

# Charnwood Borough Council

## Equality Impact Assessment

<b>Title</b>	Mobile Play Project
<b>Date</b>	22 <sup>nd</sup> February 2011
<b>Lead Officer</b>	Zoe Griffiths
<b>Team Members</b> this could include representatives from the service, other services in the Authority, service users, partners, stakeholders and external service providers.	Hayley Peel, Will Blanche, Kevin Stanley

### Step 1 – Setting Out the Parameters of the Assessment

<b>A. Scope: Outline the scope of what is being assessed</b>	
Assessment of Mobile Play Project	
<b>B. Objectives and outcomes: Identify the objectives/outcomes of what is being assessed</b>	
1.	To provide free access for play activities' to all young people aged 0 to 19 years and their families regardless of their ethnicity, race, religion, disability and social/economic background can access CBC's Mobile Play Project
2.	To ensure that all sessions are fully inclusive.
3.	
4.	

### Step 2 – What we already know and where there are gaps

<p><b>Available research and data</b></p> <ul style="list-style-type: none"> <li>▪ Details/results of consultation undertaken i.e. who, when, how, and findings from consultation</li> <li>▪ Findings from previous Equality Impact Assessments</li> <li>▪ Demographic information</li> <li>▪ Anecdotal and other evidence</li> <li>▪ Areas where we lack the information required</li> </ul>
<p>Currently carry out activity evaluation surveys (every 12 weeks) with existing users to ascertain customer satisfaction levels/value for money and to obtain feedback to influence the development of future programmes.</p> <p>We do not undertake non user surveys or specific targeted surveys within priority neighbourhoods.</p> <p>We do not know whether current participants would continue to participate if required to pay; we have investigated whether we can charge for services before the end of the project but have been advised that this is not permissible.</p> <p>We know that the drop in sessions in priority neighbourhoods are well utilised, but sessions are one off activities and are not sustained on a long term basis. It is difficult to engage families and communities to help sustain activities in priority neighbourhoods.</p> <p>Young people are not accessing the main stream bookable programme due to cost, geographical location and lack of parental/guardian support to encourage participation.</p> <p>Additional specialised resources are limited e.g. family outreach workers, extreme behavioural experts.</p>

### Step 3 – Do we need to seek the views of others and if so, who?

<b>Determine whether there is a need for further consultation or satisfaction testing</b>
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Yes we need to work more closely with other service providers (both internal and external providers) working with priority groups. E.g. Children & Young People Services and neighbourhood development team.
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Programmes within reason need to be tailored to what young people and families want or need.
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Consult with community groups and children & young people to establish how they would like the service delivered in the future balanced with further discussion with funding bodies to identify future funding that might be targeted at mobile play type delivery.
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## Step 4 – Findings

Diversity areas	Evidence of adverse/differential impact on specific groups Unmet needs that have been identified Any evidence of non-compliance with legislation
Age	Currently offer programme to 0-19 years but realistically the uptake of activities is predominantly for 13 years and under. Need to look at more targeted work for 14-19 years age groups. The older age groups are difficult to engage with and there is a lack of expertise available for the delivery of activities that could potentially improve participation e.g. Graffiti Art, Parkour.
Disability (physical, learning, sensory, mental health)	Need for more staff training re; delivery of activities to children and young people with a disability. Marketing material needs to be in an appropriate format and representative of the diverse communities that we are serving including disability. Only deliver through school settings
Gender	There are no barriers to participation in respect of gender; however targeted activities suitable for 16 to 19 years to males are not currently offered
Religious Belief	We do not currently offer any sessions to cater for specific religion beliefs Need for a greater awareness and understanding of religious practices e.g.; prayer time coinciding with activity times, fasting etc.
Racial Group	Our aim is to have an inclusive approach to participation that is harmonised irrespective of racial group however we need to seek an understanding of specific incidences that might impact on this aim.
Sexual Orientation	We would seek to ensure that all children and young people are not discriminated against regardless of their/or any perceived sexual orientation.
Transgender	Same as above.
All	

Assessment rating at first assessment: Red  Amber X  Green

## Step 5 – What we need to do

<b>This could include issues such as: gaps in data hence further consultation/research is required, actions needed to address inequality/adverse impact, the need to amend processes e.g. future procurement arrangements or ease of accessibility to a service.</b> <i>The issues identified should inform your Service Plan and, if appropriate, your Consultation Plan</i>			
Objective	Action	Time-scale	Responsible Officer
To investigate current funding to continue the scheme and charge appropriate fee for activities	<ul style="list-style-type: none"> <li>Meet with BLF Manager</li> <li>Apply for reaching communities funding</li> <li>Write to schools for funding contribution</li> <li>Investigate other funding opportunities</li> </ul>	Jan 2011 Mar 2011 Feb 2011 Mar-Jun 2011	Hayley Peel Zoe Griffiths
To carry out non user survey alongside holiday activity programmes survey.	<ul style="list-style-type: none"> <li>Develop methodology</li> <li>Distribute survey through partners</li> <li>Collate and analyse results</li> </ul>	Dec 2011	All

Look at long term sustainability of sessions in priority neighbourhoods	<ul style="list-style-type: none"> <li>Set up regularly meetings with neighbourhood Management team to investigate sustainable activities</li> </ul>	May 2011	Zoe Griffiths Hayley Peel
Develop more imaginative and targeted marketing	<ul style="list-style-type: none"> <li>Review current activity programme literature and distribution channels and producing creative marketing communications plan</li> </ul>	May 2011	All
Coordinate delivery and identify current gaps of provision	<ul style="list-style-type: none"> <li>Meet with all activity providers in Charnwood to discuss coordinated approach to delivery</li> </ul>	Ongoing	Zoe Griffiths Hayley Peel
To look at more targeted work for 14 to 19 year olds	<ul style="list-style-type: none"> <li>As above</li> <li>Respond to consultation</li> </ul>	Ongoing	Zoe Griffiths Hayley Peel
Disability Awareness	<ul style="list-style-type: none"> <li>Revise wording of programmes simplify where appropriate, provide relevant images</li> <li>Access appropriate training</li> </ul>	May 2011	Hayley Peel
Religious Belief	<ul style="list-style-type: none"> <li>To offer sessions that consider religious beliefs and practices</li> <li>Staff to attend further training or point of contact for further advice</li> </ul>	May 2011	All

#### Step 6 – Who needs to know and how they will be informed

	Who needs to know	How they will be informed
<b>Employees in the service</b>	All of sport and Active Recreation team	Team meetings, e mails
<b>Employees in other services</b>	Neighbourhood Management, CNH, Children and Young People Services, Front Desk, Call Centre, Marketing and Communications team	E mail, meetings, web site
<b>Service users</b>	Existing service users	E mail, post, web site
<b>Partners and stakeholders</b>	Leisure centres, Loughborough Town Hall, Libraries, Youth Services, schools, all external partners associated with the activity programme Community groups/centres Local Councillors	E mail, regular meetings, mail outs, Web site
<b>Others</b>		
<b>To ensure ease of access, what other communication</b>		

<b>needs/concerns are there?</b>		
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