

HDC Full Equality Impact Assessment Form

Part 1 – AIMS AND IMPLEMENTATION OF THE POLICY/SERVICE PROCEDURE/PRACTICE

1.1 What is being assessed? Name of the service, policy, procedure or practice:
(What is being assessed – service/function, policy, procedure or practice? Is it new or existing?)

Street Cleansing Service including Graffiti & fly tip removal (excluding litter enforcement and dog bin emptying).

1.2 Officer(s) & Section/Service responsible for completing the assessment:
(Explain why the members of the impact assessment team were selected e.g. the knowledge and experience they bring to the process).

John Kemp, Senior Cleansing Officer
I have had several years experience in Street Cleansing and Operational Matters.

1.3 What is the main purpose or aims of the service, policy, procedure or practice?

To provide a Street Cleansing Service by use of manual or mechanical means also to include Litterbins, Graffiti and Fly tip removal in accordance with the Street Cleansing Contract and the Environmental Protection Act.

1.4 Who is affected by the service/policy/procedure/practice? Who is it intended to benefit and how?

*Who are the main stakeholders in relation to this policy?
What outcomes would other stakeholders want from this policy?
Are there any groups, which might be expected to benefit from the intended outcomes, but which do not?*

Residents -To keep the District Clean and safe.
Businesses – Clean and safe.
Visitors – Clean and safe.

1.5 Has the service/policy/procedure/practice been promoted or explained to those it might affect directly or indirectly?

Standards have to be published on Direct Government Web site with LEQSE (Local environmental Quality Survey Of England) results and Best Value Results Published by Defra.

1.6 How does the service/policy/procedure/practice contribute to better Community Cohesion?

(How do you promote good relations between different communities you serve based on mutual understanding and respect? What opportunities are there for positive cross cultural

contact between these communities to take place e.g. between younger and older people, or between people of different religious faiths?).

This is a universal service that may have contact with all members of the community; promoting fairness and equality are an integral part of the service.
We seek to comply with councils and the contractor's equal opportunities policy.
The sensitive and rapid removal of any offensive/racist graffiti could contribute to maintaining good relations between different communities.

1.7 How does the service/policy/procedure/practice fit in with the council's wider aims? Include corporate and partnership priorities.

(How does the policy relate to other policies and practices within the council? What factors/forces could contribute /detract from the outcomes? How do these outcomes meet or hinder other policies, values or objectives of the council?)

- The policy fits into the councils top priorities for a cleaner greener safer environment.
- To afford everyone in the district equality of access to a range of value for money services that they need.

1.8 What is the relevance of the aims of the service/policy/procedure/practice to the equality target groups and the Council's duty to eliminate unlawful racial, disability and gender discrimination, and promote equality of opportunity?

The aims of the service are to keep the District Clean and Safe for residents and visitors.

1.9 How is, or will the service/policy/procedure/practice be put into practice and who is, or will be, responsible for it?

(Who defines or defined the policy? Who implements the Policy? How does the council interface with other bodies in relation to the implementation of this policy? Is the service provided solely by the Department/Unit or in conjunction with another department, agency or contractor? If external parties are involved then what are the measures in place to ensure that they comply with the Councils Equal Opportunity Policy?)

The Service Contract has been developed by the Council within the framework of the litter act and any other relevant legislation. It is operationally implemented by our service provider and is monitored by the Council.

Part 2 – CONSIDERATION OF DATA AND RESEARCH

To conduct the assessment you will need information about service users and staff that provide the service. This section is to help you identify the sort of information that will need to help you assess whether there may be barriers to different equality groups who access your service, policy, procedure or practice.

2.1 List all examples of quantitative and qualitative data or any consultation information available that will enable the impact assessment to be undertaken (include information where appropriate from other directorates/units, Census 2001 etc. Please note that in some cases data may not exist or be available and you may therefore have to undertake additional research.)

Data Collected through the uniform system is typical of the population and does not target any particular group

2.2 Equalities profile of users or beneficiaries. (Use the Council's approved diversity monitoring categories and provide data by target group of users or beneficiaries to determine whether the service user profile reflects the local population or relevant target group or if there is over or under representation of these groups.)

No Data available see above, however the service is a uniform service available to all. Approximately 4.2% of BME origin.

2.3 Evidence of complaints against the service/policy/procedure/practice on grounds of discrimination. (Is there any evidence of complaints either from customers or staff (grievance) as to the delivery of the service, or its operations, on the equality target groups?)

There is no recorded date of any complaint which may suggest that any equality group was discriminated against.

2.4 What does the consultation/research/data indicate about the negative impact of the service, policy, procedure or practice?

After consultation no negatives were indicated.

2.5 What does the consultation/research/data indicate about the positive impact of the service, policy, procedure or practice?

After consultation Groups were generally happy with the service.

Part 3 – ASSESSMENT OF IMPACT

Now that you have looked at the purpose, etc. of the **service/policy/procedure/practice (part 10 and looked at the data and research you have (part 2)**, this section asks you to **assess the impact, positive and negative of the service/policy/procedure/practice on each of the six strands of diversity covered in the Council’s Equality and Diversity Policy.** A copy of the policy can be found on the council’s website

RACE – testing of disproportional, adverse, neutral or positive impact

a. Identify the effect of this policy on different RACE groups from information available.

As no data is available we can only make assumptions at present.

It may be possible that some ethnic groups may find it difficult to access the service due to language barriers in relation to public material and the process of requesting a service e.g. requesting sweeping or litter clearance.

b. How is the target race group reflected in the take up of the service?

There is no target race group the service is open to all races and equality, however from the Housing Market study 2006/7 of the households in the district describe their ethnic origin as White British.

With this in mind it is difficult to proportion how different groups are reflected.

c. From the evidence available does the policy affect, or have the potential to affect, racial groups differently?

Yes

No

d. If yes, do any of the differences amount to:

	Reason/evidence/comment
Barriers, negative impact or unlawful discrimination?	The language issue could be considered to be a barrier. To request a clean up if excess litter for example, this would be difficult in another language.
Neutral impact?	None
Positive	Our service level agreement of removing offensive graffiti within 1 working

impact?	day may have a positive impact on community/minority groups
e. If there is a negative impact, can it be justified on the grounds of promoting equality of opportunity for one racial group or for another legitimate reason?	

GENDER – testing of disproportionate, adverse, neutral or positive impact

a. Identify the effect of this policy on different GENDER groups from information available.	
None Identified.	
b. How are men and women reflected in the take up of the service.	
No data available at present will monitor as and when data becomes available	
c. From the evidence available does the policy affect, or have the potential to affect, men and women differently?	
Yes	<input type="checkbox"/>
No	<input checked="" type="checkbox"/>
d. If yes, do any of the differences amount to:	
	Reason/evidence/comment
Barriers, negative impact or unlawful discrimination?	
Neutral impact?	
Positive impact?	
e. If there is a negative impact, can it be justified on the grounds of promoting equality of opportunity for one gender or for another legitimate reason?	

DISABILITY – testing of disproportionate, adverse, neutral or positive impact

a. Identify the effect of this policy on Disabled people from information available.

The positioning of some litterbins may make it difficult for some disabled people to use them e.g. some bins may be sited high on lamp post also not to make an obstacle course around access areas.
 Also the fast removal of fly tipping and dog fouling e.g. this may cause access problems and/or distress for disabled groups.

b. How are disabled people reflected in the take up of the service?

No data at present

c. From the evidence available does the policy affect, or have the potential to affect, disabled people differently?

Yes
 No

d. If yes, do any of the differences amount to:

	Reason/evidence/comment
Barriers, negative impact or unlawful discrimination?	Positioning of some litterbins may make it difficult to use and may give an access difficulty. Dog Fouling may cause distress to wheel chair users and other disabled groups.
Neutral impact?	None
Positive impact?	Awareness of contractors when installing new litterbins and fly tip and dog foul removal already part of council’s service agreement.

e. If there is a negative impact, can it be justified on the grounds of promoting equality of opportunity for disabled people or for another legitimate reason? No

AGE – testing of disproportionate, adverse, neutral or positive impact

a. Identify the effect of this policy on different AGE groups from information available.

The positioning of some litterbins may make it difficult for some elderly people to use them e.g. some bins may be sited high on lamp post also not to make an obstacle course around access areas.
 Also the fast removal of fly tipping and dog fouling e.g. this may cause access problems and/or distress for elderly people.

b. How are different age groups reflected in the take up of the service.

No data available, However according to 2005Harborough Community Profile 18.6%of the population are of a pensionable age.

c. From the evidence available does the policy affect, or have the potential to affect, age groups differently?

Yes
 No

d. If yes, do any of the differences amount to:

	Reason/evidence/comment
Barriers, negative impact or unlawful discrimination?	Positioning of some litterbins may make it difficult to use and may give an access difficulty. Dog fouling and fly tipping may cause distress to elderly groups.
Neutral impact?	
Positive impact?	Awareness of contractors when installing new litterbins and fly tip and dog foul removal already part of council’s service agreement.

e. If there is a negative impact, can it be justified on the grounds of promoting equality of opportunity for one age group or for another legitimate reason? No

LESBIAN, GAY, BISEXUAL and TRANSGENDER – testing of disproportional, adverse, neutral or positive impact

a. Identify the effect of this policy on LESBIAN, GAY, BISEXUAL and TRANSGENDER people from information available.

None defined

b. How is this target group reflected in the take up of the service.

No data at present

c. From the evidence available does the policy affect, or have the potential to affect, LESBIAN, GAY, BISEXUAL and TRANSGENDER people differently?

Yes

No

d. If yes, do any of the differences amount to:

	Reason/evidence/comment
Barriers, negative impact or unlawful discrimination?	
Neutral impact?	
Positive impact?	

e. If there is a negative impact, can it be justified on the grounds of promoting equality of opportunity for LESBIAN, GAY, BISEXUAL and TRANSGENDER people or for another legitimate reason? No

RELIGION/BELIEF – testing of disproportionate, adverse, neutral or positive impact

a. Identify the effect of this policy on different RELIGIOUS/BELIEF groups from information available.

None identified.

b. How are the target RELIGIOUS/BELIEF groups reflected in the take up of the service.

No data at present, however with 95% of the householders in the district describing their ethnic origin as White British, do we assume that White British associated religions are predominantly catered for but with this in mind the service is for all not just for one religion/belief.

c. From the evidence available does the policy affect, or have the potential to affect, RELIGIOUS/BELIEF groups differently?

Yes

No

d. If yes, do any of the differences amount to:

	Reason/evidence/comment
Barriers, negative impact or unlawful discrimination?	
Neutral impact?	
Positive impact?	

e. If there is a negative impact, can it be justified on the grounds of promoting equality

of opportunity for one RELIGIOUS/BELIEF group or for another legitimate reason? No

OTHER – Additional groups that may experience impacts - testing of disproportional, adverse, neutral or positive impact

a. Identify the effect of this policy on OTHER GROUPS in the DISTRICT from information available. *(These other groups could include factors such as literacy, health, poverty, marital status etc.)*

These services are currently funded through the Council Tax System and are available to all.

b. How are the target OTHER groups reflected in the take up of the service.

No data available

c. From the evidence available does the policy affect, or have the potential to affect, OTHER groups differently?

Yes

No

d. If yes, do any of the differences amount to:

	Reason/evidence/comment
Barriers, negative impact or unlawful discrimination?	Some residents with literacy problems may be prevented from accessing the service as the information is generally written
Neutral impact?	None
Positive impact?	We are currently doing more verbal engagement with Communities

e. If there is a negative impact, can it be justified on the grounds of promoting equality of opportunity for one OTHER group or for another legitimate reason? No

Part 4

MEASURES TO MITIGATE DISPROPORTIONATE OR ADVERSE IMPACT OR IMPROVE ON NEUTRAL OR POSITIVE IMPACTS

4.1 If there is any negative impact on any target equality group identified in Section 3, is the impact intended or legal?

No.

4.2 Specify measures that can be taken to remove or minimise the disproportionate or adverse effect identified in Section 3. If none were identified in Section 3, identify how disproportionate impact or adverse effect could be avoided in future. (Consider measures to mitigate any adverse impact and better achieve the promotion of equal opportunity).

Ensure that wherever possible litterbins are sited where all can be used including disabled and children.
Ensure that as far as possible all publicity material in various media and languages as required and that action is taken to promote the service by contact other than by written word.

4.3 If there is no evidence that the service/policy/procedure/practice promotes equality, equal opportunities or improves relations within equality target groups, what amendments could be made to achieve this?

Ensure that data is collected where appropriate and analysed to try identifying any unintended impacts.

Collect information about obscene or racially motivated graffiti.

4.4 If A NEUTRAL OR POSITIVE IMPACT has been identified, can that impact be improved upon (continuous improvement)? What are the improvements that can be made? Can they be applied elsewhere in the Council?

None suggested.

4.5 How will any amended service, policy, procedure or practice be implemented, including any necessary training. (Include actions, date for completion, officer(s) responsible and any budget requirements.)

By discussing with operatives to install street furniture and ensuring that they are aware of the issues
By ensuring that the natures of graffiti incidents are recorded.

Part 5 - CONCLUSIONS AND RECOMENDATIONS

5.1 Does the policy comply with equalities legislation, including the duty to promote race, disability and gender equality? *(Take into account your findings from the impact assessment and consultations and explain how the policy was decided upon its intended effects and its benefits.)*

YES

NO

5.2 What are the main areas requiring further attention?

Data for monitoring impact on equality groups is required, for example to analyse complaints through the service request menu of uniform.
Possible access problems for speakers of languages other than English and people with literacy problems.

5.3 Summary of recommendations for improvement.

Collect data through Uniform to enable complaints to be evaluated in relation to equality issues.
Collect data about graffiti incidents to identify their nature e.g. racial.

5.4 What equality monitoring/evaluation/review systems have been set up to carry out regular checks on the effects of the service/policy/procedure/practice? *(Give details.)*

None as yet.

5.5 When will the amended service/policy/procedure/practice be reviewed? *(Include dates for completion and officer(s) responsible.)*

Not aware of any amended policy or procedures as yet.

Date completed:

Signed by (Manager):

Part 6 - Equality Impact Assessment Improvement Plan

The table below should be completed using the information from the Equality Impact Assessment to produce an action plan for the implementation of proposals to:

1. Lower the negative impact? **And/Or**
2. Ensure that the negative impact is legal under anti-discriminatory law? **And/Or**
3. Provide an opportunity to promote equality, equal opportunity and improve relations within equality target groups? i.e. increase the positive impact

Please ensure that you update your service/business plan with the equality objectives/targets and actions identified below:

Area of negative impact	Changes proposed	Lead Officer	Timescale	Resource implication	Comments
Language barrier could be considered an issue.	To offer a leaflet or information in different languages.	John Kemp	Dependent on whether it is adopted.	Cost of producing new leaflets.	
Installation of new litterbins	Ensure the contractors are aware of correct positioning and site location.	John Kemp	Already being carried out.	Already part of Capital scheme	
Dog Fouling and Fly Tipping	Ensure contractor removes items/fouling within guild lines set by HDC	John Kemp	Already being carried out	Part of contract core sum no additional cost	

Part 7 - Equality Impact Assessment: Summary Report

The results of equality impact assessments must be published. Please complete this summary, which will be used to publish the results of your impact assessment on the authority's web site and return it to your authority's nominated "equality" officer.

Date of Assessment:	
Completing Officer's Title/Position: Senior Cleansing Officer	
Officer's Name: John Kemp	
Service, Policy, Procedure, or Practice that was Impact Assessed: Street Cleansing	
<p>Summary of findings: Data for monitoring impact on equality groups is required for example to analyse complaints through the service request menu.</p> <ul style="list-style-type: none"> • Possible access problems for speakers of languages other than English and people with literacy problems • Collect data about graffiti incidents to identify their nature e.g. racial. • Consultation with operatives regarding the placement of litterbins. 	
<p>Summary of Recommendations and Key Points of Action Plan:</p> <ul style="list-style-type: none"> • Collect data through uniform • None at present but information may be made available in other languages if requested. • Record types of graffiti through the existing system • Consult with operatives regarding litterbin placement 	
Groups that this policy will impact upon: ALL or: All	
Race	X
Gender	
Sexual Orientation	
Age	X
Disability	X
Religion or Belief	X
Other	X

