Education, Emergency

Academia

West Yorkshire Housing Partnership

Net-Zero
Thriving Nature
Healthy Landscapes
Climate Ready

Yorkshire & Humber Climate Commission

DEFRA Family

West Yorkshire Local Nature Partnership

Businesses, Lenders, Investors

Yorkshire Water
Northern Powergrid
Northern Gas Network

Additional legislation

United Nations Convention on the Rights of Persons with Disabilities (UNCRPD):

The UNCRPD, in particular the three parts of Article 19 which recognise the equal right of all disabled people to live in the community, with choices equal to others, the need to take effective and appropriate measures to facilitate full enjoyment by disabled people of this right and their full inclusion and participation in the community and/or Article 24 – education – ensure persons with disabilities are not excluded from the general education system on the basis of disability; and/or Article 27 – work and employment – safeguard and promote the realisation of the right to work and promote employment opportunities.

United Nations Convention on the Rights of the Child (UNCRC):

The UNCRC contains several provisions entitling children (under 18 years old) to the protection and care of their parents and legal guardians, and the right not to be separated from them except in limited circumstances. It obliges the state to support parents and legal guardians in rearing children under 18, including through suitable social programmes. It requires that when taking decisions which affect children, their best interests must be considered as a primary concern.

Checklist of Key Good Practice

Scoping and planning

Acknowledge that this is part of a cyclical and iterative process that requires ongoing monitoring and review rather than necessarily having a definitive start and end point.

Prepare in good time to integrate EqIA as part of core cyclical strategic planning, development and decision making.

Ensure your strategic EDI aims have been identified in advance to support a co-ordinated approach to aligning EDI priorities within your strategic framework.

Reflect on how strategic EDI aims align with and complement the organisation's EDI Outcomes linked to strategic priorities.

Gather all relevant evidence and data to support informed decision making.

Consider which internal and external partners with knowledge, expertise or an important view need to participate or contribute.

Consider which other strategies, evaluation frameworks and related EqIAs link to the strategy and should be referenced.

Treat this process as an investment in supporting and addressing your overall EDI work and aims, as well as being a means of addressing strategic priorities and funding requirements.

Checklist of Key Good Practice

People

Engage with diverse interest groups and/or, seldom heard communities to understand their perspectives and lived experiences.

Involve staff with functional and operational remits linked to strategic work and priorities, including senior managers, access experienced staff, legal, HR and EDI leads and staff network groups.

Involve or consult external partners where there are close links to strategic priorities or related initiatives.

Consider levels of authority and accountability to ensure decisions can be actively taken forward and progress managed.

Consider who's missing and whose views not being heard or represented.

Ensure those involved in the process have sufficient information and training or briefing about EDI aims and context, to ensure a range of balanced and alternative views.

Data and evidence

Ensure the range of data and evidence available includes relevant quantitative and qualitative data.

Ensure data and evidence covers all protected characteristics, and consider an understanding of how these issues intersect.

Look for trends and outcomes across a range of this information and data, linked to core evaluation processes where relevant.

Acknowledge where data gaps exist and consider how they will be addressed.

Checklist of Key Good Practice

Assessment and decisions

Use the range of data and evidence to inform your understanding of current progress, achievements, and impact across the range of strategic and EDI priorities and what this suggests in terms of future direction and decisions

Where do opportunities exist to eliminate discrimination, advance EDI or foster good relations in line with your legal duties?

Consider whether your current approach fits with strategic institutional EDI aims, priorities and EDI outcomes and whether there are opportunities to better align this work

Challenge the status quo and use self-reflection; question should it be like this, or does it have to be like this and consider alternatives

Consider risks and barriers: what is not currently addressed well, shows little or no impact, or is missing from the agenda? How can these risks be mitigated or addressed?

Consider unintended consequences; is current direction resulting in or contributing to an unexpected relevance and/or, impact? How can you address this?

Are there approaches you haven't considered? What's preventing action for particular PCs or areas of work and can you find ways to overcome or move towards addressing any challenges?

Ensure the results of your assessment are recorded and communicated to other functions, staff or teams affected

Ensure there is a clear mechanism for overall accountability, for taking forward the agreed action and for continuing to review progress.

Checklist of Key Good Practice

Embedding the results of the assessment

Use the results and decisions from your assessment to review, set or adjust and represent your intended EDI direction within the strategy.

Ensure you understand how the strategy or policy direction and activities map against other strategies, operational plans and policies.

Coordinate any necessary work to ensure the intended direction you have set through the EqIA process, is communicated to staff or teams who need to know and is effectively mainstreamed into their work, planning and links are made to other relevant EqIAs or frameworks.

Monitoring and review

Ensure a robust process of ongoing monitoring, evaluation and review that enables consideration and understanding of the impact and effectiveness of EDI aims and direction and whether these have been implemented as intended in practice

Although many EDI initiatives require longer term periods to judge relevance and effectiveness, be prepared to recognise where decisions are not working and to take any action needed.

Ensure that iterative ongoing monitoring and review effectively feeds into other areas of the organisational strategy, business and frameworks to support alignment and consistency of the CA's approach to EDI.

Strategic EqIA FAQs

Strategic EqIA is a means of helping to identify, consider and record organisational decisions and rationale on these issues. EqIA provides a transparent mechanism for evidencing and justifying an initiative where it is deemed proportionate, changing direction where necessary, or directing proactive engagement with stakeholders where necessary, within a robust framework of ongoing monitoring and self-evaluation.

How can duplication of EDI reporting be reduced?

Concerns are often expressed by organisations about the perceived burden of EDI reporting and duplication of work for PSED and other strategic requirements. The EqIA approach suggested within this guidance draws together these areas of reporting linked to institutional EDI aims and priorities, through the mechanism of EqIA. The suggested EqIA approach should enable much clearer co-ordination and alignment for all institutional EDI work and priorities and as a natural consequence, should enable more streamlined approaches to evidence and reporting.

How can the time-consuming nature of strategic EqIA be managed or justified?

EqIA, in general, is often cited as being overly time consuming and therefore difficult to manage in the context of other organisational demands. Strategic EqIA is a tool to help organisations address best practice in delivering fair and equitable processes and outcomes as a provider of public services and an employer, which meets a range of needs for staff, potential staff and citizens of West Yorkshire and others who use the services we provide. It can help organisations to understand the current status quo in EDI terms and to identify and mitigate legal, financial, and reputational risk making it good business sense to invest in EqIA.

In addition, it can enable organisations to support an ethos of social, community-based, or regional access aims and identify opportunities to proactively advance EDI, community relations and reputation. When carried out in an effective and robust manner, EqIA is a positive and proactive tool that enables organisations to go beyond the basic requirement to meet legal obligations. It can therefore be viewed as a positive investment in supporting the achievement of institutional EDI aims and priorities.

Strategic EqIA FAQs

How can organisations deal with negative impacts or unintended consequences linked to EqIA and EDI priorities?

There may be instances where the intended outcome of an EDI initiative is expected to result in positive change but the actual outcome results in a negative impact or unintended consequences for a different group. For example, within a policy context, a focus on employment schemes for young people may have negative relevance on opportunities and access for other age groups

On occasions, there may be inevitable negative impacts arising from new approaches to addressing EDI issues which then help to evaluate and inform what works in practice.

In some instances, there may also be tensions between different identified EDI priorities and changes in the external environment including government or other regulatory drivers that require a particular action on areas of EDI.

How should organisations deal with concerns about the public nature of EqIA?

Many public bodies express concerns about openly highlighting specific EDI issues and providing honest reflection about where they are not meeting expected EDI aims or standards. The commitment to publish EqIAs may be perceived as a challenge in this respect, on the basis that some information could be considered as sensitive or damaging and has the potential to impact on reputation, once in the public domain.

Whilst some of these issues are understandable in the context of perceived competition and reputation, the public nature of EqIAs can also be viewed as an advantage in addressing public concerns about EDI. An EqIA provides a specific opportunity to set out evidence, context and rationale for the choices made by organisations in contested or sensitive areas supporting reputation and an open and transparent approach.

EDI Glossary

Agender	A person who feels that they do not have a gender.
Allyship	Allyship is an active, consistent, and arduous practice of unlearning and re-evaluating, in which a person with privilege seeks to operate in solidarity with a marginalised group of people. For example, you may not define as a member of the LGBTQIA+ communities, but you celebrate Pride in support of LGBTQIA+ citizens and their rights. Allyship is not an identity – it is a lifelong process of building relationships based on trust, consistency and accountability with marginalised individuals and/or groups of people. Allyship is not self-defined – our work and our efforts must be recognised by the people we seek to ally ourselves with.
Authenticity	Being authentic means coming from a real place within. It is when our actions and words are congruent with our beliefs and values. It is being ourselves, not an imitation of what we think we should be or have been told we should be.
BAME	An abbreviation for Black, Asian and minority ethnic. This term is sometimes used to refer to non-white communities but can also include white non-British communities. Though it is important to note among EDI developments including language interrogation, the notion *BAME* is contested and recognising diverse marginalised racial and ethnic backgrounds in their own right is critical.
Belonging	Belongingness is the human emotional need to be an accepted member of a group. Whether it is family, friends, co-workers, a religion, or something else, people tend to have an 'inherent' desire to belong and be an important part of something greater than themselves.
Bi-racial or mixed-race background	For representing or including members of two races, such as Black and White.

EDI Glossary

Bisexual	A person who is attracted to people of the same gender as themselves, and other genders.
Black	A person with African ancestral origins, who self identifies, or is identified as Black, African or Afro-Caribbean.
Black Lives Matter	A political and social movement originating among African Americans, emphasising basic human rights and racial equality and inclusion for black communities and campaigning against various forms of racism.
Bullying	This is defined as malicious, undermining, humiliating or intimidating behaviours which attacks a person's personal or professional performance, and which demonstrates and abuse of misuse of power or position on part of the perpetrator.
Calling in and restorative practice	Much like calling out, calling in aims to get the person to change their problematic behaviour. The primary difference between calling in and calling out is that calling in is done with a little more compassion and patience. Sometimes people – especially people who may have less exposure to the EDI space, including social movements – receive messages better when they are navigated in a restorative manner.
Calling out and challenge	Calling someone out serves two primary purposes: It lets that person know they're being oppressive, and it lets others know that the person was being oppressive. By letting others know about this person's oppressive behaviour, more people can hold them accountable for their actions. While staying silent about injustice often means being complicit in oppression, calling out lets someone know that what they are doing will not be condoned.
Cis(gender)	A person who feels like their gender is the same as the one given to them when they were born.

EDI Glossary

Culture	The ideas, customs and human behaviour of a particular group, workplace or society.
Direct discrimination	This means treating one person worse than another person because of a protected characteristic. For example, a promotion comes up at work. The employer believes that people's memories get worse as they get older so doesn't tell one of his older employees about it, because he thinks the employee wouldn't be able to do the job.
Diversity	Diversity essentially means difference, specifically in this context it is about representation and participation of people with different social identities. This diverse representation should take place in every area of public like e.g. education, politics, workplaces.
Diversification	The action of diversifying something or the fact of becoming more diverse.
Employee reference group	Employee resource groups (also known as ERGs, staff network groups, affinity groups, or business network groups) are groups of employees who join together in their workplace based on shared characteristics or life experiences.
Equality	Everyone is treated equally under policies, practices and have the same rights as everyone else. Everyone is provided with equal access to opportunities, and there is parity between the outcomes everyone can achieve from those opportunities. Diversity is needed to ensure equality of representation.
Equity	This is the recognition and understanding that some groups are disadvantaged, and others are advantaged and in order to achieve equal outcomes for all, specific action needs to be taken to level this out.

EDI Glossary

Ethnicity	Ethnicity refers to the social characteristics that people may have in common, such as language, religion, regional background, culture, foods, etc. Ethnicity is revealed by the traditions one follows, a person's native language, and so on. A large group of people who have the same national, racial, or cultural origins, or the state of belonging to such a group.
Ethnic minority group	Usually, but not always, this phrase is used to refer to a non-white population.
Fostering good relations	Tackling prejudice and promoting understanding between different protected groups as well as between members of protected groups and other people.
Gay	A person who is attracted to people of the same gender as themselves.
Genderfluid	A person who experiences their gender as shifting or changing over long and/or short periods of time.
Gender expression	The way in which a person expresses their gender identity, typically through their appearance, dress, and behaviour.
Harassment	This means people cannot treat you in a way that violates your dignity, or creates a hostile, degrading, humiliating or offensive environment. The conduct can either be a serious one-off event or be a 'course of conduct', i.e., it happens on a number of occasions.
Heteronormativity	The normalising of heterosexual relationships and the assumption that everyone is attracted to the 'opposite' gender.

EDI Glossary

Identity

Identity is a social and historical construct. We learn about our own identity and the identity of others through interactions with family, peers, organisations, institutions, media and other connections we make in our everyday life. Key groups of identity are often categorised—like ethnicities, ages, gender identities, faiths, beliefs, sexualities, economic backgrounds and those with any kind of health condition or impairment.

Inclusion

Inclusion moves beyond representation in participation that comes from diversity. It is where the differences of each individual and/or group ins acknowledged, respected and valued and action is taken to ensure that practices work for everyone and there are no barriers that prevent anyone from fully participating.

Inclusive allyship

Allyship is the practice of emphasising inclusion, and human rights by members of an ingroup, to advance **the interests of an oppressed or marginalised outgroup**.

Indirect discrimination

https://www.equalityhumanrights.com/en/advice-and-guidance/what-direct-and-indirect-discrimination

Intersectionality

The interconnected nature of social categorizations such as race, class, and gender as they apply to a given individual or group, regarded as creating overlapping and interdependent systems of discrimination or disadvantage. People who represent more than one minority group and therefore define into more than one of the nine protected characteristics.

Intersex

A person who is born with biological characteristics that cannot be easily categorised as "female" or "male".

Lesbian

A woman who is attracted to other women.

EDI Glossary

LGBTQIA+

An initialism for lesbian, gay, bi, trans, queer or questioning, intersex and asexual. The '+' is used to symbolize and explain a number of different gender identities and sexual orientations that are not already present in the initialism. It is an umbrella term that is often used to refer to the community as a whole.

Liberation

Freedom from all forms of oppression in every aspect and level of society.

Microaggressions

Microaggressions are indirect, subtle, or unintentional discrimination against members of a marginalized group and protected characteristics. Coined in the 1970s and more recently used by Derald Wing Sue, a Columbia University professor.

Multicultural

Including people who have many different customs and beliefs. The cultural term often refers to behaviours and customs of people from different societies.

Neurodiversity

The term neurodiversity refers to variation in the human brain regarding sociability, learning, attention, mood and other mental functions in a non-pathological sense.

Oppression

The combination of prejudice and institutional power which creates a system that discriminates against some groups (often called "target groups") and benefits other groups (often called "dominant groups"). Examples of these systems are racism, sexism, ableism, classism, ageism, and anti-semitism. These systems enable dominant groups to exert control over target groups by limiting their rights, freedom, and access to basic resources such as health care, education, employment, and housing.

Pansexual

A person who is attracted to people typically on a personality led level and of many genders.

EDI Glossary

Positive action

Lawful actions that seeks to overcome or minimise disadvantages that people who share a protected characteristic have experienced, or to meet their different needs (e.g. providing mentoring to encourage staff from under-represented groups to apply for promotion).

Positive discrimination

Treating someone with a protected characteristic more favourably to counteract the effects of past discrimination. It is generally not lawful although the duty to make reasonable adjustments is an exception where treating a disabled person more favourably may be required by law, so it is legitimate to provide reasonable adjustments which favour of a disabled person.

Power

The capacity to exercise control over others. The ability or official authority to decide what is best for others. The ability to decide who will have access to resources.

Prejudice

A judgment or opinion that is formed on insufficient grounds before facts are known or in disregard of facts that contradict it. Prejudices are learned and can be unlearned.

Privilege

Privilege operates on personal, interpersonal, cultural, and institutional levels and gives advantages, favours, and benefits to members of dominant groups at the expense of members of target groups. Privilege is characteristically invisible to people who have it. People in dominant groups often believe that they have earned the privileges that they enjoy or that everyone could have access to these privileges if only they worked to earn them. In fact, privileges are unearned and they are granted to people in the dominant groups whether they want those privileges or not, and regardless of their stated intent.

EDI Glossary

Pronouns

A pronoun is a word you use to refer to someone instead of their name. The most common pronouns are he, she or they. Pronouns are important because how someone looks (their presentation) and their gender identity are not always the same. You should not assume what pronoun or name to use for anyone. It's good practice to refer to everyone as 'they' until you know what their pronouns are, and to make a habit of asking everyone how they would like to be addressed.

Protected characteristics

Protected characteristics are specific aspects of a person's identity defined by the Equality Act 2010. The 'protection' relates to protection from discrimination. These are the grounds upon which discrimination is unlawful. The characteristics are: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

Psychological safety

Psychological safety is the belief that you will not be punished or humiliated for speaking up with ideas, questions, concerns, or mistakes.

Queer

Historically used as an insult, however some people feel they have reclaimed the word and it has a positive meaning. Some still feel it's an insulting term. Some people use it as a collective term for LGBTQIA+ people, and some to explain their gender, sexual or political identity.

Questioning

A person who is currently re-assessing or exploring their thoughts about their sexual orientation and/or gender identity.

Race

A group, especially of people with a particular similar physical characteristic, who are considered as belonging to the same type, or the fact of belonging to such a group.

EDI Glossary

Racism/institutional racism

A belief that some races are superior to others, used to devise and justify individual and collective actions that create and sustain inequality among racial and ethnic groups. Individual racism is usually manifested in decisions and behaviours that may disadvantage small numbers of people. Institutional racism, whereby policies and traditions, sometimes unconsciously, favour a particular racial or ethnic group, may be less obvious but may disadvantage large populations.

Reasonable adjustment

The duty on organisations to make reasonable adjustments requires employers to take positive steps to ensure that disabled employees/users can fully participate in the workplace/service provided by the organisation, and that they can enjoy the other benefits, such as facilities. This duty goes beyond simply avoiding discrimination and requires organisations to anticipate the needs of potential employees/users for reasonable adjustments, as well as recognising that a person's access needs may change over time.

Religion or belief (or lack of religion or belief)

Religion has the meaning usually given to it but belief includes religious and philosophical beliefs including lack of belief (e.g. Atheism). Generally, a belief should affect your life choices or the way you live for it to be included in the definition.

Representation

The action of speaking or acting on behalf of someone or the state of being so represented.

Sex

A biological characteristic assigned to a person on the basis of primary sex characteristics (genitalia). Sex does not automatically determine gender identity.

Sexual orientation

Sexual orientation is a combination of emotional, romantic, sexual or affectionate attraction to another person. In other words it is about who you are attracted to, fall in love with and want to live your life with.

EDI Glossary

Stereotypes

This refers to having a fixed mental impression about particular groups of people. Stereotypes have developed whereby large groups of people are labelled as having the same limited, usually negative, characteristics. Even though most of the people in the group are nothing like the stereotype, the characteristics of a tiny minority are used to maintain the stereotype.

Straight

The word straight is often used to mean heterosexual. It can also mean heteroromantic. Heterosexual means you're sexually attracted to the opposite sex only. Generally, straight means you're attracted to the opposite sex, whether it's in a sexual or romantic way.

Trans(gender)

An umbrella term for people whose gender identity and / or gender expression differs from their assigned sex at birth. They may or may not seek to undergo gender reassignment, including hormonal treatment and/or surgery.

Transphobia

Transphobia is a collection of ideas and phenomena that encompass a range of negative attitudes, feelings or actions towards transgender people or transness in general. Transphobia can include fear, aversion, hatred, violence, anger, or discomfort felt or expressed towards people who do not conform to social gender expectations.

Unconscious bias

Social stereotypes about certain groups of people that individuals form outside their own conscious awareness. It is important that we try to recognise these biases and actively challenge them.

Victimisation

This means people cannot treat you unfairly if you are taking action under the Equality Act (like making a complaint of discrimination), or if you are supporting someone else who is doing so. For example, an employee makes a complaint of sexual harassment at work and is dismissed as a consequence.

EDI Glossary

White

The term usually used to describe people with European ancestral origins who identify, or are identified as white (sometimes called European, or in terms of racial classifications, the group known as Caucasian or Caucasoid). The word is capitalised to highlight its specific use. The term has served to distinguish these groups from those with skin of other colours and hence derives from the concept of race but is used as an indicator of ethnicity.

Xenophobia

An irrational fear of hatred of foreigners or strangers or of their politics or culture.

Zero Sum Game

The mindset relating to or denoting a situation in which whatever is gained by one side is lost by the other. We need to challenge this to emphasise that by ensuring someone is included does not mean someone else is excluded.

Accessibility testing is being further developed
to improve the accessible and inclusive nature
of our documents.