

## Part A: Preparation and Assessment of Relevance and Priority

Part A is a three step process which will help you to prioritise work and prepare for EqIA.

**Step 1 - Preparation:**  
identify the title of the Policy/function/strategy, the main aims and the key contributors  
(see **Form 1**)



**Step 2 - Gather Evidence:**  
collect, but do not analyse information at this stage - just see what evidence is available  
(see **Form 2**)



**Step 3 - Assessment of Relevance and Priority:**  
determine whether or not the evidence demonstrates high, medium, low, or no relevance and priority across the core dimensions of the equality duties, by each of the equality strands  
(see **Form 3**)

## Form 1: Preparation

Part A must be completed at the beginning of a Policy/function/strategy development or review, and for every such occurrence. (Refer to the Step-by-Step Guide for additional information).

<b>Step 1 - Preparation</b>		
1.	<b>Title of Policy</b> - what are you equality impact assessing?	Child Abduction Policy
2.	<b>Policy Aims and Brief Description</b> - what are its aims? Give a brief description of the Policy (The What, Why and How?)	This policy outlines best practice in preventing abduction and the process to follow if abduction is suspected or has taken place. The policy covers children from birth to under 16 years of age who are being cared for in all areas of the UHB and those visiting UHB premises as neither an inpatient or outpatient
3.	<b>Who Owns/Defines the Policy?</b> - who is responsible for the Policy/work?	Anne Morgans Clinical Governance Midwife Kim Reid Senior Nurse.
4.	<b>Who is Involved in undertaking this EqIA?</b> - who are the key contributors to the EqIA and what are their roles in the process?	Anne Morgans Clinical Governance Midwife
5.	<b>Other Policies</b> - Describe where this Policy/work fits in a wider context. Is it related to any other policies/activities that could be included in this EqIA?	CAMHS Policy and Procedure for Missing Persons.  Baby Identification Policy Obstetrics & Gynaecology UHB ID Policy Welsh Risk Management Clinical Standard 1 Child Protection Policies

**Step 1 - Preparation**

6.	<b>Stakeholders</b> - Who is involved with or affected by this Policy	Heads of profession Directorate Staff Parent/careers Security Police
7.	<b>What factors may contribute to the outcomes of the Policy? What factors may detract from the outcomes?</b> These could be internal or external factors.	Lack of Training Communication Staff vigilance and awareness of security measures

## Form 2: Evidence Gathering

Equality Strand	Evidence Gathered	Does the evidence apply to the following with regard to this Policy/work? Tick as appropriate.									
Race	Equality Act 2010 Welsh Interpretation & Translation Service policy	Eliminating Discrimination and Eliminating Harassment	√	Promoting Equality of Opportunity	√	Promoting Good Relations and Positive Attitudes	√	Encouraging participation in Public Life	x	Take account of difference even if it involves treating some individuals more favourably*	√ I have ticked here because we would do this- we have a statutory obligation e.g. we would amend font sizes on the policy if requested to by individuals
Disability	Equality Act 2010		x√		√		x√		x		
Gender	<b>No evidence found</b> An internet search of the topic of was conducted, on 24/10/11.No documented evidence was found from this search to suggest that there are any statements, conditions, rules or requirements which could potentially exclude or, where applied, could cause an adverse impact against any group of individuals in respect of gender/ sexual orientation etc as applicable to below strands.		x√		x		x√		x		
Sexual Orientation	<b>No evidence found</b>		√x		√		x√		x		
Age	Frazer Competence Children Act		√		√		√		√ x		

Religion or Belief	No evidence found		√x		√x		x		x		
Welsh Language	Welsh Language Act UHB Welsh Language Scheme		x		√		√		x		
<b>People have a human right to: life; not to be tortured or treated in a degrading way; to be free from slavery or forced labour; to liberty; to a fair trial; not to be punished without legal authority; to respect for private and family life, home and correspondence; to freedom of thought, conscience and religion; to freedom of expression and of assembly; to marry and found a family and to not be discriminated against in relation to any of the rights contained in the European Convention.</b>											
Human Rights	<b>As well as taking account of human rights we have also taken account of the Children Act and the United Nations Convention of the Rights of the Child.</b>										

\* This column relates only to Disability due to the specific requirement in the DDA 2005 to treat disabled people more favourably to achieve equal outcomes. This is not applicable to the other equality strands.

### Form 3: Assessment of Relevance and Priority

Equality Strand	Evidence: Existing evidence to suggest some groups affected. Gathered from Step 2. (See Scoring Chart A)	Potential Impact: Nature, profile, scale, cost, numbers affected, significance. Insert one overall score (See Scoring Chart B)	Decision: Multiply 'evidence' score by 'potential impact' score. (See Scoring Chart C)
Race	3	0	0
Disability	2	0	0
Gender	1	0	0
Sexual Orientation	1	0	0
Age	2	-1	-1
Religion or Belief	1	0	0
Welsh Language	1	-1	-1 (could have an impact if the child's first language is Welsh and they have agreed to go with another person who is not their legal guardian, then when found if they can only speak Welsh a suitable member of staff who can converse in Welsh may not be available.
Human Rights	3	0	0

**Scoring Chart A: Evidence Available**

3	Existing data/research
2	Anecdotal/awareness data only
1	No evidence or suggestion

**Scoring Chart B: Potential Impact**

-3	High negative
-2	Medium negative
-1	Low negative
0	No impact
+1	Low positive
+2	Medium positive
+3	High positive

**Scoring Chart C: Impact Decision**

-6 to -9	High Impact (H)
-3 to -5	Medium Impact (M)
-1 to -2	Low Impact (L)
0	No Impact (N)
1 to 9	Positive Impact (P)

## FORM 4: (Part A) Outcome Report

<b>Policy Title:</b>	Child Abduction Policy
<b>Organisation:</b>	Cardiff and Vale UHB
<b>Name:</b> <b>Title:</b> <b>Department:</b>	Anne Morgans Clinical Governance Midwife Obs & Gynae
<b>Summary of Assessment:</b>	Our assessment had found that there has been no impact on six of the eight equality strands. Two of the strands had a low impact which we can and have addressed through an action plan. Overall there is little or no impact
<b>Decision to Proceed to Part B Equality Impact Assessment:</b>	<b>/No</b> Not necessary as there has been little or no impact.

## Action Plan

You are advised to use the template below to detail any actions that are planned following the completion of Part A or Part B of the EqIA Toolkit. You should include any remedial changes that have been made to reduce or eliminate the effects of potential or actual adverse impact, as well as any arrangements to collect data or undertake further research.

	<b>Action(s) proposed or taken</b>	<b>Reasons for action(s)</b>	<b>Who will benefit?</b>	<b>Who is responsible for this action(s)?</b>	<b>Timescale</b>
1. What <b>changes</b> have been made as a result of the EqIA?	N/A				
2. Where a Policy may have differential impact on certain groups, state what arrangements are in place or are proposed to <b>mitigate</b> these impacts?	Staff are trained to understand age cognitive differences and if necessary arrange interpreters.	It is good practice and will assist us in meeting the needs of the patient/carers/family	Staff , children and families	Line Manager	Annual training programme in place .

<p>3. <b>Justification:</b> For when a policy may have adverse impact on certain groups, but there is good reason not to mitigate.</p>	N/A				
<p>4. Describe any <b>mitigating actions</b> taken?</p>	N/A				
<p>5. Provide details of any actions planned or taken to <b>promote equality</b>.</p>	N/A				

<b>Date:</b>	Oct 2011
<b>Monitoring Arrangements:</b>	Regular Testing of the Security measures  Regular Child Abduction Drills  Monitor staff training uptake.
<b>Review Date:</b>	Oct 2014
<b>Signature of all Parties:</b>	