



## **Equality Impact Assessment Template**

---

Before carrying out an Equalities Impact Assessment (EqIA), you should familiarise yourself with the guidance notes (see Appendix).

An EqIA should be carried out whenever you start (and regularly review) any significant activity (e.g. a new strategy, programme, or campaign).

You will find it helpful to answer each relevant question on the form online.

### **A. Name and the nature of the programme/ activity**

--

### **B. Reason for Equality Impact Assessment**

Please delete as applicable:

- Proposed new programme/ activity.
- A proposed change to an existing programme/ activity.
- Undertaking a review of an existing programme/ activity.
- Other (please state):

### **C. Person responsible for the programme/ activity**

Name:

Job title:

Department:

### **D. equality and diversity considerations**

Describe the ways in which the groups below may be impacted by your activity. The impact may be negative or positive. There are some example questions below to aid your thinking (delete any that are not relevant):

If you are unsure how to find out about the needs of the groups noted below, you may wish to speak to someone from HopScotch Children's Charity ([info@hopscotch-charity.org](mailto:info@hopscotch-charity.org)) who can provide information.

- Age (e.g., are there ways older or younger people may find it difficult to engage in your project or process?)

- Disability (do you need to consider a large print or easy read of any surveys /questionnaires?)
- Race (including ethnicity and nationality) (does your project consider the needs of people from different groups, if not, do you need to make any adjustments?)
- Religion or belief (do people from faith groups experience any specific disadvantage concerning your research project)
- Sex
- Sexual orientation (is your language inclusive of LGB groups?)
- Trans and non-binary – is your language inclusive of trans and non-binary people?
- People are experiencing multiple needs such as homelessness, mental health problems, involvement in the criminal justice system or substance misuse.
- Social deprivation. e.g., people who can't attend your event due to the cost of travel.
- Pregnancy and maternity.

## E. Evidencing Impact

Please answer each of the following questions:

Please answer each of the following questions:

1. Is there any information available about the people who will be involved in or affected by your programme/ activity? (E.g. demographic info, scoping of need etc)
2. Are there any gaps in evidence/ insufficient information to properly assess the impact of your programme/ activity, and how will this be addressed? E.g. further research or working with a voluntary sector organisation?
3. Will this programme/ activity lead to discrimination (direct or indirect), harassment, victimisation, or less favourable treatment of people with protected characteristics?
4. Does your programme/ activity disproportionately affect any one group named above?
5. Is there an opportunity for your programme/ activity to foster good relations between groups?
6. Do you need to make any reasonable adjustments to your programme/ activity to avoid discrimination or advance equality of opportunity? This may include adjusting interview questions, so they are more accessible or making changes to the way events are managed.
7. How is the programme/ activity's communication made accessible to all groups?
8. Does your programme/ activity contribute to advancing equality of opportunity?
9. How are you engaging people with a wide range of protected characteristics in the development, review and/or monitoring of the programme/ activity?

## F. EqIA Outcome

Select one of the four options below to indicate how the development or review of the programme/ activity will be progressed and state the rationale for the decision. (Delete the options that do not apply):

**Option 1:** No change required – the assessment is that the programme/ activity is/will be robust.

**Option 2:** Adjust the programme/ activity – this involves taking steps to remove any barriers, to better advance equality and/or to foster good relations.

**Option 3:** Continue the programme/ activity despite the potential for adverse impact with mitigation in place

**Option 4:** Stop the programme/ activity as there are adverse effects which cannot be prevented/mitigated.

## G. Action and Monitoring

Please specify the actions required to implement the findings of this EqIA and how the programme/ activity's equality impact will be monitored in the future. It may be helpful to complete the table.

Activity in each quarter				What steps will you take to measure this activity is taking place	What will successful completion look like?	Date of completion? Please note this by quarters			
Q1	Q2	Q3	Q4			Q1	Q2	Q3	Q4

## H. Review

Date of next review:



## H. Sign-off

EqlA undertaken by (name and job title):

Date:

## Appendix: Equality Impact Assessment Guidance

---

### Introduction

This guidance is intended to help you undertake an Equality Impact Assessment (EqIA).

An EqIA should be carried out whenever you are starting (and regularly reviewing) any major activity (e.g. a new strategy, programme, or campaign). For the purposes of this template, this is summarised as your 'programme/ activity'.

EqIA is part of the Mind's general equality duty under the Equality Act 2010. The Equality Act 2010 specifies the following 'protected characteristics': age, disability, race (including ethnicity and nationality), religion or belief, sex, sexual orientation, gender reassignment, pregnancy and maternity, and marriage or civil partnership.

Mind has a general equality duty to have due regard to the needs to:

- eliminate discrimination, harassment and victimisation
- advance equality of opportunity
- foster good relations between people who share a relevant protected characteristic and people who do not share it.

This guidance is designed to lead you through the EqIA process through asking pertinent questions and giving examples. The law does not dictate a particular form for EqIA, but we have provided a template for you use if required. The requirement is to actively consider how a programme/ activity will meet the general equality duty and take any necessary action. Wherever practicable, EqIA should be built into standard processes and tailored to the nature of the policies or practices involved.

Answers should be recorded in the EqIA form and can be expanded and supplemented as required. Answers may be as long or short as is necessary and relevant, bearing in mind that the effort involved in EqIA should be proportionate to the relevance of the programme/ activity to equality.

### Assessing for Equality Impact

Before assessing the programme/ activity, ensure that you have a clear understanding of the purpose of the programme/ activity, the context, the intended beneficiaries, and the results aimed for.

- Bear in mind that the extent of EqIA should be proportionate to the relevance of the programme/ activity to equality. It may not be practicable or necessary to answer every question or address every potential scenario.
- Focus mainly on aspects of the programme/ activity that are most relevant to the question, to ensure most attention is given to the most important areas.
- Relate answers to consideration of the available evidence and address any gaps or disparities revealed, where feasible without disproportionate effort. For new policies, assess potential impact.
- Describe any action identified to address any issues highlighted.
- Where there is potential for adverse impact, but the programme/ activity will still be applied, indicate the rationale for that decision.

Initial/partial EqIA: in some circumstances - particularly for new policies/practices – there may be limited information on which to base EqIA. In these cases, the EqIA should be carried out to the extent



possible and should identify arrangements for monitoring/ investigation of equality impact and for fuller EqIA in future.

Wholly positive impact: Some policies/practices may be viewed as having only positive equality impact. For these, consideration should still be given to ensure that no adverse impact is overlooked and to ensure that full advantage is taken of the positive impact, e.g. through effective communication. However, the effort involved in carrying out EqIA should not be excessive.

## **Undertaking an Equality Impact Assessment**

### Sections A, B, and C

Indicate the current status of the programme/ activity or the stage of development/review. Also note any general comments here regarding the relevance and significance of the programme/ activity to equality. Which aspects of the programme/ activity are particularly relevant (which should be the main focus for EqIA)? On what aspects of equality does the programme/ activity particularly impact?

### Section D

Indicate which equality group/s is the programme/ activity relevant and why? Policies/practices applying to substantial groups of service users or staff will be relevant to all equality groups, which should be noted.

The protected characteristics under the Equality Act are:

- Age
- Disability
- race (including ethnicity and nationality)
- religion or belief
- sex
- sexual orientation
- gender reassignment
- pregnancy and maternity
- marriage or civil partnership<sup>1</sup>

You must consider each of these protected characteristics. As part of this, consider diversity within, as well as between groups (e.g. different disabilities, different racial groups). Consider the implications of combinations of protected characteristics e.g. issues of relevance to women may vary once race, religion and age are taken into consideration. Also consider the impact on those with caring/family responsibilities (which tends to impact more on women).

### Section E

1. What evidence is available about the needs of relevant equality groups? E.g. information/feedback from equality groups or other stakeholders, involvement or research with equality groups or individuals, equality monitoring data, service monitoring data,

---

<sup>1</sup> Note: only the duty to eliminate discrimination applies to marriage and civil partnership. There is no need to have regard to advancing equality or opportunity or fostering good relations in this respect.



information for other similar policies/practices, staff surveys, research reports, demographic information, audit, inspection or management reports and recommendations.

2. Where are the gaps in evidence? If there is insufficient information to properly assess the programme/ activity, how will this be addressed? If information cannot be gathered now, consider building monitoring into the plans for implementation/review of the programme/ activity. Note: the resources put into collecting evidence should be proportionate to the relevance of the programme/ activity to equality.
3. Is there evidence (or an expectation) of higher or lower uptake by any equality group(s)? If so, give details of the differences and the reasons for these (if known)? Is any equality group excluded from participating in or accessing the service or functions? If so, why? Does the programme/ activity create any barriers for any group? For example, because of the time when the service is delivered or because of restricted income?
4. Might the application of this programme/ activity lead to discrimination, harassment or victimisation? Might it result in less favourable treatment for particular equality groups or give rise to indirect discrimination?
5. Does the programme/ activity contribute to advancing equality of opportunity?<sup>2</sup> Will it help to:
  - remove or minimise disadvantage?
  - meet the needs of different equality groups?
  - encourage increased participation of particular groups?
  - take account of disabled people's impairments?
6. Is there an opportunity in applying this programme/ activity to foster good relations between people in any protected group and those who are not?<sup>3</sup> Will it help to tackle prejudice and/or promote understanding?
7. Are reasonable adjustments built in where they may be needed? Is there evidence (or an expectation) that people from different equality groups have different needs or experiences in relation to the programme/ activity? If so, what are they?
8. Is the communication of the programme/ activity accessible to all groups? Are you using channels that are accessible to everybody? How could you make sure that your messages reach the widest range of people?
9. How are relevant equality groups or communities involved in the development, review, and/or monitoring of the programme/ activity?

## Section F

There is a legal obligation to take account of the results of the EqIA in the development of a new or revised programme/ activity. This requires considering taking action to address any issues identified, such as removing or mitigating any negative impacts, where possible, and exploiting any potential for positive impact. Clearly any unlawful discrimination must be eliminated.

---

<sup>2</sup> This question does not apply to the protected characteristic of marriage or civil partnership

<sup>3</sup> This question does not apply to the protected characteristic of marriage or civil partnership



Having considered all of the sections of the EqIA form you must come to a conclusion about how the development/review of the programme/ activity should be progressed. The reasons for the outcome and option chosen should be noted:

- **Option 1:** No change required – the assessment is that the programme/ activity is/will be robust. There is no evidence of potentially unlawful discrimination and all reasonable opportunities to advance equality and foster good relations have been taken, subject to continuing monitoring and review.
- **Option 2:** Adjust the programme/ activity – this involves taking steps to remove any barriers, to better advance equality and/or to foster good relations. This may involve removing or changing the aspect of the programme/ activity that creates any negative or unwanted impact. It may also involve introducing additional measures to reduce or mitigate any potential negative impact.
- **Option 3:** Continue the programme/ activity – this means adopting/continuing with the programme/ activity despite the potential for adverse impact. Set out the rationale for this decision, including how the decision is compatible with our legal obligation. Where there is discrimination, but it is considered not to be unlawful – the objective justification must be recorded.
- **Option 4:** Stop the programme/ activity – if there would otherwise be unlawful discrimination or adverse effects that are not justified and cannot be prevented/mitigated.

#### Section G, H, and I

- Specify the actions required to implement the findings of this EqIA.
- State how the programme/ activity will be monitored in relation to its equality impact (or note where this is specified above).
- When will the programme/ activity next be reviewed?