NATIONAL INSTITUTE FOR HEALTH AND   
CARE EXCELLENCE

HEALTH AND SOCIAL CARE DIRECTORATE

QUALITY STANDARDS

**Quality standard topic:** Challenging behaviour and learning disabilities

**Output:** Equality analysis form – Meeting 1

# Introduction

As outlined in the [Quality Standards process guide](http://www.nice.org.uk/media/default/Standards-and-indicators/Quality-standards/Quality-standards-process-guide-April-2014.pdf) (available from [www.nice.org.uk](http://www.nice.org.uk)), NICE has a duty to have due regard to the need to eliminate unlawful discrimination, advance equality of opportunity, and foster good relations between people from different groups. The purpose of this form is to document the consideration of equality issues in each stage of the development process before reaching the final output that will be approved by the NICE Guidance Executive. This equality analysis is designed to support compliance with NICE’s obligations under the Equality Act 2010 and Human Rights Act 1998.

Table 1 lists the equality characteristics and other equality factors NICE needs to consider, i.e. not just population groups sharing the ‘protected characteristics’ defined in the Equality Act but also those affected by health inequalities associated with socioeconomic factors or other forms of disadvantage. The table does not attempt to provide further interpretation of the protected characteristics. This is because it is likely to be simpler, and more efficient, to use the evidence underpinning the quality standard to define population groups within the broad protected characteristic categories rather than to start with possibly unsuitable checklists created for other purposes, such as social surveys or HR monitoring tools.

The form should be used to:

* confirm that equality issues have been considered and identify any relevant to the topic
* ensure that the quality standards outputs do not discriminate against any of the equality groups
* highlight planned action relevant to equality
* highlight areas where quality standards may advance equality of opportunity.

This form is completed by the NICE quality standards internal team at each stage within the development process:

* Topic overview (to elicit additional comments as part of active stakeholder engagement)
* Quality Standards Advisory Committee – meeting 1
* Quality Standards Advisory Committee – meeting 2

Table 1

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| --- |
| Protected characteristics |
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| Age |
| Disability |
| Gender reassignment |
| Pregnancy and maternity |
| Race |
| Religion or belief |
| Sex |
| **Sexual orientation** |
| **Other characteristics** |
| Socio-economic status  Depending on policy or other context, this may cover factors such as social exclusion and deprivation associated with geographical areas or inequalities or variations associated with other geographical distinctions (e.g. the North/South divide, urban versus rural). |
| Marital status (including civil partnership) |
| Other categories  Other groups in the population experience poor health because of circumstances often affected by, but going beyond, sharing a protected characteristic or socioeconomic status. Whether such groups are identifiable depends on the guidance topic and the evidence. The following are examples of groups covered in NICE guidance:   * Refugees and asylum seekers * Migrant workers * Looked after children * Homeless people. |

# Quality standards equality analysis

# Stage: Topic overview

# Topic: Challenging behaviour and learning disabilities

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| Have any equality issues impacting upon equality groups been identified during this stage of the development process?   * Please state briefly any relevant equality issues identified and the plans to tackle them during development. |
| The following equality issues have been identified:   * access for those from minority ethnic groups and older adults * a higher prevalence of restraint with young males * needs of those with profound or severe disabilities, particularly individuals who are non-verbal * support for language skills both for those who have low verbal ability and those who have difficulty with English * potential impact of socioeconomic status on early intervention from lack of funds/funding support * specific issues in relation to religion that may impact on the challenging behaviour of older children and young people * needs of those within the criminal justice system.   Accessibility of the quality standard will also be considered. A version of the Information for Patients may be developed that addresses the needs of this population. |
|  |
| Have relevant bodies and stakeholders been consulted, including those with a specific interest in equalities?   * Have comments highlighting potential for discrimination or advancing equality been considered? |
| This is the second stage of the process which will include a consultation exercise to elicit comments from relevant stakeholders.  Standing members for Quality Standards Advisory Committees (QSACs) have been recruited by open advert with relevant bodies and stakeholders given the opportunity to apply. In addition to these standing committee members, specialist committee members from a range of professional and lay backgrounds relevant to secondary prevention of myocardial infarction have been recruited. The topic overview and request for areas of quality improvement have been published and wide stakeholder comment received, including from those with a specific interest in equalities. |
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| Have any population groups, treatments or settings been excluded from coverage by the quality standard at this stage in the process? Are these exclusions legal and justified?   * Are the reasons for justifying any exclusion legitimate? |
| The population is adults, children and young people with learning disabilities, whose behaviour challenges, and their families and carers. There are no excluded populations. |
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| If applicable, do any of the quality statements make it impossible or unreasonably difficult in practice for a specific group to access a service or element of a service?   * Does access to a service or element of a service depend on membership of a specific group? * Does a service or element of the service discriminate unlawfully against a group? * Do people with disabilities find it impossible or unreasonably difficult to receive a service or element of a service? |
| The communication needs of those with profound or severe disabilities, particularly individuals who are non-verbal need to be accounted for in an assessment, care planning and reviews. Practitioners may need to provide support for both those who have low verbal ability and those who have difficulty with English. Treatment, care and support, and the information given about it, should also be culturally appropriate. |
|  |
| If applicable, does the quality standard advance equality?   * Please state if the quality standard, including statements, measures and indicators, as described will advance equality of opportunity, for example by making access more likely for certain groups, by tailoring the service to certain groups, or by making reasonable adjustments for people with disabilities? |
| We believe the quality standard will advance equality. The quality standard aims to address the need for reasonable adjustments to care for people with learning disabilities. The quality statements aim to improve the use of positive assessments that lead to personalised care planning, including access to meaningful activities and the use of least restrictive practices to promote privacy and dignity. |