

## **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: Section 106 process

Assessment Team Leader Name: Stuart Moffat

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		
Sarah Cromie		

## 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> <ul style="list-style-type: none"> <li>• Give a clear and concise understanding of the Borough Council in seeking contributions relating to development</li> <li>• To guide developers and their agents, land owners, parish councils, interest groups, individuals and other stakeholders internal and external</li> </ul> <p>What outcomes do you want to achieve?</p> <ul style="list-style-type: none"> <li>• Mitigate the impact new development on the community</li> <li>• Provide community facilities for the residents of new developments</li> </ul>
2	<p>Are there any associated services, policies or procedures? Yes/No</p> <p>If 'Yes' please list below</p> <ul style="list-style-type: none"> <li>• Planning application process</li> <li>• Delivery of affordable housing</li> <li>• Provision of recreational facilities</li> <li>• Legal Services</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> <ul style="list-style-type: none"> <li>• Developer</li> <li>• New development residents and users</li> <li>• Immediate local community</li> <li>• Service providers though extra funding</li> <li>• Longer term wider population</li> <li>• Existing land owner</li> </ul>
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>

	<ul style="list-style-type: none"> <li>• Development Control</li> <li>• Monitoring officer within the Enforcement Team</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>• Town and Country Planning Act</li> <li>• Circular 2002-05</li> <li>• Local Plan Policy</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>None</p> <p>What did they tell you?</p>
7	<p>How is information about the policy, practice, service or function publicised?</p> <p>Through the planning permission decision making process – currently not very accessible</p> <p>ACTION – info on new document on the website</p>
	<p>Consultation to statutory groups.</p> <p>Publicise what developments are bring to the local area.</p> <p>Loughborough Town Centre – Master Plan</p> <p>Planning permission consultation process</p> <p>Local Plan identification</p> <p>Public consultation on I06 document</p> <p>Has to be spent on what it is agreed for. Internally we need to know that it is meeting the needs of the local community – how do we know what the need is?</p> <p>Major projects have significant amount of consultation on what the money is spent on.</p> <p>Action Raise awareness of I06 contributions e.g. publicise what we have got through contributions, Charnwood news</p>

## STEP 3 Equality Impact Assessment

### 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	
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
	• Asian or Asian British	
	• Black or Black British	
	• Chinese	
	• Dual Heritage	
	• White	
	• Any other people	
	Gypsies and Travellers Asylum Seekers and Refugees	
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.

I1	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
I2	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	
	People with sensory impairments (hearing, visual and speech)	
	People who use mental health services	
	People with learning disabilities	
	People who have a non-visible condition such as epilepsy or diabetes	
14	Where do you think improvements could be made for people experiencing disadvantage because of their disability?	

## 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	
	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.	
	Christian	
	Buddhist	
	Hindu	
	Jewish	
	Muslim	
	Sikh	
	Other	
18	No religion or belief	
	Where do you think improvements could be made for people experiencing disadvantage because of their religion or religion? Funds for places of worship	

## 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
22	Rural/Urban
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>What improvements can be made?</p>
	<p>Are there any physical barriers to accessing the service</p> <p>How are they overcome?</p>
	<p>What customer involvement in setting the customer service standards i.e. opening hours, response times, availability etc.</p>

## 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				
Consultation and community involvement				
Performance information including Best Value				
Take up and usage data				

<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>
Comparative information or data where no local information				
Census, national or regional statistics				
Access audits or assessments e.g. DDA assessments				
Workforce profile				
Where service delivered under procurement arrangements – workforce profile for deliverers				
Monitoring and scrutiny outcomes				

## 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

<b>Problem/barrier identified</b>	<b>Actions to overcome problem/barrier</b>	<b>Resources required</b>	<b>Responsibility</b>	<b>Target date</b>
Information on the new policy or practice on the web site				
