

Equality Impact Assessment (EIA) Screening Template

Please use this template to screen the service/policy/project being assessed when a full EIA is not required.

Service area	Equality, Diversity and Inclusion
Name of service/policy/project being assessed	Workforce Race Equality Standard (WRES)
Officer leading on assessment	Henry Kilpin, Head of Strategy, Policy and Programmes
Other officers involved	Seema Sehgal, Policy and Project Officer

1. Briefly describe the service/policy/project:

Background to the WRES

The Social Care Workforce Race Equality Standard (WRES) launched in 2021, with a pilot scheme involving 18 local authorities across England. In line with our business plan and Equality and Diversity Strategy, AfC committed to participate in the WRES pilot and publish our WRES findings with the aim to identify and address any areas that will improve the workplace experience and representation at all levels for Black, Asian and Minority Ethnic (BAME) staff.

As an organisation we are discussing an alternative to the BAME acronym, as we do not feel it accurately reflects the groups it aims to identify. At this time we are yet to finalise an alternative, therefore for reporting purposes the BAME acronym will be used in this report, in line with the

working practices also used within the WRES.

National Context

The social care WRES pilot has been commissioned by the Department of Health and Social Care (DHSC) to ensure that employees from BAME backgrounds gain equal access to career opportunities and receive fair treatment in the workplace. The WRES consists of calculating data across nine metrics of BAME representation in the workforce at all levels of seniority, and other workforce matters, such as promotions pathways, movement into leadership roles and access to non-mandatory training, experiences of bullying and harassment, and experiences of racism at work.

Local Context

AfC are contributing to the WRES pilot alongside colleagues from Richmond and Wandsworth to provide a picture of workforce practices across both adults’ and children’s social care. For the purposes of the pilot, AfC are reporting on Richmond data only, however as we work across three boroughs we have been collecting data from across the whole of AfC for some metrics.

In addition to collecting data across the metrics, we have developed an action plan to enable us to take targeted action to address any issues identified.

WRES Metrics

The nine WRES metrics are set out below:

1	2	3	4	5	6	7	8	9
Workforce indicators Recruitment and retention					Staff Feedback indicators Culture and staff experience			SLT representation Leadership

Percentage of BAME staff in each of the Council pay bands compared with the percentage of staff in the rest of the workforce	Comparative rate of BAME staff being appointed from shortlisting	Comparative rate of BAME staff entering the formal disciplinary process	Comparative rate of BAME staff entering the fitness to practice process	Comparative rate of BAME employees leaving the organisation during the last year	Percentage of BAME staff experiencing harassment, bullying or abuse from patients, relatives or the public in last 12 months	Percentage of BAME staff experiencing harassment, bullying or abuse in the last 12 months from a) Colleague b) Manager	Comparative rate of BAME staff accessing funded non mandatory CPD as compared to white staff	Percentage difference between organisations' senior management membership and its overall workforce
--	--	---	---	--	--	--	--	---

We captured data across some of the WRES metrics in relation to Richmond and reported these to the DHSC in September 2021, with positive feedback. This process identified gaps in our current data collection, therefore in response we have since undertaken activity to close these gaps and report on the metrics we were unable to previously include. For example, we conducted an unacceptable behaviour survey and found a way to report on non-mandatory training opportunities. Going forward these data collection tools will be refined further and become embedded within our working practices.

Each WRES metric compares data for white and BAME staff. For the purpose of reporting “White” staff include White British, Irish and Eastern European staff. The “Black, Asian and Minority Ethnic” staff category includes all other ethnicities including “other white”, a full breakdown can be seen in the data to follow where possible. Those who report as “unknown” or “not stated” are included as a separate category.

Summary of findings

	WRES Metric	Finding
1	Percentage of BAME staff in each of the	Generally the percentage of staff from a BAME background lowers from pay band 10

	Council pay bands compared with the percentage of staff in the rest of the workforce	onwards (those earning £65,000+) indicating a lack of BAME employees in senior/leadership positions, with no BAME staff represented within the top two pay bands.
2	Comparative rate of BAME staff being appointed from shortlisting	46.6% of applicants shortlisted for interview are BAME compared to 50% for White applicants. This indicates equitable practice. 36.% of applicants appointed were BAME compared to 45.6% for White applicants.
3	Comparative rate of BAME staff entering the formal disciplinary process	During 2021/22, 0.67% of BAME staff entered the formal disciplinary process, compared with 0.54% of White staff. This indicates equitable practice.
4	Comparative rate of BAME staff entering the fitness to practice process	During 2021/22, 0% of BAME staff entered the fitness to practice process, compared with 0.12% of White staff. This indicates equitable practice.
5	Comparative rate of BAME employees leaving the organisation during the last year	The percentage of staff leaving who are BAME is slightly higher than we would expect to see based on the workforce as a whole. BAME staff make up 20.6% of the total workforce but 26.8% of leavers.
6	Percentage of BAME staff experiencing harassment, bullying or abuse from patients, relatives or the public in last 12 months	20% of staff disagree or strongly disagree that they have not experienced any unacceptable behaviour from service users or members of the public in the last 12 months. Of these 25% are BAME staff. This is proportional to the number and breakdown of staff responding to the staff survey, indicating that there is no discrepancy between BAME and White staff who feel they have experienced unacceptable behaviour from the public.
7	Percentage of BAME staff experiencing harassment, bullying or abuse in the last 12 months from a) Colleague b) Manager	11% of staff disagree or strongly disagree that they have not experienced any unacceptable behaviour from a colleague in the last 12 months. Of these, 17% are BAME staff. 4% of staff disagree or strongly disagree that they have not experienced any unacceptable behaviour from a manager in the last 12 months. Of these staff 0% are BAME staff which indicates a higher proportion of White staff have experienced unacceptable behaviour from

		a manager.
8	Comparative rate of BAME staff accessing funded non mandatory CPD as compared to white staff	69% of staff agree or strongly agree that they are supported to access non-mandatory CPD opportunities. Of these 20% are BAME staff and 77% are White staff. This is proportional to the number and breakdown of staff responding to the staff survey, indicating that the majority of staff feel able to and supported to access non-mandatory CPD, and there is no discrepancy between BAME and White staff.
9	Percentage difference between organisations' senior management membership and its overall workforce	SLT is not as representative as the workforce as a whole, with a much higher proportion of staff from White backgrounds. The number of BAME staff at SLT level would need to rise by approximately 6.7% in order to fall in line to represent the total workforce.

The full findings can be found in the AfC WRES Action Plan which is published on our website:

<https://www.achievingforchildren.org.uk/wp-content/uploads/2022/05/WRES-Action-Plan-and-Report-May-2022.pdf>

WRES action plan

- Our action plan has been developed in collaboration with the AfC WRES project sponsor, the AfC Equality, Diversity and Inclusion (EDI) Board, and peer review with colleagues from the Richmond and Wandsworth WRES project group.
- It has been informed by the data from the WRES submission, workforce data already collected by AfC, and data from a recent staff survey completed within AfC.
- The plan will be monitored and reviewed by the AfC EDI Board.
- Outcomes achieved will be reviewed as part of the next WRES submission in April 2023.

Afc Objective	WRES Theme and related metric
---------------	-------------------------------

1	Embed the WRES in AfC.	Leadership (Metric 1 and 9)
2	Establish leadership and ownership of the equality and diversity programme of work via the Equality, Diversity and Inclusion Board.	
3	Develop equality and diversity training and resources for staff.	Culture and staff experience (Metric 3, 4, 6 and 7) and Learning and career development (Metric 5 and 8)
4	Raise awareness of equality and diversity issues in AfC, particularly in relation to staff from a BAME background.	Culture and staff experience (Metric 3, 4, 6 and 7)
5	Improve the recruitment, retention and development of staff from more diverse backgrounds.	Recruitment and retention (Metric 2, 5 and 8)

Objective 1	What does good look like?	What are we working towards?	What have we achieved?
To embed the WRES in AfC	There will be an awareness of the WRES amongst staff groups, this will be indicated by the	Regular reporting to the EDI Board on progress with WRES. Include WRES updates as the theme for at least one EDI Forum a year.	45.8% of staff completing the staff survey across AfC stated they agreed with the following statement, 'I am aware of the WRES and the work that is ongoing across Achieving for Children to implement it'.

	<p>feedback captured from staff</p>	<p>Embed data collection questions for identified WRES metrics into staff survey on an annual basis.</p> <p>Refine methods on collecting data for WRES metrics, for example going forward information on access to non-mandatory training could be captured more effectively.</p> <p>Regular updates on the WRES and communications with staff via staff news.</p> <p>Regular updates on the WRES and communications with managers via Senior Leadership meetings and the AfC Board.</p>	<p>Discussion of WRES at the EDI Board and decision made to align action plans.</p> <p>WRES discussed at EDI forum to improve staff knowledge and awareness.</p> <p>Gaps in data collection for missing metrics addressed via updated HR reporting processes and newly drafted staff survey questions.</p> <p>Regular communication on the WRES included in AfC staff news.</p> <p>Completed data collection and submission to the central WRES team in September 2021 and final submission in June 2022, in partnership with Richmond and Wandsworth.</p>
--	-------------------------------------	--	--

Objective 2	What does good look like?	What are we working towards?	What have we achieved?
--------------------	----------------------------------	-------------------------------------	-------------------------------

<p>To establish leadership and ownership of the equality, diversity and inclusion programme of work via the EDI Board.</p>	<p>EDI Board established and operating successfully, with a clear plan of action and a clear means of measuring progress and impact.</p>	<p>Elect new chair for the EDI Board for 2022/23.</p> <p>Review WRES action plan in line with EDI action plan annually.</p> <p>Continue to ensure SLT members sit on the EDI board and attend monthly E&D Forums.</p>	<p>EDI Board set up with clear terms of reference and governance.</p> <p>2021/22 EDI Board Chair, elected by AfC staff.</p> <p>SLT presence on EDI Board and at EDI Forums.</p>
--	--	---	---

Objective 3	What does good look like?	What are we working towards?	What have we achieved?
<p>To develop equality, diversity and inclusion training and resources for staff.</p>	<p>Training in place and staff will report greater knowledge and understanding of equality, diversity and inclusion issues.</p>	<p>Set up and agree a list of mandatory EDI training for all staff to participate in during the induction process.</p> <p>Develop EDI resources such as informal training, intranet resources and staff forums.</p> <p>Establish new training with a focus on race and ethnicity for example Cultural Competency.</p> <p>Add “highly recommended courses” to course</p>	<p>EDI pages on Connect (new AfC staff intranet) have been developed and launched.</p> <p>Managing Racism training is now firmly established in our annual CPD schedule, taking place at least every quarter, and signposted as a ‘must attend’ in the induction programme for all new managers.</p>

		<p>slides for new managers, for example on racism, disability and gender.</p> <p>Deliver informal training on unconscious bias via briefings for all staff to improve self-awareness of potential bias.</p> <p>Review the AfC Unreasonable Behaviour Policy to ensure it effectively protects staff from all forms of discrimination.</p> <p>Promote correct reporting procedures to staff in relation to unacceptable behaviour.</p>	<p>Cultural awareness e-learning and face to face training has been refreshed and relaunched to include both cultural awareness and unconscious bias.</p> <p>June 2022 Leadership Summit content is all built around EDI.</p>
--	--	---	---

Objective 4	What does good look like?	What are we working towards?	What have we achieved?
--------------------	----------------------------------	-------------------------------------	-------------------------------

<p>To raise awareness of equality diversity and inclusion issues in AfC, particularly in relation to staff from a BAME background.</p>	<p>Regular feedback will be captured and analysed by the EDI Board, using established feedback mechanisms.</p> <p>Action planning for the EDI Board will be informed by the feedback from staff.</p>	<p>1:1 drop in sessions with staff in relation to EDI needs and issues.</p> <p>Establish AfC Employee Networks (AENs).</p> <p>Continue to run monthly EDI Forums for staff to discuss issues linked to the protected characteristics in a safe space.</p> <p>Increase EDI presence on the intranet.</p> <p>Discuss the potential for the inclusion of equality, diversity and inclusion as an objective in everyone's Personal Development Scheme (PDS) template with the Workforce Board.</p> <p>Encourage staff to input data on iTrent or surveys and disclose ethnicity for better reporting. Explain why this is important, how information will be used and the impact of missing data.</p> <p>Identify what is needed to establish a safe space mentoring programme.</p> <p>Create annual calendar of EDI events.</p>	<p>Monthly EDI Forums planned for all of 2022/23 with senior leadership attendance confirmed for all.</p> <p>AfC Employee Network initiative launched. These are staff led groups on any protected characteristics/EDI themes. Our first group has been initiated and a further three are in the process of being developed.</p> <p>Organised events and communications for Black History Month 2021 and Race Equality Week 2022.</p>
--	--	--	---

Objective 5	What does good look like?	What are we working towards?	What have we achieved?
<p>To improve the recruitment, retention and development of staff from more diverse backgrounds including roles within senior management.</p>	<p>For BAME staff there will be less disparity in pay in comparison to colleagues.</p> <p>There will be a reduction in the proportion of BAME staff leaving AfC</p> <p>The senior management team will be more diverse.</p>	<p>Review scope to develop a retention and development programme for minority groups.</p> <p>Create a mechanism to analyse exit interviews to capture and identify any trends in which staff leave AfC and why.</p> <p>Hold EDI Forum to discuss why staff are leaving and if ethnicity or unacceptable behaviour plays a part.</p> <p>EDI Board members to talk to Kingston and Richmond Councils to understand how they have set up diverse panels and seek collaboration opportunities with them.</p> <p>EDI Board members to identify training needs for managers on fair recruitment and for diverse panel members and scope out costs.</p> <p>Evaluate our current mentoring and coaching offer and identify whether it could be used as mentoring for staff from underrepresented groups or reverse mentoring.</p>	<p>Discussion held at EDI Board about priorities in relation to recruitment, retention and development and agreement on preferred approach going forward.</p> <p>Job adverts updated to include new wording around equalities and welcoming application forms from underrepresented sections of the community.</p> <p>Researched best practice in recruitment, retention and development and added actions in 12 month action plan EDI action plan (this includes blind recruitment, leadership events for underrepresented staff, mentoring , diverse panels at interview and reverse mentoring).</p>

		<p>Scope options to recruit using blind applications.</p> <p>Publish guidance on interview protocols for managers and encourage the use of diverse panels.</p> <p>Sponsor attendance of underrepresented staff to EDI leadership events such as BALI and Leaders for London Program.</p>	
--	--	--	--

Moving forward

Participation in the 2021/22 WRES pilot has highlighted some interesting information on the experiences of BAME staff in comparison to White staff across AfC. It has also highlighted gaps in our data collection methods and a reluctance in some areas for staff to come forward and share their experiences of working at AfC with us.

Over the next year we will refine our data collection tools and the way we engage with staff in order to ensure we capture meaningful information for our 2022/23 WRES return and encourage staff to provide full details around their experiences of working at AfC.

We will extend our reporting to include all operational areas of AfC, in order to provide a fuller and more transparent reflection of the experience of BAME staff in relation to the WRES metrics.

We will use the lessons learnt from the WRES this year and the accompanying action plan to improve our working practices and implement race equality standards as per the aims of the WRES.

2. Brief outline of impact

Age

Impact: none

Outline any potential impact:

Age is considered of low relevance to the WRES.

Disability

Impact: none

Outline any potential impact:

Disability is considered of low relevance to the WRES.

Gender (sex)

Impact: none

Outline any potential impact:

Gender (sex) is considered of low relevance to the WRES.

Gender reassignment

Impact: none

Outline any potential impact:

Gender reassignment is considered of low relevance to the WRES.

Marriage and civil partnership

Impact: none

Outline any potential impact:

Marriage and civil partnership is considered of low relevance to the WRES.

Pregnancy and maternity

Impact: none

Outline any potential impact:

Pregnancy and maternity are considered of low relevance to the WRES.

Race/ethnicity

Impact: positive

Outline any potential impact:

The WRES will have a positive impact on race and ethnicity as it will enable us to identify any areas of concern in relation to the race and ethnicity of our staff and take action to address these. As shown in the full WRES report for 2021-22, we have identified some areas where the data suggests that staff from different ethnicities have a different experience within AfC. As a result, we have developed a number of WRES objectives. Our WRES objectives (included above) set out the key areas of focus, what we are working towards and what we have achieved so far.

Religion and belief including non-belief

Impact: none

Outline any potential impact:

Religion and belief is considered of low relevance to the WRES.

Sexual orientation

Impact: none

Outline any potential impact:

Sexual orientation is considered of low relevance to the WRES.

Other i.e. carer, or those on a low income

Impact: none

Outline any potential impact:

N/A

3. Publishing the completed Equality Impact Assessment Screening

Completed date	August 2022
Lead officer	Henry Kilpin, Head of Strategy, Policy and Programmes
Signed off by (Director level)	Lucy Kourpas, Chief Operating and Finance Officer

Please send your completed EIA screening to policies@achievingforchildren.org.uk for publication.