

Equality Impact Assessment Recording Form

This is a new and important process that will require different perspectives to be considered and, in some (hopefully few) 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 Officer or your Directorate Equality and Diversity Coordinator.

Revised: December 2008 -0 January 2010

STEP1 Equality Impact Assessment Team

Name of Policy, practice, service or function: Public Conveniences
Assessment Team Leader Name: Nicky Gibson

Directorate Responsible: Leisure and Environment Service Area: Street Management

Other members of the assessment team: Kevin Biddulph, Karl Harrison

Name	Position	Area of Expertise
Nicky Gibson	Street Scene Manager (South)	Off street parking/Environmental Crime
Karl Harrison	Street Scene Manager (North)	Off street parking/Public Conveniences
Kevin Biddulph	Head of Street Management	Off street parking

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 provide a public conveniences service in Charnwood</p> <p>What outcomes do you want to achieve?</p> <p>Clean, safe environment in good working order</p>
2	<p>Are there any associated services, policies or procedures? Yes</p> <p>If 'Yes' please list below</p> <ul style="list-style-type: none"> • Customer Service Centre • Public convenience standard operating procedure (October 2009)
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>Internal</p> <ul style="list-style-type: none"> • Customer service centre • Community safety (for reports of anti social behaviour) <p>External</p> <ul style="list-style-type: none"> • Disability Groups
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>

	Street Management Department
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> <ul style="list-style-type: none"> • Loo of the Year Award
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>Loo of the Year Award (star rating) at Biggin Street and Market Yard Local Indicator PS6 – Number of public conveniences suitable for disabled use</p> <p>What did they tell you?</p>
7	<p>How is information about the policy, practice, service or function publicised?</p> <ul style="list-style-type: none"> • Charnwood Borough Council website

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	Identify an adverse impacts/barriers of the policy or procedure on people who may be disadvantaged because of their race n/a	
9	Broad categories used in 2001 census	Identify any adverse impact/barriers of the policy, practice, service or function on people who may be disadvantaged because of their race
	<ul style="list-style-type: none"> Asian or Asian British 	n/a
	<ul style="list-style-type: none"> Black or Black British 	n/a

	• Chinese	n/a
	• Dual Heritage	n/a
	• White	n/a
	• Any other people	n/a
	Gypsies and Travellers	n/a
	Asylum Seekers and Refugees	n/a
10	Where do you think improvements could be made for people of different racial groups?	

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	Identify any adverse impact/barriers of policy, practice, service or function on people who may be disadvantaged because of their gender.	
	Women	Women may prefer a female toilet cleaner
	Men	Men may prefer a male toilet cleaner
	Transgender	n/a
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	All of the public conveniences are accessible to people with disabilities as outlines in Local Agreement PS6
	People with sensory impairments (hearing, visual and speech)	n/a
	People who use mental health services	n/a
	People with learning disabilities	There is a button to press for help and assistance where a member of the Street Warden Team will assist
	People who have a non-visible condition such as epilepsy or diabetes	n/a
14	Where do you think improvements could be made for people experiencing disadvantage because of their disability?	
	There is adequate space and light and open layouts in all of the public conveniences	

Age

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

15	Identify any adverse impact/barriers of policy, practice, service or function on people who may be disadvantaged because of their age.	
	0-9	n/a
	10-15	n/a
	16-19	n/a
	20-29	n/a
	30-44	n/a
	45-59	n/a
	60-64	n/a
	65-74	Possible decreased mobility due to age
	75-over	Possible decreased mobility due to age
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.	
	Christian	n/a
	Buddhist	n/a
	Hindu	n/a
	Jewish	n/a
	Muslim	n/a
	Sikh	n/a
	Other	n/a
	No religion or belief	n/a
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.	
	Lesbian, gay or bisexual people	n/a
20	Where do you think improvements could be made for people experiencing disadvantage because of their sexuality?	

Other Categories

21	Students n/a
22	Rural/Urban n/a
24	Any other n/a

Customer Access

25	<p>How do customers currently access the service i.e. what are the access channels e.g. web, telephone, letter etc.</p> <p>They would visit the service when needed</p> <p>What improvements can be made?</p> <p>Signage for location of toilets</p> <hr/> <p>Are there any physical barriers to accessing the service</p> <p>No</p> <p>How are they overcome?</p> <hr/> <p>What customer involvement in setting the customer service standards i.e. opening hours, response times, availability etc.</p> <p>Customers feedback on required opening times, location etc</p>
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STEP 4 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	Not to date			
Consultation and community involvement	Street management consultation including public conveniences September 2008 to be re done in September 2010 Letter drop to businesses for participation in the community toilet scheme – January 2010			
Performance information		CS53 Public conveniences –		

Data or information	When and how collected	Source	What it tells you – please consider all 6 equality strands where possible	Gaps in information
including Best Value		Number of issues of cleanliness reported in the quarter for which we inspected and cleaned within 1 day CS54 – Number of issues of crime or anti social behaviour reported in the quarter for which we logged the incident and reported to the Police within 1 working day		
Take up and usage data	n/a	Review of number of people using public conveniences – January 2010		
Comparative information or data where no local information	From other authorities			
Census, national or regional statistics	n/a			
Access audits or assessments e.g. DDA assessments	To be arranged			

Data or information	When and how collected	Source	What it tells you – please consider all 6 equality strands where possible	Gaps in information
Workforce profile	n/a			
Where service delivered under procurement arrangements – workforce profile for deliverers	n/a			
Monitoring and scrutiny outcomes	Implement monitoring systems			

STEP 5 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?
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	If there is a lack of information, what research will be carried out, and for which groups?
	If this is a new policy, or one not currently monitored, what are the arrangements to begin monitoring the actual impacts of the policy? To gather feedback from wardens and disseminate during regular meetings

STEP 6 Consultation

	<p>What have service users/non-users or other stakeholders (including employees) already told you about the policy and negative impacts? Who has been consulted and what methods were used?</p> <p>n/a</p>
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	<p>If you need to carry out further consultation, who will you be consulting with and by what methods?</p> <p>Consult with Disability Forums regarding physical barriers and how to ensure that they can be overcome</p>

STEP 7 Equality Action Plan

Problem/barrier identified	Actions to overcome problem/barrier	Resources required	Responsibility	Target date
Links with disabled Groups	Make contact with disability groups	Officer time	Karl Harrison/Nicky Gibson	Nov 07 Completed September 2008
Ensuring that physical barriers to disabled groups are amended	Consult with disability groups and the Health and Safety Officer for advice on accessibility	Officer time	David Hicks/Nicky Gibson	Nov 07 Completed September 2008
Monitoring Information	Draft Monitoring Form Information gathered through Wardens and then disseminated at weekly/monthly meetings	Officer Time	Nicky Gibson	Nov 07 On going

