

**Equality Impact Assessments (EqIA)
Screening Tool to decide if an EqIA is needed**

1. What is your Service Area and Directorate?

Service area: Health and Safety

Directorate: Nursing Directorate

Name of Initiative: Reparatory Protective Equipment (RPE) for Clinical Staff Policy

2. What initiative are you screening for relevance to equality?

New Service

Service Review

Service change

Strategy

Policy

Other

Project

Care pathway

Financial decision/

Efficiency saving

Please write in:

3. Please give a brief description of the initiative including the aims, objectives, who will be affected and what you are trying to achieve

Please write in

This Policy provides guidance o staff and managers on organisational arrangements in relation to RPE, provide clarity in the requirements for fit testing of FFP masks that are used as part of personal protective equipment to protect staff from infection. Outline alternative means of providing respiratory protection when a 'fit' cannot be achieved with a standard FFP3.

4. What does the initiative mainly relate to?

Direct frontline service delivery e.g. face to face contact with service users



Please explain why

The Reparatory Protective Equipment (RPE) for Clinical Staff Policy is a key aspect of the process of the identification of the requirement of RPE (FFP3) to ensure risks are identified and appropriate controls are put in place and maintained and roles and responsibility of all staff are outlined.

The Health Board seeks to promote the appropriate use of RPE, despite other reasonable controls being in place and there is a residual risk. Critically look at their actions and those of others in the appropriate use of RPE.

Indirect front line service delivery e.g. support service provided at a distance

Please explain why

The Respiratory Protective Equipment (RPE) for Clinical Staff Policy provides the process of the identification of risks and is the responsibility of all staff. Accurate and concise completion of risk assessments to ensure the effectiveness of the systems and processes in identifying appropriate RPE and their use within the workplace.

Indirect back room service delivery e.g. support service with no patient contact

Please explain why

The Respiratory Protective Equipment (RPE) for Clinical Staff Policy is a key aspect of the process of the identification of the requirement of RPE (FFP3) to ensure risks are identified and appropriate controls are put in place and maintained and roles and responsibility of all staff are outlined.

The Health Board seeks to promote the appropriate use of RPE, despite other reasonable controls being in place and there is a residual risk. Critically look at their actions and those of others in the appropriate use of RPE. Support services working within designated clinical areas where RPE is identified within the control measures must also adhere to the policy.

5. Would this initiative be delivered in partnership with other public sector partner organisations or contractors?

Yes No

6. What is the potential impact on the following groups of people including patients or the wider community?

Group	High Negative	Medium Negative	Low negative	Neutral	Positive	Unknown
Different racial groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Please describe what existing evidence you have for your assessment</i>						
Different age groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Please describe what existing evidence you have for your assessment</i>						
Children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Please describe what existing evidence you have for your assessment</i>						
Men, women	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Please describe what existing evidence you have for your assessment</i>						
People with disabilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Group	High Negative	Medium Negative	Low negative	Neutral	Positive	Unknown
	<i>Please describe what existing evidence you have for your assessment</i>					
Different religions or beliefs	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<i>Please describe what existing evidence you have for your assessment</i>					
Different sexual orientations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<i>Please describe what existing evidence you have for your assessment</i>					
Gender reassignment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<i>Please describe what existing evidence you have for your assessment</i>					
Welsh language speakers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<i>Please describe what existing evidence you have for your assessment</i>					
Pregnant women/women who have recently given birth to children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<i>Please describe what existing evidence you have for your assessment</i>					

Additional RPE can be made available i.e. Hoods versaflo packs to reduce the need of removing facial hair , which will impact on the fit of the FFP3 mask.

Group	High Negative	Medium Negative	Low negative	Neutral	Positive	Unknown
Marital or civil partnership status	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Please describe what existing evidence you have for your assessment</i>						
Carers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Please describe what existing evidence you have for your assessment</i>						
Different socio-economic groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Please describe what existing evidence you have for your assessment</i>						

7. What is the potential impact on staff?

Staff Group	High Negative	Medium Negative	Low negative	Neutral	Positive	Unknown
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Please describe what existing evidence you have for your assessment</i>						

8. What is the potential impact on the Human Rights of individuals and in particular to the principles of:

Principle	High Negative	Medium Negative	Low negative	Neutral	Positive	Unknown
Dignity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Please describe what existing evidence you have for your assessment</i>						
Respect	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Please describe what existing evidence you have for your assessment</i>						
Fairness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Please describe what existing evidence you have for your assessment</i>						
Independence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Please describe what existing evidence you have for your assessment</i>						

9. How visible is this initiative to the general public?

- High visibility to general public
- Medium visibility to general public
- Low visibility to general public

10. Does this proposal identify potential negative impacts?

- Yes No Unable to decide

If yes

Please explain why. Have you fully mitigated these in your plans? If there are residual issues, you will need to proceed to a full EqIA

If no

*Please explain why and attach an action plan, **if necessary**, indicating how you will ensure that you will have enough information to review this decision in the future.*

Incident reporting is a core element of quality performance management and is included as a standing item on the agenda for the Health and Safety Operational group.

If unable to decide

Please explain why and indicate what steps you are going to take to be able to reach a conclusion either way.

11. Decision

- Full EqIA required Full EqIA not required

12. Sign off

Assessment team

- a. Mark Parsons
- b.
- c.
- d.

Lead for the initiative: Mark Parsons

Signature:

Date: 10 May 2020