

## 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: Planning Application Process

Assessment Team Leader Name: Dave Hankin

Directorate Responsible: Development

Service Area: Development Control

Other members of the assessment team:

<b>Name</b>	<b>Position</b>	<b>Area of Expertise</b>
Mick Morley	Team Leader - service support	Planning
Stuart Moffat	Head of Development Control	Planning
Peter Blitz	Team Leader DC North	Planning
Steve Lewis-Roberts	Team Leader DC South	Planning

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

	Questions
	<p><b>Background</b> (possible variation on service due to based to judgements, applications are varied and have different criteria needed or applied, work load dependant, )</p> <p><b>Stage 1</b> – Pre application advice – possible area for inequality as people many not know it is available. There is also a question about the clarity of advice as it is given by a number of officers.</p> <p><b>Stage 2</b> – Application process – registration and validation check for completeness – could lead to misinterpretation where people may be asked for different levels of information. We have produced a validation checklist to overcome this, a national one is to be implemented this year.</p> <p><b>Stage 3</b> – Carryout consultations and notification and consultations.</p> <p><b>Stage 4</b> – Gathering feedback from consultees and assessment of application against policy and all material considerations.</p> <p>2 tracks:</p> <p>1) decision made by Planning Officer (may be done in consultation with ward councillor were there is an objection not upheld within the recommendations) 95% delegated decisions.</p> <p>2) for major schemes, probity issues and conflict → recommendation made by committee</p> <p>Post decision:</p> <p>1) No problems continue with process</p> <p>2) In any problems maybe referred to committee and possibly taken to appeal.</p>
1	<p>What are the main aims and objectives or purpose of the policy, practice, service or function?</p> <p>Development throughout Charnwood takes place in accordance with adopted policies and standards</p> <p>What outcomes do you want to achieve?</p> <p>That the LDF vision is delivered on the ground – climate change, sustainable communities etc.</p>
2	<p>Are there any associated services, policies or procedures? Yes/No</p> <p>If 'Yes' please list below</p> <p><u>Internal</u></p> <ul style="list-style-type: none"> <li>● Legal Services</li> <li>● Building control</li> <li>● Environmental Health</li> </ul>

	<ul style="list-style-type: none"> <li>Housing</li> <li>• Leisure services</li> <li>• Drainage</li> <li>• Planning and conservation</li> </ul> <p><u>External</u></p> <ul style="list-style-type: none"> <li>• LCC Highways</li> <li>• Environment agency</li> <li>• Parish Councils</li> <li>• County Council</li> <li>• Statutory undertakers</li> <li>• Community groups</li> <li>• Natural England</li> <li>• Environment Groups</li> <li>• DSCG – planning policy</li> <li>• Regional assembly</li> <li>• Etc.</li> </ul>
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>Residents Businesses Landowners Developers</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>Under the delegation of the plans committee:</p> <ul style="list-style-type: none"> <li>• Planning teams</li> <li>• Legal services</li> </ul>
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"> <li>• New legislative drivers</li> <li>• White paper ‘Strong and Prosperous Communities’ – increased community empowerment</li> </ul>

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>BV review 2002</p> <p>What did they tell you?</p> <p>Set up development control forum and ensure representation forum BME – forum established, difficulty in getting representation</p> <p>Ensure effective communication with all stakeholders – being addressed corporately</p>
7	<p>How is information about the policy, practice, service or function publicised?</p> <ul style="list-style-type: none"> <li>• Website</li> <li>• Charnwood News</li> <li>• Bigger applications get in the press for wider interest</li> <li>• Agencies forums</li> <li>• Development Service Improvement Forum</li> <li>• Training sessions with Parish's and members</li> <li>• LDF publicity</li> <li>• Regeneration Schemes</li> </ul> <p>During the process:</p> <ul style="list-style-type: none"> <li>• Press articles</li> <li>• Adverts in the press for certain schemes</li> <li>• Direct communication</li> <li>• Site notices</li> <li>• Moving to a web based process</li> <li>• Libraries hold the info</li> </ul> <p><b>ACTION</b></p> <p>Planning information booklet to be developed – next 6 months</p> <ul style="list-style-type: none"> <li>• Submitting applications on line leaflet? – complete</li> </ul>

## 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                  The main barrier is language for non-English speakers. These leads to a lack of involvement in the planning process.                  Speaking at public meetings – review of guidance of extra time and provision of interpreters and signers for people need etc.</p> <p>Planning Guidance on race issues in planning, - assess the implications for DC – Stuart Moffat</p>	
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"> <li>• Asian or Asian British</li> </ul>	
	<ul style="list-style-type: none"> <li>• Black or Black British</li> </ul>	
	<ul style="list-style-type: none"> <li>• Chinese</li> </ul>	
	<ul style="list-style-type: none"> <li>• Dual Heritage</li> </ul>	
	<ul style="list-style-type: none"> <li>• White</li> </ul>	
	<ul style="list-style-type: none"> <li>• Any other people</li> </ul>	
	Gypsies and Travellers	Gypsy liaison committee at county Site Feasibility study will inform local development framework – to date no sites identified in Charnwood

		Policy framework in place
	Asylum Seekers and Refugees	
10	Where do you think improvements could be made for people of different racial groups?	
	<p><b>ACTIONS</b></p> <p>Community Strategy Support Officers involved in member training process</p> <p>Public speaking at meetings procedure to be revised to include people needing sign language and interpreters</p> <p>Raise awareness in team briefing of equality services</p> <p>Assess service against 'Race in Planning' guidance</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	Identify any adverse impact/barriers of policy, practice, service or function on people who may be disadvantaged because of their gender.	
	Women	Developers asking for male officers Also around age and experience
	Men	
	Transgender	
12	Where do you think improvements could be made for people experiencing disadvantage because of their gender?	
	N/a	

## Disability

13	<p>Identify any adverse impact/barriers of policy, practice, service or function on people who may be disadvantaged because of their disability.</p> <p>Since 1<sup>st</sup> August 06 'Design and Access Statements' have been required by law. This has helped improve the quality of the applications since this date.</p> <p>The Making it Easy SDP provides guidance on design and access statements</p> <p>There are awareness raising sessions with staff once a year.</p> <p>The service proactively works with building control at improving specific sites</p>	
	People with physical or mobility impairments	
	People with sensory impairments (hearing, visual and speech)	Offer to talk through plans for people with visual impairments – this includes people with difficulties in reading and writing
	People who use mental health services	
	People with learning disabilities	
	People who have a non-visible condition such as epilepsy or diabetes	
14	<p>Where do you think improvements could be made for people experiencing disadvantage because of their disability?</p> <p>Consultation – local disability group has expressed concerns over consultation fatigue</p> <p>ACTION Discuss with Disability Forum and possible disability advisory group.</p> <p>Contact details</p> <p>Measurement on Making it Easy SDP – annual sample</p>	

## Age

15	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	Information is aimed at householder therefore tends to exclude younger people Use of web is easier for younger people than older groups
	16-19	
	20-29	
	30-44	
	45-59	
	60-64	
	65-74	
75-over	Access to information	
16	Where do you think improvements could be made for people experiencing disadvantage because of their age?	
	The level of targeted consultation will be appropriate to the scheme i.e. larger schemes will be more inclusive of younger and older people.  <a href="#">Link to Local Democracy week events</a>	

## 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	
	Buddhist	
	Hindu	
	Jewish	
	Muslim	Religious implications of design
	Sikh	
	Other	
	No religion or belief	
18	Where do you think improvements could be made for people experiencing disadvantage because of their religion or non-religion?	
	Religious needs taken as material consideration Policy on places of worship – however doesn't distinguish between religions	

## 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
20	Where do you think improvements could be made for people experiencing disadvantage because of their sexuality? N/a

## Other Categories

21	Students Involved as consultees as neighbours – treated as any other consultees. Student Union – not a consultee at present Student Housing SDP being tested next month. Landlords forum in private sector housing – can use if relevant.
22	Rural/Urban Due to the local governance structure Loughborough doesn't have the same parish representation. However, this may be tackled with the proposed Area Forum structure. Parish Council Representation Ensuring plans are more accessible – working on a project with parishes to ensure rural areas can access development plans more easily 106 agreements
24	Any other

## 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>Website, telephone, letters, email</p> <p>What improvements can be made?</p> <p>Reconsidering voice mail system currently in place</p> <p>Consulting with customers on accessibility over the phone</p> <p>Letters – addressing meeting response timescales</p> <hr/> <p>Are there any physical barriers to accessing the service</p> <p>Lack of expertise at front reception</p> <p>How are they overcome?</p> <p>Refresher training on general principles</p> <hr/> <p>What customer involvement in setting the customer service standards i.e. opening hours, response times, availability etc.</p> <p>SDP taken to Service Development Group</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

<b>Data or information</b>	<b>When and how collected</b>	<b>Source</b>	<b>What it tells you – please consider all 6 equality strands where possible</b>	<b>Gaps in information</b>
Customer feedback and complaints	Service level complaints through corporate complaints system		Were problems are identified – addressed No patterns emerging Review complaints monthly	
Consultation and community involvement	Service Development Group Agents forums Parish Council Training		Parish Councils – working to increase capacity of parish councils to get involved in the planning process through improvement IT on site	Proposed work on telephone access
Performance information including Best Value				Awaiting BV survey info
Take up and usage data	No equality monitoring in place at present			
Comparative information or data where no local information	N/A			

<b>Data or information</b>	<b>When and how collected</b>	<b>Source</b>	<b>What it tells you – please consider all 6 equality strands where possible</b>	<b>Gaps in information</b>
Census, national or regional statistics	N/A			
Access audits or assessments e.g. DDA assessments	All non-householders applications (except conservation area) require a design and access statement			
Workforce profile	N/A			
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.

	<p>How do we know whether our service is accessible to all groups?</p> <p>Not sure at this stage – one measure is the number of unapproved developments that go ahead</p>
	<p>If there is a lack of information, what research will be carried out, and for which groups?</p> <p>Not at this stage – the issue of access to service can be raised with the Service Development Group</p>
	<p>If this is a new policy, or one not currently monitored, what are the arrangements to begin monitoring the actual impacts of the policy?</p> <p>N/A</p>

## 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>See section on Service Development Group</p>
	<p>If you need to carry out further consultation, who will you be consulting with and by what methods?</p> <p>The diversity of the Service Development Group</p>

## STEP 7 Equality Action Plan

<b>Problem/barrier identified</b>	<b>Actions to overcome problem/barrier</b>	<b>Resources required</b>	<b>Responsibility</b>	<b>Target date</b>
<b>Information available in reception</b>	Submitting applications on line leaflet Planning Service Booklet	<b>Officer Time</b>	<b>Mick Morley</b>	<b>Feb 07 Sept 07</b>
<b>Language Barriers</b>	<ul style="list-style-type: none"> <li>• Raise awareness of interpretation and translation service within team briefing</li> <li>• Public speaking at meetings procedure to be revised</li> </ul>		<b>Management Team</b>	<b>March 07 – Ongoing May 07</b>
<b>Race implications</b>	Assess the implications of Planning Guidance on Race issues in planning for DC	<b>Officer Time</b>	<b>Stuart Moffat</b>	
<b>Barriers to consultation</b>	Contact the Disability Forum to ask their preferred method of consultation	<b>Officer Time</b>	<b>Mick Morley</b>	<b>May 07</b>
<b>Involving Students</b>	Ask Students Union and University how they would like to be involved in the planning process	<b>Officer Time</b>	<b>Mick Morley</b>	<b>May 07</b>
<b>Increase access to planning application information</b>	IT Project with parishes to ensure rural areas can access development plans more easily Pilot project with 5 parishes	<b>Capital funding</b>	<b>Mick Morley</b>	<b>August 07</b>

<b>Ensuring relevant officers under stand the process</b>	CSSO's involved in member training process		<b>Mick Morley</b>	<b>May 07</b>
<b>Involving Young People</b>	Local Democracy Week Events		<b>Mick Morley/Guy Longley</b>	<b>Oct 07</b>