

NPA is required, under the Race Relations (Amendment) Act 2000, to assess each *policy* for its relevance to the Act. NPA go beyond this statutory 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. In order to assess whether your *policy* is relevant, and requires Stage 2: Full Assessment, please complete this proforma and forward it to Victoria Jackson, Policy Officer, who will complete a Policy Relevance Assessment and provide you with feedback.

Name(s) of completing officer(s):	Victoria Jackson, Iain Burns and Nicola Johnson
Date of completion:	7 April 2006
Name of policy being assessed:	Reporting and Distributing Information

1 Please provide a brief description of the aims of this *policy* (i.e. purpose and outcomes).

To provide accurate and up-to-date information (in line with requirements of the Freedom of Information Act 2000 and Data Protection Act) in an accessible and timely format.

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.

Not applicable

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.

Concerns have arisen with regard to:

- the date of information on the website;
- the size and font of information provided in magazines, electronic presentations and on the website;
- the position of information, in publications, relating to the availability of Braille, larger print, different languages etc.

6 Please state how this *policy* will/is implemented, including any necessary training required.

Currently, Police Authority officers independently report and distribute information and are subject to the rules associated with the Freedom of Information and Data Protection Acts. However, no bespoke training is given.

Potential training could include, for example: Writing in Plain English, Report Writing, and Presentation Skills.

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		✓	No analysis of access to, or requests for, information is recorded (i.e. which documents have been downloaded from the website, requested in manual format, Braille, another language etc).
Performance targets		✓	There are no performance targets related to this policy (i.e. level of satisfaction, time related targets etc.)
User satisfaction		✓	Levels of satisfaction are not monitored or reported. Customers are not asked how they would most like to receive information.
Complaints		✓	All complaints are logged but are not reported.
Other (specify)	Not applicable		

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
Men	✓	✗	Not applicable.	<ul style="list-style-type: none"> • Male only presentations.
Women	✓	✗		<ul style="list-style-type: none"> • Female only presentations.
Asian or Asian British (Indian, Pakistani, Bangladeshi, other Asian background)	✓	✗	<p>Potential Positive Impact:</p> <ul style="list-style-type: none"> ▪ Information reported and distributed by NPA, in most appropriate format for service user (I.e. Braille, verbal, website, fax, phone, drop in and home visit) ▪ Enabling a wider selection of processes for information requests <p>Negative Impacts, currently NPA report and distribute information via:</p> <ul style="list-style-type: none"> ▪ website, e-mail, letter and phone call only and only in English (unless specifically required). ▪ Reporting and distribution of information is not monitored in terms of ensuring a timely response in relation to performance targets 	<ul style="list-style-type: none"> • Information available in race specific languages.
Black or Black British (Caribbean, African, other Black background)	✓	✗		<ul style="list-style-type: none"> ▪ Information available in race specific languages.
Chinese	✓	✗		<ul style="list-style-type: none"> ▪ Information available in race specific languages.
Mixed (White & Black Caribbean, White & Black African, White & Asian, other Mixed background)	✓	✗		<ul style="list-style-type: none"> • Information available in race specific languages.
White (British, Irish, other White background)	✓	✗		
Gypsy/Traveller	✓	✗		<ul style="list-style-type: none"> • Tailored information (format, presentation and distribution)
Sensory disability (blindness, deafness, or a severe vision or hearing impairment)	✓	✗		<ul style="list-style-type: none"> • Information available in Braille, large text, audiotape. • Website information to be free of 'pop-ups' • Colours, font style and font size to be used with care. • Hearing facilities at presentations.
Learning disability (imperfect ability to listen, think, speak, read, write, spell or do maths)	✓	✗		<ul style="list-style-type: none"> • Tailored information (format, presentation and distribution)
Physical disability (condition that substantially limits one or more basic physical activities)	✓	✗		<ul style="list-style-type: none"> • All information to be available electronically.

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		
Psychiatric disability (mental/emotional illness)	✓		✗		<ul style="list-style-type: none"> ▪ Tailored information (format, presentation and distribution)
Neurological disability (brain injury)	✓		✗		<ul style="list-style-type: none"> • Tailored information (format, presentation and distribution)
Gay/Lesbian	✓		✗		
Bisexual	✓		✗		
Transgender	✓		✗		
Older (50+)	✓		✗		<ul style="list-style-type: none"> • Large print/audiotape information.
Young Adults (17-25)	✓		✗		<ul style="list-style-type: none"> • Tailored information (format, presentation and distribution)
Children (0-16)	✓		✗		<ul style="list-style-type: none"> • Tailored information (format, presentation and distribution)
Religion/faith/belief (Jewish, Christian, Muslim, Hindu, Rastafarian, Sikh, Buddhist)	✓		✗		<ul style="list-style-type: none"> • Female/male only presentations. • Tailored information (specific locations for presentations/information distribution).
Student	✓		✗		<ul style="list-style-type: none"> • Tailored information (format, presentation and distribution)
Rural	✓		✗		<ul style="list-style-type: none"> • All information to be available electronically.
Urban	✓		✗		
Homeless	✓		✗		<ul style="list-style-type: none"> • Tailored information (format, presentation and distribution)

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?
Not applicable.
- 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).
The potential negative impacts identified in the EIA Matrix are not intended.
- 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.
Not applicable
- 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?
Not applicable.

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*: December 2006

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.

The results have been published on the website and communicated to Police Authority Members.

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

To be programmed on completion of Stage 2: Full Assessment.

Signed:
Policy Officer

Signed:
Senior Policy Officer

Signed:
Assistant Clerk (Policy)