

# Equality, Diversity, Cohesion and Integration Impact Assessment



As a public authority we need to ensure that all our strategies, policies, service and functions, both current and proposed have given proper consideration to equality, diversity, cohesion and integration. In all appropriate instances we will need to carry out an equality, diversity, cohesion and integration impact assessment.

This form:

- can be used to prompt discussion when carrying out your impact assessment
- should be completed either during the assessment process or following completion of the assessment
- should include a brief explanation where a section is not applicable

<b>Directorate:</b> Resources	<b>Service area:</b> Human Resources
<b>Lead person:</b> Amanda Shaw, Senior HR Officer	<b>Contact number:</b> 0113 24 78619
<b>Date of the equality, diversity, cohesion and integration impact assessment:</b> April 2011	

<b>1. Title:</b> Leeds City Council Dress Codes
Is this a:
<input type="checkbox"/> <b>Strategy</b> <input checked="" type="checkbox"/> <b>Policy</b> <input type="checkbox"/> <b>Service</b> <input type="checkbox"/> <b>Function</b> <input type="checkbox"/> <b>Other</b>
Is this:
<input type="checkbox"/> New/ proposed <input checked="" type="checkbox"/> Already exists and is being reviewed <input type="checkbox"/> Is changing
(Please tick one of the above)

## 2. Members of the assessment team:

Name	Organisation	Role on assessment team e.g. service user, manager of service, specialist
Amanda Shaw	Human Resources	Senior HR Officer
Kristy Kirk	Human Resources	Senior HR Officer

<b>3. Summary of strategy, policy, service or function that was assessed:</b>
<p>This Equality, Diversity, Cohesion and Integration Impact Assessment aims to assess the way in which service specific dress codes are applied in the workplace.</p> <p>Some services within Leeds City Council have a dress code or uniform that employees should wear (e.g. the Community Support Service within Adult Social Care and Refuse Collectors in Environment and Neighbourhoods).</p> <p>Services that have a dress code/uniform use them as a means of identifying who works in that service and/or to meet health and safety legislation.</p>

<b>4. Scope of the equality, diversity, cohesion and integration impact assessment</b> (complete - 4a. if you are assessing a strategy, policy or plan and 4b. if you are assessing a service, function or event)
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<b>4a. Strategy, policy or plan</b> (please tick the appropriate box below)	
The vision and themes, objectives or outcomes	<input checked="" type="checkbox"/>
The vision and themes, objectives or outcomes and the supporting guidance	<input type="checkbox"/>
A specific section within the strategy, policy or plan	<input type="checkbox"/>
<b>Please provide detail:</b>	

<b>4b. Service, function, event</b> please tick the appropriate box below	
The whole service (including service provision and employment)	<input type="checkbox"/>
A specific part of the service (including service provision or employment or a specific section of the service)	<input type="checkbox"/>
Procuring of a service (by contract or grant) (please see equality assurance in procurement)	<input type="checkbox"/>
<b>Please provide detail:</b>	

### 5. Fact finding – what do we already know

Make a note here of all information you will be using to carry out this assessment. This could include: previous consultation, involvement, research, results from perception surveys, equality monitoring and customer/ staff feedback.

(priority should be given to equality, diversity, cohesion and integration related information)

- Staff consultation and feedback through the Council's Corporate Staff Groups:  
the Disabled Employees Group;  
the BME Workers Group;  
the LGB staff group; and  
the Women's Group.
- Consultation and feedback from service managers in the following services:  
Museums  
The Contact Centre  
Corporate Property Management  
The Mail Room  
Catering Services  
Transport Services  
Parking and Enforcement
- Consultation with LCC Health and Safety Teams
- Research on the internet including:  
Personnel Today website: [www.personneltoday.com](http://www.personneltoday.com)  
Legal Day website: [www.legalday.co.uk](http://www.legalday.co.uk)  
CIPD website: [www.cipd.co.uk](http://www.cipd.co.uk)

### Are there any gaps in equality and diversity information

Please provide detail:

N/A

### Action required:

N/A

### 6. Wider involvement – have you involved groups of people who are most likely to be affected or interested

Yes

No

### Please provide detail:

The assessment team were keen to receive feedback from members of the Corporate Staff Groups about the Council's approach to dress codes in services which have a uniform or are thinking of introducing a uniform.

In liaison with the Chairs of the Corporate Staff Groups, an e-mail was sent to members of the staff groups explaining the purpose of the EDCI Impact Assessment and asking for feedback. All feedback was acknowledged and was dealt with in confidence.

A separate meeting was also arranged with a group of service managers across a range of services to discuss topics such as:

- Why certain services have dress codes when others do not.
- How dress codes are applied/enforced across the council.
- Identifying issues that may affect equality groups.
- Best practice for dealing with any issues that are raised by groups/individuals about dress codes.

Meetings were also held with LCC's Health and Safety Teams.

**Action required:**

No further action.

**7. Who may be affected by this activity?**

please tick all relevant and significant equality characteristics, stakeholders and barriers that apply to your strategy, policy, service or function

**Equality characteristics**

- |  |  |  |
|--|--|--|
| <input checked="" type="checkbox"/> Age                  | <input type="checkbox"/> Carers                        | <input checked="" type="checkbox"/> Disability         |
| <input checked="" type="checkbox"/> Gender reassignment  | <input checked="" type="checkbox"/> Race               | <input checked="" type="checkbox"/> Religion or Belief |
| <input checked="" type="checkbox"/> Sex (male or female) | <input checked="" type="checkbox"/> Sexual orientation |  |
| <input type="checkbox"/> Other                           |  |  |

(for example – marriage and civil partnership, pregnancy and maternity, social class, income, unemployment, residential location or family background, education or skills level)

**Please specify:**

**Stakeholders**

- |  |   |  |
|--|---|--|
| <input checked="" type="checkbox"/> Services users | <input checked="" type="checkbox"/> Employees | <input checked="" type="checkbox"/> Trade Unions |
| <input type="checkbox"/> Partners                  | <input type="checkbox"/> Members              | <input type="checkbox"/> Suppliers               |
| <input type="checkbox"/> Other please specify      |   |  |

**Potential barriers.**

**Built environment**

**Location of premises and services**

**Information and communication**

**Customer care**

**Timing**

**Stereotypes and assumptions**

**Cost**

**Consultation and involvement**

**specific barriers to the strategy, policy, services or function**

**Please specify**

**8. Positive and negative impact**

Think about what you are assessing (scope), the fact finding information, the potential positive and negative impact on equality characteristics, stakeholders and the effect of the barriers

**8a. Positive impact:**

Communication and promotion of the reasons behind service dress codes and uniforms will ensure they are implemented consistently and fairly across all services.

Managers and employees will have a greater understanding of the potential impact dress codes and uniforms could have on them and their colleagues and how the equality characteristics can be taken into consideration when implementing a dress code / uniform.

Managers are able to tailor their dress codes to take account of individual circumstances / allowable exemptions providing they are aware of the appropriate advice and / or who to approach for further advice.

**Action required:**

To draft best-practice guidance for managers so they are aware of the issues they should be considering when implementing / enforcing a dress code or uniform.

**8b. Negative impact:**

Applying or introducing a fair and equal dress code / uniform may raise discussions within a team which could highlight prejudice or stereotypical views (e.g. discussions around medical conditions, trans gender, religious beliefs and cultural protocols).

Customers / employees may not understand why a dress code has been tailored to accommodate the particular needs of one or more individuals within a team.

There may be costs involved with adapting / tailoring dress codes / uniforms.

**Action required:**

Managers should ensure that members of their teams have attended equality and diversity training.

Changes to dress codes / uniforms should be communicated and explained to customers as well as employees.

Costs should be discussed and agreed with relevant teams within a service (e.g. procurement, the budget holder, finance etc)

**9. Will this activity promote strong and positive relationships between the groups/communities identified?**

Yes

No

**Please provide detail:**

Guidance for services who have uniforms or dress codes or are thinking about introducing a uniform or dress code will help ensure employees are treated equally, that dress codes are applied sensitively and consistently and that managers have an awareness of how sensitive issues / individual circumstances can be accommodated.

**Action required:**

To draft guidance for managers so they are aware of the issues they should be considering when implementing / enforcing a dress code or uniform.

**10. Does this activity bring groups/communities into increased contact with each other (e.g. in schools, neighbourhood, workplace)?**

Yes

No

**Please provide detail:**

N/A

**Action required:**

N/A

**11. Could this activity be perceived as benefiting one group at the expense of another?**

**Yes**

**No**

**Please provide detail:**

Managers and employees may be seen as treating individuals within a team more favourably if their dress code/uniform is tailored to help meet the needs of one of the equality characteristics.

**Action required:**

Managers should use team meetings as a forum to discuss equality issues / changes to uniforms or dress codes.

To draft guidance for managers and employees so they are aware of the issues they should be considering when implementing / enforcing a dress code or uniform.

**12. Equality, diversity, cohesion and integration action plan**

(insert all your actions from your assessment here, set timescales, measures and identify a lead person for each action)

<b>Action</b>	<b>Timescale</b>	<b>Measure</b>	<b>Lead person</b>
Draft some guidance for managers regarding best-practice guidelines for implementing Uniforms and Clothing Policies.	April 2011	To be approved by HRLT and the Diversity Staff Forum	Amanda Shaw, Senior HR Officer
Ensure the manager's guidance incorporates signposting to additional sources of advice and support (e.g. the Equality Team)	April 2011	To be included in the manager's guidance	Amanda Shaw, Senior HR Officer
Once approved, communicate and promote the manager's guidance to the workforce.	June 2011	Guidance to be published in the following: In Brief Staff News The intranet  Guidance to be circulated to the Corporate staff groups	Amanda Shaw Senior HR Officer
Service managers to cascade the guidance to the workforce, particularly those without access to the intranet.	August 2011	Circulation of guidance	HR Business Partners Service managers

**13. Governance, ownership and approval**

State here who has approved the actions and outcomes from the equality, diversity, cohesion and integration impact assessment

Name	Job Title	Date
HRLT	Human Resources Leadership Team	

**14. Monitoring progress for equality, diversity, cohesion and integration actions** (please tick)

- As part of Service Planning performance monitoring
- As part of Project monitoring
- Update report will be agreed and provided to the appropriate board  
Please specify which board
- Other (please specify)

**15. Publishing**

<b>Date sent to Equality Team</b>	<b>21<sup>st</sup> June 2011</b>
<b>Date published</b>	<b>21<sup>st</sup> June 2011</b>