

# Northumbria Police Authority (NPA)

## Disability Equality Scheme (DES)

2006 –2009



*“...we will provide a police service that reflects the communities it serves and treats everyone fairly, regardless of who they are...”*

**This Scheme can be made available  
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# 1 Leading Disability Equality

## Chair of Northumbria Police Authority (NPA)



*“NPA, as a service provider and as an employer, aims to reflect the community it serves and treat everyone fairly. We want disabled people who live and work in Northumbria to feel and be safe.”*

Mick Henry

Councillor Mick Henry  
Chair  
NPA

Disabled and Deaf people have a right to access all services and employment yet, they still experience exclusion, discrimination, harassment, inaccessible services and inequalities. At NPA we work with our partners to:

- remove the barriers disabled people face when accessing employment, services and information;
- provide a policing service that includes everyone and can be accessed by everyone;
- make disability equality central in all of our policies and functions;
- and make sure our organisation is free from discrimination and harassment.

We understand that disability equality is a complex and not always a single-subject issue. Promoting equality of opportunity is not just about making police stations accessible by building ramps, or about producing information in different formats and languages. It’s about involving disabled and Deaf people, to thoroughly understand and identify barriers and reduce inequalities.

In working towards disability equality, I present to you our first Disability Equality Scheme (DES). It was developed with disabled and Deaf people who live and work in the Northumbria policing area. It sets out the steps we will take to challenge the barriers, which prevent disabled people from working for and, with NPA. It also tells you about the projects we will develop to improve the quality of life for disabled people and build the relationships between disabled people and Northumbria Police.

Carrying out the actions in this Scheme will encourage us, in all of our activities, to actively challenge discriminatory, oppressive and abusive behaviour, which is based on prejudice and stigma. It will also make sure that we go beyond our legal requirements and make changes that result in fair and positive outcomes for everyone who lives and works in Northumbria.

## Lead Members for Diversity



Janet Guy

Janet Guy  
Lead Member – Diversity  
NPA

*“Disabled taxpayers have a right to fully influence and access the policing services they fund.”*



Diane Packham

Councillor Diane Packham  
Support Member – Diversity  
NPA

NPA has an important role to play in challenging disability discrimination and working towards a society where all people are treated as equals. As Lead Members for Diversity we welcome this Scheme, and Action Plan (included as Appendix 1), and are committed to championing, in all of NPAs activities, the:

- promotion of equality of opportunity between disabled people and non-disabled people;
- elimination of discrimination and harassment of disabled people that is related to their disability;
- promotion of positive attitudes towards disabled people;
- participation of disabled people in public life; and
- understanding that, to deliver equality of opportunity for disabled people, we need to positively consider their needs and priorities, even if this involves treating them more favourably than non-disabled people.

We recognise that achieving disability equality, by carrying out the actions in this Scheme, will have significant benefits for NPA as well as the communities it serves.

Making the principles of disability equality central to our work makes good business sense. For example NPA will achieve:

- greater value for money by investing time and money in ways that benefit all members of the community;
- improved levels of service by narrowing gaps in access to employment, services and information;
- better targeted policies through greater involvement with the public;
- higher levels of customer satisfaction and confidence through better access to police services and better targeted information;
- more effective protection and support for people within Northumbria by more closely reflecting their diverse make-up; and
- better incorporation of disability equality in all aspects of our structures, processes and services.

We, and the other Members of NPA, are responsible for this Scheme and will monitor and manage the progress of its Action Plan, to make sure that it delivers positive long-term outcomes for the people living and working in Northumbria.

## 2 Our Vision and Values

### Northumbria Police Authority (NPA)

This chapter gives you an overview of NPA, introducing you to our organisation and the area, which we cover. It also describes the guiding principles behind our goal of delivering disability equality and getting positive outcomes for our disabled and Deaf employees and service users.

#### Overview of Our Organisation

NPA is an independent organisation, which came into existence through the Local Government Act 1985. We are one part of what is called the tripartite system of policing. The other two elements are the Home Office and Northumbria Police. NPA is a link between Northumbria Police and the community - we represent the views of the community to Northumbria Police and vice versa.

It is our role to help build trust, co-operation and understanding between Northumbria Police and the communities it serves. This is an important role and we encourage the participation and assistance of the community.

We have two overarching roles. The first includes, ensuring that the financial affairs of NPA and Northumbria Police are properly administered, analysing and monitoring Northumbria Police's activities (for example, Force spending in relation to approved budgets and performance) and, being answerable to taxpayers for policing in Northumbria. Our other role is more supportive - working with the Chief Constable to promote and speak for Northumbria Police and contributing to the overall direction of policing.

We have seventeen members -three of these are magistrates, five are independent members and nine are councillors. Members meet ten times a year to talk about policing issues. They are governed by a Code of Conduct, which sets out the standards they must meet when undertaking public duties.

Since 1986 Gateshead Council, as lead authority for NPA, has provided support services, covering a range of functions, to NPA and the Chief Constable (this is in line with sections 17 and 18 of the Police Act 1996). These services are carried out under Service Support Agreements (SSA), and are reviewed each year. A list of SSAs, and the roles and responsibilities of employees in delivering these, is included in Appendix 2.

#### Our Specific Roles and Responsibilities

Our main role is to make sure that people living in Tyne and Wear and Northumberland have an efficient, effective and fair police service. In doing this we:

- work with the Chief Constable, and local people, to set priorities for policing;
- publish yearly plans, which include information about Northumbria Police's priorities, targets and performance;
- bring improvements in policing by meeting a duty to provide best value - ensuring that Northumbria Police think about the cost, efficiency and effectiveness of its activities;

- talk to people who live and work in Northumbria about policing in their area;
- work with organisations to reduce crime and disorder;
- promote equality of opportunity for all people – eliminating unlawful discrimination and promoting good relations; and
- run an independent custody-visiting scheme to check the treatment and conditions of people held in custody in Northumbria's police stations.

We also have responsibilities for financial and budgetary matters. We:

- work with the Chief Constable to agree Northumbria Police's budget and to set the local Council Tax Precept for policing;
- are responsible for the management of the money we receive for the policing of Northumbria;
- keep a police fund and maintain accounts;
- make arrangements for the administration of financial affairs of Northumbria Police;
- are responsible for buying and disposing of police property in Northumbria;
- agreeing contracts for goods, work, services and staff from private and voluntary organisations;
- decide charges for special police services; and
- conduct audits of Northumbria Police.

As well as this, we have responsibilities for staff. For example we:

- oversee the complaints and discipline process for Northumbria Police and deal directly with complaints and disciplinary proceedings against senior police officers of the Association of Chief Police Officers (ACPO) rank;
- oversee employment issues involving police staff; and
- appoint ACPO rank officers.

## **Northumbria Police Authority Area – Snapshot**

NPA is responsible for an area of more than 2,150 square miles combining rural areas, densely populated towns and thriving cities. With a population of around 1.4 million, we are one of the largest police authorities in England and Wales.

Policing in Northumbria is split into six Area Commands - Northumberland, Newcastle, Gateshead, North Tyneside, South Tyneside and Sunderland. These are in line with the boundaries of the local authorities and crime and disorder reduction partnerships (CDRPs) in the area and this helps joint working.

Northumbria is policed by approximately 4,124 police officers and 2,004 police staff - including, approximately, 133 Police Community Support Officers (PCSOs) and 188 Special Constables. About 1.4% of police officers are from minority ethnic communities and 20.4% of police officers are female. The percentage of police officers with a disability is not available.

### **Mapping Disability in Northumbria**

82,930 disabled people live in Northumbria. This is 6% of a population of 1.4 million. Of these 13.6% (11,278 people) are of working age and 10% (8,293 people) are unemployed.

This relatively high population of disabled people, combined with their low level of employment, makes disability equality an important issue for NPA.

These figures are not unexpected or dissimilar from the figures of the other police forces in our region. This is because the North East of England has a higher rate of disability than any other region within the United Kingdom (UK). For example, people in 26% of households in the North East receive one or more disablement benefit, compared to 16% of households in the whole of the UK and 22.7% of people living in the North East report long-term, limiting illness compared to 18.5% nationally.

### The Current Picture of Disability - Area Command (AC) Level

The statistics in the table below map the population of disabled people, in terms of size, age, employment, and education by AC. They allow us to develop an initial picture of the population of disabled and Deaf people living in Northumbria.

	Area Command						Total
	Sunderland	Gateshead	Newcastle	North Tyneside	South Tyneside	Northumberland	
<b>No. disabled per AC</b>	20,740	11,890	14,610	10,370	9,800	15,520	82,930
<b>% disabled as % of AC population</b>	7.3	6.2	5.2	5.3	6.4	4.9	7.5
<b>% disabled aged 17-59 as % of AC population</b>	3.4	3.1	2.7	2.6	2.9	2.4	3.7
<b>% aged 60+ as % of AC population</b>	3.1	3.1	1.8	2	2.8	1.8	3
<b>% disabled working age (16-64) as % of total working age AC population</b>	17.4	15.2	10.6	12.9	14.4	11.8	13.6
<b>% disabled economically active as % of total working age AC population</b>	4.9	3.5	2.2	3.7	2.8	4.1	3.6
<b>% disabled with taught and non-taught adult learning as % of working age (16-64) AC population</b>	3.8	4.5	3.9	4.5	4.5	4.7	4.9
<b>% non-disabled with taught and non-taught adult learning as % of working age (16-64) AC population</b>	37	44.2	43.2	48.3	39.5	41.4	47.7

We need to analyse these figures so that they can inform service improvement. For example these figures, when analysed against research which links age, unemployment and education with crime types, levels of risk, and victimisation, will help us to develop performance indicators to measure and manage crime vulnerability amongst disabled and Deaf people in Northumbria.

We also need to collect and analyse statistics and experiences, which map disability against people from other communities of identity, for example who identify themselves in terms of race/nationality, religion/belief, or sexual orientation and include more excluded disabled people, such as refugees, gypsy/travellers, people who come into contact with the Police through reporting of crime and the criminal justice system and looked after children to get a better picture of the issues and inequalities in Northumbria.

## Disability Equality and NPA

As a public body, an employer and service provider, and in our roles and responsibilities for Northumbria Police (see pages 3 and 4), we work with our partners, locally and regionally, to understand and remove the barriers, which exclude and limit the life chances of disabled and Deaf people - ensuring their equality of opportunity. This commitment is shown in our Mission and Vision, for policing in Northumbria, and is championed by our Chairman and Lead Members for Diversity (see Chapter 1, Leading Disability Equality).

### Understanding Disability

People who have impairments and medical conditions are disabled by physical (for example, lack of disabled building facilities like access ramps) **and** attitudinal barriers (for example, by discriminatory policies, practices). Disabled people are limited and cannot participate equally in the community, because of discrimination and a lack of due regard to equality by organisations. This view is called the Social Model of Disability and is recommended by the British Council of Disabled People. From this viewpoint, we see:

- exclusion as a social problem which can be put right by society (including our organisation) by removing social and environmental barriers – it is discriminatory policies, practices and attitudes which disable people;
- that disabled people are not one group of people with the same needs and views; and
- that, as well as being discriminated against because of their disability, most disabled people also face discrimination because of their age, gender, race, religion, or sexual orientation.

By adopting the Social Model as a guiding principle for our organisation and dealing with attitudes and barriers, at every level within our organisation, we can take account of an individual's access requirements and make sure that disability equality is part of all of our activities. This will help us to use our time and money in ways that benefit everyone and to narrow the gaps in services, information, employment and life chances between disabled and non-disabled people.

### The Wider Benefits of Disability Equality

Making disability equality part of everything we do will also help us to achieve our Mission and Vision and benefit all communities with:

- improved access to services, information and employment – giving better investment and value for money for taxpayers;
- a workforce which mirrors the people in the area, has a wider pool of skills - gaining trust and confidence, retaining staff, being more able to support and protect the community, promoting disabled people as positive role models, thus reducing discrimination and harassment; and
- polices and services designed, monitored and managed by local people - improving accountability, reducing gaps in services, providing choice, increasing satisfaction and participation, thus empowering communities and promoting good relations.

### Our Mission:

To ensure that all people living in, working and visiting Northumbria have a police service that promotes and protects their safety.

### Our Vision:

A local police service for Northumbria in which all local people have trust and confidence.

### We will:

- Listen to all local people and deal with the issues that matter to them and their community;
- Be open and honest in all that we do;
- Make sure that performance improves each year and tell local people about it;
- Provide a police service that reflects the communities it serves and treats everyone fairly, regardless of who they are; and
- Provide value for money.

## 3 Our Disability Equality Duty

This chapter summarises our legal responsibilities as part of the Disability Discrimination Act (DDA) (1995) and its Amendments (2005). It explains what the Act means for us, and how we must include it in all of our functions, to make sure we deliver disability equality in Northumbria.

### The DDA (1995) and Amendments (2005)

The DDA (1995) already requires that organisations do not discriminate against disabled people in employment, goods, facilities and services and information. It:

- makes it unlawful to treat a disabled person less favourably because of their disability in all employment issues and in the provision of, paid for and free, goods, facilities and services;
- places a legal responsibility on authorities to make reasonable adjustments and changes to policies, practices and procedures to overcome the effects of a disabled persons impairment and to remove barriers; and
- outlaws the harassment of disabled people, direct and indirect discrimination and victimisation.

The DDAs definition of disability, and some frequently asked questions about the definition, is detailed in Appendix 3.

### Our General Duty (GD)

The DDA places a GD on NPA to promote disability equality. It provides us with a framework for carrying out all of our functions in positive ways, which tackle disability discrimination.

The GD means that we must include disability equality in all of our decisions and activities and give 'due regard' (enough weight), in proportion to its relevance, to the need to:

1. promote equality of opportunity for disabled people;
2. eliminate unlawful discrimination of disabled people;
3. eliminate harassment related to a disabled persons disability;
4. promote positive attitudes towards disabled people;
5. encourage participation of disabled people in public life; and
6. take steps to account for a disabled persons' disabilities even when that involves treating the disabled person more favourably than a non-disabled person.

Overall it aims to:

- change cultures;
- improve disability equality;
- help end discrimination;
- help prioritise the reduction of negative impact, of services or policies, on disabled people;
- make sure public sector organisations involve disabled people; and
- deliver high quality performance.

As explained in Chapter 2, under 'Our Specific Roles and Responsibilities', we work with other organisations to reduce crime and disorder (for example, we are members of each of the CDRPs in Northumbria) and enter into a large number of contracts with private and voluntary organisations for goods, works, services, and staff. The Duty has specific implications for both of these functions.

### **Partnership Working**

When working with other organisations, we are required to give 'due regard' to disability equality. Whilst 'partnerships' are not bound by the disability equality duty, as individual partners we must comply. For example, we must make sure that the disability equality duty is built into each of our partnership plans and activities and to do this we must involve local disabled people.

### **Procurement**

When procuring goods and services, sometimes the nature of the function that is contracted out will mean that the contractor is carrying out our 'police authority' function. In this instance, we are only responsible for meeting the GD for the procurement process and in the monitoring of the procurement contract. It is the contractor who has to fulfil the GD in carrying out the function.

In many situations, however, the contractor will not be performing our function, they will only be providing services on our behalf. In this situation, the responsibility to comply with the GD, for the function, will be ours. To make sure that this happens we will need to build the relevant disability considerations into our procurement process.

### **What Does 'Giving Due Regard' Mean?**

Giving due regard includes two linked elements – proportionality and relevance. It's about giving weight to the promotion of disability equality in proportion to its relevance for each of NPAs functions and decisions.

Proportionality means that we need to give greater consideration to disability equality for functions that affect disabled people the most. Some functions will be more relevant (important) than others, while some will not be obvious for disability equality, they will still need consideration.

Giving due regard to disability equality may mean we have to develop dedicated services to allow disabled people to access services, information and employment on equal terms. Where a separate service, specifically aimed at disabled people is provided alongside a 'mainstream service,' we will not enforce its use. We will offer separate services for disabled people as a choice – we will not segregate our services.

We will have due regard when making decisions about the future but also begin a process, through our Equality Impact Assessments (see pages 14 and 15),

✓ 82% of disabled and Deaf people surveyed told us that that same information and services should be provided for everyone (disabled and non-disabled people). Only 18% of disabled and Deaf people told us that they wanted separate information and services for disabled people.

of improving any negative implications of decisions we have made in the past. For example, this may include closing the gaps between the experience or satisfaction levels of disabled and Deaf people (service users and employees).

## **Our Specific Duties (SD)**

The SD set out a framework, which helps us to plan, deliver, report and evaluate our actions in achieving positive outcomes for disabled people. For example, the requirement to produce, carry out actions and report through this Scheme is a SD, and helps us meet various elements of our GD.

The SD give us a responsibility to:

- publish a DES which shows how we will meet our GD and SD;
- involve disabled and Deaf people in the development of our DES;
- make sure that the DES includes a statement detailing the:
  - ✓ involvement of disabled and Deaf people in its development;
  - ✓ methods for impact assessment;
  - ✓ steps to fulfill the requirements of the general duty;
  - ✓ need for an action plan;
  - ✓ arrangements for gathering information for employment; and
  - ✓ arrangements for putting information gathered to use.
- carry out the projects contained in the Action Plan within three years of the DES being published;
- put into effect the arrangements for making use of information gathered; and
- publish a report summarising the steps taken to achieve the actions in the Action Plan, the results of any information gathering exercises and the details of how the information has been used.

## 4 Delivering the Duty in Northumbria

This Chapter gives you an idea of our current position in terms of meeting our Duties and delivering disability equality. It also tells you about the work we have done in developing this Scheme, and Action Plan, and our future plans, over the next three years, to achieve positive outcomes for disabled and Deaf service users and employees.

### Resources

Meeting the diverse needs of disabled and Deaf people must be fully resourced. Our resources are, however, limited and, as an organisation that is answerable to the public, we need to make sure that they are used in ways that give the best value for money for our taxpayers. Projects to improve outcomes for disabled and Deaf people will not necessarily need increased resources and we will achieve best value and low cost by:

- carefully designing and targeting projects so they have focused objectives; and
- changing the way we use our time and money so that they meet the needs of more people – before we consider using extra resources to meet a specific need.

### Procurement

In buying goods and services we follow certain rules and instructions to make sure that our actions are legal and fair. These rules are set out in our Standing Orders and Financial Regulations.

Northumbria Police has a Procurement and Supplies section and carries out the procurement functions we have passed to the Chief Constable. For example, the Chief Constable can, within the Standing Orders and Financial Regulations of NPA:

- place orders for goods and services; and
- carry out the process of buying goods and services, for example managing the tendering process where possible suppliers bid competitively for the contract.

To support these arrangements, and to include disability equality in our processes for buying goods and services:

- our Financial Regulations and Standing Orders, which relate to procurement, are being reviewed; and
- a procurement strategy covering all NPA procurement is being developed.

- ✓ Promoting equality of opportunity;
- ✓ Promoting positive attitudes;
- ✓ Eliminating discrimination;
- ✓ Eliminating harassment;
- ✓ Achieving equal participation in public life; and
- ✓ Taking account of disabled people's impairments.

## Involving Disabled People

We have developed this Scheme by listening to the views of and involving disabled and Deaf people, and organisations of disabled and Deaf people, who are current, previous and possible future employees and users of (or excluded from) our information and services.

Involvement is an essential element in understanding the barriers and frustrations that disabled and Deaf people face in accessing employment, information and services from NPA - trying to make something accessible without involving the people it affects is likely to waste time and money.

### Part 1: External Involvement - 2006

This year we have worked with Northumbria Police and Vision Sense, a user-led organisation of disabled people, to involve disabled staff, residents and their organisations, in the development of our Scheme. We worked with Vision Sense to make sure we got a user-led point of view and that the involvement methods we used valued disabled people's experiences and promoted dignity and respect.

#### What were our aims?

Our involvement process was designed to:

- involve disabled and Deaf people;
- discover the real, local experiences of disabled and Deaf people as service users and employees;
- identify and make suggestions to overcome barriers, inequalities, unfair treatment and unsatisfactory outcomes in services, information and employment;
- deal with exclusion and discrimination, fear of crime, inequalities in experience and satisfaction levels between disabled and non-disabled people;
- improve disabled and Deaf people's quality of life, chances, and promote equality of disabled and Deaf people with partners and the community;
- decide where action is needed, its importance, where it will be most effective and where further research needs to be done; and
- find out why disabled and Deaf people do not enjoy dignity in service provision and employment in public bodies and the Northumbria policing area.

#### Who was involved?

The people and organisations involved were based on:

- citizen panel members with an interest in policing who had indicated that they were disabled or Deaf;
- organisations, which represent:
  - ✓ a range of disabled and Deaf people, including those in rural areas, HIV positive men and women, and mental health service users;
  - ✓ people who are possibly most excluded by NPAs services;
  - ✓ a high number of disabled people in the area;
  - ✓ people who are discriminated against or have different experiences of services because they are disabled or Deaf and because of their age, gender, religion, ethnicity, or sexuality.
- Open invite advertised within partner organisations and on our website.

A list of all organisations involved/contacted is included in Appendix 4.

## What did we do?

Involvement took place in the summer and autumn of 2006 and included:

- the development of a user-led, independent Mapping Report which showed the disabled population in Northumbria, national policy, research and statistics on disability; and
- participative workshops, accessible surveys in a range of formats (including some of the same questions asked to our non-disabled service users so we could compare responses and map differences in outcome and satisfaction), safe spaces and discussion groups for disabled people across Northumbria.

To get the best results we had to be:

- focused and clear - about where we would have the ability to make changes, time and money;
- accessible – making independent contributions possible in a range of formats and ways and allowing a wide range of disabled people to take part;
- proportionate – the approach taken was right for the size of NPAs area;
- influential – so people outside the organisation could see how involvement was being used to influence our plans; and
- clear and open – to make sure disabled and Deaf people would want to be involved again.

## What did we achieve?

- 438 surveys were returned. This was a 43% response rate;
- 49 disabled and Deaf people participated in 4 discussion groups;
- 3 safe space workshops, and visits to organisations of disabled and Deaf people were made to collect views; and
- E-mails and letters were received from people unable to attend the events, giving their views.

***“The project exceeded targets and expectations in the success rate and quality of its involvement – it was one of the strongest and largest projects in the region this year.”***

**Vision Sense, 2006**

## What did we find out?

People identified attitudinal, physical, sensory, intellectual and cultural barriers and unsatisfactory outcomes in services, information or employment. The key findings, common experiences and recommendations can be grouped into the following themes:

- Staff attitudes and training;
- Hate crime against disabled and Deaf people;
- Access to communication;
- Access to information;
- Further involvement with disabled and Deaf people;
- Employment;
- Community safety and fear of crime; and
- Physical, sensory and intellectual access.

These have been used to develop our Action Plan. The disabled and Deaf people involved, the Disability Rights Commission’s Code of Practice and our

organisational priorities, have all influenced the order of the actions in the Action Plan.

The results will also be used to develop our Equality Impact Assessment process (see pages 14 and 15).

Some people who took part specifically asked for feedback. These people will receive a progress update, every six months, on our achievements in delivering disability equality. General feedback will be given through our Citizen Panel Newsletter, on our website and in our annual DES report. More information about how we plan to tell people about our progress can be found in the 'Gathering and Using Information' section of this chapter (page 17).

### **Were there any gaps or barriers?**

It was difficult to engage, in a relatively short project, with disabled and Deaf:

- young people;
- black people and people from minority ethnic communities;
- gypsy/travellers;
- who had been held in custody;
- of various religious beliefs; and
- of diverse sexual orientation

We need to build partnerships and monitoring of our progress in these areas to make sure that we can understand all of the barriers and experiences of disabled and Deaf people - only then will we be able to improve equality for all. To do this we will make getting involved with us more accessible - removing access barriers and providing advocates, as well as continuing the best practice we have developed in this project, around interpretation, accessible information and providing safe spaces on request. We recognise the cultural barriers that some people from other communities of identity may have in identifying as disabled. We will therefore embed disability equality in our mainstream and other diverse consultations with stakeholders and partners in the future.

### **How will we keep you involved?**

We want to involve disabled and Deaf people in every part of this Scheme and we will make sure we carefully plan and prioritise our time and money to do this. This will make it stronger and help to develop targets that are set, monitored, and evaluated with disabled and Deaf people. It will also allow us to review, evaluate and revise it with disabled and Deaf people.

We will analyse the results of our 2006 external involvement and compare it with the information we gather from our internal survey, equality impact assessments, and details of complaints, grievances and comments. This will make sure we can build on our priorities detailed in the Action Plan.

### **Do you want to be involved?**

If you are disabled or Deaf, have a medical condition or illness, or are a carer of a person with a disability, medical condition or illness, and want to be involved in improving disability equality in NPA. Or, you want to receive feedback on our progress in delivering disability equality, please contact us (see page 18 to find out how)

## **Part 2: Internal Employee Involvement Project - 2006**

We have also conducted an internal employee survey to explore and assess barriers to equal employment. The results of this survey will be analysed and further research, for example focus groups and drop-in sessions, will be conducted. Union representatives of disabled employees will continue to be involved.

The results of this survey will be added to our Action Plan and will also help us to meet our information gathering responsibilities, for our employees. More information about this is detailed in the 'Gathering and Using Information' section of this chapter (pages 15 – 17).

## **Equality Impact Assessment (EIA)**

### **EIA and Disability**

Assessing the impact of our policies, services, functions and procedures allows us to think more carefully about the possible impact of our work on different groups of people (for example, disabled people, people of different religions, ethnicity, sexual orientations, ages, and genders) and to take action to improve our services. The process makes sure that our services are clear, meet the needs of all services users and employees, remove unlawful discrimination and promote equality of opportunity and good relations.

Almost all of our activities have the possibility to impact on the lives, equality, access, inclusion and life chances of disabled people. As such, disability is an essential element of our EIA process - ensuring that 'due regard' is given to disability equality in all of our decisions and functions. It allows us to:

- gather evidence on the impact of our activities on disabled and Deaf people;
- identify gaps, negative impacts or missed opportunities in our services, information or employment;
- monitor success in employing, retaining and developing disabled and Deaf employees;
- measure progress towards disability equality and where improvements can be introduced; and
- inform the design of services to make sure the full and fair participation of disabled and Deaf people from the start - avoiding expensive corrective work.

### **The EIA Process**

The EIA process has two stages:

- **Stage 1 - Screening:** Involves checking all policies, services, functions and procedures. It considers the potential negative or positive impact, or gaps in knowledge about the impact, on people with disabilities, different religions, races, sexual orientations, ages, and genders. It is a short process and makes use of previous involvement results, knowledge and experience, research and reports, complaints and feedback, Internet searches, and internal and external specialist advice.

- **Stage 2 – Full Assessment:** Involves fully assessing the policies, services, functions and procedures, identified in Stage 1 - Screening as possibly negatively affecting people who are disabled or have a specific religion, race, sexual orientation, age, or gender. It provides an opportunity to assess the evidence and makes sure that research and engagement, with the groups involved (i.e. disabled people), is carried out and leads to improvements. A Stage 2 - Full Assessment is required if a policy, service, function or procedure:
  - ✓ has negative consequences for service users or employees;
  - ✓ misses an opportunity which would lead to significant benefits;
  - ✓ discriminates unlawfully, directly or indirectly;
  - ✓ negatively affects relations between different communities - favouring a particular group or denying opportunities to another;
  - ✓ is of high significance to a particular group; or
  - ✓ damages relations between communities and NPA.

### **What will we do if the EIA shows an adverse impact or gap?**

If an adverse impact or gap is identified we will consider options for changing the policy, service, function or procedure to reduce the adverse effect.

If the adverse impact is unlawful, the policy, service, function or procedure (or elements of it) will be changed. If it is unavoidable then we will make sure that it is justified. For example, an adverse impact may be justified through legislation, which takes priority over equality legislation.

We will make sure that if we reduce an adverse impact for one group that it does not create an adverse impact for another group. In this circumstance, the option we will choose will be one that promotes equality of opportunity.

Some of our policies, services, functions and procedures may be targeted at particular groups - these by definition will have differential impact (i.e. gaps and differences in services, information or employment for groups and individuals). Differential impact is justified as part of a wider strategy of positive or affirmative action in relation to particular groups - where policy is intended to encourage equality of opportunity for a particular group. Where this is the case, we will justify our actions and provide a clear and legal rationale for them.

#### **Questions to ask when reducing negative impact and closing gaps**

- If the policy, service, function or procedure is likely to lead to unlawful discrimination, can an alternative be found?
- If the policy, service, function or procedure affects people adversely, can it be justified by its overall aims?
- Can an adverse impact be overcome if we adapt the policy, service, function or procedure?
- If the assessment reveals that some groups have distinct needs, can these be met?
- Will changes be significant? If so, do we need to involve disabled and Deaf people?

## What have we done so far?

We have commenced our EIA process and have:

- developed a Stage 1- Screening EIA Template (Template included as Appendix 5)
- delivered initial training, to all employees, on EIAs;
- identified our policies, services, functions and procedures (list included as Appendix 6);
- started Stage 1- Screening EIAs for all policies, services, functions and procedures; and
- drafted a timetable for completion of Stage 2 – Full Assessment EIAs (included as Appendix 7).

### Give us your views!

You can view the policies, services, functions and procedures we have identified and the Stage 1 EIAs we have done on our website. If you would like to give us your views, or ask any questions, please contact us (see page 18 to find out how).

## What will we do next?

We need to apply the results of our 2006 involvement to our Stage 1- Screening EIAs, to make sure that the:

- policies, services, functions and procedures we have identified are right;
- Stage 1 - Screening EIAs include the views, barriers and experiences identified by disabled people in accessing our services, employment and information;
- draft timetable for Stage 2 – Full Assessment EIAs include the priorities identified by disabled people; and
- community has confidence in the strength of our approach to disability equality.

We will also work with disabled people to:

- develop and carry out Stage 2 – Full Assessment EIAs;
- take forward the results, of Stage 2 – Full Assessment EIAs, in our Action Plan - monitoring, managing and evaluating outcomes;
- tell you about improvements through an annual report;
- include EIA into our decision-making process;
- review our EIAs when revising our Disability Equality Scheme; and
- with Cleveland Police, Durham Constabulary and the Association of Police Authorities (APA), involve disabled people, NPA Members and employees in EIA training.

## Gathering and Using Information

We need to gather information on the affect of our policies and practices on disabled and Deaf service users and employees and address any gaps. We do not believe that information gathering is an end in itself. It is key to performance improvement - valuable for providing evidence on the progress we are making towards disability equality.

For information collection to be effective and trusted our employees and service users need to know:

- What information we are collecting;
- When and how the information will be collected;
- How it will be used; and
- How and when we will give them feedback about the information.

The next part of this chapter begins to answer these questions.

## What information do we need to gather and why?

We need to gather information about the equality and experiences of disabled and non-disabled people in accessing our services and information and in all of our employment processes. By doing this we can study gaps in satisfaction and outcomes between disabled and non-disabled people, look into the reasons for them and take action to solve them.

## How will we gather this information?

We have started to gather some of this information through our external and internal involvement work (see the 'Involving Disabled People' section earlier in this chapter, pages 11- 13). For example, our external survey and participative workshops have allowed us to gather information on:

- Staff attitudes and training;
- Hate crime against disabled and Deaf people;
- Access to communication;
- Access to information;
- Further involvement with disabled and Deaf people;
- Employment;
- Community safety and fear of crime; and
- Physical, sensory and intellectual access.

Questions in our external survey mirrored many of the questions asked to non-disabled service users in our 2005 Residents Survey. This will allow us to compare gaps in satisfaction and outcomes between disabled and non-disabled people, look into the reasons for them and take action to solve them. Our internal survey has allowed us to gather a large amount of information on employment. We will repeat this internal survey annually to make sure that changes in circumstances are reflected.

We have also built disability equality into our EIA process and Citizen Panel, which will allow us to gather information on our services and employment practices.

We will also update our existing information gathering process (for example, our surveys, forums, complaints and feedback procedures, performance indicators) and develop new processes of gathering information where necessary, to take due regard of disability equality.

## How have we used the information gathered so far?

We have used the information we have gathered to get a clearer picture of our current performance (which will provide a baseline for the future) and identify

### Employment information gathering checklist:

#### Recruitment:

- ✓ Information about all stages of recruitment need to be gathered to find out what happens to disabled applicants.

#### Development:

- ✓ Types of training and who applies for it;
- ✓ Performance reviews;
- ✓ Workplace benefits and facilities; and
- ✓ Promotion of disabled employees.

#### Treatment:

- ✓ Harassment;
- ✓ Discrimination; and
- ✓ Grievances and disciplinary action.

#### Retention:

- ✓ Exit interviews;
- ✓ Redundancies, resignations, dismissals; and
- ✓ End of fixed term contracts.

gaps, which has led to the development of the Action Plan. The information has also been useful in promoting disability equality in the wider arena, building relations between disabled and non-disabled people and improving participation. For example gathering the information has:

- allowed us to tell the community, our partners and employees about our disability equality goals;
- involved disabled and Deaf people in planning the work and direction of NPA; and
- helped us to develop our skills and learn about what is required to drive and deliver disability equality.

### **How will we use information gathered during the next year?**

We will use information to:

- assess the difference between disabled and non-disabled people in their experiences and satisfaction of services, information and employment;
- set targets for improving outcomes;
- measure and identify changing trends and the impact of our actions;
- benchmark against other similar authorities;
- give due regard to disability equality in our EIAs;
- assess, monitor, evaluate and review our Action Plan - identifying barriers to good performance and successful outcomes; and
- develop our information gathering procedures so that specific impairment group information (for example, information about people with specific disabilities) can be gathered.

### **How will you know what we are doing?**

Each year we will publish a report, available on our website and accessible formats on request, which will tell you about:

- the steps we have taken to meet the actions in our Action Plan;
- what we have done that year to eliminate discrimination and promote equality of opportunity for disabled and Deaf people;
- how we are performing in meeting our targets;
- what information we have gathered and what it tells us; and
- what our plans are for the following year (based on the information we have gathered).

We will include a statement about how we will meet the Duty in our annual report. We will monitor our Action Plan every six months, through progress reports, which will be looked at carefully by our Members, to make sure that actions are being achieved on time and in cost effective ways. Our full Scheme will be revised every three years to measure the overall achievement of our outcomes. However, the Scheme will be updated every year to make sure that it continues to meet the needs of disabled and Deaf people.

We hope that, by publishing this information, you will be able to see that we are committed to making progress on equality for disabled people, and that we want you to judge our success.

## 5 Information, Feedback and Complaints

Do you want this in a different format or language?

**If you need this Scheme in a different format (for example, Braille, EasyRead or large print) or language, please contact: 0191 433 2832 or e-mail: [enquiries.npa@gateshead.gov.uk](mailto:enquiries.npa@gateshead.gov.uk)**

This information is available on request in large print, Braille, and audio tape.  
Please ring 0191 433 2832

এই লিফলেটটি 0191 433 2832 নম্বরে ফোন করে বাংলায় পাওয়া যায়।

此單張備有中文譯本，索閱請電 0191 433 2832

Kopii tohoto letáku v češtině můžete obdržet když zatelefonujete na číslo 0191 433 2832

برای دریافت این جزوه به زبان فارسی، لطفاً با تلفن 0191 433 2832 تماس حاصل نمایند.

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.0191 433 2832

یہ کتابچہ اردو زبان میں اس ٹیلی فون نمبر (0191) 433 2832 پر درخواست کرنے سے مل سکتا ہے

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### Feedback

If you would like more information or, would like to give us your views or get involved in this Scheme, you can contact us:

In writing: Northumbria Police Authority  
Civic Centre  
Regent Street  
Gateshead  
NE8 1HH

By telephone: 0191 433 2825

By email: [enquiries.npa@gateshead.gov.uk](mailto:enquiries.npa@gateshead.gov.uk)

Or you can visit our website: [www.northumbria-police-authority.org](http://www.northumbria-police-authority.org)

## **Complaints**

If you want to make a complaint about **Northumbria Police Authority's** responsibilities, or employees, please write to the Clerk at the above address.

If you want to complaint about an individual **Northumbria Police Officer**, or about a policing matter, please write to:

The Chief Constable  
Northumbria Police Headquarters  
North Road  
Ponteland  
Newcastle-upon-Tyne  
NE20 OBL

We will ensure that if you tell us your access requirements, we will make the process accessible to you.

## **Northumbria Police Disability Equality Scheme 2006 - 09**

Northumbria Police's DES is available at [www.northumbria.police.uk](http://www.northumbria.police.uk) , in hard copy from all police premises, at all events attended by Northumbria Police , and can be requested in a range of formats and languages from:

The Diversity Unit  
Northumbria Police Headquarters  
North Road  
Ponteland  
Newcastle-upon-Tyne  
NE20 OBL

## Driving Disability Equality - Action Plan 2006-09

This Action Plan sets out the steps we will take to promote disability equality in the next three years. It shows how these actions, which are specific to achieving disability equality, link with our overall priorities and the wider workplan. It also shows you the source of where the action has come from and how we will know that we have achieved a positive outcome.

The actions will be developed during the next three years through additional analysis of our external and internal involvement, the results of our Equality Impact Assessments and work with disabled and Deaf people to set targets.

To make sure that these actions bring benefits and are delivered in a timely and low cost way, they will be monitored every six months by NPA Members. We will tell you about our progress in delivering these actions each year, when we report on our DES.

No	Action and Outcome	Milestones	Date	Lead	Measure	Link to workplan	Source
1	<p><b>Action:</b> Procurement of goods and services must have due regard to disability equality.</p> <p><b>Outcomes:</b> The procurement process is:</p> <ul style="list-style-type: none"> <li>• clear and fair;</li> <li>• does not discriminate against disabled or Deaf people in the provision of goods, facilities or services;</li> <li>• staff are more knowledgeable and confident;</li> <li>• disability equality is promoted in the wider community;</li> <li>• discrimination is not tolerated; and</li> <li>• learning is increased.</li> </ul>	1.1 Standard terms and conditions to include DDA 2005	Apr 07	Deputy Clerk	<ul style="list-style-type: none"> <li>• Annual Audit Letter</li> <li>• Monitoring of contracts</li> <li>• Achievement and Development</li> </ul>	<ul style="list-style-type: none"> <li>• Review of the Procurement Strategy</li> <li>• Review the Standing Orders and Financial Regulations in Relation to Procurement</li> </ul>	<ul style="list-style-type: none"> <li>• DRC Guidelines</li> <li>• Vision Sense Mapping Report</li> <li>• Annual Audit Letter</li> </ul>
		1.2 Disability equality is reflected, and given due weight, in the specification, selection and award criteria, and the contract conditions					
		1.3 All contracts include the requirement to meet the general duty to promote disability equality					
		1.4 Contractors understand disability equality requirements of the contract					
		1.5 Evidence a contractor needs to gather to show they are meeting the duties is specified					
		1.6 Disability equality performance is monitored					
		1.7 Training about the relevance of the Act for all staff involved in procurement work.	Jun 07	Policy Team			

## Appendix 1

No	Action and Outcome	Milestones	Date	Lead	Measure	Link to workplan	Source
2	<p><b>Action:</b> Continue to involve disabled and Deaf people in decisions services and solving problems</p> <p><b>Outcomes:</b></p> <ul style="list-style-type: none"> <li>• Real local experiences of disabled and Deaf people will inform policy development.</li> <li>• Inclusive involvement which is accessible for all to participate</li> <li>• Fair and clear involvement processes.</li> <li>• Disabled people designing, monitoring and evaluating service and employment targets, policies and delivery outcomes.</li> <li>• Diverse, suitable, reliable, culturally appropriate and accessible services and information.</li> <li>• Less excluded people.</li> <li>• People feel their views are valued.</li> <li>• Increased participation, satisfaction and confidence.</li> </ul>	<p>2.1 Develop methods to involve a young people, BME communities, gypsy/travellers, those with HIV, learning disabilities and mental health problems.</p> <p>2.2 Develop methods of engaging with Deaf people who have BSL as a first language.</p> <p>2.3 Use person centred planning and independent living methods to develop access and communication needs.</p> <p>2.4 Ensure that all people involved in engagement have received disability equality training.</p> <p>2.5 Consider disabled and Deaf people running involvement.</p> <p>2.6 Work with partners to host joint involvement events.</p> <p>2.7 Provide photos and names of officers who will be facilitating.</p> <p>2.8 Consider going to talk to groups of disabled and Deaf people.</p> <p>2.9 Ensure feedback is provided.</p>	Dec 2009	Policy Team	<ul style="list-style-type: none"> <li>• Membership of Citizen Panel</li> <li>• Residents Survey</li> <li>• Involvement monitoring</li> </ul>	<ul style="list-style-type: none"> <li>• Consultation and Engagement Review</li> </ul>	<ul style="list-style-type: none"> <li>• Vision Sense External Engagement</li> </ul>

## Appendix 1

No	Action and Outcome	Milestones	Date	Lead	Measure	Link to workplan	Source
3	<p><b>Action:</b> All information is accessible</p> <p><b>Outcomes:</b></p> <ul style="list-style-type: none"> <li>• 100% of people can access information in the format they prefer on request.</li> <li>• Improved satisfaction</li> <li>• Greater participation.</li> <li>• Greater awareness of NPA.</li> <li>• Positive images of disabled people.</li> <li>• Rejection of stereotypes.</li> <li>• Remove fear.</li> <li>• Inclusive.</li> <li>• Disabled and Deaf people can contact using methods that they prefer</li> </ul>	<p>3.1 Explore options for providing information in Easy Read, different languages, Braille, Large Print, Audio Tape, Plain English, online, etc. on request, with BSL video streamlining and closed caption audio files</p> <p>3.2 Publishing information across a range of media – BSL interpreted programmes, radio and TV, disabled peoples publications.</p> <p>3.3 Work with ‘Images of Disability’ to improve images of disabled people in advertising.</p> <p>3.4 Explore all contact methods and advertise accessible methods.</p> <p>3.5 Use positive language chosen by disabled people.</p> <p>3.6 Ensure printed information meets guidelines – national register of access, clear print and web guidelines - DRC and BSI endorsed Publicly Available Specification (PAS 78).</p>	Sep 2007	Policy Team	<ul style="list-style-type: none"> <li>• Residents Survey</li> <li>• External Involvement</li> <li>• Complaints and Feedback</li> <li>• Information Requests</li> </ul>	<ul style="list-style-type: none"> <li>• Publication and Information Strategy</li> <li>• Strategic priority 1: Increase public confidence within our diverse community</li> </ul>	<ul style="list-style-type: none"> <li>• Vision Sense External Engagement</li> <li>• Citizen Panel</li> <li>• Complaints and feedback</li> <li>• Joint Mobility Unit. Scope and RNID guidelines</li> </ul>

## Appendix 1

No	Action and Outcome	Milestones	Date	Lead	Measure	Link to workplan	Source
4	<p><b>Action:</b> Analyse internal employee survey and feedback the results to staff</p> <p><b>Outcomes:</b></p> <ul style="list-style-type: none"> <li>• Better understanding and meeting of Disabled and deaf employees needs and experiences.</li> <li>• Robust Action Plan and Equality Impact Assessment process.</li> <li>• Improved trust, equality and confidence of all staff.</li> <li>• Elimination of discrimination and harassment at work.</li> <li>• Authority is confident that disabled staff can perform safely and equally in the workplace.</li> </ul>	<p>4.1 Analyse results collated by HR comparing outcomes in all areas of employment experiences between disabled and non-disabled staff. Ensure monitoring reflects and adds to the meeting of the Duty.</p> <p>4.2 Conduct drop-in sessions, exit interviews, focus groups and analyse complaints, grievances, disciplinaries to explore staff needs and experiences</p> <p>4.3 Involve staff representatives, for example trade unions and their disabled members groups.</p> <p>4.4 Continue to analyse and monitor annually disclosure adjustments and Personal Emergency Egress Plans for staff and ensure they meet the requirements of the workforce and best practice.</p>	<p>Jan 2007</p> <p>Feb 2007</p> <p>Feb 2007</p>	<p>Policy Team</p>	<ul style="list-style-type: none"> <li>• Action Plan</li> <li>• Equality Impact Assessments</li> <li>• Higher response rate to next internal survey</li> <li>• Improved satisfaction, reduction in gaps in experiences between disabled and non-disabled staff</li> </ul>	<ul style="list-style-type: none"> <li>• Review of HR policies, procedures and training needs of HR staff in relation to meeting the Duty</li> <li>• Strategic Priority 7: Creation of a diverse, effective and flexible workforce</li> </ul>	<ul style="list-style-type: none"> <li>• Internal Employee Survey</li> <li>• Vision Sense Mapping Report</li> <li>• Involving Disabled Union members</li> <li>• DRC Code of Practice</li> </ul>

## Appendix 1

No	Action and Outcome	Milestones	Date	Lead	Measure	Link to workplan	Source
5	<p><b>Action</b> Increase recruitment and disclosure of disabled and Deaf people in NPA</p> <p><b>Outcomes:</b></p> <ul style="list-style-type: none"> <li>• Improvements in relations between NPA and disabled and Deaf people.</li> <li>• More disabled employees at all levels of the organisation.</li> <li>• Fair and equal experience in the recruitment process.</li> <li>• Organisation better reflecting the community it represents.</li> <li>• Larger pool of skills and expertise.</li> <li>• Improve confidence and satisfaction levels of disabled and Deaf people.</li> <li>• Positive role models.</li> </ul>	<p>5.1 Review job application forms to make sure they are accessible for disabled and Deaf people.</p> <p>5.2 Approach existing disabled and Deaf staff as possible positive role models.</p> <p>5.3 Advertise vacancies in disabled peoples' publications and with job brokers i.e. Talking newspapers, Shaw Trust, union disabled members groups etc.</p> <p>5.4 Introduce internal mechanisms to ensure effective monitoring of disproportionality at each stage in the recruitment process.</p> <p>5.5 Train managers and recruiters.</p> <p>5.6 Increase awareness of the types of role available</p>	Dec 2009	HR	<ul style="list-style-type: none"> <li>• Increased applications from disabled and Deaf staff</li> <li>• Reduced gaps in experiences in employment monitoring statistics.</li> </ul>		<ul style="list-style-type: none"> <li>• Vision Sense External Engagement</li> </ul>

## Appendix 1

No	Action and Outcome	Milestones	Date	Lead	Measure	Link to workplan	Source
6	<p><b>Action:</b> Work with partners to reduce crime, improve reporting and reduce the fear of crime against disabled people</p> <p><b>Outcomes:</b></p> <ul style="list-style-type: none"> <li>• Reduced disability hate crime experienced by disabled people.</li> <li>• Reduced fear of verbal abuse and harassment experienced by disabled and Deaf people.</li> <li>• convictions by CPS of crime against disabled and Deaf people with commensurate sentencing advocated.</li> <li>• Improved confidence that hate crime against disabled people is taken as seriously as race hate crime.</li> <li>• Understanding of where targeted hate crimes occur because the victim is disabled.</li> <li>• Develop a picture of where and how disabled people are most affected by crime.</li> </ul>	<p>Work with partners to:</p> <p>6.1 Develop procedures to record hate crime by disability.</p> <hr/> <p>6.2 Scrutinise performance on collection of figures on hate crime and hate incidents for Northumbria Police and other partners.</p> <hr/> <p>6.3 Develop procedures to record the number of disabled people issued with Anti Social Behaviour Orders.</p> <hr/> <p>6.4 Develop procedures to record incidents of harassment against disabled people.</p> <hr/> <p>6.5 Develop procedures to record how incidents against disabled people have been resolved.</p>	Dec 2009	Policy Team	<ul style="list-style-type: none"> <li>• Hate Crime Statistics</li> </ul>	<ul style="list-style-type: none"> <li>• Review of Partnerships - Audit Commission</li> <li>• Strategic priority 2: Reduce crime and anti-social behavior</li> <li>• Strategic priority 3: Increase the number of crimes that are detected</li> <li>• Strategic priority 4: Increase the number of offences brought to justice</li> </ul>	<ul style="list-style-type: none"> <li>• Vision Sense External Engagement</li> </ul>

## Appendix 1

No	Action and Outcome	Milestones	Date	Lead	Measure	Link to workplan	Source
7	<p><b>Action:</b> Develop and deliver training on the general duty of disability equality to all staff</p> <p><b>Outcomes:</b></p> <ul style="list-style-type: none"> <li>• Strengthen capacity to work towards disability equality.</li> <li>• Attitude of staff will be improved.</li> <li>• Stigma reduced.</li> <li>• Confidence of staff improved.</li> <li>• Improve skills.</li> <li>• Change culture.</li> </ul>	<p>7.1 Include disabled and deaf people, Members and officers in Stage 2 – Full Assessment EIA training.</p> <p>7.2 Contract a disabled person, qualified to train adults, to train all employees, Custody Visitors and Members in general duty (Social Model of Disability and the DDA)</p> <p>7.3 Mainstream disability equality training in the induction process of all staff, Custody Visitors and Members and ensure that it is refreshed regularly.</p> <p>7.4 Explore Communications Tactics training and BSL training for Custody Visitors and appropriate staff.</p> <p>7.5 Develop protocols for dealing with disabled and Deaf service users.</p>	June 2007	Policy Team		<ul style="list-style-type: none"> <li>• Modernisation Programme 'The Way Forward' - Members Training Programme</li> </ul>	<ul style="list-style-type: none"> <li>• DDA 2005</li> <li>• Vision Sense External Engagement</li> </ul>

## Appendix 1

No	Action and Outcome	Milestones	Date	Lead	Measure	Link to workplan	Source
8	<p><b>Action:</b> Equality Impact Assess all policies, plans, services and functions</p> <p><b>Outcomes:</b></p> <ul style="list-style-type: none"> <li>• Disability equality is given due regard in all activities and decisions.</li> <li>• Community satisfaction and confidence levels increase.</li> <li>• Increased participation of disabled and deaf people.</li> <li>• Full and fair participation in services and employment.</li> <li>• More disabled and deaf staff employed and retained.</li> <li>• Pool of expertise on disability developed.</li> <li>• New information gathering methods developed.</li> <li>• Performance indicators developed.</li> </ul>	<p>8.1 Apply the results of external and internal involvement to:</p> <ul style="list-style-type: none"> <li>• confirm that policies identified are accurate;</li> <li>• ensure Stage 1 screening reflects the views and experiences of disabled and deaf people;</li> <li>• ensure the timetable for Stage 2 - Full Assessment reflects the priorities of disabled and Deaf people.</li> </ul> <p>8.2 Develop and carry out Stage 2 Assessments</p> <p>8.3 Results included in Action Plan and communicated to employees and the public</p> <p>8.4 Disability forum/group to be involved in assessment process and reality check of assessments</p>	Dec 2007	Policy Team	<ul style="list-style-type: none"> <li>• Action Plan</li> <li>• Minutes of Authority Meetings</li> <li>• Residents Survey</li> </ul>	<ul style="list-style-type: none"> <li>• Race Equality Programme for the Police Service</li> <li>• Gender Equality Scheme</li> </ul>	<ul style="list-style-type: none"> <li>• DDA 2005</li> <li>• Vision Sense External Engagement</li> <li>• DRC Code of Practice</li> </ul>

## Appendix 1

No	Action and Outcome	Milestones	Date	Lead	Measure	Link to workplan	Source
9	<p><b>Action:</b> All buildings (including meeting locations) are accessible</p> <p><b>Outcomes:</b></p> <ul style="list-style-type: none"> <li>• Inclusive design.</li> <li>• Increased satisfaction.</li> <li>• Reduction in satisfaction, experiences and outcomes between disabled and non-disabled employees.</li> <li>• Increased confidence.</li> <li>• Increased participation.</li> <li>• Taking account of people's disabilities.</li> <li>• Access and safe egress is maintained in facilities used by the Authority.</li> </ul>	<p>9.1 Ensure there is enough seating in waiting areas.</p> <hr/> <p>9.2 Ensure all information about access to buildings is clear. Including signage, directions, car-parking, toilet facilities, egress etc. Use checklists so that the Authority can confidently deliver the Duty for each meeting, etc.</p> <hr/> <p>9.3 Consider using 'Direct Enquiries' and information to disabled stakeholders to let disabled and Deaf people know the accessibility of buildings.</p> <hr/> <p>9.4 Ensure physical, sensory and intellectual access requirements for people attending meetings are gathered and met consistently.</p> <hr/> <p>9.5 Influence partners to ensure access is provided and maintained.</p>	Dec 2009	D&E	<ul style="list-style-type: none"> <li>• DES Review</li> </ul>	<ul style="list-style-type: none"> <li>• Estates Management Strategy</li> </ul>	<ul style="list-style-type: none"> <li>• Building regulations Part M</li> <li>• BS:8300 and BS: 5588</li> <li>• Vision Sense</li> <li>• DPTAC Inclusive Design guidance</li> <li>• RICS Inclusive Environments</li> </ul>

## Appendix 1

No	Action and Outcome	Milestones	Date	Lead	Measure	Link to workplan	Source
10	<p><b>Action:</b> Further analysis of external involvement</p> <p><b>Outcomes:</b></p> <ul style="list-style-type: none"> <li>• Better-informed action plan.</li> <li>• Focus on improvement.</li> <li>• Clear and open performance management.</li> <li>• Increased participation by disabled and Deaf people.</li> <li>• Information to reduce gaps.</li> <li>• Disabled and Deaf people will develop a better understanding of how NPA works in terms of managing performance.</li> </ul>	<p>10.1 Compare experiences and satisfaction of disabled people with the experiences and satisfaction of non-disabled people by cross-analysis of external involvement project 2006 and the Residents Survey 2005. This will form baseline information.</p> <hr/> <p>10.2 Develop targets with disabled and Deaf people. And ensure they are managed by them.</p> <hr/> <p>10.3 Benchmark against other similar authorities</p>	May 2007	Policy Team	<ul style="list-style-type: none"> <li>• Action Plan</li> <li>• Six monthly progress reports to NPA</li> <li>• DES Annual Report</li> </ul>	<ul style="list-style-type: none"> <li>• Service Improvement</li> </ul>	<ul style="list-style-type: none"> <li>• Vision Sense</li> <li>• DDA 2005</li> <li>• DRC</li> </ul>

Appendix 1

No	Action and Outcome	Milestones	Date	Lead	Measure	Link to workplan	Source
11	<p><b>Action:</b> Develop new methods to gather and disaggregate information</p> <p><b>Outcomes:</b></p> <ul style="list-style-type: none"> <li>• More targeted information.</li> <li>• Reduce gaps in satisfaction and outcomes between disabled and non-disabled employees.</li> <li>• Better use of resources.</li> </ul>	11.1 Develop methods to gather employment information	Dec 2007	HR Policy Team	<ul style="list-style-type: none"> <li>• DES Annual Report</li> </ul>		<ul style="list-style-type: none"> <li>• Vision Sense</li> </ul>
11.2 Develop methods to gather service provision information							

## List of Support Services Agreements and Roles and Responsibilities of Staff

Role	Responsibilities
<b>Clerk</b>  <b>Deputy Clerk and Solicitor</b>  <b>Assistant Clerk (Policy)</b>	To achieve effective and efficient policing in Northumbria through: Corporate leadership; Relations with Northumbria Police and other key external partners and agencies; Democratic Services; Procurement; Communications; Service Standards; Policy Planning & Development; Performance Management; Community Engagement; Service Improvement; Secretariat Operations; Monitoring Officer; Warning of Illegality or Maladministration.
<b>Treasurer</b>	Ensuring the financial affairs of the Authority and Force are properly administered and is chief financial advisor to the Authority.
<b>Policy Team</b>	Consultation; Planning; Performance Management; Partnerships; Diversity; Grant Pool; Statutory Plans; Risk Management; Contingency Planning.
<b>Legal and Secretariat</b>	Assisting the Solicitor to the Authority in the fulfilment of delegated duties as set out in NPA Standing Orders and Financial Regulations; Legal Services; Service Standards; Data Protection; Custody Visiting; Committees; Appointment of Members; Members Training.
<b>Finance</b> <i>Financial Management Services</i>	Supporting the Treasurer to the Authority to meet statutory responsibilities; Accountancy Services and Financial Information; Vat Services; Internal Audit; Risk Management and Insurance Services; Service Standards.
<b>Finance</b> <i>Financial Processes and Administrative Services</i>	Financial processing services for the Chief Constable; Payroll Services; Exchequer Services; Service Standards.
<b>ICT</b>	Procurement of ICT systems and delivery of effective ICT solutions for NPA officers and members; Client Services; Support Services; Service Standards.
<b>Human Resources</b>	Advice to the NPA and its Committees regarding HR and Health and Safety; Assisting with the appointment, Personal Development Records and discipline of ACPO officers; Employee Relations; Employee issues; Service Standards.
<b>Architect and Technical Services</b>	Provide a comprehensive property management service; Property Management and Service Standards; Monitoring the Estates Strategy.

### Delivering the Action Plan

Each member of staff will be responsible for the actions in the Action Plan associated to their work area. They will be supported by training, which will help to build their capacity and confidence.

## Definition of Disability and Frequently Asked Questions

The Disability Discrimination Act (1995) defines disability as:

“A physical or mental impairment, which has a substantial, long term (lasting or having lasted twelve months or the rest of a person’s life), adverse effect, on a person’s ability, to carry out normal day-to-day activities.”

Disabled people have to meet this definition to be protected by the Act, but the Duty is different and requires public bodies to have due regard in relation to all its functions, regardless of whether the people accessing them are protected by the Act.

### **When is a person disabled?**

A person has a disability if he or she has a physical or mental impairment, which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

What about people who have recovered from a disability?

People who have had a disability within the definition are protected from discrimination even if they have since recovered.

### **What does “impairment” cover?**

It covers physical or mental impairments; this includes sensory impairments, such as those affecting sight or hearing.

### **Are all mental impairments covered?**

The term “mental impairment” is intended to cover a wide range of impairments relating to mental functioning, including what are often known as learning disabilities. Mental health issues are no longer required to be clinically well recognised in order that people are protected by the Act.

### **What is a “substantial” adverse effect?**

A substantial adverse effect is something, which is more than a minor or trivial effect. The requirement that an effect must be substantial reflects the general understanding of disability as a limitation going beyond the normal differences in ability, which might exist among people.

### **What is a “long-term” effect?**

A long-term effect of an impairment is one:

- which has lasted at least 12 months; or
- where the total period for which it lasts is likely to be at least 12 months; or
- that is likely to last for the rest of the life of the person affected.

Effects, which are not long-term, would therefore include loss of mobility due to a broken limb, which is likely to heal within 12 months and the effects of temporary infections, from which a person would be likely to recover within 12 months.

### **What if the effects come and go over a period of time?**

If an impairment has had a substantial adverse effect on normal day-to-day activities but that effect ceases, the substantial effect is treated as continuing if it is likely to recur; that is if it is more probable than not that the effect will recur.

### **What are “normal” day-to-day activities?**

They are activities, which are carried out by most people on a fairly regular and frequent basis. The term is not intended to include activities which are normal only for a particular person or group of people, such as playing a musical instrument, or a sport, to a professional standard or performing a skilled or specialised task at work. However, someone who is affected in such a specialised way but is also affected in normal day-to-day activities would be covered by this part of the definition. The test of whether the impairment affects normal day-to-day activities is whether it affects one of the broad categories of capacity listed in Schedule 1 to the Act. They are:

- mobility;
- manual dexterity;
- physical co-ordination;
- continence;
- ability to lift, carry or otherwise move everyday objects;
- speech, hearing or eyesight;
- memory or ability to concentrate, learn or understand; or
- perception of the risk of physical danger.

### **What about treatment?**

Someone with an impairment may be receiving medical or other treatment, which reduces or removes the effects (though not the impairment). In such cases, the treatment is ignored and the impairment is taken to have the effect it would have had without such treatment. This does not apply if substantial adverse effects are not likely to recur even if the treatment stops (i.e. the impairment has been cured).

### **Does this include people who wear spectacles?**

No. The sole exception to the rule about ignoring the effects of treatment is the wearing of spectacles or contact lenses. In this case, the effect while the person is wearing spectacles or contact lenses should be considered.

### **Are people who have disfigurements covered?**

People with severe disfigurements are covered by the Act. They do not need to demonstrate that the impairment has a substantial adverse effect on their ability to carry out normal day-to-day activities.

### **Are there any other people who are automatically treated as disabled under the Act?**

Anyone who has HIV infection, cancer or multiple sclerosis is automatically treated as disabled under the Act. In addition, people who are registered as blind or partially sighted, or who are certified as being blind or partially sighted by a consultant ophthalmologist are automatically treated under the Act as being disabled. People who are not registered or certified as blind or partially

sighted will be covered by the Act if they can establish that they meet the Act's definition of disability.

### **What about people who know their condition is going to get worse over time?**

Progressive conditions are conditions, which are likely to change and develop over time. Where a person has a progressive condition he will be covered by the Act from the moment the condition leads to an impairment which has some effect on the ability to carry out normal day-to-day activities, even though not a substantial effect, if that impairment is likely eventually to have a substantial adverse effect on such ability.

### **Are people with genetic conditions covered?**

If a genetic condition has no effect on the ability to carry out normal day-to-day activities, the person is not covered. Diagnosis does not in itself bring someone within the definition. If the condition is progressive, then the rule about progressive conditions applies.

### **Are any conditions specifically excluded from the coverage of the Act?**

Yes. Certain conditions are to be regarded as not amounting to impairments for the purposes of the Act. There are:

- addiction to or dependency on alcohol, nicotine, or any other substance (other than as a result of the substance being medically prescribed);
- seasonal allergic rhinitis (e.g. hayfever), except where it aggravates the effect of another condition;
- tendency to set fires;
- tendency to steal;
- tendency to physical or sexual abuse of other persons;
- exhibitionism; and
- voyeurism..

Also, disfigurements which consist of a tattoo (which has not been removed), non-medical body-piercing, or something attached through such piercing, are to be treated as not having a substantial adverse effect on the person's ability to carry out normal day-to-day activities.

## Organisations Involved/Contacted

- A.D.A.P.T
- After Stroke Club
- Age Concern
- Age Concern (South Tyneside)
- Agoraphobic Helpline
- Alexandra Disabled Club
- Alzheimer's Society
- Alzheimer's Society (South Tyneside)
- Arthritis Care (Gateshead Branch)
- AVM Support UK
- Beaconhill Community Association
- Beaden House Charity
- Better Days
- BlissAbility
- Blyth and District Gateway Club
- Blyth Star Enterprises
- Blyth Valley & Wansbeck Talking Newspaper
- Blyth Valley Disabled Forum
- Brain Injury Rehabilitation Trust
- Breakthrough (Deaf Plus) Integration North
- Briardale Castaways Angling Club
- Bridge Project
- Central Northumberland SCOPE
- Community Links Scheme
- Council on Disabilities (South Tyneside)
- Cowpen Craft Club
- Deaf Children's Society (Gateshead & South Tyneside)
- Deaf Club (South Tyneside)
- Deaf Society (Sunderland)
- Deafblind UK
- Deptford & Millfield Community Association
- Diabetes UK
- Disability Sport England
- Downs Syndrome North East
- Dunelm Phab Club
- East Community Association
- European Services for People with Autism Ltd.
- Fibromyalgia In The North East
- G.E.M Epilepsy Support Group
- Headlight
- Healthy Communities Collaborative
- Healthy Communities Collaborative
- Huntington Disease Association
- Huntingtons Disease Association

- Laryngectomy Club (SLC)
- Limbless Ex-Servicemen's Association
- Mental Health Matters
- MIND
- Newsham & New Delaval Youth & Community Group
- North East Migraine Support Group
- North Tyneside Coalition of Disabled People
- North Tyneside Disability Forum
- Northumberland Stars
- Northumberland Vikings
- Physical Disabilities Alliance
- PIE
- Rainbow Support Group
- Roy Castle Lung Cancer Foundation
- Royal Society For The Blind
- Seaton Sluice Craft Group
- Shaw Project (AZURE)
- St Mary & St Peters Community Project
- Streetcare
- Sunderland & South Tyneside M.E/C.F.S Support Group
- Sunderland Breast Care Group
- Sunderland Cardiac Support Group
- Sunderland People First
- Thursday Club
- Triumph, Loyalty & Friendship Club
- Tyne & Wear Autistic Society
- Tyneside Women's Health
- Washington MIND
- Wearside Disablement Centre
- Whitley Bay Stroke Support Group

Many of the attendees who gave their time to come to the discussion groups did not represent organisations of or for disabled people. However, those that did, represented:

- City of Sunderland Council for the Disabled
- Bridge Women's Support Centre
- Rickleton Residents Association
- Multiple Sclerosis Association and Physically Disabled Association
- Unison Disabled Members Group
- Territorial Army Disabled Members
- Prudhoe Older Peoples Forum
- Castle Morpeth Disability Association
- Mobility Association.
- Epilepsy Action.
- Widdrington Village Parish Council

- St Georges Rehab Citizens Panel
- Councillor for Stobhill Ward / Castle Morpeth Council
- Shopmobility
- UCAN
- UNISON retired members Group
- Citizens Panel
- British Diabetic Association
- Northumberland Vikings
- Disabled Drivers Association

# EIA Template

*Northumbria*

**Police Authority**



**Equality Impact Assessment**

**Stage1: Screening**

NPA is required to assess each *policy* for its relevance to the Race Relations Act (1976) and Amendments (2000) and Disability Discrimination Act (1995) and Amendments (2005). NPA go beyond this legal duty and assess each of its *policies*, for their relevance to the equality strands of gender, race, disability, age, religion or faith and sexual orientation. To assess whether your *policy* is relevant, and requires Stage 2: Full Assessment, please complete this form and send it to Victoria Jackson, Policy Officer, who will complete a Policy Relevance Assessment and provide you with feedback.

Name(s) of completing officer(s):	
Date of completion:	
Name of policy being assessed:	

- 1 Please provide a brief description of the aims of this *policy* (i.e. purpose and outcomes).**
- 2 Has consultation on this *policy* (i.e. with other departments, authorities, organisations, equality target groups) taken place?**  
 Yes       No (go to question 4)       Don't Know (go to question 4)
- 3 If yes, please state what/who this consultation has/will involved, when it took place and the outcome.**
- 4 Is there evidence of any public concern, regarding discrimination, associated with this *policy*?**  
 Yes       No (go to question 6)       Don't Know (go to question 6)
- 5 If yes, please state what this public concern involves and if it is likely to be specific to Northumbria.**
- 6 Please state how this *policy* will/is implemented, including any necessary training required.**
- 7 Please complete this table stating if this *policy* is/will be monitored and, if so, how this is/will be done.**

Area of Monitoring	Policy monitored?		Means of Monitoring (i.e. is monitoring specific to equality target group?)
	Yes	No	
Service take-up			
Performance targets			
User satisfaction			
Complaints			
Other (specify)			

**8 Please complete this EIA Matrix, explaining where:**

- a) The *policy* could have a positive impact or contribute to: promoting equality; promoting equal opportunities; and/or improving relations within any equality target group.
- b) The *policy* could have a negative impact on any equality target groups.
- c) The needs, experiences and priorities of any equality target group has consequences for the *policy*.

EIA Matrix				
Group	Positive Impact	Negative Impact	Evidence of Impact (i.e. rights, resources, access, participation, consultation, accommodation, learning, culture, values, norms, relations between groups, relations between groups and NPA)	Evidence of the consequences /expectations of the policy resulting from the groups needs, experiences and priorities
<b>Men</b>				
<b>Women</b>				
<b>Asian or Asian British</b> (Indian, Pakistani, Bangladeshi, other Asian background)				
<b>Black or Black British</b> (Caribbean, African, other Black background)				
<b>Chinese</b>				
<b>Mixed</b> (White & Black Caribbean, White & Black African, White & Asian, other Mixed background)				
<b>White</b> (British, Irish, other White background)				
<b>Gypsy/Traveller</b>				
<b>Sensory disability</b> (blindness, deafness, or a severe vision or hearing impairment)				
<b>Learning disability</b> (imperfect ability to listen, think, speak, read, write, spell or do maths)				
<b>Physical disability</b> (condition that substantially limits one or more basic physical activities)				

Group	Positive Impact		Negative Impact	Evidence of Impact (i.e. rights, resources, access, participation, consultation, accommodation, learning, culture, values, norms, relations between groups, relations between groups and NPA)	Evidence of the consequences /expectations of the policy resulting from the groups needs, experiences and priorities
	High	Low	High		
<b>Psychiatric disability</b> (mental/emotional illness)					
<b>Neurological disability</b> (brain injury)					
<b>Gay/Lesbian</b>					
<b>Bisexual</b>					
<b>Transgender</b>					
<b>Older (50+)</b>					
<b>Young Adults (17-25)</b>					
<b>Children (0-16)</b>					
<b>Religion/faith/belief</b> (Jewish, Christian, Muslim, Hindu, Rastafarian, Sikh, Buddhist)					
<b>Student</b>					
<b>Rural</b>					
<b>Urban</b>					
<b>Homeless</b>					

**Reflecting on your completion of the EIA Matrix in question 8, please answer the following questions.**

- 9** Is the *policy* achieving its aims for all beneficiaries (i.e. recipients) equally?
- Yes (go to question 11)  No  Don't Know (go to question 11)
- 10** If no, do you know what factors/barriers could have caused the discrepancy between aims and actual outcomes?
- 11** If a negative impact on any equality target group has been identified please state if it is intended or legal (i.e. it not discriminatory under anti-discrimination legislation) and explain why (i.e. why it is justifiable).
- 12** If no evidence, that the *policy* promotes equality, equal opportunities or improves relations within any equality target group, has been identified please state amendments (if any) that could be made to the *policy* to achieve this.
- 13** Are there any equality target groups, which might be expected to benefit from this *policy* but do not?
- Yes  No (finish proforma)  Don't Know (finish proforma)
- 14** If yes, do you know why these equality target groups are not benefiting?

**Signed:**  
**Completing officer(s):**

**Signed:**  
**Senior Policy Officer:**

**Signed:**  
**Assistant Clerk (Policy)**

## Policy Relevance Assessment

**1 Based upon the answers given in the Stage 1: Screening proforma does the *policy* have significant implications for equality?**

Yes       No (go to question 7)       Don't Know

**2 If yes, please indicate if:**

- an equality target group will be disadvantaged/negatively impacted by the *policy*
- there is a possibility to further promote equal opportunities and good inter-group relations
- better monitoring data is needed regarding the impact of the *policy*
- more information is needed regarding the impact of the *policy*

**3 Please categorise the impact of this significance.**

High    Medium       Low

**4 Please indicate if this impact is unintentional and/or illegal (i.e. discriminatory under anti-discrimination legislation).**

Intentional/Not Illegal       Unintentional/Illegal    Don't Know

**5 Has this *policy* been scheduled into the Race Equality Scheme EIA Timetable to undergo Stage 2: Full Assessment?**

Yes       No

**6 Please state the deadline for completion of State 2: Full Assessment of this *policy*:**

**7 Has the completing officer(s) and their line manager been provided with feedback?**

Completing Officer    Yes    No      Line Manager    Yes    No

**8 Have the Stage 1: Screening results, for this policy, been published?**

Yes       No (go to question 10)

**9 If yes, please state where the results have been published.**

**10 Please state the next Stage 1: Screening review date for this *policy*:**

**Signed:**  
**Policy Officer**

**Signed:**  
**Senior Policy Officer**

**Signed:**  
**Assistant Clerk (Policy)**

# Draft List of Policies, Services, Functions and Procedures for EIA

1. Consultation
- 2 Meetings
- 3 Crime and Disorder Reduction Partnerships
- 4 Processing Incoming Information
- 5 Reporting and Distributing Information
- 6 Appointment of Chief Officers
- 7 Appointment of Members
- 8 Audit
- 9 Best Value Review
- 10 Budget Setting
- 11 Custody Visiting Scheme
- 12 Grant Pool
- 13 Monitoring and Scrutiny of Northumbria Police
- 14 Priority Setting
- 15 Service Level Agreements
- 16 Training and Induction

## Draft Stage 2 Full EIA Timetable

<b>Policies, Procedures, Practices, Services and Functions</b>	<b>Date of Completion</b>
Reporting and Distributing Information	March 2007
Processing Requests for Information	March 2007
Appointment of Police Authority Members	May 2007
Appointment of Chief Officers	May 2007
Consultation/Engagement	July 2007
Meetings	July 2007
Custody Visiting	September 2007
Training and Induction	September 2007
Service Support Agreements	November 2007
Grant Pool	November 2007
Budget Setting	December 2007

## Abbreviations

ACPO	Assistant Chief Police Officer
APA	Association of Police Authorities
CDRP	Crime and Disorder Reduction Partnership
DDA	Disability Discrimination Act
DES	Disability Equality Scheme
EIA	Equality Impact assessment
GD	General Duties
NPA	Northumbria Police Authority
PCSO	Police Community Support Officers
SD	Specific Duties
SSA	Service Support Agreements
UK	United Kingdom

# Glossary of Terms

## **Accessible Information**

Accessible information is information designed to be used by everyone, including people with sensory impairments. Accessible information alternatives provide the user with options, so they can choose the type of format that works best for them.

## **Action Plan**

The steps, which an authority will take to fulfill its general duty.

## **Advocates**

An advocate is a specially trained person who has communication skills and knowledge of disability and Deaf people's issues. Advocates are trained to empower and support historically excluded disabled and Deaf people, or people where mainstream mechanisms may not be accessible. They are aware of the legalities affecting disability and sensory issues.

## **Best Practice**

A technique or methodology that, through experience and research, has proven to reliably lead to a desired result. Or, an activity or procedure that has produced outstanding results in another situation and could be adapted to improve effectiveness, efficiency, ecology, and/or innovativeness in another situation

## **Best Value**

Best Value arrangements exist to secure continuous improvement in the performance of functions by public organisations. Continuous improvement seeks to balance quality and cost considerations, and is achieved with regard to economy, efficiency, effectiveness, the equal opportunities arrangements, and sustainable development.

## **British Council of Disabled People**

The British Council of Disabled People is the UK's national organisation of the worldwide Disabled People's Movement. Established in 1981 by disabled people to promote full equality and participation in UK society, and represent 70 groups run by disabled people in the UK at national level.

## **Code of Conduct**

A code of ethics (otherwise an ethical policy, code of conduct, statement of business practice or a set of business principles) can be a management tool for establishing corporate values, responsibilities, obligations, and ethical ambitions of an organisation and the way it functions. It provides guidance to employees on how to handle situations which pose a dilemma between alternative right courses of action, or when faced with pressure to consider right and wrong.

## **Council Tax Precept**

The demands made by an authority on a council to finance its expenditure.

### **Crime and Disorder Reduction Partnerships**

The 1998 Crime and Disorder Act established partnerships between the police, local authorities, probation service, health authorities, the voluntary sector, and local residents and businesses.

### **Custody Visiting Scheme**

Custody visiting is a scheme which gives appointed members of the public opportunities to observe and report on the conditions under which people are detained in police stations and to provide an independent check on the way police officers carry out their duties with regard to detainees.

### **Deaf**

People who have been deaf from birth or early childhood, are referred to as Deaf, denoting their belonging culturally to the Deaf community – a minority group with a distinct culture.

### **Direct and Indirect Discrimination**

#### **Direct discrimination**

Direct discrimination happens when a person is treated less favourably because of, for example, their disability, gender or race. (So it would be direct discrimination if a driving job was only open to male applicants).

#### **Indirect discrimination**

Indirect discrimination is when a condition that disadvantages one group of people more than another is applied. For example, saying that applicants for a job must be clean shaven puts members of some religious groups at a disadvantage.

### **Disability Equality**

Full opportunity and choices for disabled people to improve their quality of life and be respected and included as equal members of society.

### **Disability Equality Scheme**

The Statutory Duties require authorities to produce and publish a Disability Equality Scheme, which demonstrates how it intends to fulfill its general and specific duties.

### **Due Regard**

The requirement to give due weight to the need to promote equality of opportunity in proportion to its relevance to disability.

### **Equality Impact Assessment**

Impact assessment is the process which enables an authority to identify and act on the need to modify policies and practices to have due regard to the need to promote disability equality. The specific duty regulations set out the requirement for an authority to include in the Disability Equality Scheme its methods for impact assessment.

### **Functions**

The full range of a public authority's duties and powers.

#### **General Duty**

The requirement on public authorities, when carrying out their functions, to have due regard to the need to: promote equality of opportunity between disabled persons and other persons; eliminate discrimination that is unlawful under the Act; eliminate harassment of disabled persons that is related to their disabilities; promote positive attitudes towards disabled persons; encourage participation by disabled persons in public life and to take steps to take account of disabled persons' disabilities even where that involves treating disabled persons more favorably than other persons.

### **Involvement**

Active engagement with disabled stakeholders using accessible mechanisms which must be focused, proportionate, influential and transparent. 'Involvement' requires more active engagement of disabled stakeholders than 'consultation'.

### **Lead Authority**

A lead authority is a local authority which acts as a focal point for liaison on police issues between a council within a number of local authority areas. Liaises with other local authorities on policy and procedural matters, and operational issues which have company wide implications

### **Lead Members**

An authority elects lead members to promote and represent views or policies in specific areas of work. Lead members keep themselves informed of the key developments and issues in their lead area, contribute to policy development locally and nationally as appropriate, and act as champion for that particular subject.

### **Participative Workshops**

A workshop that enables participants to give their views on a particular subject or area. This can be a workshop, meeting or gathering. This may include for example, Focus groups and Forums.

### **Partnerships**

A partnership is an alliance or relationship between two or more organisations.

### **Physical Barriers**

Physical barriers for example are a lack of disabled building facilities like access ramps.

### **Policies and Practices**

All proposed and current activities, which an authority carries out.

### **Procurement**

The contractual or other arrangements that a public authority makes to obtain goods, works or services from an outside organisation.

### **Public Authority**

All organisations whose functions are of a public nature.

### **Reasonable Adjustments**

Where a service provider has a practice, policy or procedure which makes it impossible or unreasonably difficult for you to use their service, they will have to take reasonable steps to change that practice, policy or procedure so that you can use the service.

### **Resources**

A person, asset, material, or money, which can be used to accomplish a goal.

### **Safe Spaces**

Confidential meeting arrangement similar to a workshop, where attendees can give their views without disclosing for example any medical conditions or Diseases.

### **Social Barriers**

Social barriers for example, are discriminatory policies, practices and attitudes.

### **Social Model of Disability**

The poverty, disadvantage and social exclusion experienced by many disabled people is not the inevitable result of their impairments or medical conditions, but rather stems from attitudinal and environmental barriers. This is known as 'the social model of disability', and provides a basis for the successful implementation of the duty to promote disability equality.

### **Special Police Services**

Policing at events that are not planned in advance and arise as a result of events or circumstances that cannot be foreseen. Police services that are financed by the party or parties responsible for the event or circumstances.

### **Specific Duties**

Certain public authorities listed in regulations are required to comply with specific duties, which are set out in the Statutory Duties regulations (known as the specific duties regulations). These duties are intended to assist authorities in complying with the general duty to promote disability equality.

### **Standing Orders and Financial Regulations**

The purpose of Standing Orders is to regulate the conduct of an authority's business to ensure fair and accountable decision-making. They also provide for the delegation of an authority's functions and decision-making to committees, sub committees, panels and officers. Financial Regulations are the financial control framework within which the financial management of an authority takes place.

### **Support Service Agreements**

Support Service Agreements are agreements or contracts with local authorities that define the level of service they must provide, the level of service to be delivered and which set out responsibilities and priorities.

### **Tendering Processes**

A competitive process that enables the submission of formal bids or offers in writing the opportunity to supply goods, services or works to an authority. Tenders must be invited in accordance with an authority's Standing Orders

and Financial Regulations and in compliance with the European Public Procurement Directives.

**Value for Money**

Securing economy, efficiency and effectiveness in the use of resources.