

Appendix 2



North East
Derbyshire
District Council



Equality Impact Assessment Recording Form

This is a new and important process that will require different perspectives to be considered and, in some cases, difficult decisions may need to be made about policy and service delivery.

Whilst it is necessary to identify a lead officer, it is advised that they do not undertake the impact assessment on their own, but set up a group comprising a diverse range of staff responsible for delivery the service, there may also be an opportunity to include a customer, stakeholder, partner or critical friend to get a more rounded understanding of the full implications of the policy, practice, service or function.

For more information on carrying out the assessment please refer to the guidance notes or contact the Equalities and Diversity Officer or your Department's Equality Champion.

STEP1 Equality Impact Assessment Team

Name of Policy, BDC Neighbourhood Management Service

Assessment Team Leader Name:

Directorate Responsible: Health and Wellbeing

Service Area: Environmental Health

Other members of the assessment team:

Name	Position	Area of Expertise
Sam Bentley	Env Health Manager (Hsg and Pollution)	Env Health
Sue Simmons	Technical Support Team Leader	Lead Equality Officer (Env Health)

STEP2 Identifying the aims/objectives of the policy, practice, service or function

Questions

1	<p>What are the main aims and objectives or purpose of the policy, practice, service or function?</p> <p>To assist in the delivery of a neighbourhood management service for the benefit of vulnerable residents and resident groups across BDC's district.</p> <p>What outcomes do you want to achieve?</p> <p>To assist in the delivery of the following corporate aims: Developing healthy, prosperous and sustainable communities Ensuring communities are safe and secure</p>
2	<p>Are there any associated services, policies or procedures? No</p> <p>If 'Yes' please list below</p>
3	<p>Who is affected by this policy, practice, service or function, or by the way it is carried out? i.e. Who are the internal and external customers, groups, communities or any other stakeholders?</p> <p>BDC residents, BDC community groups, elected members, partner organisations eg DCC, Police, Connexions, NE Derbyshire Domestic Abuse team.</p>

4	<p>Who implements, carries out or delivers the policy, practice, service or function? Please state where more than one person, team, department or body? – and include any outside organisations who deliver under procurement arrangements etc.</p> <p>Neighbourhood Management Co-ordinator and Project Workers, Env Health Manager (Hsg and Pollution)</p>
5	<p>Is the policy, practice, service or function affected by external drivers for change? e.g. new legislation, national policy, external inspection etc.</p> <p>Disability Discrimination Act Equality Acts Human Rights Act Budget constraints internal and external</p>
6	<p>What existing or previous inspections of the policy, practice, service or function are there? E.g. Best Value Inspections, policy reviews, research into the effects of a policy or practice.</p> <p>Not of aware of any previously</p>

7	<p>How is information about the policy, practice, service or function publicised?</p> <p>Via engagement with local residents and groups.</p>
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STEP 3 Equality Impact Assessment

Although this form is set out under the six strands of equality we are focusing on (race, disability, gender, age, religion and belief and sexuality), consider any impacts/barriers that might cross over between race/disability, gender/religion and belief, sexuality/age etc. or all three. Use the boxes on the next couple of pages to indicate where the policy, practice, service or function could have a positive or negative impact for different groups and your reasons.

Race

This question looks broadly at adverse impacts/barriers in terms of race, whilst the next page considers adverse impacts/barriers which may be particular to people from one ethnic group.

Question 9 considers impact/barriers for different ethnic groups within the five broad census headings.

8	<p>Identify an adverse impacts/barriers of the policy or procedure on people who may be disadvantaged because of their race</p> <p>For residents where English is not their first language they may be disadvantaged if it prevents them having a quality engagement experience with officers.</p>	
9	<p>Broad categories used in 2001 census</p>	
	<ul style="list-style-type: none"> Asian or Asian British 	

	<ul style="list-style-type: none"> • Black or Black British 	
	<ul style="list-style-type: none"> • Chinese 	
	<ul style="list-style-type: none"> • Dual Heritage 	
	<ul style="list-style-type: none"> • White 	
	<ul style="list-style-type: none"> • Any other people 	
	<ul style="list-style-type: none"> • Gypsies and Travellers 	
	<ul style="list-style-type: none"> • Asylum Seekers and Refugees 	
10	<p>Where do you think improvements could be made for people of different racial groups?</p> <p>Ensure that information is available in alternative languages if required and that officers are aware of how to access translation services</p>	

Gender

It is worthwhile remembering that women and men have different priorities in relation to what services they want and different needs for how these are provided. Men-only or women-only delivery for some services could be an option.

11	<p>Identify any adverse impact/barriers of policy, practice, service or function on people who may be disadvantaged because of their gender.</p>	
	Women	None identified

	Men	None identified
	Transgender	None identified
12	Where do you think improvements could be made for people experiencing disadvantage because of their gender?	

Disability

All service providers have a duty to make reasonable adjustments for people with disabilities, including physical features of premises, so it is advisable to anticipate any adjustments that may be required. Consider the barriers faced by different groups of people with disabilities as listed in the boxes below. Note also that changes to legislation mean that conditions such as MS, HIV and cancer are now included under the DDA from the time of diagnosis.

13	Identify any adverse impact/barriers of policy, practice, service or function on people who may be disadvantaged because of their disability.	
	People with physical or mobility impairments	May have difficulties access the existing community houses

	People with sensory impairments (hearing, visual and speech)	None identified
	People who use mental health services	None identified
	People with learning disabilities	Unable to read and understand information provided
	People who have a non-visible condition such as epilepsy or diabetes	None identified
14	<p>Where do you think improvements could be made for people experiencing disadvantage because of their disability?</p> <p>By engaging with established groups in their locale. By making home visits where requested. By advertising in a variety of locations eg doctors surgeries, library etc ensuring that advertising material is available in large font. Continue to engage with other agencies.</p>	

Age

When answers the following questions consider the needs of the wider age range of District

15	Identify any adverse impact/barriers of policy, practice, service or function on people who may be disadvantaged because of their age.	
	None identified –	
	0-9	
	10-15	
	16-19	

	20-29	
	30-44	
	45-59	
	60-64	
	65-74	
	75-over	
16	Where do you think improvements could be made for people experiencing disadvantage because of their age?	

Religion and Belief

17	Identify any adverse impact/barriers of policy, practice, service or function on people who may be disadvantaged because of their religion or belief.	
	None identified –	
	Christian	
	Buddhist	
	Hindu	
	Jewish	
Muslim		

	Sikh	
	Other	
	No religion or belief	
18	Where do you think improvements could be made for people experiencing disadvantage because of their religion or religion?	

Sexuality

19	Identify any adverse impact/barriers of policy, practice, service or function on people who may be disadvantaged because of their sexuality. – None identified -	
	Lesbian, gay or bisexual people	
20	Where do you think improvements could be made for people experiencing disadvantage because of their sexuality?	

Socio-economic inequalities

21	Identify any adverse impact/barriers of policy, practice, service or function on people who may be disadvantaged because of their Socio-economic background? This group is targeted and benefits advice is given.	
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	Socio-economic background?*	
22	Where do you think improvements could be made for people experiencing disadvantage because of their Socio-economic background*? Continue to sign post for debt advice, handyvan service and energy advice. Ensure that advice is freely accessible locally and in home where required	

(*reduce the barriers that hold people back, block aspirations and prevent people fulfilling their potential)

Other Categories

23	Rural/Urban The new service will be outreach and this therefore will limit disadvantages to the rural community.	
24	Carers The new service will provide support and sign post to the carer support service	
25	Any other – see section on socia-economic.	

Customer Access

26	<p>How do customers currently access the service i.e. what are the access channels e.g. web, telephone, letter etc. By the use of website, telephone, personal visit, written correspondence</p> <p>By visiting the neighbourhood management houses and by phone. By utilising the community transport provision.</p> <p>What improvements can be made?</p> <p>By providing an outreach service. By promoting the service to more groups across the district. By engaging with community groups at a local level across the district. By offering home visits to those who are not members of groups or who are unable to access community buildings.</p>
	<p>Are there any physical barriers to accessing the service</p> <p>Community transport provision if required. The service will be offered at community buildings and other outreach centres and BDC will not have responsibility for ensuring that these are DDA compliant.</p> <p>How are they overcome?</p> <p>Home visit service will be provided where necessary</p>
	<p>What customer involvement in setting the customer service standards i.e. opening hours, response times, availability etc.</p> <p>None so far - see step 7</p>

STEP 4 Procurement and Partnerships

Consideration of external contractor obligations and partnership working

Is this project due to be carried out wholly or partly by contractors? If yes, have you done any work to include equality considerations into the contract already?

If you have, please set out what steps you will take to build into all stages of the procurement process the requirement to consider the general equality duties and equality more broadly.

Specifically you should set out how you will make sure that any partner you work with complies with equality and human rights legislation. You will need to think about:

- tendering and specifications
- awards processes
- contract clauses
- performance measures, and monitoring and performance measures.

N/A

STEP 5 Collecting the information and data about how the policy, practice, service or function impact on communities

Please record your information and data below with reference to:

- Deciding what information or data you will need or desire
- Using both quantitative and qualitative data
- Ensuring that where possible there is information that allows all perspectives to be considered
- Identified any gaps in the information/data and what it can tell you

Data or information	When and how collected	Source	What it tells you – please consider all 6 equality strands where possible	Gaps in information
Customer feedback and complaints	None collected			Will use customer satisfaction questionnaires to inform service
Consultation and community involvement	At the present time the team work closely with 3 residents groups			Will need to expand type of groups attended.
Performance information ie Performance Indicators	Performance information collated on spreadsheet			Will begin to identify what service was given
Take up and usage data	As above, events are recorded with number of attendees at the 'Brunch Clubs'			

Data or information	When and how collected	Source	What it tells you – please consider all 6 equality strands where possible	Gaps in information
Comparative information or data where no local information				
Census, national or regional statistics	Demographic profile information for BDC indicates that there is an aging population overall, there is significant evidence of socio-economic disadvantage, increase in ethnic minority groups and high levels of ill health and disability			
Access audits or assessments e.g. DDA assessments	None undertaken			
Workforce profile				
Where service delivered under procurement	n/a			

arrangements – workforce profile for deliverers				
Monitoring and scrutiny outcomes				

STEP 6 Monitoring

For this step it is important to refer to any monitoring information which is already held. As stated in the guidance notes arrangements need to be set up for effective monitoring if this is not already taking place.

	How do we know whether our service is accessible to all groups? We acknowledge a lack of information around accessibility.
	If there is a lack of information, what research will be carried out, and for which groups? Collate data on type of groups attended and number of attendees. Will seek to engage a variety of groups across the district and offer the service
	If this is a new policy, or one not currently monitored, what are the arrangements to begin monitoring the actual impacts of the policy? Performance monitoring reports

STEP 7 Consultation

	<p>What have service users/non-users or other stakeholders (including employees) already told you about the policy and negative impacts?</p> <p>Who has been consulted and what methods were used?</p> <p>None previously</p>
	<p>If you need to carry out further consultation, who will you be consulting with and by what methods?</p> <p>Customer Satisfaction questionnaires</p> <p>Questions to Citizens Panel and Equality Panel to help shape the service</p>

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STEP 8 Equality Action Plan

Problem/barrier identified
 Actions to overcome problem/barrier
 Resources required Responsibility Target date

Problem/barrier identified	Actions to overcome problem/barrier	Resources required	Responsibility	Target date
For residents where English is not their first language they may be disadvantaged if they cannot read and understand the publicity about service provision.	Ensure that information is available in alternative languages if required			June 2013
Residents who chose not to attend or are unable to attend for personal reasons at community groups/locations	Offer home visits			June 2013
Residents living in rural areas	Offer an outreach service			June 2013

Lack of consultation/input from service users	Utilise customer satisfaction questionnaires and enlist opinions from the citizens panel and equality panel			Dec 2013
	Review EIA			Dec 2013

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STEP 9 Signing Off

The final stage of the EQIA is to formally sign off the document as being a complete, rigorous and robust assessment. The policy has been fully assessed in relation to its potential effects on equality and all relevant concerns have been addressed.

Author of policy and EQIA

Name:	Job title and directorate:	Date:	Signature:

Quality check: screening document has been checked by:

Name:	Date:	Signature:

Director level (sign-off)		