

BRAINTREE DISTRICT COUNCIL - IMPACT ASSESSMENT

WHY DO I NEED TO DO AN ASSESSMENT?

This Impact Assessment isn't designed to 'catch you out'. It is designed to help you think about and improve the way you deliver your services by ensuring that they are as inclusive as possible.

It will help you to test the impact on people when reviewing or developing new policies, strategies and functions to find out if there is any adverse impact or illegal discrimination or any unmet need or requirements.

Legislation imposes duties on local authorities to promote equality and tackle discrimination related to Age, Disability, Gender (includes marital status, gender reassignment), Race (colour, ethnic or national origin, nationality) Religion or Belief, Sexual Orientation, However, we have also included discretionary but important additional categories relevant to our District in this assessment process: People Living in Rural Areas, People living in Urban Areas, People on Low Incomes and People for whom English is not their first Language.

To comply with legislation the Council is required to publish its Impact Assessments and these will be made available on our website.

WHAT HAS TO BE IMPACT ASSESSED?

You need to do an Assessment when reviewing, making changes to or developing new and existing policies, strategies and functions that are relevant to equality. This can be determined as follows:

RELEVANT – Impact Assessment must be done

- The policy, strategy or function will impact on people (residents, staff or people living, visiting or working in Braintree District)
- The policy, strategy or function may benefit some people or communities and not others

NOT RELEVANT – Impact Assessment not needed

- No intended impact on people
- The policy, strategy or function is administrative only

HOW DO I DO THIS ASSESSMENT?

By answering the questions in the following Assessment template you will be able to consider any possible positive or negative impacts that a new or existing policy, strategy or function may have on defined groups, using data as evidence, and take action accordingly.

IMPACT ASSESSMENT – INITIAL SCREENING

Name of Policy, Strategy or Function being assessed	Customer Services : Reception and Face to Face
Is this a new or existing Policy, Strategy or Function?	Reduction in Opening Hours
Person responsible for the assessment	Anita Norgett, Customer Services Manager
Service Area	Customer Services & Reception
Head of Service	Cherie Root, Head of Business Solutions
Date	13 th January 2011

1. What is the main purpose of the Policy, Strategy or Function?

To provide guidance, assistance and signposting to the public on a wide range of topics for BDC whilst using the telephone and directing customers to the correct areas or contacting members of staff to meet with visitors – Reduction in opening hours. New opening hours will be 9:00am – 5:00pm Monday to Friday.

2. Who else will be involved in the delivery of this Strategy, Policy or Function?

If so, state who they are. They will need to be involved in producing this Impact Assessment

Head of Business Solutions, Customer Services, Head of Finance, Exchequer team.

3. Who are you delivering your service to/who will be affected by the Strategy, Policy or Function?

Members of the public who predominantly live within the Braintree District or those living outside of the district who have a query or issue relating to BDC.

4. To ensure that you have all available information that could help you to undertake this Impact Assessment complete the following table to evidence which of the following sources of information you are using, or intend to use, to assess the impact of the Policy, Strategy or Function on people within the following equality groups: Disability, Race (colour, ethnic or national origin, nationality) Religion or Belief, Sex (marital status, gender reassignment), Sexual orientation, Age, People living in rural areas, People living in urban areas, People on low incomes, People for

whom English is not their first language. **The sources listed are for guidance so please add/substitute your own categories as appropriate.**

Source	Reference (date/ relevant publication, etc)
Performance Indicators/Targets	Monitored on a monthly basis and stored within Covalent.
User Satisfaction Surveys	Surveys are carried out by the CSC using Achieve Forms.
Consultation results (new and existing)	Consultation results from <ul style="list-style-type: none"> • Your Council, your Say • Website • People's panel
Staff monitoring data	Monitoring tools within the SEmap Telephone System that are monitored on a monthly basis.
Complaints information	Complaints are reviewed in accordance with Corporate Complaints Procedure although very few are received.
Demographic profiles (census, etc)	Mosaic.
Local Needs Analysis (internal or external sources)	
Staff Survey results	Survey carried out during 2010.
Research reports	Socitm Benchmarking exercise.
Best Practice Information	Contained within Benchmarking data, above.
Benchmarking data	Data submitted annually, best practice is reviewed
Expert views of people representing the equality groups	Not Applicable
Other – please state	

5. Based on the data indicated in question 4, assess the impact that the Policy, Strategy or Function could have on the groups below. The impact could be positive i.e. it will benefit this group, it could help to

promote equality, access, or improve relations within equality groups. The impact could be negative i.e. it could disadvantage them. You need to explain the reasons for the impact assessment you have made

Equality Group	Category	Positive Impact	Negative Impact/ Risk	Explanation
Age	Children 0-16	N/A	N/A	N/A
	Young People 17-25	N/A	N/A	Customers may not be able to contact us prior to starting or finishing college/work.
	Ages 26-59	N/A	N/A	Customers may not be able to contact us prior to starting or finishing college/work.
	Older People 60+	N/A	N/A	Customers may not be able to contact us prior to starting or finishing college/work.
Disability	Blind/Partially Sighted	N/A	N/A	Customers may not be able to contact us prior to starting or finishing college/work.
	Deaf/Hearing Impaired	N/A	N/A	Customers may not be able to contact us prior to starting or finishing college/work.
	Wheelchair user/mobility difficulties	N/A	N/A	Customers may not be able to contact us prior to starting or finishing college/work.
	Learning Difficulties	N/A	N/A	Customers may not be able to contact us prior to starting or finishing college/work.
	Mental Health Difficulties	N/A	N/A	Customers may not be able to contact us prior to starting or finishing college/work.
	Learning Difficulties	N/A	N/A	Customers may not be able to contact us prior to starting or finishing college/work.
Gender	Women	N/A	N/A	Customers may not be able to contact us prior to starting or finishing college/work.
	Men	N/A	N/A	Customers may not be able to contact us prior to starting or finishing college/work.
	Transgender	N/A	N/A	Customers may not be able to contact us prior to starting or finishing college/work.

Race	White including English, Scottish, Welsh, Irish, Eastern European (Polish Slovak, etc) Other White background – please specify	N/A	N/A	Customers may not be able to contact us prior to starting or finishing college/work.
	Asian including Bangladeshi, Pakistani, Indian, Vietnamese, Chinese, Other Asian background – please specify	N/A	N/A	Customers may not be able to contact us prior to starting or finishing college/work.
	Black including Caribbean, Somali, Other African, Other Black background – please specify	N/A	N/A	Customers may not be able to contact us prior to starting or finishing college/work.
	Mixed Dual Heritage including White and Black Caribbean, White and Black African, White and Asian, Other mixed background – please specify	N/A	N/A	Customers may not be able to contact us prior to starting or finishing college/work.
	Gypsies/Travellers	N/A	N/A	Customers may not be able to contact us prior to starting or finishing college/work.
Religion/Belief	Buddhist	N/A	N/A	Customers may not be able to contact us prior to starting or finishing college/work.
	Christian	N/A	N/A	Customers may not be able to contact us prior to starting or finishing college/work.
	Hindu	N/A	N/A	Customers may not be able to contact us prior to starting or finishing college/work.
	Jewish	N/A	N/A	Customers may not be able to contact us prior to starting or finishing college/work.
	Muslim	N/A	N/A	Customers may not be able to contact us prior to starting or finishing college/work.
	Sikh	N/A	N/A	Customers may not be able to contact us prior to starting or finishing college/work.
	Other – please specify	N/A	N/A	Customers may not be able to contact us prior to starting or finishing college/work.
Sexual Orientation	Lesbian Gay men Heterosexual Bi-sexual	N/A	N/A	Customers may not be able to contact us prior to starting or finishing college/work.

Social Inclusion	People living in rural areas	N/A	N/A	Customers may not be able to contact us prior to starting or finishing college/work.
	People living in urban areas	N/A	N/A	Customers may not be able to contact us prior to starting or finishing college/work.
	People on low incomes	N/A	N/A	Customers may not be able to contact us prior to starting or finishing college/work.
	English not first language	N/A	N/A	Customers may not be able to contact us prior to starting or finishing college/work.
Other (optional)	Use to define Impact on any groups specific to this Strategy, Policy or Function not listed above.	N/A	N/A	Customers may not be able to contact us prior to starting or finishing college/work.

6. Based on your answer to question 5, could the Policy, Strategy or Function discriminate against any of the groups below either directly or indirectly

NOTE: Direct Discrimination occurs when a person is treated less favourably than another in a comparable situation because of their racial or ethnic origin, gender, religion or belief, disability, age or sexual orientation.

Indirect Discrimination occurs when an apparently neutral provision or practice would disadvantage people on the grounds of racial or ethnic origin, gender, religion or belief, disability, age or sexual orientation, unless the practice can be objectively justified by a legitimate aim

Group	Direct Yes/No	Indirect Yes/No	If Yes state how
Age	No	No	
Disability	No	No	
Gender	No	No	
Race	No	No	

Religion/Belief	No	No	
Sexual Orientation	No	No	
Social Inclusion	No	No	

7. Referring to your answers to questions 5 and 6, can you easily minimize or remove any negative impacts identified and if so how?

Customers can access Council services electronically 24/7.

Customers can also access services via telephone 8:30am – 5:00pm Monday to Friday.

8. If the negative impacts cannot be minimized or removed, they need to be justified. Please explain how and what the evidence for this is.

You may want to refer back to the monitoring data you listed in Question 4 to answer this question.

By reducing the opening hours by half an hour a day for four days a week there will be a reduction in costs for the Customer Service Centre. The saving for the reduction in hours for both the Reception and telephone service is £37,000 per annum.

9. If you have identified any impacts as positive in Question 5, are there any further ways in which can you adapt the policy, strategy or function to increase or extend its positive benefits for equality groups? Please explain your reasoning.

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10. Based on the information you have now provided in this assessment please proceed as follows:

Equality Impact Assessment	Action
No negative impacts have been identified and this has been justified with evidence	Go to Q11 and Sign Off
Negative impacts were identified but have been minimized or removed	Go to Q11 and Sign Off
There is insufficient evidence to reach a valid conclusion on the Impact	Go back and collect additional evidence/data and then complete a new Assessment
Negative impacts were identified but have not been minimized, removed or justified	Complete the Action Plan below and then sign off by completing Q11

11. Sign Off

Assessment Completed by (name & signature)	Anita Norgett
Senior Manager (name & signature)	Cherie Root
Date:	

A copy of the signed Impact Assessment and any Action Plan should be retained and appended to the relevant Policy/Strategy document or Business Plan. A signed hard copy and an electronic copy should be sent to Charmaine Dean, Head of Community Services. It is a statutory requirement to publish the results of Equality Impact Assessments. We will make these available on our website.

IMPACT ASSESSMENT ACTION PLAN

You now need to develop and implement an Action Plan to address the negative impacts identified that could not be minimized, removed or justified.

This should include more detailed research, further data collection or consultation with representatives from the equality group(s) who you have identified as being likely to suffer a negative impact/be disadvantaged by the Policy, Strategy or Function being assessed.

ACTION PLAN

Equality Group (eg young people, blind/partially sighted, etc)	Negative Impact Identified	Action	By Who	Start Date	End Date

ACTION PLAN MONITORING

How will you monitor progress of your Action Plan? And at what intervals?	
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How frequently will this monitoring take place?	
Who will be responsible for this?	

Now go back to question 11 to complete and sign off this Assessment