

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.

STEP1 Equality Impact Assessment Team

Name of Policy, practice, service or function: Pest and Dog Control

Assessment Team Leader Name: Keith Taylor

Directorate Responsible: Housing and Health

Service Area: Environmental Health

Other members of the assessment team:

Name	Position	Area of Expertise
Sarah Cromie	Performance Improvement Officer (Equalities)	Equality and Diversity
Hugh Weaver	Dog Control Officer	Dg control
Sally Weaver	Administration	Whole Service
John Davison	Pest Control Officer	Pest Control

Service in general

Payment – benefits don't pay, pension credit
 Start of service as soon as the phone is answered.
 95% of requests are made via phone

Questions	
1	<p>What are the main aims and objectives or purpose of the policy, practice, service or function?</p> <p>Pest Control – non-stat service but do have to ensure our own land is free from rats and mice and ensure other land is free from infestations.</p> <p>Service includes: Insect's, fleas and bed bugs, cockroaches including public health and non public health, eradication and advisory service, insect identification. Also private sector industry.</p> <p>Dog control – stray dogs – collection and kennelling,, dog fouling and responsible dog ownership,</p>
2	<p>Are there any associated services, policies or procedures? Yes/No</p> <p>If 'Yes' please list below</p> <p>Payments procedure not written – debt recovery?</p> <p>Cash collection and invoices (general businesses) Payments section</p> <p>Requests for service</p> <p>Customer Service Centre – telephone</p> <p>Housing Services – pass on info to Housing re state of the house that might be causing a problem.</p> <p>Dog Control</p> <ul style="list-style-type: none"> • Cleansing (provide clean up) • Dog fouling bins – parks (depot) in our own parks and parishes Councils • Street Management – street wardens who enforce dog fouling.
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>All customers who have pest or dog issues</p> <p>Parish Councils</p> <p>Neighbours</p>

4	<p>What outcomes do we want to achieve, why and for whom? i.e. what are the changes, improvements or benefits be for customers, groups or communities?</p> <p>Clean, safe and healthy environment Pest free environment No dog fouling Ensure streets are free from stray dogs Change in peoples attitudes to dog fouling</p>
5	<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>Pest Control Dog Control EH admin team</p>
6	<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>Dog legislation – statutory function – dog collector Dog fouling leg including enforcement Pest Legislation</p>
7	<p>How is information about the policy, practice, service or function publicised?</p> <p>Website Fact sheets Telephone directory Charnwood News Word of mouth Annual customers – pest 2500 per year dog 500-700 Schools work Outdoor events – Shepshed carnival etc. Residents Associations</p>
8	<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>Pest Control – Charter Mark 7 years ago too costly to continue with Internal audit review of financial side Bench mark with other authorities Leicestershire</p>
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What did they tell you?

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

9	Identify an adverse impacts/barriers of the policy or procedure on people who may be disadvantaged because of their race Language barriers? Charnwood language line Friends and family Obtain some referrals from CREC ACTION – copies of leaflets to CREC, Bridge ACTION – New statement on all literature Dogs – BME – dog owners?	
10	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 	
	<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 • White • Any other people 	
	Gypsies and Travellers	Go to kennels and claim dogs Dealing with travellers dogs
	Asylum Seekers and Refugees	
11	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.

12	Identify any adverse impact/barriers of policy, practice, service or function on people who may be disadvantaged because of their gender.	
	Women	n/a
	Men	n/a
	Transgender	n/a
13	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.

14	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	n/a
	People with sensory impairments (hearing, visual and speech)	One officer can sign Note made on case note on any special requirements not currently electronically stored ACTION transfer information on to FLARE
	People who use mental health services	Mental health referral to doctor if escalates to that level Visit sheltered accommodation Use corporate warning register Contact with Social Workers Dog – false complaints
	People with learning disabilities	
	People who have a non-visible condition such as epilepsy or diabetes	
15	Where do you think improvements could be made for people experiencing disadvantage because of their disability? Malicious complaints how is it followed up? Dog – Referred on in some cases – ASB cases to housing and ASB officer Filtering complaints	

Age

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

16	Identify any adverse impact/barriers of policy, practice, service or function on people who may be disadvantaged because of their age.	
	0-9	
	10-15	
	16-19	
	20-29	
	30-44	
	45-59	
	60-64	
	65-74	
	75-over	
17	Where do you think improvements could be made for people experiencing disadvantage because of their age?	

Religion and Belief

18	Identify any adverse impact/barriers of policy, practice, service or function on people who may be disadvantaged because of their religion or belief.	
	Christian	
	Buddhist	
	Hindu	
	Jewish	
	Muslim	Muslim women not take visits on their own
	Sikh	
	Other	
		No religion or belief
19	Where do you think improvements could be made for people experiencing disadvantage because of their religion or religion? Cultural awareness	

Sexuality

20	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
21	Where do you think improvements could be made for people experiencing disadvantage because of their sexuality?

Other Categories

22	Students Pest – student got a problem at the property – landlord invoiced
23	Rural/Urban Parishes am Loughborough pm But flexible appointments if needed
24	Any other

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	Feedback form			
Consultation and community involvement				
Performance information including Best Value	Yes		Not broken down by ethnicity	
Take up and usage data				
Comparative information or data where no local information				
Census, national or regional statistics	n/a			
Access audits or assessments e.g. DDA assessments	n/a			
Workforce profile	n/a			

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

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?
	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?

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>If you need to carry out further consultation, who will you be consulting with and by what methods?</p>

STEP 7 Equality Action Plan

Problem/barrier identified	Actions to overcome problem/barrier	Resources required	Responsibility	Target date
Personal information on customers extra needs not shared with the rest of the Council	Transfer customer information on to FLARE	Officer Time n/a	?	
Language Barrier to information	New statement on all literature	Officer Time	Sally Weaver	
Access to information	Copies of Fact sheets to CREC, Bridge etc	Officer Time	Sally Weaver	
Cultural Awareness				