

## 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.

**Modified September 2008 - June 2009 - September 2009 January 2010**

### **STEP1 Equality Impact Assessment Team**

Name of Policy, practice, service or function: Environmental Crime

Assessment Team Leader Name: Kevin Biddulph

Directorate Responsible: Leisure and Environment Service Area: Street Management Team

Other members of the assessment team:

<b>Name</b>	<b>Position</b>	<b>Area of Expertise</b>
Nicky Gibson	Street Scene Manager (South)	Street Management and enviro crime
Karl Harrison	Street Scene Manager (North)	On and off street parking and environmental crime
Kevin Biddulph	Head of Street Management	Street Management and enviro crime
Chris Cary	Senior Enviro Crime Enforcement Officer	Street Management and enviro crime

## 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>• Reduce environmental crime</li> <li>• Enforcement of environmental crime</li> <li>• Raise awareness of how people can make improvements to their community through the Cleaner Greener campaign</li> </ul> <p>What outcomes do you want to achieve?</p> <ul style="list-style-type: none"> <li>• Educate younger residents regarding correct responsibility in relation to environmental issues</li> <li>• Change peoples habits in relation to waste</li> <li>• Deter people from committing environmental crime in first place through education and publicising prosecutions</li> <li>• Improving the local environment – leading to local pride</li> <li>• Provide a proactive response to environmental crime</li> <li>• Empower the community to take action</li> </ul>
2	<p>Are there any associated services, policies or procedures?    Yes/No</p> <p>If 'Yes' please list below</p> <p>Internal Services</p> <ul style="list-style-type: none"> <li>• Environmental Services – Cleansing</li> <li>• Environmental Health</li> <li>• Parks and Open Spaces</li> <li>• Anti-Social Behaviour and Community Safety Team</li> <li>• Customer Service Centre</li> </ul>

	<ul style="list-style-type: none"> <li>• Neighbourhood management team</li> <li>• CNH</li> </ul> <p>External</p> <ul style="list-style-type: none"> <li>• Parish Councils</li> <li>• Schools</li> <li>• Youth Groups</li> <li>• Other district councils within Leicestershire and County</li> <li>• Student Off Campus Liaison Strategy Action Team</li> <li>• Keep Britain Tidy</li> <li>• Defra</li> <li>• CSP (Community Safety Partnership)</li> <li>• Joint Action Group (Police and other agencies)</li> <li>• Police</li> <li>• YOT – Youth Offending Team</li> <li>• Residents groups</li> </ul> <p>Policies</p> <ul style="list-style-type: none"> <li>• Zero waste strategy</li> <li>• Cleaner Greener agenda</li> <li>• Priority Neighbourhoods</li> <li>• University partnership</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>• Local community</li> <li>• Particularly people experiencing environmental crime or the fear of crime</li> <li>• Areas of high deprivation</li> <li>• Area where there are large numbers of students</li> <li>• Areas where there are a lot of terraced / palisade properties</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>• Street Management Team</li> <li>• <a href="#">Engineering services</a></li> <li>• Legal Services</li> <li>• <a href="#">Environmental services</a></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>• 1990 Environmental Protection Act</li> <li>• Cleaner Neighbourhoods and Environment Act 2005</li> <li>• Enforcement on litter, litter clearances notices, fly tipping, nuisance parking, graffiti and fly posting, abandoned cars,</li> <li>• Community Surveys/consultations</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>n/a</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"> <li>• 100 day campaign informed the residents of Charnwood that we will be enforcing the Cleaner Neighbourhoods &amp; Environment Act 2005</li> <li>• <a href="#">Re-run of 100 day campaign July 2009</a></li> <li>• <a href="#">Frequent press releases about prosecutions to act as a deterrent</a></li> <li>• <a href="#">Schools assemblies / presentations / workshops</a></li> <li>• <a href="#">University events including the returners bazaar, fresher's bazaar etc</a></li> <li>• <a href="#">Fast food litter campaign</a></li> <li>• <a href="#">The Big Tidy Up campaign – launched September 2008 still ongoing</a></li> <li>• <a href="#">SWITCH Trial (Saving Waste in the Charnwood Home) Launched September 2008</a></li> </ul>

- Enviro crime characters to brand all of the communications from Charnwood Borough Council
- Hot Spots – people point out areas that suffer from a lot of environmental crime and Street Management enforce and liaise with other departments to clean
- Web based fact sheets and press releases – paper copies of fact sheets also available

Future actions

- Doing awareness raising with local residents groups and parish councils
- Investigating the continuing publicity campaign through the comms. team
- Visible presence of the street wardens
- Website
- [Car litter campaign – July 2009](#)
- [Chewing Gum campaign – July- September 2009](#)
- [Residents Group Project – July-December 2009](#)

## 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 any adverse impacts/barriers of the policy or procedure on people who may be disadvantaged because of their race Language and cultural barriers Leaflets in the five top languages Street wardens knowledge of language line service.	
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	n/a
	• Black or Black British	n/a
	• Chinese	n/a
	• Dual Heritage	n/a

	<ul style="list-style-type: none"> <li>• White</li> </ul>	n/a
	<ul style="list-style-type: none"> <li>• Any other people</li> </ul>	n/a
	Gypsies and Travellers	n/a
	Asylum Seekers and Refugees	Contact Social Services to disseminate information
10	<p>Where do you think improvements could be made for people of different racial groups? Work so far Leaflets in five languages and delivered through different BME channels</p> <p><b>ACTION</b></p> <ul style="list-style-type: none"> <li>• Language line cards</li> <li>• Future campaign to take into account language barriers</li> <li>• Future publicity and information to carry the language strap line and filtered through BME groups</li> <li>• Working with community strategy support officers by updating them with the major issues that happen in the areas and they feedback on the main issues that are highlighted. Eg. Area walks and meeting with Parish Councils.</li> </ul>	

## 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	n/a
	Men	n/a
	Transgender	n/a
12	Where do you think improvements could be made for people experiencing disadvantage because of their gender?	

## Disability

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	Working to move wheel bins – include explanation in literature Launched January 2009 – warning letters to people who leave wheeled bins on the street <a href="#">Referring people with mobility issues for assisted collections</a>	
People with sensory impairments (hearing, visual and speech)	n/a	
People who use mental health services	FPN's don't issue to people with mental health issues or drug and alcohol influence. If FPN is issued and further evidence is supplied to support medical issues/vulnerable adult then ensure FPN is cancelled.	
People with learning disabilities	FPN's wont be issued to people with learning disabilities	
People who have a non-visible condition such as epilepsy or diabetes	Classed as vulnerable adults – fixed penalty notices and notices will not be issued to this group upon evidence of condition – liaise with support agencies	
14	<p>Where do you think improvements could be made for people experiencing disadvantage because of their disability?</p> <p>Positive initiatives e.g. nuisance parking and placement of wheelie bins Include the needs of people with disabilities into awareness raising and campaigns</p> <p>Have a discretionary policy on vulnerable adults Improvements with accessibility in relation to wheelie bins on streets – ensure enforcement takes place</p>	

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## 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	n/a
	10-15	Under 15's recommended not to issue 15- 17 can be treated as adults therefore, can be issued but need to liaise with youth offending team Worked with youth offending team.
	16-19	Juvenile policy to offer a two tier system to minimise the number of juveniles getting a criminal record
	20-29	May be a t university – away from parental home and not aware of responsibilities
	30-44	n/a
	45-59	n/a
	60-64	n/a
	65-74	n/a
75-over	n/a	
16	Where do you think improvements could be made for people experiencing disadvantage because of their age? ACTION Targeted work with young people particularly through the youth service Work with the schools Liaison with university and colleges	

## 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.
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	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? n/a	

## 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? n/a	

## Other Categories

21	<p>Students</p> <ul style="list-style-type: none"> <li>• Predominantly Litter Clearing Notices</li> <li>• Significant issues around holiday times</li> </ul> <p>Action Work with Environmental services and University</p>	
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	Action plan with SARG and University re waste clearance Work with other residents groups i.e. KARG , ARG
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> <ul style="list-style-type: none"> <li>• Contact Centre – telephone</li> <li>• Customer Service Centre (not primary)</li> <li>• Parish Councils, residents and community groups</li> <li>• Telephone directly to team</li> <li>• Internet and website</li> <li>• Payments of fines – direct on phone to street management or via website</li> <li>• Advertise through university face book.</li> <li>• Physical presence of wardens</li> <li>• Fact sheets</li> </ul> <p>What improvements can be made?</p> <ul style="list-style-type: none"> <li>• Email address where messages and complaints can be received</li> <li>• Payments through automated payment service</li> </ul>
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	<ul style="list-style-type: none"> <li>• Ongoing awareness of the service</li> <li>• Signposting to contact centre number 634563 (new contact centre number specifically for street management 01509634564)</li> </ul>
	<p>Are there any physical barriers to accessing the service N/a 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>

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Customer feedback and complaints	From letters, e-mails and telephone calls Pilot for consultation on Street Management service launched April 09 Bi annual consultation Last completed September 2008	Contact Centre, Cleaner.greener e-mail address, coming in to offices	Areas that suffer a lot from environmental crime, frequency of environmental crime, possibility of prosecution	
Consultation and community involvement	Student bazaar, community group meetings, student liaison, residents groups	Loughborough University	Be able to assess students knowledge on waste facilities and how they deal with their waste so that they do not get a fine.	Transient population so they may not be aware of correct policy in Charnwood regarding waste.
Performance information including Best Value	BVPI's on abandoned cars and fly tipping Customer service standards (Ten system) Local performance indicators (Ten system)	Customer complaints, wardens and officers on patrol	Hot spots for abandoned cars GIS mapping enables hotspots to be identified	Public have lack of knowledge of what constitutes an abandoned car
Take up and usage data	n/a			
Comparative information or data where no local information	Working with other authorities	Network seminars	What other councils/agencies are doing in relation to environmental crime	New legislation used so other councils policies may differ
Census, national or	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>
regional statistics				
Access audits or assessments e.g. DDA assessments	n/a			
Workforce profile	From HR	HR		
Where service delivered under procurement arrangements – workforce profile for deliverers	n/a			
Monitoring and scrutiny outcomes	Monitoring systems	Fixed penalty notices	If any groups within the community receive more fixed penalty notices	Information in other languages.

## 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? n/a
	If there is a lack of information, what research will be carried out, and for which groups? n/a
	If this is a new policy, or one not currently monitored, what are the arrangements to begin monitoring the actual impacts of the

	policy?
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## 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>100 day campaign          Community survey - questionnaire responses people wanting to live in a cleaner greener safer environment          Customer feedback consultation to be completed in February/March 2008          The Parking Places Order – Consultation period  <a href="#">Street Management survey September 2008</a>  <a href="#">Pilot study – launched April 2009</a></p>
	<p>If you need to carry out further consultation, who will you be consulting with and by what methods?</p> <p>Work with groups that have been identified above          Continue to develop working relationships with Gypsies and Travellers, YOT, Police          Consult with disability groups regarding physical barriers and how to ensure they can be overcome  <a href="#">Consult with residents groups possible gaps in information</a></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>
Links with Gypsies and Travellers groups	Make contact with the County Council Gypsies and Travellers liaison committee	Officer Time	Chris Cary	Completed
Overcoming language barriers	Language line cards to Street Wardens	Officer Time	Nicky Gibson	Issued each time a new warden starts
Overcoming language barriers	Publicity and information to carry the language strap line and filtered through BME groups	Officer Time	Ian Whadcoat	Strap line used on all documents
Monitoring Information	Monitoring Information used on fixed penalty notices	Officer Time	Nicky Gibson	Completed
Environmental crime that effects people with disabilities	Positive initiatives e.g. nuisance parking and placement of wheelie bins Include the needs of people with disabilities into awareness raising and campaigns FACTSHEETS	Officer Time	Mail shots and follow up enforcement for wheelie bins and side waste	Protocol in place 2 warnings then FPN issue
Links with Young People	Make contact with YOT and Youth Service	Officer Time	Nicky Gibson	Have formulated

				juvenile policy with YOT – June 07
Links with Students	Make contact with University Community Liaison Officer	Officer Time	Nicky Gibson	Made contact, in December 06 - liaise periodically
Links with People speaking different languages	Mail out for all of the community with strap line for translation	Officer Time	Nicky Gibson	First mail out Jan 07 and then Periodically -
Links with other councils/agencies	Form Enforcement Forum with other councils in Leicestershire	Officer time	Chris Cary	Meet monthly since October 06
Links with Youths that commit crime	Make contact with YOT and form robust measures to deal with juveniles that commit environmental crime	Officer time	Nicky Gibson	Made contact in March 07 and meet periodically
Lack of knowledge on Environmental issues	Contact by e-mail then visit resident groups to refresh knowledge base	Officer time	Vicky Brackenbury	July-December 09
Improve awareness of responsibilities in relation to waste	Waste Education officer to speak at festival held at Town hall for BME groups	Officer Time	Vicky Brackenbury	September 2009

Improve training on conflict management and dealing with vulnerable adults	Organise training to ensure that vulnerable members of the public are dealt with sensitively	Officer Time	Nicky Gibson	September 2009, December 2009
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