

EQUALITY IMPACT ASSESSMENT TEMPLATE

To be completed for all new and reviewed policies and procedures as advised in the Force Equality Impact Assessment Guidance

Name of Policy/Procedure:	Career Break – Policy and Guidance – Police Officers and Support Staff
Owning Department:	Human Resource Services
Author (Job Title):	HR Adviser
Date of assessment:	14 November 2006
Is this a new, or review of an existing, document?	Review
If it is a review of an existing policy has it previously been subjected to full impact assessment? If yes, has it changed significantly to warrant a further full impact assessment at this time?	No full impact assessment carried out before

STAGE 1 INITIAL ASSESSMENT (SCREENING FOR RELEVANCE)

1 IDENTIFY MAIN AIMS OF THE POLICY

1.1 What is the purpose of the policy?	To inform members of staff of the procedures and processes if someone wishes to take apply for a career break.
1.2 What are the outcomes and associated aims you are trying to achieve?	To enable Tayside Police to ensure that the skills, experience and talents of its staff are utilized to the full, by retaining staff who may wish to temporarily cease working. To ensure that all members of staff are aware of their responsibilities. To ensure that a fair and consistent approach is taken in relation to granting career breaks.
1.3 Who is intended to benefit from the proposed policy and how?	Tayside Police as an organization and members of its staff.
1.4 Is responsibility for the proposed policy shared with another department or organisation? If so identify who is accountable and responsible, both internally and externally for the policy?	No
1.5 Does the development/review of this policy present the Force with an opportunity to promote equality and good relations with and between any of the following: <ul style="list-style-type: none"> • Older people? • Young people? • People with disabilities? • Men? • Women? • Racial groups? • Religious / faith communities? • Lesbian, gay, bi-sexual & Transgender communities? 	No

2 COLLECT INFORMATION

<p>2.1 Do you have up-to-date and reliable information about the different racial and other social groups the proposed policy is likely to affect? If so describe what type of data/information you are using and implication of the findings.</p>	<p>Yes</p>
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3 DECIDE IF THE POLICY IS RELEVANT

<p>3.1 Will the proposed policy involve, or have consequences for, the people the Force serves and/or employs? If YES:</p> <ul style="list-style-type: none"> • Who are the main internal stakeholders? • Who are the main external stakeholders? <p>If NO - go to 5. – Assessment complete.</p>	<p>Yes</p> <p>Anyone tasked with making a decision in relation to granting a career break.</p>
<p>3.2 Could these consequences differ for some sections of the community because they have particular needs, experiences or priorities?</p>	<p>Yes</p>
<p>3.3 Is there any reason to believe that people could be affected differently by the policy because they belong to a particular section of the community? E.g., in terms of access to a service, or the ability to take advantage of proposed opportunities. If so which group/s does it affect?</p>	<p>Yes</p>
<p>Older people?</p>	<p>Yes</p>
<p>Young people?</p>	<p>Yes</p>
<p>Disabled people?</p>	<p>Yes</p>
<p>Men?</p>	<p>Yes</p>
<p>Women?</p>	<p>Yes</p>
<p>Racial groups?</p>	<p>Yes</p>
<p>Religious / faith communities?</p>	<p>Yes</p>
<p>Lesbian, gay, bi-sexual & Transgender communities?</p>	<p>Yes</p>
<p>3.4 Is there any evidence that any part of the proposed policy could discriminate unlawfully, directly or indirectly, against any of the above section(s) of the community?</p>	<p>No</p>
<p>3.5 Is there any evidence that some sections of the community may have different expectations of the policy in question?</p>	<p>No</p>
<p>3.6 Is the proposed policy likely to affect relations between different sections of the community, for example, because it is seen as favouring a particular group or denying opportunities to another?</p>	<p>No</p>
<p>3.7 Is the proposed policy likely to damage relations between any particular section of the community and Tayside Police?</p>	<p>No</p>
<p>3.8 Based on the information provided above, does the policy have implications for or affect on the promotion of equality for any section of the community?</p>	<p>Yes</p>

If the answer to any of the above is **Yes** - the policy is relevant to the statutory duties.

4. MONITORING

4.1 What, if any mechanisms are used/will be used to monitor for any adverse impact, community concerns and complaints that may arise as a consequence of this policy?	Appeals against career breaks not being granted and monitoring of career breaks granted and refused.
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5 LEVEL OF RELEVANCE

5.1 What is the level of relevance being allocated to this policy? eg. high, medium, low or not relevant (See Impact Assessment Guidance). Please indicate level in relation to aspects of diversity as stated below:	Low
Older people	L
Young people	L
Disabled people	L
Men	L
Women	L
Racial groups	L
Religious / faith communities	L
Lesbian, gay, bi-sexual & Transgender communities	L

6. COMPLETION OF INITIAL ASSESSMENT

If the policy/guidance is considered to be **NOT RELEVANT** or **LOW** to ***all*** racial/social groups print this document, seek endorsement of decision from head of department and complete the section below. The document should then be forwarded to the Inspection Unit Sgt. An electronic version, together with the policy/guidance document itself, should be e-mailed to the Inspection Unit Sgt.

If the policy/guidance is graded as relevant at **HIGH** or **MEDIUM** levels for ***any*** racial/social group, move to Stage 2 and complete a FULL IMPACT ASSESSMENT.

Date on which the initial assessment completed:	17 November 2006
Completed by: Miss Judith M Knox, HR Adviser	Signature:
Head of Department:	Signature:
<ul style="list-style-type: none"> • All original signed documents to be retained by the Inspection Unit Sgt (Business Change and Improvement Dept) (HQ Division). 	
Inspection Unit Use Only: Date Received: Review Date:	

*Delete as appropriate