

Dudley Group of Hospitals: Equality Impact Assessment

Step 3: Assessment Tool

Name of Policy or Service being assessed: <p style="text-align: right;">Restraint of Adult Patients Policy</p>

Directorate:	Operations
Service/ Department	Trust wide

Head of Service: (who will sign off this EIA)	Yvonne O'Connor Deputy Director of Nursing
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Lead Officer: (completing this EIA)	Pam Smith Matron Lead Safeguarding Children and Adults
Date of EIA	

Names and roles of any other people supporting the EIA (e.g. advisory group)
Restraint Policy Group

Section 1 - Introduction

Identify the aims of the Policy/Service and rationale behind its delivery

The aim of this section is to state the aim, objective or purpose of the policy/service:

How does the policy fit in with the Trust's wider aims?	This policy outlines the Trusts responsibilities to ensure all staff are aware of their individual responsibilities regarding Restraint and are trained appropriately for this.
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Is the policy/service delivered by one department/directorate or in conjunction with other departments, agencies etc? Which?	Training is delivered by Clinical Nurse Specialist for Older People and the Manual Handling Coordinator.
State the underlying aims and objectives of the policy/service and what it is trying to achieve.	The aim of this policy is to identify the roles, responsibilities and appropriate use of restraint within the Dudley Group NHS Foundation Trust. The policy identifies the appropriate methods of restraint and the principles of restraint management.
Who are the main stakeholders in relation to this policy/service?	Dudley Group of Hospitals NHS Foundation Trust.

How is the policy/service delivered?

Is there a target group for this service or policy?	All staff employed by Dudley Group of Hospitals NHS Foundation Trust and contractors.
Are there any eligibility criteria? If so state	All staff have access to Restraint training in agreement with their line manager.
Is it in-patient/out-patient or staff service/policy?	Staff service policy.
Is the service in-house or contracted out?	In-house.
Is it delivered by staff directly employed by the Trust or agency staff?	Delivered by Trust staff and trainers.

Section 2 - Data collection and analysis

Impact assessment should aim to promote equality across the following six 'equality areas':

- Age
- Disability
- Ethnicity/Race
- Faith/religious belief
- Gender (includes gender identity)
- Sexual orientation.

Note: Corporate data collection systems may not yet facilitate the collection of data for all these areas. Data collection may vary across service provision. (In some instances it may not be possible/appropriate to monitor each of the groups below. However, what data exists should inform the assessment and any gaps in data should be highlighted by the assessment).

- **In the context of the policy or service being assessed, what equalities monitoring data is collected in relation to the following areas:**

Note: this question may be more relevant to service areas than policies, should initially be applied to both).

	Age	Disability	Ethnicity/ Race	Faith	Gender/ Gender identity	Sexual orientation
Profile of service users	Data is available within OLM	Data is available within OLM				
Profile of staff delivering the service	Data is available within OLM	Data is available within OLM				
Profile of any training available and who has taken it up	Data is available within OLM	Data is available within OLM				
[Other relevant						

<i>areas]</i>						
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Based on the above:

What are the gaps in information required?	Data is not collected at source when staff apply for training.
Do you have information on the profile of the local population (where relevant) or of the patient group or target group affected by the policy/service? Or do you know how to access this (this may be held corporately)?	Staff demographics held corporately.
What steps need to be taken to address any of the above?	Confirmation of training places needs to include a statement advising staff to inform the trainer if they have any special requirements.

Section 3 - Broad Needs Analysis of the Policy or Service Area

Please set out your understanding of the needs of your service users and any barriers to having these needs met and any barriers to accessing/delivering your service.

<p>Does the customer profile of your service reflect the local population (where relevant) or the target group for the service/policy? <i>(You may wish to refer to information held corporately by the Trust that has been drawn from census data).</i></p>	<p>This has not been assessed.</p>
<p>How are people from each equality group reflected in the policy/take-up of services? Is there any under or over representation by certain groups? Are there any known explanations for this?</p>	<p>This has not been assessed.</p>
<p>Are staff trained in equality awareness and cultural awareness relevant to the needs of your service user group? (Where staff are the 'user group', are managers trained)?</p>	<p>Cultural awareness and diversity training is available.</p>
<p>Are there any factors about the policy or the way the service is delivered that could have an equalities impact? Consider referral routes; physical access; translation and interpreting services etc.</p>	<p>Staff are referred for training by their managers.</p> <p>All areas where training is delivered have access for those with disabilities.</p> <p>The presentation is PowerPoint and scenario group work which could be interpreted if required.</p> <p>Hearing loops are available in some areas.</p>

<p>What methods do you use to ensure that people from diverse groups and communities are reflected in the policy/have access to the service?</p>	<p>Hearing/induction loops. PowerPoint presentation could be produced in large print if requested.</p>
<p>Are there any measures in place, if appropriate, to ensure that traditionally excluded communities (e.g. minority ethnic groups, people with learning disabilities etc) are not excluded from the policy/have access to the service?</p>	<p>All staff are able to access training, based on a learning needs analysis.</p> <p>Training can be delivered at a variety of venues and by different methods to enable all staff to participate</p>
<p>Has the policy/service been subject to any complaints, which involve equality issues?</p>	<p>No. This is a new policy service.</p>
<p>What relevant consultation exercises have been carried out over the last two years and/or are planned in the near future? (e.g. Patient Forums, community groups, special interest groups etc)</p> <p>(You may need to consult with groups as part of this assessment or as part of the action plan arising from the assessment)</p>	<p>No. Formal staff consultations have been carried out.</p> <p>Staff are encouraged to complete an evaluation form after training; this however will not identify any concerns for those staff who have not accessed training.</p>
<p>Were there/are there any implications for equalities groups arising from these consultations?</p>	<p>None.</p>

Section 4 - Assessment

Based on the information you have gathered above:

	Age	Disability	Ethnicity/ Race	Faith	Gender/ Gender identity	Sexual orientation
Have you identified any differential impacts of the policy / service on any of the equality groups?	No Impact	All staff are able to access training regardless of disability.	No Impact	No Impact	No impact	No impact
Have you identified any good practice in promoting equality?	All staff are able to access training	All staff are able to access training	All staff are able to access training	All staff are able to access training	All staff are able to access training	All staff are able to access training
In what way does the policy/ service work to eliminate discrimination?	Training for restraint respects diversity, promotes equality,	Training for restraint respects diversity, promotes equality	Training for restraint respects diversity, promotes equality	Training for restraint respects diversity, promotes equality	Training for restraint respects diversity, promotes equality	Training for restraint respects diversity, promotes equality

	es equality					
How does the policy / service promote equal opportunities ?	Staff are able to access training regardless of age	Staff are able to access training regardless of Disability	Staff are able to access training regardless of Ethnicity	Staff are able to access training regardless of faith	Staff are able to access training regardless of gender	Staff are able to access training regardless of sexual orientation
How does the policy / service contribute to better community cohesion and good community relations?	Training is accessible to all staff based on a learning needs analysis	Training is accessible to all staff based on a learning needs analysis	Training is accessible to all staff based on a learning needs analysis	Training is accessible to all staff based on a learning needs analysis	Training is accessible to all staff based on a learning needs analysis	Training is accessible to all staff based on a learning needs analysis

Are there are groups other than the six 'equality groups' already considered that may be adversely affected by the policy?	No
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Section 5 - Adverse Impact and recommended actions

Based on the above analysis:

<p>What if any, are the main areas where adverse impact has been identified/requiring improvement?</p>	<p>Staff have not been consulted regarding access to training.</p> <p>Staff not asked about special requirements prior to attending.</p> <p>Profile of staff attending and able to access training has not been assessed to ensure equality of access.</p>
<p>Does the adverse impact amount to potential or actual discrimination? (If Yes, or you are not sure, please refer to your line manager or to Human Resources Dept for further advice and guidance.</p>	<p>Potential discrimination.</p>
	<p>ACTION PLAN</p>
<p>What measures that can be taken to remove or minimise any adverse impact identified or how adverse impact could be avoided in the future? Please list the specific actions and timescales for progressing these measures.</p>	<p>Confirmation of places on restraint training courses to include a request to be notified of any special requirements. June 2013</p> <p>All attendees to be asked to complete an Equality monitoring form and results to be collated and measured against staff demographic data. June 2013</p> <p>Staff groups not accessing training to be surveyed for problems with accessing training. June 2013</p>
<p>What areas of good practice have been identified through the EIA process that could be replicated elsewhere?</p>	<p>Training is available at a variety of venues and in different forms to enable all staff to access training based on a learning needs analysis.</p>

Section 6 - Monitoring and Review of policy

The results of the EIA and action plan should be sent to the Medical Service Head, Matron or Head of Department as appropriate, so it can inform service planning and development.	Date sent: 08.03.13
Each policy/service has to be reviewed for equality impact every three years.	Date for next review: 08.03.16

Section 7 – Signing off

Does this policy or service need to be referred for further assessment/legal advice? If Yes, please state what date your line manager and HR manager have been notified.	Date:

Lead officer completing the assessment:

Name: Pam Smith, Matron Lead Safeguarding Children and Adults

Head of Service, Matron or Head of Department to sign off the assessment:

Name:

Signed:

Date:

Section 8 –Publishing the results

We have a specific statutory duty to publish the results of EIAs and to have available results of the EIA and monitoring of any actions agreed. This will include access to the assessment via the Trust’s website. As well as sending your completed EIA to your Head of Service, Matron or Head of Department **please also send it to:**
Liz Abbiss, Head of Communications, Trust HQ.

Date sent: July 2013

Thank you.