

Corporate Equalities Review and Plan 2005/6

Appendix 1 (Equality Impact Assessments)

اگر آپ کو یہ کتابچہ انگریزی کے علاوہ کسی دوسری زبان میں درکار ہو تو براۓ مہربانی ٹیلیفون نمبر 01325 388017 پر فون کر کے حوالہ نمبر بتائیں۔

ਜੇ ਇਹ ਪਰਚਾ ਤੁਹਾਨੂੰ ਅੰਗਰੇਜ਼ੀ ਤੋਂ ਬਿਨਾਂ ਕਿਸੇ ਹੋਰ ਭਾਸ਼ਾ ਵਿਚ ਚਾਹੀਦਾ ਹੈ, ਤਾਂ ਕਿਰਪਾ ਕਰਕੇ ਸਾਨੂੰ ਨੰਬਰ 01325 388017 'ਤੇ ਫੋਨ ਕਰੋ ਅਤੇ ਰੈਫਰੈਂਸ (ਹਵਾਲਾ) ਨੰਬਰ ਦੱਸੋ।

यदि आप यह प्रकाशन अंग्रेज़ी के अलावा अन्य भाषा में चाहते हैं तो कृपया संदर्भ नम्बर (रेफरन्स नम्बर) बताकर निम्नलिखित 01325 388017 पर संपर्क करें।

如果你需要其它语言的版本, 請與以下電話聯係並報出參考號碼: 01325 388017

যদি আপনার ইংরেজী ছাড়া অন্য কোন ভাষায় এই প্রকাশনাটির দরকার থাকে, তাহলে 01325 388017 নম্বরে ফোন করুন এবং সূত্র নম্বর উল্লেখ করুন।

إذا رغبتم الحصول على هذه النشرة بلغة أخرى غير اللغة الإنجليزية نرجو الاتصال بنا على رقم الهاتف التالي: 01325 388017 • مع ذكر رقم الإشارة.



This document will be made available on request in Braille, large print or on tape.

Appendices

1. Equalities Impact Assessments

- a) Closed Circuit Television
- b) Finance
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- f) Human Resource Management
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- i) Housing Benefits
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- p) Adult Services
- q) Sure Start Local Programme and Early Years
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Equalities Impact Assessment Questionnaire

SERVICE: CCTV CONTROL ROOM	Department: CORPORATE SERVICES
Person Responsible for Assessment: Graham Putt	Date of assessment: 8 th March 2005

Brief description of service and to whom provided/available: CCTV services to several areas of Darlington, GNER @ Bank Top Station & Wear Valley DC. Alarm monitoring services to public and private organizations, incl. Darlington BC. Response to calls from D.B.C.'s Housing Warden Call operation. Out of hours emergency help point service for PCT. Response to calls from car park help points. Provision of a secure DX postal service. Provide a 24 hour emergency planning response facility, includes initial kick off of EPR, central communication point for emergency staff. 24-hour link and forwarding facility for emergency weather warnings, flood warnings and any other identified hazards or threats to public safety.

None of the services require or have face-to-face communication with the public. Several have telephone contact with third parties and members of the public. CCTV in particular is a universally available to everyone who walks the streets, parks in a car park etc.

Introduction

All of the Council's services have been prioritised with regard to their potential impact on the promotion of equalities. Each service has been given an 'impact rating' of high, medium or low priority and this has been used to draw up a three year programme during which formal impact assessments will be conducted (those with a 'high' rating falling into the first year and so on).

The impact assessment looks at how a service is provided and how it promotes, monitors and consults in respect of equalities. Completion of the impact assessment will help us determine the extent to which services meet the requirements of the Equality Standard for Local Government, the Race Relations (Amendment) Act 2000 and the Disability Discrimination Act 1995.

The attached questionnaire provides a structure for undertaking the impact assessment. Local information and examples should be provided wherever possible.

This is a generic document that will require interpretation in particular circumstances. If, after reading the guidance, you require further information on how to implement the assessment, please contact David Plews, Policy Advisor (Social Inclusion) on 01325 388023.

Q.1 Is your service accessible to everyone within the community? Bear in mind any economic, social, environmental, physical, intellectual, cultural, linguistic, technological or other barriers.

Issue	Yes	No	If yes, what evidence do you have to demonstrate this?	If no, what do you plan to do to remove barriers to access?
Race (inc. culture and nationality)	✓		In the context of not being a service were we meet our clients, at the point of delivery everyone is treated the same. No easy evidence other than we have not had complaints from any quarter re biased service provision.	We do occasionally experience language difficulties, however, service such as language line are of little practical use because of the areas we cover. If someone is being attacked and uses a help point, but speaks no English, you cannot seek an interpreter, you act. The difficulty is that you have no way of personally reassuring them. This could be lessened by having multi language signs at the point of use explaining what happens if you press the button. We did have an Asian lady with poor English on the Warden Link service. The way round that could be to have a multi language leaflet explaining what happens and what to say if they need help, or it is a false alarm etc.
Religion or belief	✓		As above, apart from warden link and similar services we are unlikely to know this information and therefore cannot make any differentiation.	Similar to above. We tend to deal with emergencies and that is the wrong time to have to try and explain or decipher something.
Gender (inc. transvestitism, transgender and Tran sexuality)	✓		As above, regardless of information all will be treated the same.	Ditto
Sexuality (inc. homosexuality and bisexuality)	✓		Rarely if at all have such information. We respond to events.	Not an issue, but ditto above.

Impairment (inc. physical and/or mental impairments)	✓		We do have access to this information via warden link and similar services. The staff are trained to secure help from others and we have no comments or complaints to the contrary.	Several staff attended general customer care courses and all staff will go through equal opportunities training, as available.
Age	✓		Absolutely no discrimination, we deal with all age groups equally be it by CCTV or warden link.	We have no control over who uses our services and when/how. Anyone has access and we respond when that happens.
Geographical location		Ⓜ	We are a secure control room and the public does not have right of access as a right.	The majority of our contacts are via the phone or other communication systems. The location and its restricted access do not impede the services we offer or how they are delivered. On request selected groups do visit to see first hand how we operate. For others we publicize as much as possible. We may need to review which groups or individuals cannot receive that information.
Any other equality issue (e.g. people with dependants and/or caring responsibilities or people with a criminal record)		Ⓜ	As above, the record could be a problem, especially if still current, for some services at least.	In general the above still applies, even in the case of those with a record, except of visits. Via Warden Link relatives have the same access as those they care for.

Q.2 (a) For whatever reason, does your service treat any group differently from its other service users?

Yes
No

✓

If you have answered 'yes', please specify those individuals or groups affected and whether the impact has the potential to be adverse.

Those who have a current criminal record can be treated differently in the context of being asked to monitor them by the police (RIPA applies) or they may not be welcomed into the control room as others may. Other than that most if not all others are treated exactly the same, unless more care, help and attention is required because of some infirmity or problem. In that situation we would not have a problem with giving them more help.

(b) What needs to be done to prevent any potentially adverse impact?

I cannot see anything that can be done, we necessarily need to be cautious and most if not all who it applies to will be aware of this happening.

Q.3 (a) Do you promote equality within your service? (e.g. through departmental equalities group, innovative marketing or community engagement techniques)

Yes
No

✓

If you have answered 'yes', please give examples of how equality is promoted.

All staff are being put forward for equal opportunities training, several have already attended. The CCTV Co-Coordinator sits on the departmental equal opportunities group. The procedures in place emphasize that we treat everyone with the same degree of respect.






Q.4 Are there any plans in place within your Service to promote equality more effectively?

Nothing specific, we do look for any/every opportunity to promote it.

Please outline what you intend to do (including details, if known, of timescales and areas to be covered, etc.)

Q.5 In the past three years, have you consulted with any of the following groups regarding the delivery of and access to your service?

Group	Yes	No	If yes, please give evidence (Who? When? What were the outcomes)	If no, what consultation do you plan to do and by when?
Racial (inc. culture and nationality)		☐		Difficult to say due to the way the service is offered. The most plausible may be to have leaflets in different languages that explain the service. Nothing planned at present
Religion or belief		☐		The services we provide either do not require it (CCTV) or we are ultimately not the lead provider of the service (Warden Link). In the latter we provide whatever service the client requests, as long as it is realistically achievable.
Gender (inc transvestitism, transgender and Tran sexuality)		☐		As above we would take no account of this. This is partly born out by never having had any complaint of comment suggesting any bias or prejudice. We do have a service specific leaflet for CCTV that draws attention to the corporate 'Feedback' leaflet and our own names and telephone numbers. We have similar information on our Website and on street signage. Other services would be picked up by the over all service provider. Our Independent Inspectors can also draw our attention to any problems that they perceive.

Sexuality (e.g. homosexuality and bisexuality)				As above.
Impairment (e.g. physical and/or mental impairment)				As above.
Age				As above. We also have regular communication with the lead service provider and they would raise issues as they arose.
Geographical location				As we are not a face-to-face service we do not perceive the need to do this.
Any other status (e.g. people with dependants and/or caring responsibilities or people with a criminal record)				We would not consult with offenders for CCTV and Alarm services. Carers are picked up by the lead provider. The security elements are covered by the Data Protection Act, Human Rights Act, The Freedom of Information Act and in the future by the Security Industry Act. All give prescriptive guidance on how to treat individuals and situations and set statutory levels of competence, behaviour and background.

Q.6 Do you train your staff on equality issues?

Yes

✓

No

If you have answered yes: What training is available? Who delivers it? Who receives it?

All staff will eventually attend equality and diversity training via the corporate training programme.

EQUALITIES IMPACT ASSESSMENT QUESTIONNAIRE

SERVICE: Finance	Department: Corporate
Person Responsible for Assessment: David Hall	Date of assessment: 15th March 2004 Local Taxation 4th March 2005 the rest of Finance.

Brief description of service and to whom provided/available:

Debtors, Creditors; Community Grants; General Public Accountancy; Internal Audit; Other Financial Services – Internal Clients mainly
Billing, Collection and Recovery of Council Tax and Business Rates provided to every dwelling and non-domestic premises in the Borough.

Introduction

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This is a generic document that will require interpretation in particular circumstances. If, after reading the guidance, you require further information on how to implement the assessment, please contact David Plews, Policy Advisor (Social Inclusion) on 01325 388023.

Q.1 Is your service accessible to everyone within the community? Bear in mind any economic, social, environmental, physical, intellectual, cultural, linguistic, technological or other barriers.

Issue	Yes	No	If yes, what evidence do you have to demonstrate this?	If no, what do you plan to do to remove barriers to access?
Race (inc. culture and nationality)	✓	X	Every Householder/Business Subject to Council Tax/Rates regardless of Race.	<p>Issues re language. Do we have a problem? We don't know, we need to establish how we do this. Access to Community Grants – Language Line - Training</p> <p>NB:-</p> <ul style="list-style-type: none"> Remember to receive a council tax bill a customer has to either write, telephone or make personal contact. Community Survey scores high Never had a problem Collection top quartile However consideration being given to publicise minicom number and translations service, also to provide a bill in a persons own language upon request
Religion or belief	✓	X	Every householder/business subject to council tax/rates regardless of religion or belief.	<p>As above</p> <p>NB</p> <ul style="list-style-type: none"> Debt arrangements are on a sliding scale or subject to individual circumstances.
Gender (inc. transvestitism, transgender and transsexuality)	✓	x	Every householder/business subject to council tax/rates regardless of gender.	<p>Training issues on cultural awareness – for front-line staff</p>

Sexuality (inc. homosexuality and bisexuality)	✓	x	Every householder/business subject to council tax/rates regardless of sexuality.	Training issues on cultural awareness – for front-line staff
Impairment (inc. physical and/or mental impairments)	x ✓	x ✓	Every householder/business subject to council tax/rates regardless of impairment.	OK with physical impairment e.g. access to offices, mental impairment needs further investigation as to how to move forward – AD accounting Service to progress in 2005/06 Access to enquiry counter is poor for those in wheelchairs in particular (and parents with pushchairs). New facility so no change planned until contact centre.
Age	✓	X	Every householder/business subject to council tax/rates regardless of age – under 18's exempt from council tax.	Age issues to be taken care of in dealing with the above NB <ul style="list-style-type: none"> • Would enlarge bills upon request – though need to advertise this in small print
Geographical location	✓		Every householder/business subject to council tax/rates regardless of location – payment facilities through all post offices as well as non-location based (eg. Direct Debit)	<ul style="list-style-type: none"> • Girobanking introduced to allow people to pay their taxes, rates locally.
Any other equality issue (e.g. people with dependants and/or caring responsibilities or people with a criminal record)			Itinerant travellers do not pay Council Tax, those on permanent sites do as do those who occupy dwellings in the borough. No evidence from our records to suggest problems exist causing non-payment.	

Q.2 (a) For whatever reason, does your service treat any group differently from its other service users?

Yes

X
✓

No

(a) If you have answered 'yes', please specify those individuals or groups affected and whether the impact has the potential to be adverse.

1. Non-bank account holders – open cheques
2. Access for services for disabled not adequate
3. Grants Access for minority groups needs improving
4. Billing formats are statutory with flexibility to personalise. They are now non discriminatory.

(b) What needs to be done to prevent any potentially adverse impact?

Customer Services Centre will take care of no. 2

Publicity to address no. 3

Q.3 (a) Do you promote equality within your service? (e.g. through departmental equalities group, innovative marketing or community engagement techniques)

Yes
No

✓/x

If you have answered 'yes', please give examples of how equality is promoted.

Head of Performance and Development is a member of the Inclusion Implementation Group
Service represented on departmental equal opportunities/mainstreaming group.
DVD being produced – Information for All which is targeted at customers and potential customers of those whose first language is not spoken English
Girobanking initiative had full public and Member consultation

Service represented on departmental equal opportunities/mainstreaming group.

Plus

- Articles in every edition of departmental newsletter to support the equalities agenda
- Service Plan Posters contain Equality and Diversity Objectives.

Q.4 Are there any plans in place within your Service to promote equality more effectively?

Yes
No

X/✓

If yes, please outline what you intend to do (including details, if known, of timescales and areas to be covered, etc.)

- Community Grants – new procedures to be promoted through leaflets/Town Crier in 2005/06 targeting minority groups
- Corporate Equalities Plan and Review to underpin and move forward the Council's Equalities Agenda
- Training for those members of staff who operate the helpline and helpdesk.
- Consultation see Q5.

Q.5 In the past three years, have you consulted with any of the following groups regarding the delivery of and access to your service?

Group	Yes	No	If yes, please give evidence (Who? When? What were the outcomes)	If no, what consultation do you plan to do and by when?
Racial (inc. culture and nationality)	x ✓		Internal client survey New consultation card for completion by ethnic minority customers.	
Religion or belief	x	✓	All groups - the budget	<ul style="list-style-type: none"> • Not an issue.

Gender (inc transvestitism, transgender and transsexuality)	x	✓	All groups - the budget	Need to establish if minority groups receive their fair share of funding None <ul style="list-style-type: none"> • Not an issue.
Sexuality (e.g. homosexuality and bisexuality)	x	✓	All groups - the budget	Need to establish if minority groups receive their fair share of funding None <ul style="list-style-type: none"> • Not an issue.
Impairment (e.g. physical and/or mental impairment)	x	✓	All groups - the budget	Need to establish if minority groups receive their fair share of funding None <ul style="list-style-type: none"> • Not an issue.
Age	x	✓	All groups - the budget	Need to establish if minority groups receive their fair share of funding None <ul style="list-style-type: none"> • Not an issue.
Geographical location	X ✓		All groups - the budget	Need to establish if minority groups receive their fair share of funding <ul style="list-style-type: none"> • Girobanking initiative.
Any other status (e.g. people with dependants and/or caring responsibilities or people with a criminal record)				

Q.6 Do you train your staff on equality issues?

Yes
No

X/✓

If you have answered yes: What training is available? Who delivers it? Who receives it?

Corporate Training courses though patchy attendance – key action required to have this addressed in 2005/06

Induction training

Corporate Policy on Equality

Staff have the opportunity to attend equality and diversity courses provided under the Corporate Training Programme, though for all Call Centre and Customer Service Centre staff, training will be compulsory

If you have answered no, what are your plans to deliver training in the future?

Cultural issues, awareness training to be implemented in 2005/06

Equalities Impact Assessment Questionnaire

SERVICE: Legal and Administration (inc the Register Office)	Department: Corporate Services
Persons Responsible for Assessment: Neil Cookson	Date of assessment: 25th February and 4th March

Brief description of service and to whom provided/available: Legal (blue as described below); CCTV (green) and the Register Office (Red)

Legal: Mainly to internal sections and departments of the Council, but also engage with the public and others in relation to Prosecutions, Civil actions, Enforcement, Child Care, Agreements and Complaints.

Democratic: Agendas, Elections; Management of Meetings.

Customer Services: Telephone calls and Customer Facing.

CCTV - services to several areas of Darlington, GNER @ Bank Top Station & Wear Valley DC. Alarm monitoring services to public and private organizations, incl. Darlington BC. Response to calls from D.B.C.'s Housing Warden Call operation. Out of hours emergency help point service for PCT. Response to calls from car park help points. Provision of a secure DX postal service. Provide a 24 hour emergency planning response facility, includes initial kick off of Emergency Planning Room, central communication point for emergency staff. 24-hour link and forwarding facility for emergency weather warnings, flood warnings and any other identified hazards or threats to public safety.

None of the services require or have face-to-face communication with the public. Several have telephone contact with third parties and members of the public. CCTV in particular is universally available to everyone who walks the streets, parks in a car park etc.

Register Office: Taking notices of marriage

To register births, deaths and marriages.

Issue of historic entries

Performing marriage and celebratory services (Commitment Ceremonies, Naming Ceremonies, Renewal of Vows, Funerals)

Citizenship Ceremonies

Service Available to all who require it

Introduction

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Q.1 Is your service accessible to everyone within the community? Bear in mind any economic, social, environmental, physical, intellectual, cultural, linguistic, technological or other barriers.

Issue	Yes	No	If yes, what evidence do you have to demonstrate this?	If no, what do you plan to do to remove barriers to access?
Race (inc. culture and nationality)	✓	x	<p>At point of delivery, all treated alike by all staff, wherever possible</p> <p>Though bound by legislation in certain aspects,</p> <p>Use of:- Language line All literature available in number of languages Citizenship Ceremony - acting as a welcome to our community – we are considered an example of good practice, nationally</p>	<p>Issues around 'service' of documents (prosecutions, enforcement and debts) requiring the need for developing an understanding of good practice – more information/contacts (awareness raising) though the Court Service often supply translation services</p>
			In the context of CCTV	We do occasionally experience language difficulties, however,

			not being a service were we meet our clients, at the point of delivery everyone is treated the same.	services such as language line are of little practical use because of the areas CCTV covers. If someone is being attacked and uses a help point, but speaks no English, you cannot seek an interpreter, you act. The difficulty is that you have no way of personally reassuring them. This could be lessened by having multi language signs at the point of use explaining what happens if you press the button. We did have an Asian lady with poor English on the Warden Link service. The way round that could be to have a multi language leaflet explaining what happens and what to say if they need help, or it is a false alarm etc.
Religion or belief	✓ ✓	x	Where appropriate <u>but</u> civil law precludes some areas As above, apart from warden link (will be covered by Housing Services) we are unlikely to know this information and therefore cannot make any differentiation.	Involvement of women in procedures/agreements (overcoming resistance – different from women’s equalities). Lack of informal consent for a woman from an ethnic minority background to become involved in legal matters. Similar to above. In CCTV we tend to deal with emergencies and that is the wrong time to have to try and explain or decipher something.
Gender (inc. transvestitism, transgender and Tran sexuality)	✓	x	Every Client treated equally regardless of gender Gender Recognition Bill will permit people to have a certificate reflecting current gender - no	Issues around staff awareness – training requirement

	✓		discrimination from Register Office at all	Issues around staff awareness – training requirement
Sexuality (inc. homosexuality and bisexuality)	✓	x	Every Client treated equally regardless of sexuality – Darlington Register Office is 5th in league table for commitment ceremony (same or not same sex couples). Also Hoping to pilot partnership registration soon in advance of legislation	As above
	✓		Rarely if at all have such information. We respond to events.	Not an issue, but ditto above.
Impairment (inc. physical and/or mental impairments)	✓	x	Every Client treated equally regardless of impairment 2 staff completed internal deaf awareness SR currently studying Deaf Awareness and Communication skills Intention to learn Signing Skills Hearing loop system	OK with physical impairment, but mental impairment needs further investigation (i.e. dyslexia, illiteracy).

	✓		<p>installed Leaflets in Braille <u>but</u> office not fully DDA - imminent move will rectify</p> <p>We do have access to this information via warden link and similar services. The staff are trained to secure help from others and we have no comments or complaints to the contrary.</p>	Several staff attended general customer care courses and all staff will go through equal opportunities training, as available.
Age	✓	x	<p>Every Client treated equally regardless of age</p> <p>Absolutely no discrimination, we deal with all age groups equally be it by CCTV or warden link.</p>	<p>Issues with 16 to 18 y olds (below legal majority but wanting to be included)</p> <p>NB Service is available to all other than under 18's where legislation precludes</p> <p>We have no control over who uses our services and when/how. Anyone has access and we respond when that happens.</p>
Geographical location	✓		<p>Location is central, though face to face meetings with the public are rare</p> <p>Register Office is accessible by bus/car</p>	<p>NB Notices taken at clients home where applicable</p> <p>Register Office Staff attend hospital mainly for out of district registrations Legislation allows registration by declaration from people's home area.</p>

	✓		<p>Relocation of Register Office will move the office to a more central location in the Town Centre</p> <p>We are a secure control room and the public does not have right of access as a right.</p>	<p>The majority of our contacts are via the phone or other communication systems. The location and its restricted access do not impede the services we offer or how they are delivered. On request selected groups do visit to see first hand how we operate. For others we publicize as much as possible. We may need to review which groups or individuals cannot receive that information.</p>
Any other equality issue (e.g. people with dependants and/or caring responsibilities or people with a criminal record)	<p>✓</p> <p>✓</p>	X	<p>Undertake Death Bed Weddings</p> <p>As above, the record could be a problem, especially if still current, for some services at least.</p>	<p>Probably a lot of training issues here.</p> <p>In general the above still applies, even in the case of those with a record, except of visits. Via Warden Link relatives have the same access as those they care for.</p>

Q.2 (a) For whatever reason, does your service treat any group differently from its other service users?

Yes

X
✓
✓

No

(a) If you have answered 'yes', please specify those individuals or groups affected and whether the impact has the potential to be adverse.

(a) Mainly speaking at committees – ethnic minorities/old people tend to get more time to speak; committees all meet during the day (not evenings) which may discriminate against carers/working people]

(b) Ensure people have independent advisors – law

Those who have a current criminal record can be treated differently in the context of being asked to monitor them by the police (RIPA applies) or they may not be welcomed into the control room as others may. Other than that most if not all others are treated exactly the same, unless more care, help and attention is required because of some infirmity or problem. In that situation we would not have a problem with giving them more help.

If you have answered 'yes', please specify those individuals or groups affected and whether the impact has the potential to be adverse.

(a) (a) Managing speaking at committees – ethnic minorities and old people tend to get more time to speak; Committees all during the day thus may disadvantage carers; working people.

(b) (b) Ensuring people have independent advisors – law

(c) (c) Only where prohibited by legislation – no impact

(a) (a) Monitor effectively to prevent unfairness to non-minority groups

(b) (b) Nothing can be done outside of legislation change

Q.3 (a) Do you promote equality within your service? (e.g. through departmental equalities group, innovative marketing or community engagement techniques)

Yes

X
✓
✓

No

If you have answered 'yes', please give examples of how equality is promoted.

- (a) CS Gas; staff meetings; external monitoring through Lexcel accreditation body
- (b) Legal land charges user group
- (c) Though should have training from time to time specifically on legal issues affecting minorities e.g. Islamic mortgages; capacity of minors; women and property
- (d) Legal can help with assessments of institutional racism (Pram Nyak's work)
- (e) 2 members of staff and line manager on mainstream training group for the North East Region
- (f) Service represented at two levels on departmental equal opportunities/mainstreaming group
- (g) ALL staff been on Equalities training course
- (h) All leaflets available in other languages and Braille
- (i) All team meeting agendas and PDR's include Equality Issues
- (j) Hearing loop
- (k) Superintendent Registrar learning to sign
- (l) All staff are being put forward for equal opportunities training, several have already attended. The CCTV Co-Coordinator sits on the departmental equal opportunities group. The procedures in place emphasize that we treat everyone with the same degree of respect.

Q.4 Are there any plans in place within your Service to promote equality more effectively?

x	Yes to HR on Equality Issues - continuing
✓	Nothing specific but always aware of opportunities e.g.. partnership registration
	Nothing specific, we do look for any/every opportunity to promote it.

If yes, please outline what you intend to do (including details, if known, of timescales and areas to be covered, etc.)

Speak to new Legal Services Manager (only recently appointed – Luke Swinhoe)

Q.5 In the past three years, have you consulted with any of the following groups regarding the delivery of and access to your service?

Group	Yes	No	If yes, please give evidence (Who? When? What were the outcomes)	If no, what consultation do you plan to do and by when?
Racial (inc. culture and nationality)		<p>X</p> <p>✓</p> <p>✓</p>		<p>Difficult to say for Legal Services. For Admin/Elections it would be useful to consult representative groups in the Borough re committee attendance/register of electors and conduct of the election</p> <p>Citizen Ceremony – improves communication with clients</p> <p>We ask all users how we can improve our services in our Customer Charter</p> <p>Difficult to say due to the way the service is offered. The most plausible may be to have leaflets in different languages that explain the service. Nothing planned at present</p>
Religion or belief	<p>✓</p>	<p>X</p> <p>✓</p>	<p>Seminars with Church groups and couples wanting to be married</p>	<p>NB We ask all users how we can improve our services in our Customer Charter</p> <p>The services we provide either do not require it (CCTV) or we are ultimately not the lead provider of the service (Warden Link). In the latter we provide whatever service the client requests, as long as it is realistically achievable.</p>
Gender (inc transvestitism , transgender and Tran sexuality)		<p>X</p> <p>✓</p>	<p>No enquiries as yet - when legislation changes, appropriate guidance will be offered</p>	<p>NB No enquiries as yet - when legislation changes, appropriate guidance will be offered</p> <p>We ask all users how we can improve our services in our Customer Charter</p>

		✓		As above we would take no account of this. This is partly born out by never having had any complaint of comment suggesting any bias or prejudice. We do have a service specific leaflet for CCTV that draws attention to the corporate 'Feedback' leaflet and our own names and telephone numbers. We have similar information on our Website and on street signage. Other services would be picked up by the over all service provider. Our Independent Inspectors can also draw our attention to any problems that they perceive.
Sexuality (e.g. homosexuality and bisexuality)	✓	X	Commitment Ceremony promoted in Darlington in the top 5 in England and Wales	NB We ask all users how we can improve our services in our Customer Charter As above.

Q.6 Do you train your staff on equality issues?

Yes

X
✓
✓

No

If you have answered yes: What training is available? Who delivers it? Who receives it?

Induction courses

Updates at staff meetings; human rights training courses provided e.g. on discrimination or employment issues

Principal Solicitors often provide training throughout the department

All staff have had equality and diversity training through Darlington Borough Council's Corporate Training Programme

Gay awareness course to be held soon

Deaf awareness

Signing

All staff will eventually attend equality and diversity training via the corporate training programme.

Equalities Impact Assessment Questionnaire

SERVICE: ICT Services	Department: Corporate Services
Person Responsible for Assessment: Ken Walker	Date of assessment: 4th March 2005

Brief description of service and to whom provided/available:

ICT Services, Design and Print Service → Primarily Internal Customers, Customer Services → in the process of being created → customers primarily external though front of office contact for some Council Services

Introduction

All of the Council's services have been prioritised with regard to their potential impact on the promotion of equalities. Each service has been given an 'impact rating' of high, medium or low priority and this has been used to draw up a three year programme during which formal impact assessments will be conducted (those with a 'high' rating falling into the first year and so on).

The impact assessment looks at how a service is provided and how it promotes, monitors and consults in respect of equalities. Completion of the impact assessment will help us determine the extent to which services meet the requirements of the Equality Standard for Local Government, the Race Relations (Amendment) Act 2000 and the Disability Discrimination Act 1995.

The attached questionnaire provides a structure for undertaking the impact assessment. Local information and examples should be provided wherever possible.

Q.1 Is your service accessible to everyone within the community? Bear in mind any economic, social, environmental, physical, intellectual, cultural, linguistic, technological or other barriers.

Issue	Yes	No	If yes, what evidence do you have to demonstrate this?	If no, what do you plan to do to remove barriers to access?
Race (inc. culture and nationality)		✓		<ul style="list-style-type: none"> · Improve multi-lingual website capabilities, greater provision of documents/literature in different languages via Customer Service Centre ordering scheme · Greater promotion of services available from Print and Design section in terms of printed material in other languages, Braille, large font etc. · Development of more concise information panel for Council literature offering material in alternative formats/ languages (existing information panel quite lengthy & cumbersome) · Improved use of Language Line · Web conferencing facilities and partnership with R.E.C. around translation services · Pictorial signage in Customer Service Centre · Plain English campaign, may utilise Crystal Mark – to be assessed (resource implication)
Religion or belief		✓		<ul style="list-style-type: none"> · Uniforms for front of house staff · Consider the need for understanding prayer times in considering home visits – training implications · Service provision and staffing during religious festivals – use of a calendar that describes religious holidays and festivals
Gender (inc. transvestitism, transgender and Tran sexuality)	✓	✓	Though HR Policies cover sensitive issues	<ul style="list-style-type: none"> · Provision of private interview facilities if required, toilet facilities in the Customer Service Centre · Training and awareness raising required

Sexuality (inc. homosexuality and bisexuality)	✓	✓	As above	As above
Impairment (inc. physical and/or mental impairments)		✓	Yes theoretically but more can be done → Kiosks – touch screen + joypads rather than keyboards	<ul style="list-style-type: none"> · Address any access problems to Customer Service Centre · Use of pictorial/Plain English signage rather than text in the Customer Service Centre · Accessibility for those with mental, sensory and physical impairment should be a core principle of the Customer Services Centre · Training and awareness raising required
Age		✓		<ul style="list-style-type: none"> · Digital divide – older people to be encouraged to take up web services – marketing and awareness raising campaigns of what is available and where it can be accessed
Geographical location		✓		<ul style="list-style-type: none"> · Some points of contact will be closed so need to ensure there is still adequate provision via other channels e.g. the Web, SMS, Video conferencing and Mobile Library
Any other equality issue (e.g. people with dependants and/or caring responsibilities or people with a criminal record)		✓	Good practice planned re extending the Customer Service Centre opening hours to 8 a.m. until 6 p.m. from the current 8 till 5	<ul style="list-style-type: none"> · Ensure that CRM system and front office procedures can handle enquiries and requests for service from people without a permanent address

Q.2 (a) For whatever reason, does your service treat any group differently from its other service users?

Yes
No

Not sure
Not sure

(a) If you have answered 'yes', please specify those individuals or groups affected and whether the impact has the potential to be adverse.

Though some positive differential treatment e.g. special facilities; e.g. Language Line/BSL

(b) What needs to be done to prevent any potentially adverse impact?

Not sure we know whether our customers are representative of the population and we are not therefore sure whether this could cause any suffering or adverse effects.

Action Points : Beneficial to gather some equality information generally from our customers so that we can investigate and test for any adverse impact.

Q.3 (a) Do you promote equality within your service? (e.g. through departmental equalities group, innovative marketing or community engagement techniques)

Yes
No

✓

If you have answered 'yes', please give examples of how equality is promoted.

- UK Online centres – PC access in the community for all to access information
- CS Gas – article in each edition raising equality awareness
- Web project team – RNIB accreditation, links with R. E .C.
- Representation on the departmental equalities group
- Some different languages used on the website and the Community Strategy Action Plan commits us to developing community language mini-sites by the end of March 2005. Progress is underway on development for implementation in 2005/06.

Q.4 Are there any plans in place within your Service to promote equality more effectively?

YES

Via: Service Plans, Customer Services Strategy, IEG Statement, CS Gas, Youth area on the website and training.

No

If yes, please outline what you intend to do (including details, if known, of timescales and areas to be covered, etc.)

- Training programme : cultural awareness, race equality, equality and diversity.
- Customer Services' Strategy will include a communication plan that will outline how we tackle equality.
- Work towards achieving service plan targets.
- IEG work – promoting wider, equal access through the exploitation of new technology/channels.
- Continued development of youth specific services on the website.

Q.5 In the past three years, have you consulted with any of the following groups regarding the delivery of and access to your service?

Group	Yes	No	If yes, please give evidence (Who? When? What were the outcomes)	If no, what consultation do you plan to do and by when?
Racial (inc. culture and nationality)		✓		Access to services work needs to do some public consultation ahead of the implementation of the call centre and customer service centre to gauge views of representatives of the population. Neighbourhood forums; Education (Ruth Bernstein) a possibility; Libraries; Community Partnerships; DAD and using the Policy Unit for advice.
Religion or belief		✓		Access to services work needs to do some public consultation ahead of the implementation of the call centre and customer service centre to gauge views of representatives of the population. Neighbourhood forums; Education (Ruth Bernstein) a possibility; Libraries; Community Partnerships; DAD and using the Policy Unit for advice.
Gender (inc transvestitism, transgender and Tran sexuality)		✓		Access to services work needs to do some public consultation ahead of the implementation of the call centre and customer service centre to gauge views of representatives of the population. Neighbourhood forums; Education (Ruth Bernstein) a possibility; Libraries; Community Partnerships; DAD and using the Policy Unit for advice.
Sexuality (e.g. homosexuality and bisexuality)		✓		Access to services work needs to do some public consultation ahead of the implementation of the call centre and customer service centre to gauge views of representatives of the population. Gay Advice Darlington to be contacted to offer specific advice – contact point is Barry Birch (01325) 252522 Neighbourhood forums; Education (Ruth Bernstein) a possibility; Libraries; Community Partnerships; DAD and using the Policy Unit for advice.
Impairment (e.g. physical and/or mental)	✓		R.N.I.B accreditation for the	But we need more - Access to services work needs to do some public consultation ahead of the implementation of the call centre and customer

impairment)			Website in 2004/05 for those with sensory impairment	service centre to gauge views of representatives of the population. Neighbourhood forums; Education (Ruth Bernstein) a possibility; Libraries; Community Partnerships; DAD and using the Policy Unit for advice.
Age	✓		G.O.L.D. consultation and consultation with the Youth Service was, and is, ongoing through the development of the website	But we need more - Access to services work needs to do some public consultation ahead of the implementation of the call centre and customer service centre to gauge views of representatives of the population. Neighbourhood forums; Education (Ruth Bernstein) a possibility; Libraries; Community Partnerships; DAD and using the Policy Unit for advice. Focus groups – with young/older population
Geographical location	✓		Investigated through the Access to Services BVR	But we need more - Access to services work needs to do some public consultation ahead of the implementation of the call centre and customer service centre to gauge views of representatives of the population. Neighbourhood forums; Education (Ruth Bernstein) a possibility; Libraries; Community Partnerships; DAD and using the Policy Unit for advice.
Any other status (e.g. people with dependants and/or caring responsibilities or people with a criminal record)		✓		Consultation with: A) Carers B) Refugees & Asylum Seekers C) Gypsies and Travellers D) Looked After Children Important to connect with key social inclusion strategy groups re: CRM developments

Q.6 Do you train your staff on equality issues?

Yes
No

✓

If you have answered yes: What training is available? Who delivers it? Who receives it?

Training available and offered but not always taken up. Diverse training available. May be some more specific areas need to be covered e.g. gay awareness. There will be compulsory equalities training for Customer Services Centre staff who have not already attended such training.

Equalities Impact Assessment Questionnaire

SERVICE: REGISTRATION OF BIRTHS, DEATHS AND MARRIAGES	Department: CORPORATE SERVICES
Person Responsible for Assessment: Linda Todd/Dawn Whitear	Date of assessment: 25th February, 2005

Brief description of service and to whom provided/available:

Taking notices of marriage

To register births, deaths and marriages.

Issue of historic entries

Performing marriage and celebratory services (Commitment Ceremonies, Naming Ceremonies, Renewal of Vows, Funerals)

Citizenship Ceremonies

Service Available to all who require it.

Introduction

All of the Council's services have been prioritised with regard to their potential impact on the promotion of equalities. Each service has been given an 'impact rating' of high, medium or low priority and this has been used to draw up a three year programme during which formal impact assessments will be conducted (those with a 'high' rating falling into the first year and so on).

The impact assessment looks at how a service is provided and how it promotes, monitors and consults in respect of equalities. Completion of the impact assessment will help us determine the extent to which services meet the requirements of the Equality Standard for Local Government, the Race Relations (Amendment) Act 2000 and the Disability Discrimination Act 1995.

The attached questionnaire provides a structure for undertaking the impact assessment. Local information and examples should be provided wherever possible.

This is a generic document that will require interpretation in particular circumstances. If, after reading the guidance, you require further information on how to implement the assessment, please contact David Plews, Policy Advisor (Social Inclusion) on 01325 388023.

Q.1 Is your service accessible to everyone within the community? Bear in mind any economic, social, environmental, physical, intellectual, cultural, linguistic, technological or other barriers.

Issue	Yes	No	If yes, what evidence do you have to demonstrate this?	If no, what do you plan to do to remove barriers to access?
Race (inc. culture and nationality)	✓		At point of delivery, all treated alike by all staff, but bound by legislation in certain aspects	Language line All literature available in number of languages Citizenship Ceremony - acting as a welcome to our community
Religion or belief	✓		Where appropriate <u>but</u> civil law precludes some areas	
Gender (inc. transvestitism, transgender and Tran sexuality)	✓		Every Client treated equally regardless of gender	Gender Recognition Bill will permit people to have a certificate reflecting current gender - no discrimination from Register Office at all
Sexuality (inc. homosexuality and bisexuality)	✓		Every Client treated equally regardless of sexuality – Darlington Register Office is 5th in league table for commitment ceremony (same or not same sex)	Hoping to pilot partnership registration soon in advance of legislation

			couples)	
Impairment (inc. physical and/or mental impairments)	✓		Every Client treated equally regardless of impairment	2 staff completed internal deaf awareness SR currently studying Deaf Awareness and Communication skills Intention to learn Signing Skills Hearing loop system installed Leaflets in Braille <u>but</u> office not fully DDA - imminent move will rectify
Age	✓		Every Client treated equally regardless of age	Service is available to all other than under 18's where legislation precludes
Geographical location	✓		Register Office is accessible by bus/car Relocation of Register Office will move the office to a more central location in the Town Centre	Notices taken at clients home where applicable Register Office Staff attend hospital mainly for out of district registrations Legislation allows registration by declaration from people's home area
Any other equality issue (e.g. people with dependants and/or caring responsibilities or people with a criminal record)	✓		Undertake Death Bed Weddings	

Q.2 (a) For whatever reason, does your service treat any group differently from its other service users?

Yes

✓

No

If you have answered 'yes', please specify those individuals or groups affected and whether the impact has the potential to be adverse.

Only where prohibited by legislation – no impact

(b) What needs to be done to prevent any potentially adverse impact?

Nothing can be done outside of legislation change

Q.3 (a) Do you promote equality within your service? (e.g. through departmental equalities group, innovative marketing or community engagement techniques)

Yes
No

✓

If you have answered 'yes', please give examples of how equality is promoted.

2 members of staff and line manager on mainstream training group for the North East Region
Service represented at two levels on departmental equal opportunities/mainstreaming group
ALL staff been on training course
All leaflets available in other languages and Braille
All team meeting agendas and PDR's include Equality Issues
Hearing loop
Superintendent Registrar learning to sign

Q.4 Are there any plans in place within your Service to promote equality more effectively?

Nothing specific but always aware of opportunities e.g.. partnership registration
If yes, please outline what you intend to do (including details, if known, of timescales and areas to be covered, etc.)

Q.5 In the past three years, have you consulted with any of the following groups regarding the delivery of and access to your service?

Group	Yes	No	If yes, please give evidence (Who? When? What were the outcomes)	If no, what consultation do you plan to do and by when?
Racial (inc. culture and nationality)		✓		Citizen Ceremony – improves communication with clients We ask all users how we can improve our services in our Customer Charter
Religion or belief	✓		Seminars with Church groups and couples wanting to be married	We ask all users how we can improve our services in our Customer Charter
Gender (inc transvestitism, transgender and Tran sexuality)		✓	No enquiries as yet - when legislation changes, appropriate guidance will be offered	No enquiries as yet - when legislation changes, appropriate guidance will be offered We ask all users how we can improve our services in our Customer Charter
Sexuality (e.g. homosexuality and bisexuality)	✓		Commitment Ceremony promoted in Darlington in the top 5 in England and Wales	We ask all users how we can improve our services in our Customer Charter
Impairment (e.g. physical and/or mental impairment)	✓		Hard of hearing/deaf Blind Darlington	We ask all users how we can improve our services in our Customer Charter

			Association on Disability in respect of Access arrangements and DDA)	
Age	✓		All	We ask all users how we can improve our services in our Customer Charter
Geographical location	✓		Customer Satisfaction Survey	We ask all users how we can improve our services in our Customer Charter
Any other status (e.g. people with dependants and/or caring responsibilities or people with a criminal record)			Hospital regarding registration of births and still births	

Q.6 Do you train your staff on equality issues?

Yes

✓

No

If you have answered yes: What training is available? Who delivers it? Who receives it?

All staff have had equality and diversity training through Darlington Borough Council's Corporate Training Programme
Gay awareness course to be held soon
deaf awareness
signing

Equalities Impact Assessment Questionnaire

SERVICE: Human Resource Management	Department: Corporate Services
Person Responsible for Assessment: Maggie Swinden	Date of assessment: 4th March 2005

Brief description of service and to whom provided/available:

- ❖ Recruitment and Selection
- ❖ Workforce and Organisational Development
- ❖ HR Policy and Strategy
- ❖ Departmental HR Services
- ❖ Health and Safety
- ❖ Payroll Services

Introduction

All of the Council's services have been prioritised with regard to their potential impact on the promotion of equalities. Each service has been given an 'impact rating' of high, medium or low priority and this has been used to draw up a three year programme during which formal impact assessments will be conducted (those with a 'high' rating falling into the first year and so on).

The impact assessment looks at how a service is provided and how it promotes, monitors and consults in respect of equalities. Completion of the impact assessment will help us determine the extent to which services meet the requirements of the Equality Standard for Local Government, the Race Relations (Amendment) Act 2000 and the Disability Discrimination Act 1995.

The attached questionnaire provides a structure for undertaking the impact assessment. Local information and examples should be provided wherever possible.

This is a generic document that will require interpretation in particular circumstances. If, after reading the guidance, you require further information on how to implement the assessment, please contact David Plews, Policy Advisor (Social Inclusion) on 01325 388023.

Q.1 Is your service accessible to everyone within the community? Bear in mind any economic, social, environmental, physical, intellectual, cultural, linguistic, technological or other barriers.

Issue	Yes	No	If yes, what evidence do you have to demonstrate this?	If no, what do you plan to do to remove barriers to access?
Race (inc. culture and nationality)	✓		<p>Race Equality Scheme (RES)</p> <p>Race Equality Policy (REP)</p> <p>Bullying and Harassment Policy (B/HP)</p> <p>Equal Opportunities Policy (EOP)</p> <p>Recruitment and Selection Policy (RSP)</p> <p>Human Resource Policies</p> <p>Recruitment and Selection Website (all jobs advertised)</p> <p>Attendance at Recruitment Fairs (NB event for Sikhs)</p> <p>Posts advertised on Jobs board – Town Hall reception</p> <p>Positive Action Plan (gives measures Council will take to encourage applications from people from and retain employees from ethnic minorities) - Attached</p> <p>Best Value Performance Indicators BVPIs 11b (% of top 5% from black and minority ethnic communities –achieved); BVPI 17a (% of employees from a BME community – came in very slightly under target) – Results</p>	<p>We are looking at producing a shortened, more straightforward application forms in plain English so it will be easier to understand for those with English as a second language and people with a learning disability</p> <p>NB: All employees need a basic understanding of English to be able to follow instructions and to understand requirements in terms of health and safety etc.</p> <p>Positive action plan</p>

			Attached) Monitor HR policies/training in terms of this	
Religion or belief	✓		B/HP EOP RSP HRM note re Religious Belief – Attached	
Gender (inc. transvestitism, transgender and Transsexuality)	✓		HR – All services cover this B/HP EOP RSP BVPI 11a (the top 5% of earners who are women – exceeded target) Monitor HR policies/training/applications for employment in this area	
Sexuality (inc. homosexuality and bisexuality)	✓		B/HP EOP RSP HRM note re sexual orientation- Attached	
Impairment (inc. physical and/or mental	✓		EOP	

<p>impairments)</p>		<p>B/HP</p> <p>RSP</p> <p>Liaison with various groups that promote employment opportunities for people with disabilities (e.g. Advance Employment, Action for the Blind')</p> <p>Hold the 'Two ticks symbol"</p> <p>Positive Action Plan (gives measures Council will take to encourage applications from people and retain employees with disabilities) – Attached</p> <p>Monitor HR policies in this area</p> <p>BVPI 16a % of employees declaring they meet the Disability Discrimination Act definition (exceeded target)</p> <p>Recruitment and Selection Website (all jobs advertised)</p>	<p>Provide work placements/tasters so that clients can try out different types of work and see what they enjoy. Use their comments/input to improve services in terms of adjustments to recruitment and selection procedures</p> <p>Examples of reasonable adjustments:- practical interviews, people with learning disabilities can be accompanied at interviews, special chair provided for people with back problems, people redeployed to other posts if no longer able to undertake current posts etc.</p>
<p>Age</p>	<p>✓</p>	<p>EOP</p> <p>AH/B</p> <p>RSP</p> <p>Monitor R&S in this area in terms of age of applicants, those shortlisted and appointed</p> <p>Participation on the Employers'</p>	

		<p>Organisation's (EOs) National Graduate Development Programme - provide work placements for graduates with capacity to become senior managers in local government</p> <p>Participation in the EO's Young Persons Initiative – links to website promoting local government employment for young people.</p> <p>Attendance at GOLD jobsfair (Growing Older in Darlington)</p>	
Geographical location	✓	<p>Relocation offered in some cases where person moves into Darlington to fill shortage post. Can offer help with certain expenses if work location within Darlington changes</p>	
Any other equality issue (e.g. people with dependants and/or caring responsibilities or people with a criminal record)	✓	<p>Application form - have to ask disclosures but have a 'Recruitment of Ex-Offenders Policy' (attached) stating that Council does not necessarily see a criminal record as a bar to employment</p> <p>Flexible Working sheme available for employees with children under the age of 6 (or 18 if the child has a disability) (attached)</p> <p>Council has a work place nursery</p> <p>Provide work placements for the Council's</p>	<p>Employees can request changes to working patterns and work location to help accommodate domestic responsibilities.</p> <p>NB:</p> <ul style="list-style-type: none"> do a number of recruitment fairs across Darlington that all are free to

			<p>'Looked after Children' in role as corporate parent so they can gain experience of the world of work</p>	<p>access</p> <ul style="list-style-type: none">• do phased returns to work to help re-integrate employees into workplace after lengthy absences• Time off for Dependents and Urgent Domestic Leave Policy would extend to carers
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Q.2 (a) For whatever reason, does your service treat any group differently from its other service users?

Yes

No

If you have answered 'yes', please specify those individuals or groups affected and whether the impact has the potential to be adverse.

Make adjustments to the recruitment and selection process for People with disabilities – e.g. allow them to be accompanied to interviews/practical interviews/interpreters etc – positive action

(b) What needs to be done to prevent any potentially adverse impact?

N/A

Q.3 (a) Do you promote equality within your service? (e.g. through departmental equalities group, innovative marketing or community engagement techniques)

Yes

No

If you have answered 'yes', please give examples of how equality is promoted.

- Policies : EO, RE, H/B, RSP, flexible working
- Positive action plan – to encourage recruitment and retention of people from ethnic minorities/people with a disability
- Reasonable adjustments – for those people with a disability application forms available in large type/Braille/on tape, make adjustments to selection process where necessary (e.g. practical interviews, companion to support at interview), suitable chairs for those with back problems, adjustments to post to avoid areas that can no longer be done due to disability/redeployment to other suitable post)
- Monitoring in terms of job applicants and application of HR policies on employees to ensure no detriment
- Attend recruitment fairs aimed at young and old people and people from ethnic minorities to promote employment with the Council
- Training for managers on equality and race issues, disability awareness etc
- Training for managers on application of HR policies e.g. anti harassment and bullying
- Articles in 'The Flyer' to make employees aware of their responsibilities in terms if equality
- Papers to CMT/JCC/Cabinet etc to make them aware of equalities issues/legislation
- Work with Race Equality Council/Darlington Association for Disability (DAD)/Action for the Blind/Advance employment on Council's HR policies and procedures
- Equality work group to look at equalities HR policies
- Two Tick disability symbol holder to demonstrate role as an equal opportunities employer for people with disabilities, reasonable adjustments etc Applications in large print; Braille etc.
- Training EO and RE
- Recruitment and Selection training for managers covers equality issues/legislation
- On line application form available – easier to complete for those gaining assistance from another person
- Job application forms available in large print, braille etc
- Clear recruitment and selection policy/procedures/documentation etc to ensure equal opps

Q.4 Are there any plans in place within your Service to promote equality more effectively?

Yes
No

✓

If yes, please outline **what you intend to do (including details, if known, of timescales and areas to be covered, etc?)**

- Application form in plain English for people with learning needs and those with English as a second language
- BVPIs on equality issues – meet more challenging targets each year
- Achieving Level 3 of the Equality Standard for Local Government
- Plans for another/reviewed positive action plan with the publication of a new Corporate Equalities Review and Plan in Sept/Oct?

Q.5 In the past three years, have you consulted with any of the following groups regarding the delivery of and access to your service?

All employees – customer service questionnaire

- employee survey
- Were the consultations recent? Were there any outcomes? December 2004, updating the OD strategy in line with comments on communications etc

Group	Yes	No	If yes, please give evidence (Who? When? What were the outcomes)	If no, what consultation do you plan to do and by when?
Racial (inc. culture and nationality)	✓		Race Equality Council (on HR equality policies)	

Religion or belief		✓		Positive Action Plan – contact relevant groups (see plan attached)
Gender (inc transvestitism, transgender and Tran sexuality)		✓		
Sexuality (e.g. homosexuality and bisexuality)		✓		
Impairment (e.g. physical and/or mental impairment)	✓		Advance Employment Action for the Blind Remploy (organisations promoting employment opportunities for people with disabilities)	
Age	✓		Growing Older in Darlington Darlington and District Age Concern (on HR practices/Equality	

			polices re age)	
Geographical location		✓		
Any other status (e.g. people with dependants and/or caring responsibilities or people with a criminal record)		✓		

Q.6 Do you train your staff on equality issues?

Yes

✓

No

If you have answered yes: What training is available? Who delivers it? Who receives it?

EO Training (for all staff)

Deaf Awareness (for all staff – but compulsory for front line staff in former Social Services Dept)

Race Equality Training (for all staff)

Disability Awareness Training (for all staff)

Recruitment and Selection Training (for all managers involved in R&S process)

EQUALITIES IMPACT ASSESSMENT QUESTIONNAIRE

SERVICE: Building Services	Department: Community Services
Person Responsible for Assessment: Malcolm Harding	Date of assessment: December 2004

Brief description of service and to whom provided/available:

Building Services covers the following areas;

- 1) Housing maintenance both reactive and planned
- 2) Schools maintenance, new build extensions and refurbishment
- 3) Public buildings
- 4) Civil engineering and highways maintenance
- 5) Street lighting
- 6) Asbestos surveying and removal
- 7) Speculative contracts for external clients

The main customers of building services are external organisations and other departments within the Council. However the staff do access tenants homes to carry out repairs.

Introduction

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The impact assessment looks at how a service is provided and how it promotes, monitors and consults in respect of equalities. Completion of the impact assessment will help us determine the extent to which services meet the requirements of the Equality Standard for Local Government, the Race Relations (Amendment) Act 2000 and the Disability Discrimination Act 1995.

The attached questionnaire provides a structure for undertaking the impact assessment. Local information and examples should be provided wherever possible.

This is a generic document that will require interpretation in particular circumstances. If, after reading the guidance, you require further information on how to implement the assessment, please contact David Plews, Policy Advisor (Social Inclusion) on 01325 388023.

Q.1 Is your service accessible to everyone within the community? Bear in mind any economic, social, environmental, physical, intellectual, cultural, linguistic, technological or other barriers.

Issue	Yes	No	If yes, what evidence do you have to demonstrate this?	If no, what do you plan to do to remove barriers to access?
Race (inc. culture and nationality)	X		The service is not accessible to everyone. The main customer is housing services, who commission Building Services to undertake repairs in council houses. Work specifications are set by Housing Services, who work closely with partner organisations.	Council tenants are treated the same. Need to raise awareness of cultural requirements. The service has an identified need for staff training on social etiquette for different BME groups. This will be pursued corporately.
Religion or belief	X		As above.	As above.
Gender (inc. transvestitism, transgender and Tran sexuality)	X		As above.	Raise awareness of the size of the issue in Darlington by promoting the Social Inclusion Strategy within the service area and promoting the corporate staff training that is available on diversity.
Sexuality (inc. homosexuality and bisexuality)	X		As above.	Raise awareness of the size of the issue in Darlington as described above.

Impairment (inc. physical and/or mental impairments)	X		<p>Building services install grab rails, flat floor showers, ramped access and other adjustments for people with impairments.</p> <p>Building Services install drop kerbs and tactile pavements as requested by Development and Environment.</p> <p>Provide additional training for operatives in disability and cultural awareness.</p> <p>When highways improvements take place consideration is given to ensure there is enough space for wheelchairs, disabled, pushchairs etc.</p> <p>Work specifications are set by Housing Services who work closely with partner organisations including DAD. Housing Services will also promote their services to the Social Inclusion Strategy property groups.</p>	
Age	X		Allowance made for special appointments to facilitate child care/carers etc.	
Geographical location	X		Tenants can report housing repairs via the free telephone line that has extended opening hours. Alternatively there is an emergency out of hours service. This service is provided by Housing Services.	
Any other equality issue (e.g. people with dependants and/or caring responsibilities or people with a criminal record)	X		<p>Tenants are able to report problems via the free phone telephone number or alternatively by dropping into the local neighbourhood house. This service is provided by Housing Services.</p> <p>Consideration given to pedestrians /disabled/ pushchairs etc when carrying out highway repairs, i.e. change route, plated trenches etc.</p>	

Q.2 (a) For whatever reason, does your service treat any group differently from its other service users?

Yes
No

X

If you have answered 'yes', please specify those individuals or groups affected and whether the impact has the potential to be adverse.

The clients of Building Services are external organisations and other departments / service areas within Darlington Borough Council. The service does have direct contact with the public and gains access to council tenants' homes to carry out repairs. Building Services staff take time to discuss adaptations to tenants homes with the tenants, explaining what will be involved and how long the work will take. A representative from housing would normally arrange to be present to explain the work to tenants ie asylum seekers being an example. Also provide flexible out of hours appointments for people with special requirements.

(b) What needs to be done to prevent any potentially adverse impact?

If you answered 'yes', please specify those individuals or groups affected and whether the impact has the potential to be adverse.

The clients of Building Services are external organisations and other departments / service areas within Darlington Borough Council. The service does have direct contact with the public and gains access to council tenants' homes to carry out repairs. Building Services staff take the time to discuss adaptations to tenants homes with the tenants, explaining what will be involved and how long the work will take place. Building Services would arrange for a representative from Housing Services to attend an appointment if the client had any special requirements that need to be taken into consideration when the work is being explained, for example asylum seekers. The Service provides flexible out of hours appointments for people with special requirements.

Q.3 (a) Do you promote equality within your service? (E.g. through departmental equalities group, innovative marketing or community engagement techniques)

Yes

X

No

If you have answered 'yes', please give examples of how equality is promoted.

Building Services are represented on the Community Services departmental Social Inclusion Group.

The community are engaged in the repairs service through the Repairs Improvement Group. This group is open to council tenants. This group reviews the repairs service and develops ideas for improvement.

Review specifications for house improvement having consideration for the ageing population.

Satisfaction surveys are undertaken with council tenants. This is done via telephone.

Q.4 Are there any plans in place within your Service to promote equality more effectively?

Yes

X

No

If yes, please outline what you intend to do (including details, if known, of timescales and areas to be covered, etc.)

Plans in place to formulate an Adaptive Response Team to ensure that 100% of adaptations are undertaken within 30 days.

Increase awareness of cultural differences with staff (see Q1), this will include promoting the Social Inclusion Strategy also corporately the council will look into providing training on social etiquette.

It is the nature of the repairs problem that determines the level of priority and not the group / person the repair request is from.

Building Services undertake work on behalf of Housing Services. Housing Services records and monitors access to their services.

Q.5 In the past three years, have you consulted with any of the following groups regarding the delivery of and access to your service?

Group	Yes	No	If yes, please give evidence (Who? When? What were the outcomes)	If no, what consultation do you plan to do and by when?
Racial (inc. culture and nationality)	X		A telephone questionnaire is carried out on a weekly basis with council tenants who have received repairs. The tenants are selected randomly and information is gathered on age and ethnic background. If people are unable / don't want to undertake the telephone survey then a questionnaire can be set out in the post. Any tenant can join the Repairs Improvement Group	Need to consider how we can undertake the customer satisfaction survey with people who would want it in an alternative language, have a hearing impairment or do not have a telephone. This could include using minicom and language line or making the questionnaire available via post. Customer Services will need to be involved in this review of the customer satisfaction survey.
Religion or belief	X		As above.	
Gender (inc transvestitism, transgender and Tran sexuality)	X		As above	
Sexuality (e.g. homosexuality and bisexuality)	X		As above	
Impairment (e.g.	X		As above.	

physical and/or mental impairment)				
Age	X		As above.	
Geographical location		X	Only consult with council tenants.	
Any other status (e.g. people with dependants and/or caring responsibilities or people with a criminal record)	X		Involved tenants in customer care training, viewing works in progress etc.	

Q.6 Do you train your staff on equality issues?

Yes

X

No

If you have answered yes: What training is available? Who delivers it? Who receives it?

Equalities Training is delivered by Corporate Human Resources Management.

Customer care training, which includes an element of equality training, is being delivered by an external organisation. It is planned that this customer care training will be given to all staff.

There is an identified need for training on social etiquette to raise awareness of culturally sensitive issues. This will be pursued corporately.

EQUALITIES IMPACT ASSESSMENT QUESTIONNAIRE

SERVICE: Performance Development and Community Partnerships	Department: Community Services
Person Responsible for Assessment: Shân Warren	Date of assessment: December 2004

Brief description of service and to whom provided/available:

To ensure effective performance management systems are in place for the delivery of efficient services and to work in partnership with the community, private and voluntary sector to develop the capacity of communities, encourage active participation in the delivery of services provided by the department

Introduction

All the Council's services have been prioritised with regard to their potential impact on the promotion of equalities. Each service has been given an 'impact rating' of high, medium or low priority and this has been used to draw up a three year programme during which formal impact assessments will be conducted (those with a 'high' rating falling into the first year and so on).

The impact assessment looks at how a service is provided and how it promotes, monitors and consults in respect of equalities. Completion of the impact assessment will help us determine the extent to which services meet the requirements of the Equality Standard for Local Government, the Race Relations (Amendment) Act 2000 and the Disability Discrimination Act 1995.

The attached questionnaire provides a structure for undertaking the impact assessment. Local information and examples should be provided wherever possible.

This is a generic document that will require interpretation in particular circumstances. If, after reading the guidance, you require further information on how to implement the assessment, please contact David Plews, Policy Advisor (Social Inclusion) on 01325 388023.

Q.1 Is your service accessible to everyone within the community? Bear in mind any economic, social, environmental, physical, intellectual, cultural, linguistic, technological or other barriers.

Issue	Yes	No	If yes, what evidence do you have to demonstrate this?	If no, what do you plan to do to remove barriers to access?
Race (inc. culture and nationality)	Y		<p>Community Legal Service leaflets available in different languages, as well as CLS video. CLS survey translated into different languages</p> <p>Community Partnerships are developing Equal Opportunities Policies for Community Partnerships which will ensure members and trustees sign up to Equal Opportunities. Residents associations and Community Partnerships already have an equal opportunities statement within their constitutions.</p> <p>Community Development Workers actively engage with BME groups and welcome their involvement with the Community Partnerships.</p> <p>Community Legal Services, Darlington Communities Newsletter and Hot News are available in different languages and formats on request.</p> <p>Targeted specific groups for Stock Option Appraisal and look at ways of targeting BME groups for inclusion / decision-making.</p> <p>The Northgate Community Partnership have recently produced a newsletter, within which wording in a variety of languages has been included offering to provide copies of the</p>	<p>Need to engage with specific and established groups. For example Chinese Community</p> <p>Community Development Workers will continue to work with BME groups to increase representation on the community partnerships. As a consequence of greater representation from BME groups it is anticipated that input from them will guide future plans to address barriers to inclusion.</p> <p>Need to encourage the Community Partnerships to make their individual newsletter available in different formats / languages upon request. Also need to identify if a different form of communication is required rather than just translating Community Partnership newsletters (i.e. are there any other publications that Community Partnerships could place articles)</p> <p>Community Partnerships will develop local action plans that incorporate awareness for social inclusion (and the barriers that need to be addressed) within all the</p>

		<p>newsletter in other languages/other formats such as audio tape, Braille etc, on request. A recently produced leaflet has been translated into Bengali. Links have been made with the Bangladeshi Welfare Association in the ward and projects/ further involvement is being explored through regular meetings. Links have also been made with the Asha Group, an Asian ladies meeting group. In January 2005 the Northgate Community Partnership are hosting an 'Eid Party' in celebration of the Muslim festival of Eid. The initial idea for and organisation of the event is being led by a local resident from a BME background. It is hoped that through the event further links and involvement with the Asian Community in the ward can be established.</p>	<p>proposed actions.</p> <p>Undertake an audit of members of Community Partnerships to see if they are representative of the wards they cover and to identify any barriers. This could be linked to the yearly review / evaluation of community partnerships.</p>
Religion or belief	X	<p>Linked with above.</p> <p>Faith Groups are encouraged to take part in the Community Partnerships and are strong and active members in many of the Community Partnerships.</p> <p>Community Partnerships are developing Equal Opportunities Policies for Community Partnerships which will ensure members and trustees sign up to Equal Opportunities. Residents associations and Community Partnerships already have an equal opportunities statement within their constitutions.</p>	<p>Central Partnership – St James (High Church) might be seen as discouraging people from other religions/beliefs to join in the regeneration work. Need to engage other faith leaders.</p> <p>Place Community Partnership articles in other publications.</p> <p>Undertake an audit of members of Community Partnerships to see if they are representative of the wards they cover and to identify any barriers.</p>
Gender (inc. transvestitism, transgender and Tran sexuality)	X	<p>Transgender and gay people are involved in the Community Partnerships. Often gender/sexuality issues are private and it is difficult to identify.</p> <p>Community Partnerships are developing Equal Opportunities Policies for Community Partnerships which will ensure members and trustees sign up to Equal Opportunities. Residents associations and</p>	

			Community Partnerships already have an equal opportunities statement within their constitutions.	
Sexuality (inc. homosexuality and bisexuality)	X		<p>CLS have links with GAD.</p> <p>Transgender and gay people are involved in the Community Partnerships. Often gender/sexuality issues are private and it is difficult to identify.</p> <p>Community Partnerships are developing Equal Opportunities Policies for Community Partnerships which will ensure members and trustees sign up to Equal Opportunities. Residents associations and Community Partnerships already have an equal opportunities statement within their constitutions.</p>	CLS could look at doing more work in this area.
Impairment (inc. physical and/or mental impairments)	X		<p>Community Legal Services worked with learning difficulties groups and disability groups. Attended an 'Access your rights' event which was a DAD/DBC (CLS) event.</p> <p>Local Solicitor provides outreach relating to the CLS.</p> <p>CLS work with learning disability groups, Coronary Care Group. Dyslexia institute. 'Information for All' video will include information about the Community Legal Service and the video will have sign language, sub titles and be available in BME languages.</p> <p>Community Partnerships try and ensure venues are safe and accessible. Close attention is given to choosing venues. This also depends on the community facilities available in the neighbourhood. Venues are chosen that are local in order that travel issues are reduced to a minimum. The availability of loop aerial systems is</p>	<p>Community Partnerships to work with local groups to ensure venues are accessible.</p> <p>Community Partnerships to be encouraged to make their newsletter available in different formats.</p>

		<p>also considered.</p> <p>Minutes / agendas for Community Partnership meetings are made available in large print.</p> <p>Talking tapes and large print available of the Neighbourhood Renewal Strategy. Also other documents and leaflets are available in different formats including Braille, large print and audio.</p> <p>Community Partnerships training for volunteers included extra support for people with learning difficulties/dyslexia. This course was provided by Darlington College.</p> <p>Community Partnerships are developing Equal Opportunities Policies for Community Partnerships which will ensure members and trustees sign up to Equal Opportunities. Residents associations and Community Partnerships already have an equal opportunities statement within their constitutions.</p>	
Age	X	<p>Community Partnerships work with parents and Sure Start representatives. A lot of projects emerging from the Community Partnerships are aimed at under 5's/ parents of young children.</p> <p>The views of young people were integral to the community appraisals conducted in 2004 in the 11 most disadvantaged wards in Darlington.</p> <p>Community Partnerships welcome people of all ages and are aware that everyone has value and something to offer, regardless of their age.</p> <p>Community Partnerships are adopting a Child and Vulnerable People Protection Policy. This will</p>	<p>Lack of involvement of the over 85s in the work of the Community Partnerships and residents groups. Barriers could be transport. Need to involve residential homes and sheltered schemes in the Community Partnerships.</p> <p>Further work is underway to ensure that young people are involved with Community Partnerships.</p> <p>Majority of questionnaires for tenants' consultation are completed by older people. Trying to access 30-50 age group is very hard. This is also true for the</p>

			<p>include volunteers having a CRB check if they work on delivering a project that involves young or vulnerable people.</p> <p>Community Partnerships are developing Equal Opportunities Policies for Community Partnerships which will ensure members and trustees sign up to Equal Opportunities. Residents associations and Community Partnerships already have an equal opportunities statement within their constitutions.</p> <p>There is a significant number of older people involved in Community Partnerships. GOLD has representation.</p> <p>Community Legal Service has a GP Surgery advice worker, plus advice home worker for 75+ years.</p> <p>The service works closely with Young People and agencies such as Connexions and the Youth Service.</p> <p>CLS also on Darlington Information Outreach Steering Group and Structured Information Group, works specifically with over 50s to develop information, advice events etc.</p>	<p>Community Partnerships.</p> <p>Potential for the CLS to link more closely to Sure Start.</p>
Geographical location		X	<p>Community Partnerships are geographically based on the most disadvantaged wards. Residents groups are predominantly within the council housing estates.</p> <p>Community legal Service Blitz bus/outreach out to rural areas.</p> <p>Compact at Middleton St George.</p>	<p>Perceptions are a barrier with some residents thinking that some areas get all the money and attention – could do more promotion to overcome this.</p>

<p>Any other equality issue (e.g. people with dependants and/or caring responsibilities or people with a criminal record)</p>		<p><u>Unemployment</u> CLS target unemployed as they can get legal aid. Community Partnerships have a high proportion of unemployed people as active volunteers.</p> <p>Training is available to support residents involvement with the Community Partnerships, this included accredited courses. This could possible initiate a return to full time education, possibly leading to employment.</p> <p><u>Carers</u> CLS young carers work. Network/linked with network.</p> <p>Childcare arrangements are made when requested to ensure that people with dependents can participate with Community Partnerships regardless of their caring responsibilities.</p> <p><u>Gypsies/Travellers</u> Travellers are supported via the Positive Parenting Project at Dodmire Infant and Nursery School. It is anticipated that links will follow with the Community Partnerships once confidence is built and relationships are formed.</p>	<p>We need to 'sell' volunteering more as a way of helping unemployed people gain valuable references, capacity building, new skills, develop social skills and confidence. This could link in with the Community Partnerships are residents groups.</p> <p>Problems of identifying carers</p> <p>Community Development Workers will continue to engage with travellers. The Positive Parenting Project to be used as a model for best practice.</p>
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Q.2 (a) For whatever reason, does your service treat any group differently from its other service users?

Yes
No

X

Community Legal Services target over 75s and provide outreach at GP surgeries.

Community Partnerships are focused on the most disadvantaged wards in Darlington and therefore we do not offer support to residents in all areas in Darlington. Residents groups from the non-priority ward can receive advice and assistance from the CVS. We therefore signpost any requests for assistance to the CVS.

(b) What needs to be done to prevent any potentially adverse impact?

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Q.3 (a) Do you promote equality within your service? (E.g. through departmental equalities group, innovative marketing or community engagement techniques)

Yes

X

No

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If you have answered 'yes', please give examples of how equality is promoted.

Community Partnerships are developing Equal Opportunities policies to be adapted by all community partnerships. The community partnerships and residents groups already have an equal opportunities statement within their constitutions. Also partner organisations are required to have equal opportunities policies through any SLAs.

Consultation for the Neighbourhood Renewal Strategy included innovative consulting with young people via artwork and poetry (this approach was praised by Government Office North East in our beacon Council application). Residents took part in a 'walkabout' whereby they walked around their neighbourhood picking out the good and bad things. There was also a Christmas wish exercise which involved residents writing down how they would want their neighbourhood improved, these were then posted in a 'wishing well' located in an accessible venue.

CLS provides innovative marketing including leaflets available in different languages. Specific information available for over 50s in large font. Work completed with Connexions to provide leaflets / information cards for young people. Radio ads, Town Crier and community newsletter articles, including 4Sight. Video and DVD available in different languages.

The section has representation and takes a lead on the Departmental Social Inclusion Group. The Strategy and Performance manager is the Community Services representative on the Social Inclusion Implementation Group. The Head of Performance Development and Community Partnerships is the representative for Community Services on the Corporate Social Inclusion Group.

Q.4 Are there any plans in place within your Service to promote equality more effectively?

Yes

X

No

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If yes, please outline what you intend to do (including details, if known, of timescales and areas to be covered, etc.)

- Community Development workers are going to target people living in the most disadvantaged super output areas to take more of an active role in the Community Partnerships.
- Increase involvement of young people in the work of the Community Partnerships
- Increase involvement of BME groups in the work of the Community Partnerships
- The section will be establishing a Welfare Rights unit (Apr 05).
- To review the venues that groups meet at so they feel comfortable attending.
- Delivery of the Health extra project
- Each Community Partnership to establish their own newsletter to be delivered in the partnership area, so that residents who are unable to attend meeting are kept informed of progress. Also looking into the possibility of having drop in sessions for residents
- CLS are to be included in a council video 'Information for All' which will explain all the services available to residents in different languages and will also have sign language, this will be completed by the end of March 2005.
- Community Partnerships in Northgate and Central to put on a multi-cultural community event each year as part of the Fair Share work.
- Community Partnerships to work with a consultant employed by DBC to develop an equal opportunities policy

Q.5 In the past three years, have you consulted with any of the following groups regarding the delivery of and access to your service?

Group	Yes	No	If yes, please give evidence (Who? When? What were the outcomes)	If no, what consultation do you plan to do and by when?
Racial (inc. culture and nationality)	X			
Religion or belief				
Gender (inc transvestitism, transgender and Tran sexuality)				
Sexuality (e.g. homosexuality and bisexuality)				
Impairment (e.g. physical and/or mental impairment)	X			

Age		<p>Skerne Park Partnership & Red Hall Partnership, both linked up with GOLD (Growing Older Living in Darlington) and held Coffee Mornings for older people. Advisers from Housing, Pension Services, CAB available, plus information about how to get involved with activities and volunteering with the Community Partnerships.</p> <p>Red Hall Partnership have a Junior Membership and their own elected representatives. They are invited to trustee meetings and/or can feed through the play workers any issues they would like to raise. This ensures they shape the work of the Community Partnership.</p>	
Geographical location	Y	<p>Members of the Community partnerships are consulted once a year on the impact of these partnerships in regeneration.</p> <p>Council tenants are consulted every three years for Housing Status. This includes a question on the opportunities for involvement in decision-making. This questionnaire is sent out to all council tenants and is available in different languages and formats.</p>	
Any other status (e.g. people with dependants and/or caring responsibilities or people with a criminal record)		Red Hall Partnership Play Area project was led by children. They chose location, type of equipment and design. They watched videos of equipment, looked at designs and voted for their favourite by sticking a post it note on the design.	Need to look at different methods of engaging people e.g. Photos, drawing pictures, not always surveys, 'H' diagrams, stickers.

Q.6 Do you train your staff on equality issues?

Yes

Y

No

If you have answered yes: What training is available? Who delivers it? Who receives it?

All staff to attend the corporate equalities training.

We also encourage residents, agencies and the community development workers involved in the Community Partnerships to attend training, including Redhall Community Partnership have attended Disability Awareness and Northgate Community Partnership are currently organising equality training.

EQUALITIES IMPACT ASSESSMENT QUESTIONNAIRE

SERVICE: Housing Benefits	Department: Community Services
Person Responsible for Assessment: Anthony Sandys	Date of assessment: 9th June 04

Brief description of service and to whom provided/available:

The Housing Benefits section provides the statutory service of administering Housing Benefit and Council Tax Benefit on behalf of the Department for Work and Pensions. Both of these welfare benefits are means tested and over 10,000 residents in Darlington rely on the service to meet their rent and/or Council Tax payments. As such, those who qualify for help are generally people on a low income including; pensioners, unemployed, lone parents, disabled and working families.

Introduction

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The attached questionnaire provides a structure for undertaking the impact assessment. Local information and examples should be provided wherever possible.

This is a generic document that will require interpretation in particular circumstances. If, after reading the guidance, you require further information on how to implement the assessment, please contact David Plews, Policy Advisor (Social Inclusion) on 01325 388023.

Q.1 Is your service accessible to everyone within the community? Bear in mind any economic, social, environmental, physical, intellectual, cultural, linguistic, technological or other barriers.

Issue	Yes	No	If yes, what evidence do you have to demonstrate this?	If no, what do you plan to do to remove barriers to access?
Race (inc. culture and nationality)	X		<ul style="list-style-type: none"> • We offer language line and all leaflets and communication is translated into different languages as required. • We have signposting information on the claim form and in leaflets available in the benefits reception office. • We ask for the ethnicity of customers on our claim form to help identify any perceived barriers to the service on the grounds of race. • Benefit applications are welcomed from all however there is a set of criteria for receiving benefits and these are set nationally by Government. 	<ul style="list-style-type: none"> • Benefit take up is monitored to identify any gaps in take-up by different groups. The service will then take a proactive approach to target these groups to increase awareness of the benefits available. • Asylum seekers are not eligible to claim housing benefits (they are however able to seek other assistance from the National Asylum Support Service). This eligibility criterion is set by Government.
Religion or belief	X		<ul style="list-style-type: none"> • People from any religion are eligible for benefits as long as they meet the national criteria. 	
Gender (inc. transvestitism, transgender and Tran sexuality)	X		<ul style="list-style-type: none"> • People from any gender are eligible for benefits as long as they meet the national criteria. 	

Sexuality (inc. homosexuality and bisexuality)	X		<ul style="list-style-type: none"> • People from any sexuality are eligible for benefits as long as they meet the national criteria. • Couples are treated the same regardless of their sexuality when calculating benefit claims 	
Impairment (inc. physical and/or mental impairments)	X		<ul style="list-style-type: none"> • We have improved disabled access to the Benefits reception office. • We offer language line and all leaflets and communications can be translated into large print, Braille and audio tape as required. • We provide written guidance to staff on how to treat customers with any impairment. • We have a Customer Support Officer who can visit customers in their home, if they are unable to access the service due to their impairment. 	
Age		X	<ul style="list-style-type: none"> • We work with the Pensions Agency and undertake weekly joint surgeries at various locations within the borough to promote the take-up of Pension Credit and HB/CTB. • We offer language line and all leaflets and communications can be translated into large print, Braille and audio tape as required. • We provide written guidance to staff on how to treat older customers. • We have a Customer Support Officer who can visit customers in their home, if they are unable to access the service due to their age. 	<ul style="list-style-type: none"> • Benefits are available to people aged 16 and over who rent a property. This criteria is set by Government.
Geographical location	X		<ul style="list-style-type: none"> • We have a Customer Support Officer who can visit customers in their home, if they are 	

			<p>unable to access the service due to their geographical location.</p> <ul style="list-style-type: none"> • Benefits advice and information is also available on the Internet. 	
Any other equality issue (e.g. people with dependants and/or caring responsibilities or people with a criminal record)	X		<ul style="list-style-type: none"> • We also offer private interview booths to all customers. • As outlined above the housing and council tax benefits are awarded based on national criteria. The criteria are based on people who are on low incomes who are liable to pay council tax or who rent their property from the council, housing association or private landlord. 	<ul style="list-style-type: none"> • People who rent their property from the council, housing associations or private landlords are potentially eligible for grants. However people who are charged rent by close relatives and they live in the same house are ineligible for housing benefits. This criteria is set by government. • People who pay council tax have a 25% reduction for single occupancy there is also a Second Adult Rebate available for people who are liable to pay Council Tax, are not part of a couple, but who have another adult living with them who is on low income. Again this is government policy.

Q.2 (a) For whatever reason, does your service treat any group differently from its other service users?

Yes

X

No

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If you have answered 'yes', please specify those individuals or groups affected and whether the impact has the potential to be adverse.

- • Older people, people with impairments and people in remote geographical locations. They receive an enhanced level of support to ensure that they can access the service. They can receive a visiting service provided by the Customer Support Officer. This does not have any adverse affect on other customers.
- The criteria for receiving benefits is set out by National Government.
- Work is underway to determine if take –up of benefits is low for different groups. If low take-up is identified this will be addressed by promotion.

(b) What needs to be done to prevent any potentially adverse impact?

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Q.3 (a) Do you promote equality within your service? (E.g. through departmental equalities group, innovative marketing or community engagement techniques)

Yes
No

X

If you have answered 'yes', please give examples of how equality is promoted.

- We have developed a Benefits take-up strategy to promote the availability of Housing Benefits /Council Tax Benefits and is specifically targeted at identified under-claiming groups such as BME groups and older people.
- We work with the Pensions Agency and undertake weekly joint surgeries at various locations within the borough to promote the take-up of Pension Credit and HB/CTB
- We advertise benefits in Hot News and by undertaking leaflet drops in Darlington.
- We also have a Departmental Mainstreaming Equal Opportunities Group that links into the corporate Social Inclusion Group.
- Benefits Service have gained a Quality Mark from the Community Legal Service.

Q.4 Are there any plans in place within your Service to promote equality more effectively?

Yes

x

No

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If yes, please outline what you intend to do (including details, if known, of timescales and areas to be covered, etc.)

- Implementation of the Benefits Take-up Strategy that includes encouraging the take-up of housing benefits and council tax benefits by vulnerable groups.
- Consult private landlords on the effectiveness of the benefits service by March 2005.
- Consult other key stakeholders such as Registered Social Landlords and the Department for Work and Pensions the effectiveness of benefits services at least annually.
- Develop the website and ensure that all promotional material in relation to housing benefits and council tax benefits is included in the website by March 2005.
- Housing Benefits to review recording, monitoring and reporting of data on race, gender, religion, sexuality, disability, age and marital status.

Q.5 In the past three years, have you consulted with any of the following groups regarding the delivery of and access to your service?

Group	Yes	No	If yes, please give evidence (Who? When? What were the outcomes)	If no, what consultation do you plan to do and by when?
Racial (inc. culture and nationality)			<ul style="list-style-type: none"> • We have undertaken a stakeholder consultation exercise to review the service's compliance with the Race Relations (Amendment) Act and developed an action plan for improvement as a result. • We have met with the Asian Women's group to promote the take-up of Housing Benefits/Council Tax Benefits and obtain their perceptions of the service as part of the Best Value review of Revenues and Benefits. • Housing Benefits questionnaire sent out to a random sample of benefits claimants once every three years to gain information on the way we deliver our service. This includes questions on the forms, courtesy of the staff, ease of getting in touch with staff via the telephone and the office. 	<ul style="list-style-type: none"> • Housing Benefits survey will take place in 2006/07
Religion or belief			<ul style="list-style-type: none"> • Housing Benefits questionnaire sent out to a random sample of benefits claimants once every three years to gain information on the way we deliver our service. 	<ul style="list-style-type: none"> • As above
Gender (inc transvestitism, transgender and Tran sexuality)			<ul style="list-style-type: none"> • Housing Benefits questionnaire sent out to a random sample of benefits claimants once every three years to gain information on the way we deliver our service. 	<ul style="list-style-type: none"> • As above
Sexuality (e.g.			<ul style="list-style-type: none"> • Housing Benefits questionnaire sent out to a 	<ul style="list-style-type: none"> • As above

homosexuality and bisexuality)			random sample of benefits claimants once every three years to gain information on the way we deliver our service.	
Impairment (e.g. physical and/or mental impairment)	X		<ul style="list-style-type: none"> • Housing Benefits questionnaire sent out to a random sample of benefits claimants once every three years to gain information on the way we deliver our service. The questionnaire includes questions relating to the ease of accessing the office and getting in touch via the telephone. Also assesses the forms used for claimants. 	<ul style="list-style-type: none"> • As above
Age			<ul style="list-style-type: none"> • Housing Benefits questionnaire sent out to a random sample of benefits claimants once every three years to gain information on the way we deliver our service. 	<ul style="list-style-type: none"> • As above
Geographical location			<ul style="list-style-type: none"> • Housing Benefits questionnaire sent out to a random sample of benefits claimants once every three years to gain information on the way we deliver our service. 	<ul style="list-style-type: none"> • As above
Any other status (e.g. people with dependants and/or caring responsibilities or people with a criminal record)			<ul style="list-style-type: none"> • We have undertaken annual surveys with all customers to obtain their perceptions of our service including access issues. • We attend regular meetings with the Private Landlords Associations to discuss any access issues for their tenants. • We hold regular service level agreement meetings with government agencies and registered social landlords. Equality issues are discussed and best practice shared. 	

Q.6 Do you train your staff on equality issues?

Yes

X

No

If you have answered yes: What training is available? Who delivers it? Who receives it?

- All staff is required to attend training on racial awareness and supervisors are required to attend training on equality and diversity issues.
- We provide written guidance to staff on how to treat customers with any impairments and older customers.

EQUALITIES IMPACT ASSESSMENT QUESTIONNAIRE

SERVICE: Housing Services	Department: Community Services
Person Responsible for Assessment: Hazel Neasham	Date of assessment: 24th May 04

Brief description of service and to whom provided/available:

Housing Services covers the following areas;

- 1) Housing services - includes strategy and policy development across all housing tenures and client groups, Housing Investment Programme and Private Sector Housing Renewal.
- 2) Housing Estates – the management of the 6,000 Council owned homes and the Warden Link Service
- 3) Tenancy Services – including housing reception services for the general public and housing advice and assistance to anyone in housing need, homeless or anyone applying for Council housing. Also includes specialist advice and support to Asylum Seekers
- 4) Supporting People – includes the provision of housing related support services and ensuring that people who use the support services are involved in the design and delivery of the service

Introduction

All the Council's services have been prioritised with regard to their potential impact on the promotion of equalities. Each service has been given an 'impact rating' of high, medium or low priority and this has been used to draw up a three year programme during which formal impact assessments will be conducted (those with a 'high' rating falling into the first year and so on).

The impact assessment looks at how a service is provided and how it promotes, monitors and consults in respect of equalities. Completion of the impact assessment will help us determine the extent to which services meet the requirements of the Equality Standard for Local Government, the Race Relations (Amendment) Act 2000 and the Disability Discrimination Act 1995.

The attached questionnaire provides a structure for undertaking the impact assessment. Local information and examples should be provided wherever possible.

This is a generic document that will require interpretation in particular circumstances. If, after reading the guidance, you require further information on how to implement the assessment, please contact David Plews, Policy Advisor (Social Inclusion) on 01325 388023.

Q.1 Is your service accessible to everyone within the community? Bear in mind any economic, social, environmental, physical, intellectual, cultural, linguistic, technological or other barriers.

Issue	Yes	No	If yes, what evidence do you have to demonstrate this?	If no, what do you plan to do to remove barriers to access?
Race (inc. culture and nationality)	X		<ul style="list-style-type: none"> • We have no restrictions on access to the service. • We offer accommodation to Asylum Seekers and we actively work with Sure Start. • We offer Language Line and all leaflets and communication is translated into different languages as required. • We offer interpreted interviews and follow the Best Practice Guide for interpretation. • All staff have annual race and culture training. • An outreach service is contracted from the North of England Refugee Service every Thursday. • The council is a member of the NE Consortium for Asylum and Refugee Support. • All homeless and housing applications are monitored for ethnic origin. • REC involved in locality group for bi-monthly meetings for asylum seekers, refugees and other integration issues. This 	<p>Need to look at data on ethnicity and map that our service usage reflects this.</p> <p>Would be useful to make links with various cultural groups in Darlington. This work has already started and Tenancy Services have attended many events with BME groups throughout the year.</p>

			group also includes the PCT, education, social services, NERS, CAB, Leisure and clients.	
Religion or belief	X		<ul style="list-style-type: none"> • The Housing service is available to all. • We attend the Darlington Housing Action Group that has links to the Churches Together group. • Chris Burke and Lorraine Walkden (Tenancy Services) has visited the local Muslim and Sikh Communities. • Tenancy Support service pack gives full information of all known faith groups and places of worship. • Dale Thompson worked with Helen Armstrong and the Elder Chinese Community to establish housing needs. • The housing allocations policy recognises the need to live in an area where the person can give or receive support 	Need to check with Policy Unit how many faith / religious groups there are in Darlington and write to them all advising of the Housing Service available in Darlington
Gender (inc. transvestitism, transgender and Tran sexuality)	X		<ul style="list-style-type: none"> • The service is accessible to all. • An advice and assistance service is offered by personal regular contact with Gay Advice Darlington for all gender issues. 	We perhaps wrongly assume that people / groups would approach us if there were any issues. We will therefore pro-actively contact local representatives of groups and extend to them the opportunity to speak with us about the housing service. Need to explore if this should be done corporately or on a service-by-service

				basis.
Sexuality (inc. homosexuality and bisexuality)	X		<ul style="list-style-type: none"> • The service is accessible to all. • Heterosexual and homosexual couples have identical housing rights • Homophobia is covered by the Anti Social Behaviour Strategy and treated in the same way as domestic violence and racist issues 	We perhaps wrongly assume that people / groups would approach us if there were any issues. We will therefore pro-actively contact local representatives of groups and extend to them the opportunity to speak with us about the housing service. Need to explore if this should be done corporately or on a service-by-service basis.
Impairment (inc. physical and/or mental impairments)	X		<ul style="list-style-type: none"> • We have done a lot of work with DAD (Darlington Association on Disability) and Social Services on issues around physical disability. In the last year we spent in excess of £400,000 adapting properties. • We have some staff with British Sign Language certificates. • We have encouraged Housing Associations in all new build schemes to build at least one unit specifically for physical disabilities and there has been a significant programme of two bedroom bungalows in recent years. • Key Housing Officers work with colleagues from Social Services and Health on the local implementation group for mental health. • We work with Supporting People and have a scheme of tenancy support, many of the clients have mental /physical or learning disabilities. • We offer language line and all leaflets and communications are translated into large print, Braille and audio as required. • The Housing Centre and the Neighbourhood Houses are accessible to people with disability. 	

Age	X		<ul style="list-style-type: none"> • We welcome Housing applications from 16 years plus. • We have specific policies for Youth Homelessness and are working with Social Services to develop protocols. This will include the 16/17-year ages. • We actively engage with GOLD (Growing Older Living in Darlington) to improve services and facilities to meet their needs and actively promote accommodation choices for the older people. 	<p>The Homeless Persons Strategy identifies the work required for the 16/17-year groups.</p> <p>Some of our accommodation is restricted to certain ages e.g. over 40 and over 60. This is constantly reviewed to ensure demand.</p> <p>We are developing links with Connexions to do outreach in schools.</p> <p>We have developed a mediation service with the Community Legal Service. Whilst this is predominantly for the under 25 year-olds, other people will also be able to access the service.</p>
Geographical location	X		<ul style="list-style-type: none"> • The Housing Centre is based next to the Town Hall in Darlington Town Centre. This provides an easily accessible base for accessing the service. • We have Neighbourhood Houses based throughout Darlington in Skerne Park, Red Hall, Branksome and Firthmoor (within the new community centre). • We offer a free phone number for all of our tenants and are accessible via the Internet. • We hold 'come for a chat sessions' at our Sheltered Housing Schemes. • Rent payments can be made at any post office; we also offer direct debit, standing order and payment by telephone and the Internet. • We work proactively with Community Partnerships and strive to develop the Estate Compacts. 	<p>The Council is committed to providing a Call Centre and a Contact Centre with extended opening times and the Town Hall Housing Service will be included.</p> <p>Further work is in progress to increase the information available on the internet site.</p>
Any other equality issue (e.g. people with	X		<ul style="list-style-type: none"> • The Allocations policy reflects the need for people to live in area to give or receive 	<p>Continued work is needed to promote the availability of private interview rooms, and</p>

<p>dependants and/or caring responsibilities or people with a criminal record)</p>			<p>support or because of employment.</p> <ul style="list-style-type: none"> • As part of the Homeless Strategy we are developing a protocol for applicants who are leaving prison. We have strong links with Probation and attend the Public Protection meetings. HARP protocol. • We are a member of the Domestic Violence Forum which provides advice and information to victims experiencing domestic violence. This includes information and assistance on housing issues and emergency temporary accommodation is available. • The Assistant Director Housing is a member of the Supporting People Commissioning Body and has responsibility of the Supporting People Team which means there are good opportunities for developing appropriate support services • We are represented on the Youth Social Inclusion Panel. • We are developing a toolkit for referrals of clients with a substance misuse. • We are part of the Community Legal Partnership and work closely with agencies that deal with the Teenage Mothers, Domestic Abuse, the CAB for debt. • We also are able to provide a private interview room within the Neighbourhood offices and the Housing Aid Centre. • If required, we are able to offer same sex interviewers. • The sections comments / complaints procedure is easily accessible and these are followed through, therefore ensuring the service continually improves. 	<p>the choice of a same sex interviewer. Posters placed in all interview rooms.</p>
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Q.2 (a) For whatever reason, does your service treat any group differently from its other service users?

Yes

No

If you have answered 'yes', please specify those individuals or groups affected and whether the impact has the potential to be adverse.

- Homeless persons.
- Domestic Abuse Victims.
- Victims of racial or homophobic activity
- Recipients of Tenancy Support / Furnished Tenancies.
- Older and infirm people get a free garden tidy service.
- Older and infirm people and those with young children under the age of 5 get a higher level of emergency "out of hours" repairs service.
- The allocations policy awards additional points for living in, overcrowding and medical and social factors.

The groups listed above receive an enhanced service in recognition of their vulnerability.

(b) What needs to be done to prevent any potentially adverse impact?

Q.3 (a) Do you promote equality within your service? (E.g. through departmental equalities group, innovative marketing or community engagement techniques)

Yes

X

No

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If you have answered 'yes', please give examples of how equality is promoted.

We work with Residents Associations and the Residents Panel to reach service users. We develop Local Compacts that cover specific Council housing areas and there is also a Borough Compact. These documents give communities an input into, and information about, the delivery of Council services to their communities.

Within Housing we have a quarterly Newsletter Hot News.

The recent Stock Options consultation appointed an independent tenants advisor, there were radio adverts, questionnaires (with assistance filling them in via the neighbourhood houses), free phone telephone number, 'come for a chat' sessions and a whole day event in the Dolphin Centre when all council tenants were invited to attend (in total over 100 tenants and their representatives were invited to attend. This work also involved focus groups with the 25-44 age group.

We also undertake the Status Questionnaire every three years and this provides information on tenant satisfaction levels. These are available in large print, Braille, other languages and audiotape.

The Housing Services section also has a representative on the departmental mainstreaming equal opportunities group that ties in with the Social Inclusion Implementation Group and the Strategic Social Inclusion group.

Q.4 Are there any plans in place within your Service to promote equality more effectively?

Yes

X

No

If yes, please outline what you intend to do (including details, if known, of timescales and areas to be covered, etc.)

1. Establish GEM (Get Everyone Motivated) co-ordinator post and expand services for the over 50s. This was unsuccessful in 2004/05 due to lack of funding opportunities. It is in the service plan for 2005/06.
2. Continue to implement the Homeless Strategy Action Plan
3. Housing Services are working with corporate Human Resources to commission staff training on legislation and LGBT community issues / needs.
4. Evaluation exercise with Gay Advice for their clients views on the Housing Service during 2004.
5. Housing Services to review recording, monitoring and reporting of data.

Q.5 In the past three years, have you consulted with any of the following groups regarding the delivery of and access to your service?

Group	Yes	No	If yes, please give evidence (Who? When? What were the outcomes)	If no, what consultation do you plan to do and by when?
Racial (inc. culture and nationality)			<ul style="list-style-type: none"> • Chris Burke and Lorraine Walkden (Tenancy Services) have visited the local Muslim and Sikh Communities. • Dale Thompson worked with Helen Armstrong and the Elder Chinese Community to establish housing needs. • The Status Questionnaire uses a random sample of tenants. • Chris Burke and Lorraine Walkden attended various BME group events over the year. 	
Religion or belief			<ul style="list-style-type: none"> • Chris Burke (Tenancy Services) has visited the local Muslim Community. • Dale Thompson worked with Helen Armstrong and the Elder Chinese Community to establish housing needs. • The Status Questionnaire uses a random sample of tenants. 	
Gender (inc transvestitism, transgender and Tran sexuality)			<ul style="list-style-type: none"> • The Status Questionnaire uses a random sample of tenants. • GAD have agreement to raise any case details direct with manager 	
Sexuality (e.g. homosexuality and bisexuality)			<ul style="list-style-type: none"> • The Status Questionnaire uses a random sample of tenants. 	

Impairment (e.g. physical and/or mental impairment)	X		<ul style="list-style-type: none"> • Housing management was part of the Best Value Review on Disability and a review group looking at disability and housing. This involved an opportunity for 1 to 1 dialogue. • Regularly talk to DAD and the Occupational Therapists at Social Services • The Status Questionnaire uses a random sample of tenants. 	
Age			<ul style="list-style-type: none"> • The Status Questionnaire uses a random sample of tenants. 	
Geographical location			<ul style="list-style-type: none"> • Local compact meetings are held at various locations throughout Darlington and provide residents with an opportunity raise concerns / comments about their estates. • Residents Associations 	
Any other status (e.g. people with dependants and/or caring responsibilities or people with a criminal record)			<ul style="list-style-type: none"> • Organisations supporting victims experiencing domestic violence were consulted with on the development of the housing allocations policy. 	

Q.6 Do you train your staff on equality issues?

Yes

X

No

If you have answered yes: What training is available? Who delivers it? Who receives it?

The training listed below is available to all Housing Officers;

- Equalities Training, this is delivered by Corporate Human Resources Management.
- Deaf Awareness, this is delivered by Corporate Human Resources Management.
- Equality Training was delivered by the North of England Refugee Service and Corporate Services.

EQUALITIES IMPACT ASSESSMENT QUESTIONNAIRE

SERVICE: Leisure and Arts	Department: Community Services
Person Responsible for Assessment: Mike Crawshaw, Lindsay Tuck, Caroline Bell	Date of assessment: 8th December 2004

Brief description of service and to whom provided/available:

Leisure/Arts facilities and services including outreach work.

Provision of a diverse programme of Leisure & Arts activities and events for Darlington including theatre, music, film, dance, educational workshops and visual arts at Arts Centre & Civic Theatre and fitness and activity sessions through the Dolphin Centre and Eastbourne Complex. Marketing and publicity for activities and events. Working with community and Council departments to develop and stage activities and events.

Introduction

All the Council's services have been prioritised with regard to their potential impact on the promotion of equalities. Each service has been given an 'impact rating' of high, medium or low priority and this has been used to draw up a three year programme during which formal impact assessments will be conducted (those with a 'high' rating falling into the first year and so on).

The impact assessment looks at how a service is provided and how it promotes, monitors and consults in respect of equalities. Completion of the impact assessment will help us determine the extent to which services meet the requirements of the Equality Standard for Local Government, the Race Relations (Amendment) Act 2000 and the Disability Discrimination Act 1995.

The attached questionnaire provides a structure for undertaking the impact assessment. Local information and examples should be provided wherever possible.

This is a generic document that will require interpretation in particular circumstances. If, after reading the guidance, you require further information on how to implement the assessment, please contact David Plews, Policy Advisor (Social Inclusion) on 01325 388023.

Q.1 Is your service accessible to everyone within the community? Bear in mind any economic, social, environmental, physical, intellectual, cultural, linguistic, technological or other barriers.

Issue	Yes	No	If yes, what evidence do you have to demonstrate this?	If no, what do you plan to do to remove barriers to access?
Race (inc. culture and nationality)	Y		<p>Asian women swim lessons in place.</p> <p>A Football Tournament for Chinese people has been held.</p> <p>Diversity in Darlington which brings all the different cultures throughout Darlington Borough together and showcasing various cultural activities. This is organised by the REC and hosted by the Dolphin Centre who subsidise the event, thereby raising the awareness of the leisure provision DBC provide. This is a festival held every year.</p> <p>Extensive leisure outreach work in the community and local schools. E.g. Netball, Tennis, Football courses. New Opportunities Funding has been secured to fund sports facilities throughout Darlington. The TRUCK Project is a mobile skateboard facility that was developed as a result with consultation with young people. School holiday activities are also provided in local communities.</p> <p>Community Sports Coach currently delivers a session (established by the PCT) to a group of Bengali women during the school term, and sessions also include their children during school holidays due to childcare issues.</p>	<p>Physical barrier to access within facilities including outdated changing providers. The layout of existing provision may exclude people from some cultures. Proposals to refurbish the Dolphin Centre/Arts Centre have been submitted and approved. Approval has been given for the refurbishment of Eastbourne Complex male and female changing facilities including the provision of individual shower cubicles. This will address these issues.</p> <p>One barrier in the Dolphin Centre may be some Muslims will not enter because it is a licensed premises. Therefore consultation will be undertaken with BME groups to ascertain if entertaining licensed premises are a barrier and actions will be developed.</p> <p>Continue to work with the Arts Council and Sport England on implementing cultural diversity programming</p>

		<p>Printed media are available in Braille, audiotape, large print and various different languages on request.</p> <p>Strong cross-cultural programming in arts.</p> <p>Arts courses and shows are programmed taking into account all BME groups in the community. Programming includes cultural festivals, African and S. American Arts Weeks, artists and dancers from a variety of cultural backgrounds; also work in partnership with Race Equality Council on both programming and consultative basis.</p> <p>Arts performances at various times and days to allow access to all communities.</p> <p>Working on Information For All video with the Performance Development and Community Partnerships Section for people whose first language is not English.</p> <p>Regular updates/information sessions with Arts Council re: cultural programming.</p>	
Religion or belief	Y	<p>Provision for Indian weddings, birthday parties and Eid day catered for within the Dolphin Centre facilities where event organisers wish to use kitchens for food preparation.</p> <p>Have accommodated these events by priority designed kitchen area, agreed with Environmental Health Team, allow food preparation under guidance to comply with food hygiene legislation.</p> <p>Darlington Arts Centre used by Christian and Buddhist groups for regular meetings.</p>	

			Current theatre programme includes productions for a range of different religions including Muslim and Hindu.	
Gender (inc. transvestitism, transgender and Tran sexuality)	Y		<p>Provision of separate private changing is accommodated on request.</p> <p>Arts courses and shows programmed with non-gender bias. Where events may tend to appeal to one gender over another, pro-active marketing takes place to broaden the appeal.</p>	<p>Provision is an ongoing issue that will be dealt with in the design process of the refurbishment proposal.</p> <p>All activities with the exception of those provided specifically to accommodate ethnic or religious beliefs are non-gender specific and are therefore accessible to all regardless of their sexuality and gender.</p>
Sexuality (inc. homosexuality and bisexuality)	Y		<p>Darlington Arts Centre regularly used by Women On Women (WOW) and Gay Advice Darlington (GAD) for their own events and have worked in partnership with WOW to programme events.</p> <p>Events are marketed appropriately to ensure there is no discrimination or offence from images or text.</p>	
Impairment (inc. physical and/or mental impairments)	Y		<p>All leisure facilities are DDA compliant.</p> <p>Dolphin Centre provides, as standard, equipment to aid people physically disabled (e.g. pool lift)</p> <p>Leisure programme includes specific sessions for people with disabilities.</p> <p>Key employees in leisure have all been trained in disability awareness and programming for people with disabilities.</p> <p>Inclusion officer appointed within Leisure to address a broad remit of issues and working closely with Darlington Association on Disability.</p>	<p>Parking issues at Dolphin. The only car parking available to anyone wishing to visit the Dolphin centre is a short stay car park with high hourly rates. These parking issues need to be addressed.</p>

		<p>The PCT currently contracts leisure services to provide facilities/activities specifically to aid people in their recovery from certain illnesses (e.g. heart attack and stroke).</p> <p>The sports development team are now working with PCT to develop the range of activities specifically to improve health.</p> <p>Sports Development are involved in the following: British Blind Sport Fun Day – held at the Dolphin Centre; Tees Valley Partnership Youth Games – 2 teams for disabled young people in 2004, integrated into the event as a whole; participation in the Tees Valley Sportsability Festival.</p> <p>Designated employees are trained in sign language.</p> <p>All reception/customer service staff are trained in the use of Language Line.</p> <p>The Dolphin centre central hall, and reception areas at Eastbourne Sports Complex are covered by the Loop system.</p> <p>Guide dogs allowed into all leisure venues.</p> <p>Arts courses and shows programmed for people of all levels and abilities.</p> <p>Darlington Arts Centre (DAC) is a founder member and partner in Arts Council's Disability Arts Network.</p> <p>Arts programming includes working with disabled theatre companies and performers inc. Mind The</p>	<p>Aim to increase representation of young people with disabilities into Team Darlington in 2005 – potential to take 6 teams, which will be integrated into the event as a whole.</p> <p>Planned development of a Darlington Sportsability club, a sports club for people with disabilities, led by Inclusion Coordinator and supported by Sports Development.</p> <p>Physical barrier to access within Arts Centre facilities including The layout of existing provision may exclude people with some physical disabilities. Proposals to refurbish the Arts Centre have been submitted and approved.</p>
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		<p>Gap, No Limits, Coverdales.</p> <p>Currently arts courses are attended by an autistic person, and people whose first language is not English, 1-1 tutor support is available where required.</p> <p>What's On arts guide is available in Braille, audio and large print.</p> <p>Arts marketing targets key audiences including disabled audiences, DAD, sheltered housing and residential care homes.</p> <p>Listings sent to Talking Newspapers, currently looking at Arts Access UK to widen listings information to National Disability Arts Forum.</p> <p>Selected arts shows are available with signed or audio-described performances.</p> <p>Guide dogs allowed into performances. Audio loops available and infrared hearing system in Civic Theatre. Minicom available. (Arts)</p>	<p>This will address these issues.</p> <p>Parking issues at the Arts Centre & Civic Theatre. There is limited 'pay and display' car parking available to anyone wishing to visit the civic theatre and one of the two car parks currently available is a about to be removed for building work to commence on an adjacent building. The Arts centre has limited free car parking on site and all other parking around the centre has recently been made 'pay and display' or designated residents parking only. This issue needs to be addressed.</p>
Age	Y	<p>Crèche provided at Dolphin Centre.</p> <p>Concessionary scheme In Leisure that targets, among others, older and younger people of Darlington.</p> <p>Leisure courses are programmed for a variety of ages. Regular programming for children includes: Jeap Scheme (Junior Athletic Programme, Children's swimming lessons. Extensive work in the community with schools, clubs and community groups (E.g. Netball, Tennis, Football, Athletics</p>	<p>Plans are underway to increase opportunities for older people to engage in leisure, this will include expanding the GEM (Get Everyone Motivated) scheme and implement the action plan for the GP referral scheme.</p> <p>As part of the Neighbourhood Renewal Strategy, plans are underway to provide childcare provision within leisure facilities.</p> <p>Multi-Activity Club (MAC) due to start in</p>

		<p>and Multi-Activity courses).</p> <p>Specific projects aimed at the inclusion of young people include: The New Opportunities Fund project and the TRUCK project (outlined above) and the Annual Leisure and Arts Summer Programme.</p> <p>School holiday activities provided in local communities as well as in the Dolphin Centre and Eastbourne Complex to ensure ease of access.</p> <p>Programmes currently running at the Dolphin centre include: 50 Club, Whist Drives, Tea Dances and aerobics for over 60s.</p> <p>Arts courses and shows are programmed for a variety of ages. Regular programming for children includes workshops, film, theatre, dance. Youth groups based at DAC for dance, theatre, The Junction & Hydrogen Jukebox.</p> <p>Older audiences also catered for through main programme. Includes matinee performances and discounted tickets to improve access opportunities to shows. Free guest concessions to wheelchair users and school groups. (Arts)</p> <p>Arts marketing tailored to appropriate age of target audiences.</p>	<p>February 2005, aimed at encouraging young people to become more active, and to ultimately move into local clubs.</p>
Geographical location	Y	<p>Venues are either in the town centre (Dolphin Centre) or based within the community (Eastbourne Complex) They are both on the main public transport routes, and have car parking facilities either on site or close by.</p>	<p>Internet bookings are currently in the pipeline. This service will improve access to the facilities.</p>

		<p>Publicity and marketing information is distributed at key locations in the town and surrounding areas inc. Tourist Information Centres, via free direct mail and website.</p> <p>Booking via phone or in person, improves access to shows.</p> <p>Extensive leisure outreach work is carried out in the community, particularly at community centres and within schools. This includes rural areas.</p> <p>Holiday leisure activities are taken to the communities in order to improve access for those children who do not have the ability/means to travel to the centres (e.g. the out-lying villages)</p> <p>Holiday leisure activities are priced at a level to encourage participation and thereby remove the possibility that the cost may be a barrier to participation</p> <p>Leisure worked with Community Partnerships and DDYCA (Darlington and District Youth and Community Association) to access Sports Relief funding to provide targeted sports activities to the disadvantaged wards of Park East (Skerne Park), Eastbourne and Lascelles.</p> <p>DAC and Civic Theatre are both centrally located in the centre of town for easy access.</p> <p>A Community Arts Officer and an Education Outreach Worker employed through the Arts service undertake outreach work with the community.</p>	<p>Provision based in communities is costly, and difficult to sustain, and mainstream activities are facility based. Zonal application will be developed and will help address this. This is a new government initiative.</p> <p>Also plan to investigate transport improvements to cultural facilities.</p> <p>Arts outreach programme is limited due to resources and position of wards. Zonal application to outreach work will help with this issue.</p>
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<p>Any other equality issue (e.g. people with dependants and/or caring responsibilities or people with a criminal record)</p>	<p>Y</p>	<p>Cared for children access leisure free of charge.</p> <p>Carers access leisure free of charge with dependant.</p> <p>Specific initiatives in partnership with Sure Start.</p> <p>Specific initiatives for those people for whom price may be a barrier (e.g. unemployed and student discounts, known as the Leisure Saver).</p> <p>The opening times for leisure and arts facilities varies from site to site, but are generally open from 6am to 11 pm most days.</p> <p>Free guest concessions to wheelchair users and school groups. (Arts)</p>	<p>A review of the pricing policy is underway to ensure that cost is not an issue for members of the community. This will increase opportunities for socially excluded groups to engage in leisure activities.</p>
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Q.2 (a) For whatever reason, does your service treat any group differently from its other service users?

	Leisure and arts
Yes	<input type="checkbox" value="Y"/>
No	<input type="checkbox"/>

If you have answered 'yes', please specify those individuals or groups affected and whether the impact has the potential to be adverse.

Disabled People - additional teaching provided where required with "learn to swim" program. For people with disabilities the impact should be an improved service.

Pulse suit 2 users with mobility impairments can request a key at reception for lift access.

Hoists are available on request on the poolside; however, carers are not permitted to operate this equipment, as there is no way to ensure that they are qualified to do so. All leisure assistants have been trained to operate the hoist systems, however, the individual requiring the hoist is not always comfortable with this, and would prefer the operator to be known to them. Some of these issues will be addressed thorough the Dolphin Centre refurbishment.

One to One tutor support is provided by the Arts service, where required, for people with disabilities.

Paralympic Table Tennis athlete (in possession of a 'Silver Pass') currently uses the Dolphin Centre free of charge for training. In principal this would be available to all top-level athletes, however they would need to apply.

Race/Religion – We provide a specific swimming session to accommodate Asian women. For the individual the impact should be an improved and more accessible service.

Arts courses and shows are programmed taking into account all BME groups in community. Programming includes cultural festivals, African and S. American Arts Weeks, artists and dancers from a variety of cultural backgrounds; also work in partnership with Race Equality Council on both programming and consultative basis. - For the individual the impact should be an improved service.

Gender - Transgender changing provision is segregated at present.

Other equality issues - Concessionary scheme in place to address pricing barriers. For the individual, the impact should be a more accessible service.

People do not need a permanent address to access Leisure and Arts services, however everyone who wishes to use the pulse suites must have an induction on the use of equipment first.

(b) What needs to be done to prevent any potentially adverse impact?

Physical barriers need to be addressed through capital refurbishment in Arts and Leisure.

Inclusion officer is designated and rolling out a programme of training to ensure staff are more educated regarding needs of various groups.

The Leisure and Arts Pricing policy review in place to ensure concessionary scheme to promote inclusion is more targeted, this will be going to Scrutiny committee along with the corporate review in March.

Q.3 (a) Do you promote equality within your service? (E.g. through departmental equalities group, innovative marketing or community engagement techniques)

Leisure and Arts

Yes

Y

No

If you have answered 'yes', please give examples of how equality is promoted.

Appointed Inclusion Coordinator in August 2004 who will co-ordinate the training needs of employees, ascertain the service needs of users and facilitate the provision of these services for identified groups (e.g. physically and/or mentally disabled adults and children)

Sit on Tees Valley Equity Forum: which looks to improve racial equality across Sports Development provision and opportunities in the Tees Valley.

Equity training across Leisure/Arts delivered to all operational staff.

All Sports Development coaches attend (as a minimum standard): Equity in Your Coaching. Good Practice and Child Protection and How to Work with Disabled Performers.

Leisure and Arts are represented on the Departmental Social Inclusion Group (via designated officer from the Finance and Admin team).

As a team we work within Council guidelines and policy documents. Please also see responses to Q1. for specific examples of marketing, programming etc.

Q.4 Are there any plans in place within your Service to promote equality more effectively?

Leisure and Arts

Yes
No

Y

Yes, please outline what you intend to do (including details, if known, of timescales and areas to be covered, etc.)

- Pricing Policy recommendation will be a significant step in addressing equality issues. Provided the pricing policy gets approval from Scrutiny in March the implementation of this will commence mid/late 2005.
- The planned refurbishment of Arts/Dolphin Centre will address barriers to physical access. The refurbishment of the Arts Centre from Summer 2005 will seek to address access issues to performance spaces particularly for wheelchair users and people with limited mobility. Example, lift to garden bar. For deaf users, the sound will be improved in the theatre space that will expand the loop and infrared system to the whole Arts Centre theatre. Refurbishment of DAC – The final plans for this are currently under development and work should commence 2005/06.
- Refurbishment of Dolphin Centre - The final plans for this are currently under development and work should commence 2005/06.
- The ongoing development of the coach/staff development programme will have equity training as a central theme.
- Development of website will improve information for disabled customers, including blind, deaf, etc. and widen information access.
- Through the Tees Valley County Sports Partnership, all activities delivered through this programme have specified equity targets relating to: gender equality, women and girls, young people with disabilities, socioeconomic deprivation.

Develop the actions contained in Darlington Borough Council's three year Race Equality Scheme that includes;

- Promoting racial equality through sport,
- Developing a written statement on racial equality,
- Ensuring all communities are aware of our commitment to race equality,
- Ensuring the complaints procedure is fully accessible to BME groups by appointing and training a senior officer to investigate suspected racial incidents
- Set up a consultation process with BME communities, staff and elected members
- Collect and analyse information about age, sex, disability and ethnicity of people taking part in sport in order to obtain a profile of users
- Assess the racial equality training needs of all staff involved in the development, delivery and management of sports services and ensure all staff are trained appropriately in cultural awareness

- Ensure all promotional material is available in different languages

Through the Local Neighbourhood Renewal Strategy the service will deliver the following;

- Develop neighbourhood leisure and arts plans to provide more diverse more diverse provision
- Develop childcare provision within facilities

Q.5 In the past three years, have you consulted with any of the following groups regarding the delivery of and access to your service?

Group	Yes	No	If yes, please give evidence (Who? When? What were the outcomes)	If no, what consultation do you plan to do and by when?
Racial (inc. culture and nationality - Leisure	Y		Racial Equality Council on arts programming and consultative basis – e.g. various schools Arts Weeks. Ongoing Amnesty International & Cambodian Film Co. – screenings in film programme – during 2004, this consultation was on race equality and the service we provide.	Reviewing this through Tees Valley Equity Forum that will establish a framework for consultation – will link to racial equality council locally.
Religion or belief	Y		Asian women regarding swim provision 2004 Arts service works in partnership with Race Equality Council on both programming and consultative basis. Consultation with different BME groups on the arts is undertaken on a regular basis. Regular updates/information sessions with Arts Council re: cultural programming.	Undertake consultation with BME groups to ascertain if they do not use leisure and arts facilities due to the premises being licensed. This will take place by December 2005.
Gender (inc transvestitism, transgender and Tran sexuality)		N	Vane Women and writing groups – ongoing consultation on facilities, redevelopment etc.	
Sexuality (e.g. homosexuality and bisexuality)	Y		WOW and GAD – ongoing (Arts)	

Impairment (e.g. physical and/or mental impairment)	Y	<p>Extensive consultation with customers who have been referred to leisure services by the PCT.</p> <p>All leisure facilities are DDA compliant. Consultation on this was undertaken corporately.</p> <p>We work closely with the Darlington Disability groups to ensure all our services are as accessible as possible.</p> <p>The following groups are consulted with on the arts programme;</p> <ul style="list-style-type: none"> • DAD, • DASH, • Vane House (assistance with Braille documents), • Crown Street Library's visually impaired reading group, • Dyslexia support for Fellow on Arts Fellowship Programme in association with Showhow. 	
Age	Y	<p>Connexions, DAD, Chill out café, Young people, specifically in connection with the Truck project and holiday activities.</p> <p>Leisure Service initially coordinated the Youth Discos, which were held in the Dolphin Centre. This initiative was set up through consultation with Darlington Police, the Antisocial Behaviour team, the Youth Service and Connexions.</p> <p>Youth Services, DAC Youth Forum, Connexions, YMCA, DAD, The Junction, Hydrogen Jukebox – ongoing consultation regarding the arts service</p>	<p>Leisure/Arts young peoples forum will be introduced as a consultation framework in early 2005, in collaboration with the youth service (Leisure and Arts service plan 2004/05).</p>

Geographical location	Y	<p>Dispensed with traditional outreach play scheme as this was failing, consulted with young people and configured programme within facilities also provided some mobile services: mobile skateboard truck procured in 2004, Active8 Express pilot during the summer of 2003, Blitz Bus based at Eastbourne Sports Complex instead of Yarm Road, mobile Basketball provision, Summer Madness Festival (2003) and the Street Games Festival (2004).</p> <p>Extended schools, community hubs and better communities initiatives will all help to remove location as a barrier.</p> <p>DAD consulted on the Arts Service.</p>	Annual consultation with young people on the activities they want to receive in the play scheme.
Any other status (e.g. people with dependants and/or caring responsibilities or people with a criminal record)	Y	<p>Review products available to looked after children will extend this to include more diverse range of services.</p> <p>Connexions use the Dolphin Centre for the Positive Activities Programme for young people Not in Education, Employment or Training (NEETs). Consultation on this was carried out.</p> <p>McMullen House, Social Services consulted on the arts service</p>	

Q.6 Do you train your staff on equality issues?

Yes

Y

No

If you have answered yes: What training is available? Who delivers it? Who receives it?

All operative staff have undergone equity and diversity training in Leisure/Arts delivered by Corporate Human Resources. All front line staff will receive this.

Inclusion officer will construct/deliver a programme of training for all staff in Leisure/Arts.

Disability Awareness Training delivered corporately to all front line staff.

Plans for Youth Services to deliver training in working with young people. This will be attended by youth leaders and anyone working with young people.

All Sports Development coaches attend (as a minimum standard): Equity in Your Coaching. Good Practice and Child Protection and How to Work with Disabled Performers.

Disability training planned for all swim teachers – due to take place in March.

EQUALITIES IMPACT ASSESSMENT QUESTIONNAIRE

SERVICE: Supporting People	Department: Community Services
Person Responsible for Assessment: Anthony Sandys	Date of assessment: 15th Nov 04

Brief description of service and to whom provided/available:

- The Supporting People programme offers vulnerable people the opportunity to improve their quality of life by providing housing related support which enables greater independence
- It delivers high quality and strategically planned housing related services which are cost effective and reliable, and complement existing care services
- Supporting People is responsible for Contracting for new services and undertaking needs analysis to develop provision for unmet housing related support needs in the borough. It is also responsible for quality and monitoring of existing services.

Introduction

All the Council's services have been prioritised with regard to their potential impact on the promotion of equalities. Each service has been given an 'impact rating' of high, medium or low priority and this has been used to draw up a three year programme during which formal impact assessments will be conducted (those with a 'high' rating falling into the first year and so on).

The impact assessment looks at how a service is provided and how it promotes, monitors and consults in respect of equalities. Completion of the impact assessment will help us determine the extent to which services meet the requirements of the Equality Standard for Local Government, the Race Relations (Amendment) Act 2000 and the Disability Discrimination Act 1995.

The attached questionnaire provides a structure for undertaking the impact assessment. Local information and examples should be provided wherever possible.

This is a generic document that will require interpretation in particular circumstances. If, after reading the guidance, you require further information on how to implement the assessment, please contact David Plews, Policy Advisor (Social Inclusion) on 01325 388023.

Q.1 Is your service accessible to everyone within the community? Bear in mind any economic, social, environmental, physical, intellectual, cultural, linguistic, technological or other barriers.

Issue	Yes	No	If yes, what evidence do you have to demonstrate this?	If no, what do you plan to do to remove barriers to access?
Race (inc. culture and nationality)	X		<ul style="list-style-type: none"> • We offer leaflets in alternative languages • We have signposting information printed in alternative languages on our leaflet “What is Supporting People” This was included in our action plan for 2004/05 • Where appropriate, we are able to access ‘language line’ • Supporting People are involved in the ‘Information for All’ the video will have sign language, sub titles and be available in BME languages • Consultation with ASHA, an Asians women’s group, highlighted the need for Supporting people information to be placed in the local primary school that has the largest proportion of children from BMR communities, as ASHA suggested that this is where parents get most of their information 	<p>Make links with various BME groups.</p> <p>As part of the 5 year strategy we will look at service usage in relation to culture and nationality. This will include monitoring and reviewing access to BME groups, carrying out support needs comparisons and promoting our service.</p>
Religion or belief	X		<ul style="list-style-type: none"> • Supporting People services are reviewed as part of a three year programme 2003-2006. The reviews are undertaken by the Contract and Review Officers. This review incorporates the Quality Assessment Framework which focuses in part on “Fair Access ,Diversity and Inclusion” All providers are using this self-assessment tool to ensure they are accessible to 	<p>If provider does not comply, this becomes part of an action plan for them to develop their procedures, documentation etc. Providers are expected to be at level “C” of the quality assessment process, working towards B and A.</p>

			anyone meeting the criteria for a designated support service, regardless of religion or belief. Delivery of the review programme is part of the service action plan for 2004/05 and 2005/06	
Gender (inc. transvestitism, transgender and Tran sexuality)	X		<ul style="list-style-type: none"> Supporting People services are reviewed as part of the three year programme to ensure they are accessible to anyone meeting the criteria for a designated support service, although some services need to be restricted to the designated client group, for example, Victims of Domestic Violence. 	If provider does not comply, this becomes part of an action plan for them to develop their procedures, documentation etc. Providers are expected to be at level "C" of the quality assessment process, working towards B and A.
Sexuality (inc. homosexuality and bisexuality)	X		<ul style="list-style-type: none"> Supporting People services are reviewed to ensure they are accessible to anyone meeting the criteria for a particular support service, regardless of sexuality. Delivery of the review programme is part of the service action plan for 2004/05 and 2005/06 	If provider does not comply, this becomes part of an action plan for them to develop their procedures, documentation etc. Providers are expected to be at level "C" of the quality assessment process, working towards B and A.
Impairment (inc. physical and/or mental impairments)	X		<ul style="list-style-type: none"> Supporting People services are reviewed to ensure they are accessible to anyone meeting the criteria for a particular support service and that there is fair access to the appropriate services. We offer translation of leaflets and communications into large print, Braille and audio-tape as required. Our "What is Supporting People" leaflet is currently available in Braille and on audio tape. Delivery of the review programme is part of the service action plan for 2004/05 and 2005/06. The 5 year Supporting People Strategy will ensure that services in Darlington meet the needs of Vulnerable People, needs 	<p>New services will be developed, within budgetary constraints, for those clients groups for which there is no provision. This is in the service action plan for 2005/06.</p> <p>On request the 5 year strategy will be available in a simplified version with illustrations and diagrams.</p>

			<p>mapping is undertaken to help make decisions about service users whose needs are not being met under current provision. This is part of the service plan for 2004/05.</p> <ul style="list-style-type: none"> • We have produced a Supporting People Service Directory, which is available for all key agencies and in frontline reception areas. • Supporting People are involved in the 'Information for All' the video will have sign language, sub titles and be available in BME languages. 	
Age	X		<ul style="list-style-type: none"> • When engaging with service users we consult with 'experts in the field'. This means for some clients groups we will bring in other professionals to assist in the review process. For example, a Social Services Learning Disabilities, Team assisted in the review of some of the External Learning Disability Services, being involved in visits to the service and service user consultation. This ensured that we use the most appropriate method of communication and the service users views about their service were accurately recorded. • We have produced a Supporting People Service Directory, which is available for all key agencies and in frontline reception areas. 	
Geographical location	X		<ul style="list-style-type: none"> • The suitability of the location of the service forms part of the review process, looking at the distance from shops, services, transport etc. • Service location information is collected as 	Data is being collected on an ongoing basis.

			<p>part of a range of Service Rich data, provided to ODPM which will in due course be available on a national website.</p> <ul style="list-style-type: none"> • The location of the SP office is given to service users and providers in leaflets and on the ODPM and DBC websites. • We have produced a Supporting People Service Directory, which is available for all key agencies and in frontline reception areas. 	
Any other equality issue (e.g. people with dependants and/or caring responsibilities or people with a criminal record)	X		<ul style="list-style-type: none"> • Supporting People services are reviewed to ensure they are accessible to anyone meeting the criteria for a particular support service and that there is fair access to the appropriate services. The review process ensures that inappropriate exclusions are not applied. • The 5 year Supporting People Strategy will ensure that services in Darlington meet the needs of vulnerable people, needs mapping is undertaken to help make decisions about service users whose needs are not being met under current provision. Delivery of the review programme is part of the service action plan for 2004/05 and 2005/06. • We have produced a Supporting People Service Directory, which is available for all key agencies and in frontline reception areas. 	A person's eligibility to join a service is the responsibility of the provider and the referrals agency. This is then checked as part of the continuing review and validation processes carried out by the Supporting People Team.

Q.2 (a) For whatever reason, does your service treat any group differently from its other service users?

Yes
No

X

If you have answered 'yes', please specify those individuals or groups affected and whether the impact has the potential to be adverse.

- When reviews of services take place, consideration is always given to the most appropriate method of engaging with service users and stakeholders. Where appropriate we engage with “experts in the field” to help us conduct the review. For example Social Service Learning Disability team helped us with service user consultation in the review of Learning Disability services in Darlington.
We use a number of different methods to engage with Service Users. We try to find the most appropriate/effective method. Some examples of this are a “Pizza and Pop night” with tenants in a hostel for single homeless. A coffee morning held in a Town Centre location for service users in a floating support scheme.
- Potential service users must meet the eligibility criteria of the specific service

(b) What needs to be done to prevent any potentially adverse impact?

- Supporting People services are reviewed to ensure they are accessible to anyone meeting the criteria for a designated support service, although some services need to be restricted to the designated client group, for example, Victims of Domestic Violence.

Q.3 (a) Do you promote equality within your service? (E.g. through departmental equalities group, innovative marketing or community engagement techniques)

Yes
No

X

If you have answered 'yes', please give examples of how equality is promoted.

- The 5 year Supporting People Strategy ensures equality for all service users and client groups within Darlington. Needs mapping of services also ensures any gaps in Service Provision are identified and considered in a programme of new service delivery.
- The Supporting People team produces a quarterly Newsletter 'WISH', in an accessible format
- The team place articles in the Town Crier
- Posters are being placed in key areas, such as doctors surgeries.
- We also have a Departmental Mainstreaming Equal Opportunities Group that links into the corporate Social Inclusion Group.

Q.4 Are there any plans in place within your Service to promote equality more effectively?

Yes

x

No

If yes, please outline what you intend to do (including details, if known, of timescales and areas to be covered, etc.)

- Implementation of the User Involvement Strategy that will ensure equality for all the Supporting People service users.
- Ongoing consultation with key stakeholders about the specific services as part of the Contract and Review process. Stakeholders can be from a range of sources- other agencies, family etc
- Further develop the website and ensure that all promotional material in relation to Supporting People is included in the website by March 2005.

Q.5 In the past three years, have you consulted with any of the following groups regarding the delivery of and access to your service?

Group	Yes	No	If yes, please give evidence (Who? When? What were the outcomes)	If no, what consultation do you plan to do and by when?
Racial (inc. culture and nationality)	X		<ul style="list-style-type: none"> • As part of the review process for Supporting People service, stakeholder and user consultation is undertaken. This is done on a three-year rolling programme linked to client groups. • As part of the development of the Shadow Strategy and 5-year Strategy consultation has been undertaken to ensure BME and harder to reach groups have access to SP services. The Asian Women's Group and the County Durham and Darlington Race Equality Council were involved in the consultation. • Chinese elders were identified as having a specific housing need. The need of the group were explored by a multi agency working group to determine the communities needs in relation to the housing related support services and how these can be met through the Supporting People programme. • Supporting People Team attend Community Liaison Group meetings which includes representatives from Police, Education, Housing, Supporting People and the Race Equality Council. The group also has key representatives from the main ethnic minority community groups in Darlington • Specific Supporting People services nationally collate data for the Client Record Returns which are reported to St Andrew's University. This data is then sent to each Supporting 	<ul style="list-style-type: none"> • Carry out consultation with hard to reach groups, such as people from BME groups and Gypsies and travellers. Steps have already been undertaken to facilitate this. The Supporting People Project Officer is working with SureStart to develop links with Darlington's Gypsy and traveller community. • This information will be used to inform and develop the Annual Plan.

			<p>People Team. The project officer in Darlington uses this information along with data collected from the providers of services which do not have to make the returns. This information will be used to inform the SP team and partners of the number of service users from different ethnic minority communities accessing Supporting People Services locally.</p> <ul style="list-style-type: none"> • The SP team Project Officer is working with the Policy Advisor (Social Inclusion) to plan consultation with individuals from target groups within the Social Inclusion Strategy to ensure that their needs and priorities are taken into account. This includes consultation with refugees and asylum seekers, people from Black and Minority Ethnic groups and disabled people. 	<ul style="list-style-type: none"> • This information will be used to inform and develop the Annual Plan.
Religion or belief	X		<ul style="list-style-type: none"> • As part of the review process for Supporting People services, stakeholder and user consultation is undertaken. This is done on a three-year rolling programme linked to client groups. All supported living schemes must have their first review in the 3 year programme, linked to risk. The relevant client groups for each set of reviews are consulted with., along with stakeholders and any “experts in the field”. For example when reviewing services for single homeless, we consulted with service users, frontline staff, key stakeholders such as First Stop and landlords. 	
Gender (inc transvestitism, transgender and Tran sexuality)	X		<ul style="list-style-type: none"> • As part of the review process for Supporting People services, stakeholder and user consultation is undertaken. This is done on a three-year rolling programme linked to client 	

			<p>groups. All supported living schemes must have their first review in the 3 year programme, linked to risk. The relevant client groups for each set of reviews are consulted with., along with stakeholders and any “experts in the field”. For example when reviewing services for single homeless, we consulted with service users, frontline staff, key stakeholders such as First Stop and landlords.</p>	
Sexuality (e.g. homosexuality and bisexuality)	X		<ul style="list-style-type: none"> As part of the review process for Supporting People services, stakeholder and user consultation is undertaken. This is done on a three-year rolling programme linked to client groups. All supported living schemes must have their first review in the 3 year programme, linked to risk. The relevant client groups for each set of reviews are consulted with., along with stakeholders and any “experts in the field”. For example when reviewing services for single homeless, we consulted with service users, frontline staff, key stakeholders such as First Stop and landlords. 	
Impairment (e.g. physical and/or mental impairment)	X		<ul style="list-style-type: none"> As part of the review process for Supporting People services, stakeholder and user consultation is undertaken. This is done on a three-year rolling programme linked to client groups As part of the development of the Shadow Strategy and 5-year strategy consultation has been undertaken to ensure hard to reach groups have access to SP services. 	

Age	X		<ul style="list-style-type: none"> • As part of the review process for Supporting People services, stakeholder and user consultation is undertaken. This is done on a three-year rolling programme linked to client groups • As part of the development of the Shadow Strategy and 5-year strategy consultation has been undertaken to ensure hard to reach groups have access to SP services. This is in the service action plan for 2005/06 	
Geographical location			<ul style="list-style-type: none"> • Location of services forms part of the review process and also information is collected as part of a range of Service Rich data that is provided to ODPM and will in due course be available on a national website. • The location of the SP office is given to service users and providers in leaflets and on the ODPM and DBC websites. 	
Any other status (e.g. people with dependants and/or caring responsibilities or people with a criminal record)			<ul style="list-style-type: none"> • As part of the review process for Supporting People services, stakeholder and user consultation is undertaken. This is done on a three-year rolling programme linked to client groups. This is included in the service action plan for 2004/05 and 2005/06 • As part of the development of the Shadow Strategy and 5-year strategy consultation has been undertaken to ensure all key client groups are included in the strategy. This is included in the service action plan for 2005/06. 	<ul style="list-style-type: none"> • Gypsies/Travellers – consultation will be undertaken via a representative of the National Association of Gypsy Women. Supporting People are also attend a multi-agency group including the Council’s policy unit and Development and Environment and Social Services departments. Also included are Education Welfare Services, which are looking into investigating the housing needs of Gypsies and traveller community in LA run sites and the wider community, funding opportunities for a site worker based at Honeypt Lane Community Building and further investigating the client group accessing existing Supporting People services.

Q.6 Do you train your staff on equality issues?

Yes

X

No

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If you have answered yes: What training is available? Who delivers it? Who receives it?

- All staff are required to attend training on racial awareness and equality and diversity issues. This is delivered corporately.

EQUALITIES IMPACT ASSESSMENT QUESTIONNAIRE

SERVICE: Youth Services	Department: Community Services
Person Responsible for Assessment: Sue Davidson/Martin Webster	Date of assessment: 9th December 2004

Brief description of service and to whom provided/available:

The Darlington Youth Service aims to provide an inclusive service for young people aged between 13 & 19 (11-13 & 19-25 years old can also access the service). The service work with many partners & agencies in order to provide a quality service for all Darlington young people.

Q.1 Is your service accessible to everyone within the community? Bear in mind any economic, social, environmental, physical, intellectual, cultural, linguistic, technological or other barriers.

Issue	Yes	No	If yes, what evidence do you have to demonstrate this?	If no, what do you plan to do to remove barriers to access?
Race (inc. culture and nationality)	Y		<p>A small number of young people from a variety of cultures and nationalities attend youth centres. Work on school covers a wider range of young people. Engagement is monitored via attendance, membership & session sheets</p> <p>The youth service has links with STAR, a London organisation that helps to promote the views of young refugees. This group has delivered workshop sessions at a youth service</p>	<ul style="list-style-type: none"> • There is no formal youth provision i.e. Youth Clubs in Northgate and Central detached provision is planned for these areas. • Needs analysis is currently being carried out via Young People questionnaires in the Town Crier and delivered in clubs/detached. • Youth Clubs/Projects to use Ward data

			event	<p>to programme proactively for underrepresented groups</p> <ul style="list-style-type: none"> • Youth Service is working towards expanding Town Centre provision • Currently the service does not produce material in different formats/languages. We will investigate how this can be achieved
Religion or belief	Y		The Youth Service offer a proactive curriculum re: inclusion & respect. Workshop sessions are delivered in schools and youth clubs on issues of respecting/understanding religious or other beliefs.	
Gender (inc. transvestitism, transgender and Tran sexuality)	Y		Pro active programme in schools & Youth Clubs covering homophobic bullying etc	
Sexuality (inc. homosexuality and bisexuality)	Y		As Above	
Impairment (inc. physical and/or mental impairments)	Y		<p>Youth Clubs moving towards full accessibility , including making the venues accessible to people in wheelchairs.</p> <p>Beaumont Hill Youth Club programme promotes equality and inclusion of young people with a disability by supporting their voice on issues that affect them. The youth club has a youth forum linked to the Darlington Youth Assembly</p>	<ul style="list-style-type: none"> • Youth Service planning move of Beaumont Hill Youth Club into new Haughton PFI Scheme which will make the youth club more accessible and encourage links with Haughton Youth Club which will be based in the same building • Youth service will encourage all community buildings it uses to become fully accessible

Age		N		<ul style="list-style-type: none"> Youth Service target 13-19 years old young people. But also work with 11-13 pre service users, 19-25 post service users – groups linked to inclusion strategy.
Geographical location	Y		<p>As Darlington is a small geographical area we meet the Transforming youth work resource excellent youth services, that states provision must be no more than 30 minutes journey time away from young people.</p> <p>Youth service has a training & support package for Community Partnerships & other voluntary groups who want to provide activities for young people in their own communities</p>	<ul style="list-style-type: none"> Youth Service is working towards expanding Town Centre provision
Any other equality issue (e.g. people with dependants and/or caring responsibilities or people with a criminal record)	Y		<p>Programme – youth service aim to link and develop programme to the needs of young people.</p>	<ul style="list-style-type: none"> Depending on CRB clearance for all employees and volunteers. (Employment to service)

Q.2 (a) For whatever reason, does your service treat any group differently from its other service users?

Yes

Y

No

If you have answered 'yes', please specify those individuals or groups affected and whether the impact has the potential to be adverse.

The Youth Service aim towards providing an "equitable" service to the young people of Darlington – this is based upon the individual need of the young people. The Service is only funded for work with young people aged 13 to 19, work outside these ages is achieved via partnerships.

(b) What needs to be done to prevent any potentially adverse impact?

- 1) Young people are involved in all programme planning – this is embedded in the youth service plan and youth service values.
- 2) The Darlington Youth Service offers a wide range of training and development opportunities for staff and young people e.g. a tier-training programme. Youth Service links to a number of partner agencies e.g. Racial Equality Council, DAD, Teenage Pregnancy Unit, STAR (Student Action Refuge), GAD, Community Partnerships, Darlington Partnerships etc.

Q.3 (a) Do you promote equality within your service? (E.g. through departmental equalities group, innovative marketing or community engagement techniques)

Yes

Y

No

If you have answered 'yes', please give examples of how equality is promoted.

Employment: - DBC employment policy. Programme and curriculum: - positively and pro actively target issues that effect young people. Youth Service marketing – Youth Service brochure, voice leaflet and events (young people getting involved), seminars, youth democracy etc.

Links to Community Partnerships and partners on previous page. Equality is fundamental to the aims and values of the Darlington Youth Service. Youth Service is providing training to adult members of the 11 Community Partnerships to help them engage better with young people. This training will take place in 2005/06.

Youth Service are represented on the Departmental Social Inclusion Group.

Q.4 Are there any plans in place within your Service to promote equality more effectively?

Yes

Y

No

If yes, please outline what you intend to do (including details, if known, of timescales and areas to be covered, etc.)

Darlington Youth Service plan 03-05. Target work with BME young people.

Equality awareness is covered in Youth Service programmes and curriculum and is a major part of the service a tier training programme e.g. –PSHE (Personal Social Health Education) and Citizenship, initial training programme for young workers, staff “in service” training etc.

Prepare youth service plan 05-08 which will include areas of “Equality Impact Assessment” young people questionnaire responses in Town Crier survey (in order to cover non service users as well as service users), community strategies and government agenda.

Q.5 In the past three years, have you consulted with any of the following groups regarding the delivery of and access to your service?

Group	Yes	No	If yes, please give evidence (Who? When? What were the outcomes)	If no, what consultation do you plan to do and by when?
Racial (inc. culture and nationality)	Y		Racial Equality Council have been consulted on the Youth Service plan 03-05. Consultation planned for 05-08 with REC, young people from BME & traveller communities via outreach & detached youth workers	<ul style="list-style-type: none"> • Linking with Sure Start, the Youth Service is making contact with young people from a traveller site to define their needs. • Carry out consultation with 'hard to reach groups' and partners organisations on the Youth Service Plan 05-08
Religion or belief	Y		Consultation with a wide range of religions and faiths via representatives from Darlington Churches and the Racial Equality Council	
Gender (inc transvestitism, transgender and Tran sexuality)	Y		GAD as above	
Sexuality (e.g. homosexuality and bisexuality)	Y		GAD as above	
Impairment (e.g. physical and/or mental impairment)	Y		Currently consulting with young people who attend B/Hill Youth Club to ascertain their needs & aspirations when moving to new Haughton PFI Scheme	

Age	Y		Service users As above Young people are consulted with on a continual basis on the type of activities they want	Plans developed to undertake consultation with young people using text messaging
Geographical location	Y		Urban and rural community consultation with young people. As above.	
Any other status (e.g. people with dependants and/or caring responsibilities or people with a criminal record)	Y		Social Services, Community Safety Partnership, Housing, Education, Sure Start. As above	

Q.6 Do you train your staff on equality issues?

Yes

Y

No

If you have answered yes: What training is available? Who delivers it? Who receives it?

Youth Service staff and young people are offered a wide range of training opportunities through in-service training and the Darlington Youth Service 4 tier training programme. Other training is delivered through the corporate programme and outside organisations such as Connexions, YMCA George Williams College, FPA, and other specialist Training provides.

The Youth Service carry out staff training needs assessments and training is based on the results.

Training is also project specific – e.g. school council training, for staff who deliver school council training in schools.

Staff are encouraged to attend the corporate diversity training.

EQUALITIES IMPACT ASSESSMENT QUESTIONNAIRE

SERVICE: Environmental Services	Department: Community Services
Person Responsible for Assessment: Dorothy Emerson	Date of assessment: December 2004

Brief description of service and to whom provided/available:

Environmental services covers a broad range of services associated with Street Cleaning, Refuse Collection, Grounds Maintenance, Building Cleaning, Parks Management, Community Safety Wardens Transport Services, Winter Maintenance, Emergency Call Out Service

Introduction

All the Council's services have been prioritised with regard to their potential impact on the promotion of equalities. Each service has been given an 'impact rating' of high, medium or low priority and this has been used to draw up a three year programme during which formal impact assessments will be conducted (those with a 'high' rating falling into the first year and so on).

The impact assessment looks at how a service is provided and how it promotes, monitors and consults in respect of equalities. Completion of the impact assessment will help us determine the extent to which services meet the requirements of the Equality Standard for Local Government, the Race Relations (Amendment) Act 2000 and the Disability Discrimination Act 1995.

The attached questionnaire provides a structure for undertaking the impact assessment. Local information and examples should be provided wherever possible.

This is a generic document that will require interpretation in particular circumstances. If, after reading the guidance, you require further information on how to implement the assessment, please contact David Plews, Policy Advisor (Social Inclusion) on 01325 388023.

Q.1 Is your service accessible to everyone within the community? Bear in mind any economic, social, environmental, physical, intellectual, cultural, linguistic, technological or other barriers.

Issue	Yes	No	If yes, what evidence do you have to demonstrate this?	If no, what do you plan to do to remove barriers to access?
Race (inc. culture and nationality)	Y		<p>The refuse and recycling service is available to everyone.</p> <p>Customer Services offer a range of methods for getting in touch, including service recall (Where a service has been programmed or promised such as refuse collection and has not been carried out) On line, Answer machine, E-forms, Face to Face and Call out. The Council also provides language line and promotional material can be made available in different formats and languages.</p> <p>The Parks & Open Spaces is accessible and free to everyone. Dogs are not allowed in play areas and are excluded from Bushel Hill Park and 2 areas of the Denes</p> <p>We take the street cleaning service to the community except in un-adopted land. This work is programmed on a schedule.</p> <p>Building Cleaning does not differentiate.</p> <p>Community Safety Wardens have received Beacon Status for the service.</p>	<p>Commercial Waste Duty Of Care and Contract should include Language Line availability. Duty of Care should be offered in different languages and formats, as should the marketing leaflets.</p> <p>Plan to investigate if there are any cultural issues and then develop ways to address them by working with local communities on service design and delivery and consulting corporately on this Equality Impact Assessment. Also plan to consult with BME Groups through Community Partnerships to measure Customer satisfaction.</p> <p>Training - Community Safety Wardens and other members of staff to undertake training on diversity. This will help community safety wardens understand how to address and understand crimes motivated by racial hatred.</p>
Religion or belief	Y		As above.	

Gender (inc. transvestitism, transgender and Tran sexuality)			Refuse and Street Cleaning adhere to our recruitment policy, women have been interviewed and selected and rejected job offers. The work force does not reflect the population.	
Sexuality (inc. homosexuality and bisexuality)	Y		As above.	Training - Community Safety Wardens and other members of staff to undertake training on diversity. This will help community safety wardens understand how to address and understand crimes motivated by homophobia
Impairment (inc. physical and/or mental impairments)	Y		<p>Disability access, toilets and play areas in parks. The Play area in north Lodge is designed with Disability in mind. To accommodate disabled users in the future all play areas are going to be measured against one specification. There are no plans for development other than South Park. Two out of the nine parks have sensory gardens, at Firthmoor and one planned for South Park.</p> <p>Promotional material can be made available in different formats, including Braille, large type and audiotape. This work is ongoing.</p> <p>People with disabilities receive assistance with refuse collection. This is for both physical and mental disability. Council tenants who have physical and mental impairments may receive following assessment a free garden tidy.</p>	
Age	Y		<p>As above.</p> <p>We have a range of equipment and activities for different age groups i.e. swings, climbing frames, sand pits bowling,</p>	

			The Community wardens work is deployed using an Intelligence based model.	
Geographical location		N	<p>Garden waste bags are available in specific locations. However they can also be posted out to residents throughout Darlington.</p> <p>The Community wardens work is deployed using an Intelligence based model, regardless of geographical location.</p> <p>We carry out Street Cleaning, Horticultural and Refuse Collection in rural areas according to programme and Ad hoc work.</p> <p>Council Tenants with impairments receive a free garden tidy scheme. This is not available to all tenants or residents due to costs.</p>	The parks and open spaces are situated in specific locations within Darlington.
Any other equality issue (e.g. people with dependants and/or caring responsibilities or people with a criminal record)			<p>Community Wardens do not visit the homes of refugees and asylum seekers more frequently.</p> <p>The Council does collect refuse from official travellers' sites There is a specific officer in D&E who liaises with travellers.</p>	<p>People on low incomes may find it difficult to pay for bulky household waste removal. The method of payment may also be an issue.</p> <p>We pick up Bulky Household items within the guidelines of the system.</p> <p>Action - Need to review the delivery times of the Bulky Household Service to ensure Carers and other members of the community have easy access to the service.</p>

Q.2 (a) For whatever reason, does your service treat any group differently from its other service users?

Yes

Y

No

If you have answered 'yes', please specify those individuals or groups affected and whether the impact has the potential to be adverse.

People with impairments receive assistance with domestic waste collection. Council tenants with impairments receive a free garden tidy.

Physical nature of facilities in parks and open spaces i.e. disabled toilets/play areas - can only be improved by investment

(b) What needs to be done to prevent any potentially adverse impact?

Further consultation by the Council on the Equalities Impact Assessment will be able to identify any potentially adverse impacts on these groups'

Q.3 (a) Do you promote equality within your service? (E.g. through departmental equalities group, innovative marketing or community engagement techniques)

Yes
No

X

If you have answered 'yes', please give examples of how equality is promoted.

The service uses a range of techniques to promote their work including the talking newspaper, Alpha Radio and the Town Crier.

The Service also uses a range of methods to consult with the public and also to involve them in improving the delivery of the service. This includes attending residents' meetings (such as the Community Partnerships, Residents Associations, Compact Group meetings and Resident Panel meetings). The service has also undertaken personal visits to members of the public. The Service is also assisting with the establishment of Friends of North Park, a residents' group that will be involved in any future plans for the development / improvement of the park.

Council Tenants receive a yearly satisfaction questionnaire to gain their views on the quality of the service and the way in which it was delivered.

Protection through enforcement days / listening days and education days. Enforcement days involve enforcement officers highlighting activities with the public, such as litter. Action- to include equality questions within our surveys to assess any potentially adverse effects, this would involve the Community Wardens and Environmental Health.

Environmental Services have a representative on the Departmental Social Inclusion Group that meets 4 times per year.

Q.4 Are there any plans in place within your Service to promote equality more effectively?

Yes

X

No

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If yes, please outline what you intend to do (including details, if known, of timescales and areas to be covered, etc.)

The Charter mark incorporates equality, with Criterion 3 being 'Be fair and accessible to everyone and promote choice'. In order to be awarded the Charter Mark the service needed to demonstrate that the service is easily accessible to everyone, services are provided flexibly to give everyone choice, access to services is affordable, information is made available to everyone, including people with special needs, consultation is carried out with customers with special needs about information and access to services they need, the service has customer care, equal opportunities and disability procedures that relate to customers, and also that the service makes reasonable changes to facilities, policies, practices and procedures to help disadvantaged people, those with learning difficulties and members of minority groups who use or access the service. The Charter Mark is promoted within the service.

Staff will attend the Customer Care Training Course that is delivered within the Council.

Community Wardens will attend Equality and Diversity training as part of their ongoing development. This will include Training on cultural etiquettes.

Q.5 In the past three years, have you consulted with any of the following groups regarding the delivery of and access to your service?

Group	Yes	No	If yes, please give evidence (Who? When? What were the outcomes)	If no, what consultation do you plan to do and by when?
Racial (inc. culture and nationality)	Y		<p>The Parks and Open Spaces Strategy involved consultation with the public including surveys, focus groups and specific consultation with BME groups at North Lodge Park.</p> <p>Consultation was also carried out for horticulture and South Park – Skateboarding at South Park, North Lodge Park – Sikh and Moslem residents</p> <p>A survey on street cleaning was placed in the Town Crier.</p> <p>The Community Survey includes questions relating to Environmental Services. A survey is also undertaken as part of BVPI 199 ‘Cleanliness of relevant land and highways’. These surveys are sent out to residents throughout Darlington.</p> <p>The Charter mark involved customer focus groups and listening days. ISO 9000 – We involved one Housing Resident who is disabled and we are in contact with a resident who is blind and helps us with articles for the Town Crier.</p>	<p>The Community Survey and BVPI survey are carried out on a yearly basis.</p> <p>The service will be involved in the Council’s consultation on the Equalities Impact Assessment.</p> <p>Plan to include Social inclusion questions when we meet with residential groups</p>
Religion or belief	Y		As above	
Gender (inc	Y		As above	

transvestitism, transgender and Tran sexuality)				
Sexuality (e.g. homosexuality and bisexuality)	Y		As above	
Impairment (e.g. physical and/or mental impairment)	Y		As above Shane has consulted with DAD in designing play areas.	
Age	Y		As above. Refuse & recycling - Disabled baskets. Blue bags with handles This was brought to our attention by the elderly and disabled. We carry out consultation with young people through Sure Start and through Leisure Services.	
Geographical location			As above. Staffs attend residents groups; compact group and Community Partnership meetings and views on the service are received at these meetings. These meetings cover specific wards and many focus in council housing estates.	Attendance at residents groups and compact group meetings is ongoing.
Any other status (e.g. people with dependants and/or caring responsibilities or people with a criminal record)				

Q.6 Do you train your staff on equality issues?

Yes
No

X

If you have answered yes: What training is available? Who delivers it? Who receives it?

Equality training is available to all staff through Corporate Human Resource Management. Some staff have had training already, but more could be done on this, therefore an action will be for staff to attend diversity training.

Equalities Impact Assessment Questionnaire

SERVICE: Children's Services	Department: Social Services Department
Person Responsible for Assessment: Helen Armstrong	Date of assessment: 2 June 2004 & 26 th Feb 2005 1 st June 05

Brief description of service and to whom provided/available:

CHILDREN'S SERVICES: Responsibility for Looked After Children under the Children Act 1989, promoting their stability, health & maximising their educational opportunities.

Children in Need (CiN) & Children with Disabilities: Ensure their needs are met & are cared for appropriately by their families & helped to live in their communities & have access to a range of support services.

Vulnerable Children: Improve their life chances & Safeguard those at risk through child protection/safeguarding work.

Fostering, Adoption and Residential Care services

Family support

Care Leavers Services

Introduction

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The impact assessment looks at how a service is provided and how it promotes, monitors and consults in respect of equalities. Completion of the impact assessment will help us determine the extent to which services meet the requirements of the Equality Standard for Local Government, the Race Relations (Amendment) Act 2000 and the Disability Discrimination Act 1995.

The attached questionnaire provides a structure for undertaking the impact assessment. Local information and examples should be provided wherever possible.

This is a generic document that will require interpretation in particular circumstances. If, after reading the guidance, you require further information on how to implement the assessment, please contact David Plews, Policy Advisor (Social Inclusion) on 01325 388023.

Q.1 Is your service accessible to everyone within the community? Bear in mind any economic, social, environmental, physical, intellectual, cultural, linguistic, technological or other barriers.

Issue	Yes	No	If yes, what evidence do you have to demonstrate this?	If no, what do you plan to do to remove barriers to access?
Race (inc. culture and nationality)	✓		<p>Ratio of Children in Need, (CiN) (ie Looked after Children as well as children in need living with their families) is in relation to proportion of Minority Communities. This information is provided in the APA, Annual Performance Assessment, 2005 CiN Census, PAF E45.</p> <p>Written Information/leaflets are available in the main minority languages (English, Cantonese, Bengali & Urdu & any other languages on request) and use of Language Line and translators</p> <p>Every Child Care team provided with a "Cultural Diversity Guide in Sep 04</p>	

Religion or belief	✓		Religious beliefs recorded for all service users and social workers are sensitive to this as anti oppressive practice is a significant part of their professional training	Listing of Religious events to be provided for all teams. CiN census 05 demonstrated that for many CiN, religion is not recorded on Care First. Further work required to establish whether this reflects non practising population who do not state religion or whether staff are not asking for this as a matter of course.
Gender (inc. transvestitism, transgender and Tran sexuality)	✓		Gay/Lesbian Foster Carers and Adopters and single carers of both genders. Formal matching processes in adoption & long term fostering addresses the needs of all Looked After Children (LAC) & how potential carers are able to meet their identified needs.	
Sexuality (inc. homosexuality and bisexuality)	✓		As above re Gay/Lesbian Foster Carers and Adopters. SLA with DFW Adoption, to provide our adoption service drew attention to their policy of non acceptance of same sex couples or gay/lesbian	

		<p>single carers. Following our request for same sex couple to be assessed in relation to a particular child, the diocesan organisation policy was changed to one of acceptance of applications from these groups.</p> <p>Sex & Relationships Policy developed for Looked After Children & SHOW, Sexual Health Outreach worker works closely with Residential & Foster Carers & wrote guidance on Condom Distribution (C Card) with residential staff after consultation with LAC. Also, SHOW & Gay men's worker available for LAC, CiN</p> <p>Also, Protocol/guidance developed, in line with government guidance re child prostitution, focusing on the need to decriminalise the child and prosecute the pimps/service users.</p>	
Impairment (inc.		Children's Trust which	.

physical and/or mental impairments)	✓	<p>has Pathfinder Status for Disabled Children. Multi agency work, consultation to break down barriers, access to services & issues during transition from children's to adult services. Also, consultation to promote inclusion in Sports via "Sportsability Project Young Carers Group "Time Out Group", to give time out from caring responsibilities (whether for another child or adult, through activities & mutual peer support or from staff. YOS building now accessible to all</p> <p>Re Sensory Impairment: Specialist workers for deaf/hearing impaired people and for blind/partially sighted people offer generic services to adults & children.</p> <p>CAMHS (Child & Adolescent Mental Health Services) CLASP (Children Looked After Support Project) Service</p>	
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			for LAC has Beacon Status Purpose built short break facility for Children with Disabilities	
Age	✓		Legal remit = 0 -18 or for care leavers up to 25. National survey just done for 11-18s as part of national Census for CiN . MALAP (Multi Agency Looked After Partnership) did specific consultation with Care Leavers. Group of LAC work with Investing In Children to promote their involvement with the department. Ongoing work to use their research in 04 to develop local standards for sws.	Currently purchasing an electronic system for consulting with Young people re their pathway plans and intend to utilise for younger children To contribute to their Looked after reviews in an acceptable/fun way
Geographical location	✓		Town Centre location of Social Services Department with Disabled Access	
Any other equality issue (e.g. people with dependants and/or caring responsibilities or people with a criminal record)	✓		Carers/Young Carers see above. Direct Payments to parents of disabled children to enable them to purchase their own assistance. Respite Services, see above	

			<p>Recent appointment of LAC Development worker to promote inclusion /communication with LAC.</p> <p>Leaflet explaining adoption to under 5s as well as national leaflet for 5+s</p> <p>Foster Carer Training includes Equality Issues by using the Fostering network nationally</p> <p>Recognised Guidance “The skills to foster”</p>	
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Q.2 (a) For whatever reason, does your service treat any group differently from its other service users?

Yes

✓

No

Potentially, Schedule One Offenders- warning indicators used to protect children & young people in line with Local Safeguarding Board procedures.

Also see information re Question 1 re Young Carers, Disabled children/Transitions work, information available in main minority languages on leaflets, all to promote inclusion.

Work with Sure Start Local Programme to provide Family learning in purpose built building on travellers site for adults & children to promote confidence in services and inclusion.

(b) What needs to be done to prevent any potentially adverse impact?

Risk Assessments carried out re Children's Services: annually and updated bi monthly at management meetings.
Individual risk assessments done on LAC (re potential risk to themselves/others and monitored within residential services via Regulation 33 visits

Q.3 (a) Do you promote equality within your service? (e.g. through departmental equalities group, innovative marketing or community engagement techniques)

Yes
No

✓

If you have answered 'yes', please give examples of how equality is promoted.

- Departmental Equalities Group
- Recruitment of Foster Carers and Adopters across all groups
- Promoting BME inclusion with Sure Start, Early Years re employment with children and linking with adult services
- Consultation with children via Investing in Children
- Qual-A-Sess system re quality assurance in children's homes regarding all aspects of daily living, eg resulted in regular yps meetings in each Children's home, one handyman appointed to deal with minor repairs & consult with yps on decoration.
- Looked After Reviews include young people and their views
- Transition Planning to Adult Services for young people with disabilities (learning and physical disabilities)
- Through Annual Performance Assessment, Health & Educational outcomes for LAC are monitored against national levels
- Sure Start development of on site provision at Honeypot Lane for Gypsies/travellers
- Refugees/asylum seekers supported in line with government policy.

Q.4 Are there any plans in place within your Service to promote equality more effectively?

Yes
No

✓

If yes, please outline what you intend to do (including details, if known, of timescales and areas to be covered, etc.)

- Involvement in Transforming your space, bid and plan to develop North Lodge Park Integrated Playarea to facilitate full disabled access. Completed Summer 04.
- Grace Court – Supported Accommodation for Teen Parents – opened March 04
- DASH Play Scheme
- Promoting Direct Payments to parents of 20 disabled children (age to 16) to purchase their own services/employ staff of their own choice.
- Family Group Conferences being further promoted to extend family placements
- Leisure Pass developments for Looked After Children. All LAC have swimming passes . Ongoing negotiations re further concessions for them & care leavers
- Multi-agency Looked After Partnership (MALAP) work focusing on Care Leavers. 2005 Plan being implemented and monitored eg LAC coordinators
Appointed in both PCT & Education
- Children’s Trust for children with disabilities to promote integrated services

Q.5 In the past three years, have you consulted with any of the following groups regarding the delivery of and access to your service?

Group	Yes	No	If yes, please give evidence (Who? When? What were the outcomes)	If no, what consultation do you plan to do and by when?
Racial (inc. culture and nationality)	✓		Chinese community and links with Sure Start, BME Workers	
Religion or belief	✓		Chinese community and links with Sure Start, BME Workers Cantonese Lessons for 7 children & for adults Close working with elders of minority community re a family	Multi agency group working to develop employment opportunities and childrens & adults care for BME adults to benefit CiN
Gender (inc transvestitism, transgender and Tran sexuality)		✓		None at present
Sexuality (e.g. homosexuality and bisexuality)		✓	GAD on an individual basis as appropriate Sexual Health Outreach Worker links with all Children's Homes and Foster Carers. Consultation with	Plan for training session for child care sws re specific issue of child prostitution

			LAC in Residential Care re delivery of sexual health services, then written into Guidance.	
Impairment (e.g. physical and/or mental impairment)	✓		<p>CAMHS – CLASP Group (Child & Adolescent Mental health Service, Children Looked After Systems Project)</p> <p>Children’s Trust at Harewood House ... Parents of Disabled Children.</p> <p>Specialist Substance Misuse SW post in new YOS/DAT based Substance Misuse Team</p>	
Age			N/A	
Geographical location		✓	Sure Start both waves have done wide consultations	None Planned

			<p>with parents & have parents groups who send reps to partnership & management boards.</p> <p>Sure Start centres to become neighbourhood Children's Centres with ongoing involvement of service users.</p> <p>Ditto re extended schools re service provision</p>	
<p>Any other status (e.g. people with dependants and/or caring responsibilities or people with a criminal record)</p>	✓		<p>Consultations with: Young Carers.</p> <p>Looked After Children and their families.</p> <p>Investing in Children Groups.</p>	<p>Next stage of EIA process will involve consultation with all these groups. The formation of the new Children's Services Dept in April 05 will promote the wider consultation with children and their families.</p> <p>The Consultation Strategy of the former children's division of Social Services will be updated.</p> <p>Major event through Dtn Partnership in June 05 to include wide range of children/yps groups</p> <p>In order to ensure that they are at the centre of developments re the new Children's Services in Dtn.</p> <p>Further work re Investing in Children with a view to Dtn having a franchise to deliver in line with the ethos of liC.</p>

Q.6 Do you train your staff on equality issues?

Yes
No

✓

If you have answered yes: What training is available? Who delivers it? Who receives it?

- Annual Workshop delivered by Children's Accommodation Manager on promoting Equality Diversity and Rights to NVQ3 Candidates
- Disability Equality Training
- Equal Opportunities and Diversity Training
- Racial Equality Policy Training
- Race Relations (Amendment) Act 2000 Training
- Initial Award in Care
- NVQ
- LDAF – Learning Disability Award Framework
- Deaf Awareness Training
- Visual Awareness Training
- MH Awareness Training

Equalities Impact Assessment Questionnaire

SERVICE: ADULT SERVICES	Department: SSD
Person Responsible for Assessment: Jeanette Crompton	Date of assessment: June 2004

Brief description of service and to whom provided/available:

Adult and Older Peoples Assessment (including Carers), Care Management and provision and commissioning of services (18 years plus)

Introduction

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The impact assessment looks at how a service is provided and how it promotes, monitors and consults in respect of equalities. Completion of the impact assessment will help us determine the extent to which services meet the requirements of the Equality Standard for Local Government, the Race Relations (Amendment) Act 2000 and the Disability Discrimination Act 1995.

The attached questionnaire provides a structure for undertaking the impact assessment. Local information and examples should be provided wherever possible.

This is a generic document that will require interpretation in particular circumstances. If, after reading the guidance, you require further information on how to implement the assessment, please contact David Plews, Policy Advisor (Social Inclusion) on 01325 388023.

Q.1 Is your service accessible to everyone within the community? Bear in mind any economic, social, environmental, physical, intellectual, cultural, linguistic, technological or other barriers.

Issue	Yes	No	If yes, what evidence do you have to demonstrate this?	If no, what do you plan to do to remove barriers to access?
Race (inc. culture and nationality)	✓		<p>Equal Opps. Policy Interpreting Service Language Line Written Information/leaflets are available in the main minority languages (English, Cantonese, Bengali & Urdu & any other languages on request) and use of Language Line and translators when necessary Consultation Links with REC All of our service level agreements stipulate that services must be accessible to ME groups</p>	<p>We are aware that some people may not be accessing our service re cultural beliefs and we are constantly trying to address these barriers by working with individual groups. For example people from a BME group may not take up homecare services if there is not a homecare worker from their BME group available to assist them. We will be holding a Diversity Day to recruit people from BME groups to Homecare/ Personal Assistant posts. To provide overview of services leaflets in the 5 most commonly used community languages, at point of contact. To ensure that all staff who undertake home visits are aware of religious holidays/ prayer times Specialist training is required in relation to mental health (carries a double stigma) as delusions can be different for ME clients. The creation of new posts of Community Development Workers for Mental Health will promote the accessibility of services</p>
Religion or belief	✓		<p>Equal Opps. Policy Part of the assessment process needs will be met through partnership working Religious beliefs</p>	<p>Information regarding religious holidays/prayer times has been distributed to Team Managers. We have attempted to recruit home care workers from ME groups in recognition that some people may prefer someone from their own ME group to provide their care</p> <p>As part of data collection for PAF indicators we have become</p>

			recorded for all service users and social workers are sensitive to this as anti oppressive practice is a significant part of their professional training	aware that religion is not always recorded on Care First. Further work is required to establish whether this reflects non-practising population who do not state religion or whether staff are not asking for this as a matter of course.
Gender (inc. transvestitism, transgender and Tran sexuality)	✓		<p>Equal Opps. Policy Anti Oppressive Practice Anti Disc. Practice These issues are considered during the assessment process Over arching contract from SSD with Independent Sector covers Anti Disc. Practice (check with MW) Provider must comply prior to a contract being awarded and is regularly monitored. A strategic Health Authority review on transgender/transsexuality produced clear working practices for all areas (Darlington has a higher than average proportion of LGBT community)</p>	There are no special arrangements for LGBT communities, however we do link to Tim Holmes, HIV Prevention Specialist (Gay & Bisexual Men), who works with the local Gay and Bisexual Male community of Durham Dales and Darlington localities, to promote sexual health and the prevention of HIV, for advice/ support.
Sexuality (inc. homosexuality and bisexuality)	✓		Same as above	
Impairment (inc.			Integral part of assess	Future Plans re Info for All Video – Sign Support Video (a resource

physical and/or mental impairments)	✓		<p>process. Provision of minicom, audio tapes, Braille</p> <p>Re Sensory Impairment: Specialist workers for deaf/hearing impaired people and for blind/partially sighted people offer generic services to adults & children.</p> <p>Awareness Raising Training re sensory impairment is mandatory</p> <p>Services provided to meet specialist needs e.g. Specialist Domiciliary Care is commissioned at a higher hourly rate, where it is needed to meet a clients needs</p> <p>Information For All DVD</p>	<p>aimed at people whose first language is not spoken English)</p> <p>Currently being translated into the minority languages</p>
Age		✓	<p>Some services are age specific e.g. Adult Mental Health, Older People MH, Learning Disability, Intermediate Care, Day Care for Older People, Phys Disability, Mental Health.</p> <p>Admission to Residential/Nursing Care SS+ or variation order via Care Standards</p>	<p>To analyse complaints by age of complainant to check if there is any latent age discrimination in the way we provide services. All information relevant to older people is sent to the Information Task group for comment. This group is made up of older people</p>
Geographical location			Transport for services	Note – barrier to provision of Home Care, Meals, Day Care to

	✓		provided home visits Town Centre location of Social Services Department with Disabled Access	outlying villages can be difficult- targeted recruitment to address this. Ongoing work with providers to increase capacity to deliver services in these areas
Any other equality issue (e.g. people with dependants and/or caring responsibilities or people with a criminal record)	✓		Carers assessments part of assessment process and service provided to support carers No – Re: HIV no provision	HIV issues/services to be reviewed Review access to services for those of no fixed address e.g. gypsies and travellers- have attempted to source Home Care for people living on the local traveller sites Do Refugees and Asylum seekers have full access to services?

Q.2 (a) For whatever reason, does your service treat any group differently from its other service users?

Yes
No

✓

If you have answered 'yes', please specify those individuals or groups affected and whether the impact has the potential to be adverse.

- • Provision of information to PSI group in larger font and on yellow paper, as this is more readable
- • Information to LD clients in accessible language/ pictorial versions

Analysis required regarding gender/ age/ ethnicity/ disability of Clients of Adults Services is required to identify whether discrimination exists. Where identified, action plans will be developed to address imbalances.

In relation to service users X% are currently from a ME group

In relation to services, we are aware that X% of clients from a ME group access Direct Payments

In Darlington , as is the case nationally ME clients are over represented in Mental Health services

Q.3 (a) Do you promote equality within your service? (e.g. through departmental equalities group, innovative marketing or community engagement techniques)

Yes

No

If you have answered 'yes', please give examples of how equality is promoted.

- Through GOLD (Growing Older and Living in Darlington) – meetings with REC, attended AGM. Consultation with Caribbean Community (June)
- Work through Carers Strategy & implementation plan to increase availability and flexibility of support to carers
- Cross cutting working group, developing BME Action Plan.
- Specific task group working to the NSF on helping to root out age discrimination (individual audit of existing policies and procedures both locally and wider county work)
- Appointment of Community Development Worker for deaf/deafblind community
- Development of Vane House Sensory Impairment resource
- Supported employment scheme at Morton Park in partnership with Morrisons Trust.
- Work with users and carers through Valuing People (Valuing People Co-ordinator in post)
- Person Centred Planning- for people with a learning disability
- Single Assessment, FACS (Fair Access to Care Services, Carers Assessments, Fairer Charging > to ensure consistency
- Recruitment procedures in line with Corporate Equal Opportunities Policy
- Adult protection procedures – new Co-ordinator post
- User involvement through – membership on Partnership Boards – self advocacy groups – Independent Advocacy Service
- HAP (Health Action Plans) to enable people with Learning Disability to access health care
- Service user input in review of criteria etc... eg review of ramps
- Access to information; physical access and virtual access
- Promoting ME inclusion with Sure Start, Early Years re employment with children and linking with adult services
- Refugees/asylum seekers supported in line with government policy

Q.4 Are there any plans in place within your Service to promote equality more effectively?

Yes

✓

No

If yes, please outline what you intend to do (including details, if known, of timescales and areas to be covered, etc.)

- Through GOLD via outreach sessions, coffee mornings etc.
- Day in Learning Disability Week to raise awareness
- Ongoing work with Carers Strategy
- Participation in World Mental Health Day
- Roll out plan for Single Assessment Process (inc public awareness campaign, staff awareness, training etc)
- Ongoing work re “No Secrets”- vulnerable adults policy
- Adult Protection Committee
- Review of complaints procedure, including responses to complaints.
- Final stages of implementation of Skill Mix review
- Integration of Older Persons Mental Health team
- Re-focus of homecare services
- Enabling people to live in the community and promote independence
- Intermediate Care
- Transitional Care
- Extra care housing for older people, including those with mental health problems
- Modernisation of Day care services
- Discharge Management Team
- Dom. Care Review
- Development of Integrated teams

Q.5 In the past three years, have you consulted with any of the following groups regarding the delivery of and access to your service?

Group	Yes	No	If yes, please give evidence (Who? When? What were the outcomes)	If no, what consultation do you plan to do and by when?
Racial (inc. culture and nationality)	✓		Chinese Community 18mths – 2 yrs HA/LH/Carers Res care/extra care options	Consultation with clients as part of preparation for Home Care Charter Mark application- September 2005
Religion or belief	✓		Sikh Community Annex service promotion HA/AE GOLD	Consultation with clients as part of preparation for Home Care Charter Mark application - September 2005
Gender (inc transvestitism, transgender and Tran sexuality)		✓		Consultation with clients as part of preparation for Home Care Charter Mark application - September 2005 To be picked up via work with PCT/SHA- Lynn Dougan
Sexuality (e.g. homosexuality and bisexuality)	✓		Departmental Equality Group – NS Domestic Violence Forum Choosing Health Workshop	Consultation with clients as part of preparation for Home Care Charter Mark application - September 2005

			We work closely with GAD- Gay Advice Darlington	
Impairment (e.g. physical and/or mental impairment)	✓		<p>Department of Health Personal Social Services User Survey PI measures experience of service (Management Information Unit)</p> <p>SSI Inspection Adult Social Care Best Value Care Review</p> <p>Specialist Substance Misuse SW post in new YOS/DAT based Substance Misuse Team</p>	Consultation with clients as part of preparation for Home Care Charter Mark application - September 2005
Age	✓		<p>Vane House – use of site BVR Home Care BVR OP GOLD-through task groups NSF/Single Assessment</p>	Consultation with clients as part of preparation for Home Care Charter Mark application - September 2005
Geographical location	✓		We have consulted with service users and carers re the	

			Re provision of Beck House to smaller units within the borough and closer to clients homes Training Schemes – Woodburn to Nubeck Nursery Vane House from The Lawns Training Shop – Mayflower Ct Shop & Railway Museum Café Home Care BVR	
Any other status (e.g. people with dependants and/or caring responsibilities or people with a criminal record)	✓		Carers Survey DAD Carers Grant – response Carers Groups via Steering Group	

Q.6 Do you train your staff on equality issues?

Yes

✓

No

If you have answered yes: What training is available? Who delivers it? Who receives it?

Corporate Equality Training for employees and managers

Disability Equality Training

Corporate Equal Opportunities and Diversity Training all managers and staff at appropriate level

Racial Equality Policy Training- Corporate- open to all staff

Initial Award in Care – compulsory for all care staff within 6 weeks of taking up employment- Bishop Auckland College

Health and Social Care Award NVQ level 2 –Bishop Auckland College- open to all care staff

LDAF – Learning Disability Award Framework- University of Teesside- all staff working with Learning Disabled clients

Deaf Awareness Training- Corporate- open to all staff

Visual Awareness Training –Corporate- open to all staff

Mental Health Awareness Training- in house- open to all staff

Carer Assessments Training (highlights the requirements of the Carers (Equal Opportunities Act)- Delivered by Lisa Holdsworth

/DAD Darlington Association on Disability- open to all staff

Equalities Impact Assessment Questionnaire

SERVICE: SURESTART LOCAL PROGRAMMES AND EARLY YEARS SERVICES	Department: CHILDREN'S SERVICES
Person Responsible for Assessment: CHRIS ARCHER, HEAD OF EARLY YEARS SERVICES (Position temporarily held by PAULINE MURRAY, SURESTART STRATEGIC MANAGER)	Date of assessment: 23RD February 2005
<p>Brief description of service and to whom provided/available:</p> <p>The Service has a wide range of responsibilities which include:</p> <ul style="list-style-type: none">• Monitoring childcare and early education provision;• Providing advisory support to schools & settings receiving early education funding;• Providing advisory support to Nursery Schools;• Moderating & advising on the Foundation Stage Profile;• Providing training to staff in schools & settings;• Supporting schools & settings undertaking the Darlington Quality Assurance Kitemark;• Providing a service to schools, settings, children and parents within the SEN Framework;• Developing & maintaining links with other support services;• Monitoring childcare vacancies;• Providing pre-registration advice & business support advice to new childcare providers;• Providing support to settings & schools who wish to develop childcare place;• Providing support to childminding networks;• Providing business support and advice to existing childcare providers;• Providing high quality childcare and early education through Kids & Co;• Managing Darlington Toy Library• Improving the availability, accessibility, affordability and quality of childcare;• Improving learning;• Improving social and emotional development;• Improving children's health; and strengthening families and communities;• Developing Children's Centres across Darlington to reach 4400 0-5's by 2008	

Introduction

All of the Council's services have been prioritised with regard to their potential impact on the promotion of equalities. Each service has been given an 'impact rating' of high, medium or low priority and this has been used to draw up a three year programme during which formal impact assessments will be conducted (those with a 'high' rating falling into the first year and so on).

The impact assessment looks at how a service is provided and how it promotes, monitors and consults in respect of equalities. Completion of the impact assessment will help us determine the extent to which services meet the requirements of the Equality Standard for Local Government, the Race Relations (Amendment) Act 2000 and the Disability Discrimination Act 1995.

The attached questionnaire provides a structure for undertaking the impact assessment. Local information and examples should be provided wherever possible.

This is a generic document that will require interpretation in particular circumstances. If, after reading the guidance, you require further information on how to implement the assessment, please contact David Plews, Policy Advisor (Social Inclusion) on 01325 388023.

Q.1 Is your service accessible to everyone within the community? Bear in mind any economic, social, environmental, physical, intellectual, cultural, linguistic, technological or other barriers.

Issue	Yes	No	If yes, what evidence do you have to demonstrate this?	If no, what do you plan to do to remove barriers to access?
Race (inc. culture and nationality)	X	X	<p>Neighbourhood Nurseries leaflets in range of languages.</p> <p>CIS leaflets only in English but plans in place to print in Darlington Community languages and Braille if requested</p> <p>Labels to be put on booklets explaining in other languages how to request brochures. They will be printed on demand</p> <p>SureStart Local Programme leaflets are available on demand in a range of languages.</p> <p>Domestic Violence leaflets are currently printed in Chinese, Greek, Urdu, Bengali, Hindi</p> <p>Ethnic families worker in SureStart Local Programme employed to develop links, engage and involve ethnic families</p> <p>Numbers of Black & Minority Ethnic (BME) families accessing services. Monthly monitoring information available from recorded contacts and activity attendances. This is a national requirement of Sure Start Unit</p> <p>Family learning tutor. This post is to target Family and Adult learning in Sure Start areas. Whilst this post is not specifically for BME families a number of courses eg IT and sewing have been arranged at the expressed</p>	<p>SureStart Local Program wave 5 planning work with Gypsies and travelling community</p> <p>Plans are in place to use labels for existing leaflets stating the availability in other languages.</p>

		<p>interest of BME families</p> <p>BME working group within the SureStart Local Programme, with representations from the Children's Information Service, Children's Services Department, is looking at increasing employment of Black & Minority Ethnic people within childcare, care settings. This new group meets every six weeks. The terms of reference for this group are to increase the number of BME people in the care workforce and encourage BME communities to access care services</p> <p>SureStart Local Programme has engaged the sessional employment of a BME worker to provide support to 1 family with specific difficulties</p> <p>Targets in Darlington SureStart Partnerships and Early Years service plans re workforce development: Men 6% People with Disabilities 1% BME 2%</p> <p>SureStart Local Programmes have an extensive service with Gypsies and travellers. Sure Start Wave 3 have funded a new building to deliver services from the main site at Honey Pot Lane.</p> <p>Firthmoor playgroup – 50% traveller children. (Source: Jan Fin at Maidendale House, Firthmoor) North Rd And Dodmire Schools also have a large traveller community in their schools</p> <p>SureStart Local Programmes risk assessment – National Requirement for SureStart Local Programmes to be assessed for risk at 6 months, 12 months and 18months. This assessment includes a section <i>Working with Diversity</i> to assess the SureStart Local Programme's plans to address inequalities and the hard-to-reach groups.</p>	
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			<p>Recruitment of childminders - Accessible to all, actively promoted as part of targets, however currently there are no childminders from ethnic minority backgrounds recorded in our Survey of Childcare Providers. BME working group (mentioned above) to put strategies in place to recruit more BME Childminders</p> <p>Mandarin speaking classes Sari sales Sewing classes – Bengali</p> <p>Sure Start Local Programmes are required to have external Evaluation carried out. Durham University carried out an evaluation of the programme’s ability to engage the hard-to-reach. The report is available and has been shared with Partnership members.</p>	
Religion or belief	X	X	<p>The following festivals are currently celebrated: Christian Festivals – Christmas, Easter. Hindu – Dewali. Muslim – Eid. Chinese - New Year.</p> <p>Festivals are planned for in all planning in The Foundation Stage Curriculum. Courses included in Professional Development programmes. Resources are provided in the Toy Library and Storysacks loan schemes. The Darlington Early Years QA Kitemark addresses Equal Opportunities and Multi Cultural issues in all modules – this document is available on request.</p> <p>Moslem sensitive services eg swimming for Bengali women</p> <p>Health awareness event – Wave 3 invited members of</p>	<p>To ensure that Sure Start Local Programmes staff are aware of the dates when different faiths celebrate festivals, all Sure Start Calendars and diaries to include dates of all festivals.</p>

			<p>the BME community to meet with GPs, Health Visitors, Midwives.</p> <p>Faith group reps on various partnerships (Claire Taylor, HT at St Bede's is the RC Diocesan representative on the Darlington SureStart Partnership). There are no other faith communities represented, however the Racial Equality Council are on the Partnership members list.</p>	Strengthen faith group representation on Darlington Sure Start Partnerships.
Gender (inc. transvestitism, transgender and Tran sexuality)	X	X	<p>SureStart Local Programme activities with BME women eg swimming, sewing, exercise.</p> <p>SureStart Local Programme work with men, Dads, male carers, eg Saturday club, tai kwando etc.</p> <p>4% Darlington SureStart Partnerships target for men in work force (Early Years Audit 'Survey Years of Childcare providers') CIS -Men in Childcare event planned in June</p> <p>Domestic Violence initiatives - Freedom programme – a 12 week course to support women affected by Domestic Violence. Advice Circle – Drop in facility for anyone who is experiencing domestic violence to get help and support – advice available from police and solicitors.</p> <p>SureStart Local Program risk assessment (as above)</p>	<p>Much more work needed to engage more men eg play groups, stay & play sessions.</p> <p>Target training to “best times” for men and women – More details required.</p>
Sexuality (inc. homosexuality and bisexuality)	X		<p>SureStart Local Programme has given funding to PCT for young man's sexual health worker.</p> <p>SureStart Local Partnerships has adopted Darlington Borough Council's Equal Opportunities policy.</p> <p>Teenage parent support worker– Provide holistic support to teen parents including advice and</p>	

			signposting on issues of sexuality	
Impairment (inc. physical and/or mental impairments)	X		<p>Darlington SureStart Partnerships targets 1% workforce. We already have 1% and collect the evidence from Annual Audit Survey of Childcare providers and reports to Sub groups and Darlington SureStart Partnership</p> <p>SureStart Local Programme ask re disability and special needs on registration forms.</p> <p>Health improvement programmes also include: Baby Friendly Initiative (World Health Organisation) on breastfeeding, Neo-natal work and increasing accessibility</p> <p>Physical Impairment</p> <p>Wheelchair accessible minibus available for all activities</p> <p>SureStart Local Program capital building programmes are fully DDA compliant.</p> <p>Toy library equipment – as per toy library catalogue catergorised with HH numbers. Available for all parents through toy library scheme but also used by portage workers for home visits. Toy library equipment includes a range to cater for children with Special Educational Needs (SEN)</p> <p>Sensory Impairment.</p> <p>Sensory room and equipment available for all. Also available on a one-to-one sessional basis for children.</p> <p>SENCO training and network – Customised training for</p>	

		<p>settings and new SENCO's delivered in-house. Attendance at regional Area SENCO meetings sharing of training materials.</p> <p>Mental Impairment.</p> <p>Speech and Language targets - (Darlington SureStart Partnerships and SureStart Local Programme) Speech and Language services available to all – special intervention can be arranged with sensory impairment</p> <p>Portage training – Training for practitioners to work with parents of children with SEN. It includes long term planning, individual targets in five areas; socialisation, self-help, cognitive, motor and language development. It empowers parents to be the first and best teachers of their child. The task analysis section is also useful for practitioners to break down learning goals into manageable steps.</p>	
Age	X	<p>We are a universal early years service - SureStart Local Program is universal in its catchment areas</p> <p>Universal support for accessing good quality, affordable accessible childcare.</p> <p>Public Service Agreement target to reduce the proportion of young children living in workless households – staff employed to support parents to access learning, training and employment to reduce and eventually eradicate child poverty leading to better outcomes for all children.</p>	Target for more over-40s in childcare work force.
Geographical location	X	<p>Early Years is a universal service across Darlington.</p> <p>The programmed roll-out of SureStart Local</p>	

		<p>Programmes by 2010 will ensure that the service is universal, although it is presently co-targeted at Early Years services within specific 11 most deprived catchment areas.</p> <p>Children's centres increase geographical coverage. Facilities locally based – outreach services at Red Hall and Dodmire in 2004-06 and an additional 2 more centres planned for 2006-08, again co-located with schools and other service providers</p>	
Any other equality issue (e.g. people with dependants and/or caring responsibilities or people with a criminal record)	X	<p>Consultation: Darlington SureStart Partnerships 04-06 Consultation takes place with the Darlington Sure Start Partnership, Cabinet and at Departmental level. Consultation annually, reporting quarterly Early Years Service Plans – 04-06 SureStart Local Program Plans – 04-06 SureStart Local Program 18 month risk assessments Children's Centres Implementation Plans - Consultation with Cabinet, Lifelong learning Scrutiny committee, Darlington SureStart Partnership, SureStart Local Partnerships Parents Groups, Local Task Groups including Community Partner Reps (2005-06) Quality Assurance Framework Training Plan</p>	

Q.2 (a) For whatever reason, does your service treat any group differently from its other service users?

Yes

No

If you have answered 'yes', please specify those individuals or groups affected and whether the impact has the potential to be adverse.

BME women – positive action to engage, recognising cultural and religious needs.

Gypsies and travellers – positive action to engage recognising cultural and racial needs, eg provided own building at the Honey Pot Lane site

Unemployed parents – target with information, advice points for Job Centre Plus, Working Family Tax Credits and childcare and training programmes.

Childminders – tailored training and support to meet their more particular and individual needs – recognising their “lone worker” status

Teenage parents – tailored individual support and separate activities

Male role modelling in schools – male officer gives school talks to model men in child care workforce

Geographic nature of SureStart Local Programmes means that some areas do not yet receive the services other areas presently receive.

(b) What needs to be done to prevent any potentially adverse impact?

Sensory impairment – SureStart Local Program premises have no induction loops, Braille signs, audiotapes. We offer to provide IF requested but should be more proactive eg target health visitors. More resources are needed to provide these.

Geographical nature of SureStart Local Program - does not “capture” disadvantaged pockets in other areas – Children’s centres and 10 year strategy for childcare designed to address this.

Q.3 (a) Do you promote equality within your service? (e.g. through departmental equalities group, innovative marketing or community engagement techniques)

Yes

No

If you have answered 'yes', please give examples of how equality is promoted.

Equal opportunities policy in Early Years and SureStart Local Program.

Targeting services at the hard-to-reach – BME, Men, Teenage Parents, Special Needs, Lone Parents, Unemployed. Uses Start point data – database that monitors take up.

Present regular (quarterly) reports to Darlington SureStart Partnerships & SureStart Local Program partnerships, on the Neighbourhood Nursery Form 3.

Children's Information Service collate information - Returns to Sure Start Unit.

Early Years census survey of Childcare providers

Quality Assurance Framework - Equality is promoted across all modules of Kitemark – Documentation is available on request

Employing a range of staff with specific remits to target service users and providers - Positively used 'race' regulations to appoint BME family worker

Our definition – equality is not about treating everybody the same but rather giving everyone equality of opportunity which on occasions requires positive action

Q.4 Are there any plans in place within your Service to promote equality more effectively?

Yes

X

No

If yes, please outline what you intend to do (including details, if known, of timescales and areas to be covered, etc.)

SureStart Local Programmes to carry out further work with BME and travelling community.

Review all our services with reference to the key groups eg arrange for more induction loops for hearing impaired people.

Strengthen links with faith groups.

More explicit in statements about sexuality.

Engage men more effectively - Review training venues and timings.

Creation of Foundation Stage Units – Foundation Stage units are the provision of early years education for children from age 3 until the end of their Reception year. Their admission procedures, care and curriculum will promote equality for all. Link with Durham University evaluation to address these points.

Review of Governance arrangements for children's centres will reflect these needs/requirements – proactively seek inclusive representation

Q.5 In the past three years, have you consulted with any of the following groups regarding the delivery of and access to your service?

Group	Yes	No	If yes, please give evidence (Who? When? What were the outcomes)	If no, what consultation do you plan to do and by when?
Racial (inc. culture and nationality)	X		<p>Much of the ethos of Early Years and SureStart Local Program work is underpinned by the belief and focus on consultation – parents as full and equal partners SureStart Local Program and all organisations and groups as members of Darlington SureStart Partnerships</p> <p>Staff are specifically employed to support this requirement and include BME family worker. Male carer/Dad’s worker. Engagement officers. Teenage parent worker. Adult learning tutor. Development officers. Business support. Childminder network coordinator. Childrens Information Service. Training officers. Parent groups – minutes. Parents reps groups – minutes. All training and activities evaluated. Early Years census. Training needs audit. Childcare audit. Parental questionnaires. Children’s groups. SureStart Local Program evaluations.</p>	
Religion or belief	X		See above	
Gender (inc transvestitism, transgender and Tran sexuality)	X		See above	
Sexuality (e.g.	X		See above	

homosexuality and bisexuality)				
Impairment (e.g. physical and/or mental impairment)			See above	
Age			See above	
Geographical location			See above	
Any other status (e.g. people with dependants and/or caring responsibilities or people with a criminal record)			See above	

Q.6 Do you train your staff on equality issues?

Yes

X

No

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If you have answered yes: What training is available? Who delivers it? Who receives it?

Darlington SureStart Partnership training programme includes training about the Disability Discrimination Act, Equal Opportunities, Inclusive play which is accessible to all providers and practitioners, as well as a range of SEN issues which are addressed in Personal Development programme eg Autism, Downs Syndrome, Behaviour.

Darlington Borough Council Equal Opportunities Training Courses are available for Borough Council employees within the Partnership.

Primary Care Trust train their employees within the SureStart Partnership.

Bespoke Race Equalities Council training courses have been arranged.

External Portage training - inclusive practice

Speech and language training - Talking Time, Playbox and Communication link signing.

Equalities Impact Assessment Questionnaire

SERVICE: SCHOOL EFFECTIVENESS SERVICE / GOVERNOR SUPPORT UNIT	Department: EDUCATION
Person Responsible for Assessment: David Walker, Assistant Director – School Effectiveness	Date of assessment: 23rd February 2005

Brief description of service and to whom provided/available:

The School Effectiveness Service is a service within the Children's Services Department. As well as the personnel based at the Town Hall, it also has bases at Red Hall Primary School (The Teaching and Learning Centre) and Sadberge Primary School (The e-learning Centre). Its prime function is to challenge and support schools in achieving high standards.

The School Effectiveness Service is committed to providing a high quality service for:

- Schools and other educational settings – Head teachers, teachers, support staff
- Governors, through the Governor Support Unit, who provide a clerking service and plan and organise governor training
- Elected members
- Members of the Children's Services Department and colleagues in other departments of Darlington Borough Council
- National and local partners

As well as the above, the service provides dedicated advice and support for:

- National Primary Strategy – dedicated primary phase Teaching & Learning Advisers based at The Centre for Teaching and Learning.
- National Key Stage 3 Strategy – dedicated secondary phase Teaching & Learning Advisers based at The Centre for Teaching and Learning.
- ICT – dedicated e-learning centre based at Sadberge Primary School
- Advanced Skills Teachers
- Education Health Partnerships
- Gifted and talented pupils
- Specialist schools
- Leading Edge & Beacon schools

- ❑ School support staff
- ❑ Teachers' International Professional Development
- ❑ 14-19 Strategy
- ❑ Basic Skills Quality Mark
- ❑ Creative Partnerships
- ❑ Leadership Development
- ❑ Workforce Reform
- ❑ Primary Modern Foreign Languages
- ❑ Continuing Professional Development including Newly Qualified Teachers

Introduction

All of the Council's services have been prioritised with regard to their potential impact on the promotion of equalities. Each service has been given an 'impact rating' of high, medium or low priority and this has been used to draw up a three year programme during which formal impact assessments will be conducted (those with a 'high' rating falling into the first year and so on).

The impact assessment looks at how a service is provided and how it promotes, monitors and consults in respect of equalities. Completion of the impact assessment will help us determine the extent to which services meet the requirements of the Equality Standard for Local Government, the Race Relations (Amendment) Act 2000 and the Disability Discrimination Act 1995.

The attached questionnaire provides a structure for undertaking the impact assessment. Local information and examples should be provided wherever possible.

This is a generic document that will require interpretation in particular circumstances. If, after reading the guidance, you require further information on how to implement the assessment, please contact David Plews, Policy Advisor (Social Inclusion) on 01325 388023.

Q.1 Is your service accessible to everyone within the community? Bear in mind any economic, social, environmental, physical, intellectual, cultural, linguistic, technological or other barriers.

Issue	Yes	No	If yes, what evidence do you have to demonstrate this?	If no, what do you plan to do to remove barriers to access?
<p><i>All areas in this section</i></p> <p>Race (inc. culture and nationality)</p>	X	X	<p><i>The SES strategy for intervention and support with schools is based on the identification of underachievement within schools and irrespective of race, religion, gender, sexuality, age, etc. We link with other services across the department where necessary to identify needs and staff from other teams (e.g. English as an Additional Language (EAL), Language for Learning), attend strategy update meetings.</i></p> <p>Individual pupil target setting is done by schools and discussed with the School Improvement Officer (SIO) and the Excellence in Cities Manager (EiC Manager) to give targeted support / interventions at child level. Monitoring is done by schools and discussed with SIO/EiC Manager as appropriate. (Evidence in notes of visit, schools' monitoring files.)</p> <p>The SES representative on the Race Equality Steering Group (Education) (RESG) is active in supporting the group's provision of advice/guidance to schools e.g. on curriculum matters. (Evidence in minutes)</p> <p>See also ref to SACRE below.</p>	<p><i>Governor Support Unit (GSU) will encourage governors to include in their work plans the analysis of their local contexts and to target communities to increase representation of under-represented groups.</i></p> <p>GSU is collecting information on ethnicity and plans to take action to recruit more BME governors where unrepresentative of school community. (Evidence in minutes, SES Service plan.) SES staff will support the advice/guidance given by the RESG.</p>

Religion or belief		<p>The SES officer on the Standing Advisory Council for Religious Education (SACRE) has supported it in:</p> <ul style="list-style-type: none"> • writing the Agreed Syllabus and provision of training to teachers • obtaining funding to purchase religious and cultural artefacts, organising a loan scheme for schools to support better RE teaching and pupils' understanding of religions and beliefs • self-evaluation and action planning (Evidence in minutes, communications to schools, SACRE self-evaluation, and action plan.) <p>An SES officer represents the Authority on the Hexham and Newcastle Catholic Partnership (a network of all Catholic schools in the area) which looks at aspects of provision in RC schools in relation to the wider community</p>	<p>The SACRE action plan (draft April 05), supported by the SES officer, includes plans to ascertain the membership of faith groups in the town and make recommendations to Cabinet where appropriate on the constitution of the SACRE.</p> <p>The SACRE Chair, supported by the SES officer, plans to contact SACRE members who do not regularly attend and make contacts with leaders of faith groups who have a place on SACRE, but do not send a representative to ascertain the reasons for non-attendance and encourage better attendance and active participation. (Evidence in minutes, communications to schools, SACRE self-evaluation and action plan.)</p>
Gender (inc. transvestitism, transgender and Trans sexuality)	X	<p>Gender issues covered in Sex & Relationships (SRe) module of Healthy Schools syllabus.</p> <p>School nurses delivering Healthy Schools Standard (managed by SES Officer), cover these issues.</p>	
Sexuality (inc. homosexuality and bisexuality)	X	<p>Healthy School Standard (managed by SES Officer) includes:</p> <ul style="list-style-type: none"> • Guidance for teachers entitled 'Homophobic Bullying' has been ordered and sent out to all schools via school nurses. • SES officer link with Primary Care Trust Teenage Pregnancy Partnership (TPP) on teenage pregnancy 	

			<ul style="list-style-type: none"> • TPP funding, which is ring-fenced for Sex and Relationships (SRe) module in the Personal and Social Health Education (PSHE) accreditation, has been passed to SES officer, who manages the accreditation programme for teachers 	
Impairment (inc. physical and/or mental impairments)	X	X	<p>Promote wide range of teaching and learning strategies to support teachers with delivery</p> <p>SES officer involved in training for special Educational Needs Coordinators (SENCO) on requirements of Disability Discrimination Act (DDA) with regard to curriculum considerations.</p> <p>GSU finds out about any impairment and makes adjustments to provision e.g. documents for blind governor, access to training events.</p>	GSU will be surveying gov. bodies at next term's meetings to gather information on impairments (plus ethnicity, age etc., as this info is only held for newer governors.
Age	X		Governors – no upper age limit set for most types (parent, community, staff, foundation) but upper age limit for LEA governors of 85.	
Geographical location	X		Primary and Secondary Strategy school support plans – All schools receive some support, which is differentiated according to support needs, not based on location.	
Any other equality issue (e.g. people with dependants and/or caring responsibilities or people with a criminal record)			<p>SES provides support for schools/teachers:</p> <ul style="list-style-type: none"> • on Able, Gifted and Talented (A, G & T) pupils and is promoting the National Association for Able Children in Education (NACE) Challenge Award 	

		<p>(which is for quality provision)</p> <ul style="list-style-type: none"> • brokering training for A, G&T coordinators in schools • in running summer schools for A, G & T pupils <p>(Evidence in EiC newsletters, minutes of secondary A, G&T Coordinators' group, launch of NACE Award)</p> <p>Information and guidance for parents/carers from Primary and Secondary Strategies is available in a range of languages – this is publicised to schools.</p> <p>Governor training includes courses on, for example, 'Extended schools – new ways of working', 'Support for vulnerable groups in Darlington'.</p> <p>GSU encourages governors to have and review policies for provision for vulnerable groups of pupils and provides training. (Evidence in training brochure)</p>	
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Q.2 (a) For whatever reason, does your service treat any group differently from its other service users?

Yes

X

No

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If you have answered ‘yes’, please specify those individuals or groups affected and whether the impact has the potential to be adverse.

Positive impact through targeted support linked to identified need of individual schools.

Healthy Schools Support linked to schools identified by Department for Education & Skills as having >20% FSM entitlement.

Primary Excellence in Clusters linked to Schools with 35+% of pupils entitled to free school meals.

Secondary Excellence in Clusters linked to % pupils residing in 11 most deprived wards.

Ward-based mentors (funded by Learning Support Council) support pupils from most deprived wards who are underachieving. The scheme is monitored by the Darlington Mentoring Group, where SES has 2 representatives – EiC-funded Learning Mentors focus on underachievement identified by schools’ systems and are supported by the EiC Manager

Extra support for schools for pupils with more particular needs (beyond differentiation in the normal class situation) – ‘Wave 3 intervention’ – training and in-school support and provision of materials by SES.

Programmes targeted at groups of schools:

- Intensifying Support Programme (ISP) is targeted at schools who are judged to benefit from a very structured and intense programme of support and action planning,
- Primary Leadership Programme (PLP) has been targeted at schools who would benefit from a programme based on developing distributed leadership
- Targeted gov support where needs identified through survey of questions at meeting, for example, training needed for OfSTED, amalgamations, Gov Body Self Review, Workforce reform
- Support for schools for A,G&T pupils
- Support for Newly Qualified Teachers (NQTs) and teachers relatively new (e.g. less than 5 years)
- Support for KS1 – due to underperformance against national averages, particular emphasis to be given in supporting schools
- Support for KS4 – concerns about KS4 performance particularly being addressed in SES officers’ support and challenge to schools and built into Secondary Strategy support plans
- Support to improve boys’ writing – identified as a particular area of underachievement (in Darlington and nationally)
- National Primary Strategy funding to support only 2 learning networks

(b) What needs to be done to prevent any potentially adverse impact?

SES managers maintain a strategic overview of all support to schools in conjunction with colleagues from other services to avoid adverse impacts:

- Healthy Schools – all schools outside DfES guidelines (> 20% of pupils eligible for Free School Meals) are still supported through ‘fresh fruit scheme’ and ‘5 a day’ resource pack, homophobic bullying pack, etc. and are invited to all training provided.
- EiC use of ward data may hide other forms of disadvantage, but schools plans, developed with the support of the EiC Manager, will be focused on any pupils who are underachieving.
- Ward-based mentors’ work has been widened and supplemented by other mentoring (e.g. from EiC)
- Darlington Mentoring Network provides training and networking opportunities for all mentors in the town
- Provision of Learning Mentoring dependent on identification by schools’ systems – may not be robust - schools supported/monitored by EiC Manager
- Materials from specific programmes which are judged will benefit other schools are used by SES staff when working with these schools
- Supportive ethos in schools for A,G&T pupils’ provision means that all benefit – hence avoidance of ‘elitist’ mentality
- Strategies suggested to schools to improve boys’ writing do not adversely impact on girls
- Funding through extended schools to support more network activity

Q.3 (a) Do you promote equality within your service? (e.g. through departmental equalities group, innovative marketing or community engagement techniques)

Yes	X
No	

If you have answered ‘yes’, please give examples of how equality is promoted.

- Personal Development Review, Service Planning, Access
- SES CPD Programme plus corporate training
- All induction

Q.4 Are there any plans in place within your Service to promote equality more effectively?

Yes

X

No

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If yes, please outline what you intend to do (including details, if known, of timescales and areas to be covered, etc.)

- SES Continuous Professional Development Plan linked to service priorities / Personal Development Review
- Following analysis carried out in Question 1 above, SES will produce guidance for Governing Bodies on the composition of a Governing Body to better reflect community service.
- Review Governor Development Programme to better reflect a Governing Body's composition.
- Review induction process for new Governors.

Q.5 In the past three years, have you consulted with any of the following groups regarding the delivery of and access to your service?

Race

Religion

Gender

Sexuality

Impairment

Age

Geographical location

Other Issue

See below

Consultation through a range of groups:

- Teenage Pregnancy Partnerships – has resulted in access to funding and inclusion of SES actions in their action plan to meet PIs for both SES and TPP
- SACRE – useful actions have included SACRE self-evaluation and action planning, thereby getting the SACRE to be more proactive, plus training and resources (loaned) to schools to improve teaching and learning
- Darlington Association of Governors – involvement in recruitment of governors and identification of training needs

- Healthy Schools accreditation – opportunities to benchmark Darlington schools in relation to others in the region and to pick up good practice ideas to disseminate to our schools also a ‘voice’ to influence the PCT
- Local Race Equality Council – useful contacts made in areas of race and support they could offer for schools
- Drug action planning team (DAT) – SES officer involved in planning group and access to funding to support the PSHE accreditation, involvement in action planning to support meet PIs for both SES and DAT
- Darlington 14-19 Trust (consists of all secondary schools, Beaumont Hill, PRU and colleges) – SES officer is Chief Executive for this – useful actions have included;
 - Introduction of Transitional Mentoring, with Transition Mentors appointed in all three post-16 institutions
 - Junior Apprenticeship Programme, with 38 students from six secondary schools involved
 - Work-based Learning Providers’ Forum established
 - Various collaborative initiatives including courses and Virtual Learning Environment Project
 - Common college days for schools from 2005-6
 - Common afternoon timetable block from 2005-6 to allow students in one school to access courses in any of the schools in the Borough

This has resulted in the following benefits:

- Closer working relationships between schools and post-16 providers - enabling us to better understand the needs of students, share good practice and make best use of resources
- Improved vocational offer to 14 year olds
- Better support at transition
- Opportunities to provide collaborative courses for students within the school day

Consultation is carried out through and to inform a range of strategies

- Access strategy – SES involved in some delivery of training on curriculum access
- PE & school sport links strategy – SES officers on steering group and able to influence teaching of PE and relate to actions on Healthy Schools Standard
- need to influence schools in consultation process to ensure fair representation

Q.6 Do you train your staff on equality issues?

Yes

X

No

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If you have answered yes: What training is available? Who delivers it? Who receives it?

- Corporate Training Programme delivered by HR – Needs identification through PDR process
- Reviewed through the SES Continuous Professional Development Plan.

Equalities Impact Assessment Questionnaire

SERVICE: PUPIL SUPPORT	Department: Children's Services
Person Responsible for Assessment: Gill Walker, Head of Pupil Support Services	Date of assessment: 23rd February 2005.

Brief description of service and to whom provided/available:

Pupil Support Service supports vulnerable young people in Darlington who are disaffected or disengaged from Education, Looked after by a Local Authority, ethnic minorities including young people from travelling backgrounds, asylum seekers, children who are too ill to attend school, those who are Educated at Home and those where there are Child Protection Concerns. The Service offers advice and support to schools and parents in how best they can also support these young people.

Introduction

All of the Council's services have been prioritised with regard to their potential impact on the promotion of equalities. Each service has been given an 'impact rating' of high, medium or low priority and this has been used to draw up a three year programme during which formal impact assessments will be conducted (those with a 'high' rating falling into the first year and so on).

The impact assessment looks at how a service is provided and how it promotes, monitors and consults in respect of equalities. Completion of the impact assessment will help us determine the extent to which services meet the requirements of the Equality Standard for Local Government, the Race Relations (Amendment) Act 2000 and the Disability Discrimination Act 1995.

The attached questionnaire provides a structure for undertaking the impact assessment. Local information and examples should be provided wherever possible.

This is a generic document that will require interpretation in particular circumstances. If, after reading the guidance, you require further information on how to implement the assessment, please contact David Plews, Policy Advisor (Social Inclusion) on 01325 388023.

Q.1 Is your service accessible to everyone within the community? Bear in mind any economic, social, environmental, physical, intellectual, cultural, linguistic, technological or other barriers.

Issue	Yes	No	If yes, what evidence do you have to demonstrate this?	If no, what do you plan to do to remove barriers to access?
Race (inc. culture and nationality)	X	X	<ul style="list-style-type: none"> • Persona Doll Training. • Racial Incidents Reporting. • Translated summary of annual school reports for parents - whole documents are not translated because of cost implications. • Supporting attendance for ethnic minorities through EMS analysis by Sept 2005. • Supporting travellers –regular visits to site plans • Training governors from ethnic minorities • Target services through restructure of services 	<p>Develop better, culturally appropriate communications – Other languages for signs</p> <p>To target support on a needs lead individual basis when fully implemented</p> <p>Regular weekly visits to Honeypot Lane Site where most of the transient travelling families reside, include a drop-in session based within the SureStart building on site. Building up a site plan through service intelligence and liaison with traveller site manager. Work within a protocol to address contact with families on unofficial sites within Darlington.</p> <p>Offer training to all governors on ethnic minority groups/cultures/equalities. Representation depends on individual schools governing bodies.</p> <p>On disaggregation from Durham the new Darlington Service for ethnic minorities (including travellers) will focus support to ensure individual pupil's attainment gaps are redressed. This will enable the young person's full potential to be reached and help to ensure post</p>

			<ul style="list-style-type: none"> Monitoring of exclusions through EMS Child Employment leaflets/warning letters translated. 	<p>16 economic independence. Accessibility to the new service will be through service monitoring of EMS, liaison with schools, parental request supported by a service launch.</p> <p>Half-termly meetings are held where all pupils with 3 or more fixed terms exclusions are discussed to see whether there is any advice can be offered to schools in order to implement strategies that will improve behaviour.</p> <p>Generic leaflets are translated into two languages and warning letters are translated into one language, we are planning to extend this to include other service documents. This translation service is different from individual reports because they are generic and not pupil specific.</p>
Religion or belief	X	X	<ul style="list-style-type: none"> Liaison with Standing Advisory Committee on Religious Education (SACRE) to identify information for schools to provide details of other religions. Training for Education Welfare Officers 	Raise staff awareness of cultural/religious differences. Religious calendars, cultural etiquette and taboos. The new service is planning to produce a religious festival calendar as a resource aid to be made available to all schools and other services.
Gender (inc. transvestitism, transgender and Transexuality)	X	X	<ul style="list-style-type: none"> Persona Doll Training 	<p>This training incorporates the use of small children-size dolls from different ethnic cultures that can be used in the classroom to enact role play in order to communicate a number of issues from the PSHE curriculum.</p> <p>Review Bullying Strategy started by the Child Protection Officer in conjunction with the Community Safety section from the Police and a representative from Gay Advice Darlington.</p>
Sexuality (inc. homosexuality and bisexuality)	X	X	<ul style="list-style-type: none"> Persona Doll Training 	Review Bullying Strategy (started) see above
Impairment (inc. physical and/or mental impairments)	X	X	<ul style="list-style-type: none"> Offer face-to-face home visits 	<p>Intellectual impairment – inability to understand letters, documents etc. There is a need for a:</p> <ul style="list-style-type: none"> Recognised Quality Assured system to be in place eg Crystal

				<p>Mark</p> <ul style="list-style-type: none"> • Braille – signs documents etc • Hearing impairment (indicate action), symbols etc
Age	X		<ul style="list-style-type: none"> • Offer face-to-face home visits 	
Geographical location		X		<p>Accessing after school activities – understand issues – more aware. Enable better support – bus timetable Service needs to plan to inform schools and Youth Service so that awareness is raised around travel difficulties for those pupils who live in rural areas. In this way all activities will become accessible.</p>
Any other equality issue (e.g. people with dependants and/or caring responsibilities or people with a criminal record)	X	X	<ul style="list-style-type: none"> • Educational access for young carers on part-time timetables – Work in collaboration across Children’s Services to ensure these young people receive their full educational entitlement. Representatives from Service attend Young Carers meetings. Work in collaboration across Children’s Services to ensure these young people receive their full educational entitlement. Education officer from Service is based 0.5 within YOS and is active in pursuing and securing fulltime education. Full training given to 	<p>Work with schools, school counsellors, EPS and CAMHS to ensure appropriate and speedy referrals.</p>

			<p>Education Officer by YOS to enable the officer to deliver the role</p> <ul style="list-style-type: none"> • Education Officer in Youth Offending Service to contribute towards full educational access • Pathways training • Major focus on Personal Social Health Education/ Citizenship curriculum at Education Other Than At School Service • Support accessibility for young people with mental health issues 	<p>A high priority will be placed on these curricular areas in order that the young people are equipped for post 16 opportunities.</p>
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Q.2 (a) For whatever reason, does your service treat any group differently from its other service users?

Yes
No

X

If you have answered 'yes', please specify those individuals or groups affected and whether the impact has the potential to be adverse.

Recognise that equal treatment does not mean equal opportunity.

Positive action to support:

Disengaged and disaffected pupils.

Pregnant schoolgirls.

Looked After Children

Travellers,

Ethnic Minority Pupils.

Anxious school refusers.

Pupils with medical needs.

(b) What needs to be done to prevent any potentially adverse impact?

Support schools to be inclusive so that Traveller families feel involved in their education and do not become isolated from mainstream services.

Follow protocols to encourage schools to admit permanently excluded pupils back into mainstream school:

Some individuals don't want to access their service (LfL)

Anxious school refusers can be further isolated.

Offer step-out plan for disaffected pupils in schools so that they retain contact with mainstream school/peers/staff/friendship groups whilst accessing support from Service.

Q.3 (a) Do you promote equality within your service? (e.g. through departmental equalities group, innovative marketing or community engagement techniques)

Yes

X

No

If you have answered 'yes', please give examples of how equality is promoted.

Representation in Race Equality Steering Group - JRS

Ran "Show racism the red card" campaign

Anti-racism leaflets

Meetings with Traveller leaders on an informal basis to offer support on educational matters and raise awareness of educational issues

Representation on community liaison group

Looked-after Children Co-ordinator in post. Strategic and operational group to ensure that the educational achievement of Looked after Children is raised. LAC Strategy across Children's Services Department and additional funding is given to schools to support each individual Looked after child. This funding is being used to check on the attendance of all Darlington LAC, to develop the use of Personal Educational Plans and to raise awareness of the responsibilities of:

- Designated teachers in schools.
- Foster carers.
- Residential social workers.
- Social workers.

Strategic and operational group for young carers

Governor training: child protection, racial equality, monitoring attainment by ethnicity – LAC, attendance, exclusions, vulnerable groups .This timetable of training is open to all governors through the Governor Training Scheme, the Service needs to evaluate this take up.

Training for mainstream staff on asylum seekers and on EAL needs, child protection, attendance, racist incidents etc

Equality of access for all young people is ensure by direct work with young people on attendance on a 1:1 basis, through parenting classes.

Q.4 Are there any plans in place within your Service to promote equality more effectively?

Yes

X

No

If yes, please outline what you intend to do (including details, if known, of timescales and areas to be covered, etc.)

Look at further language translation
Extend training to new service users

Q.5 In the past three years, have you consulted with any of the following groups regarding the delivery of and access to your service?

Group	Yes	No	If yes, please give evidence (Who? When? What were the outcomes)	If no, what consultation do you plan to do and by when?
Racial (inc. culture and nationality)	X		<ul style="list-style-type: none"> • Consulted BME on Education Policy. • Minority ethnic groups on need for translation services. • Consulted with traveller leaders on general issues. • Regular meeting with Race Equality Council 	Meetings with traveller leaders on: 11.10.04, 8.11.04, 24.11.04, 24.1.05, 31.1.05, 7.2.05, 14.2.05, 28.2.05, 7.3.05.
Religion or belief	X		Consulted with SACRE and leader of Mosque as part of community liaison group	
Gender (inc transvestitism, transgender and Tran sexuality)	X	X	Consultation meetings to inform the Anti-Bullying Strategy	Meetings with Community Safety police and representative from Gay Advice Darlington on: 24.3.05, 27.4.05, 20.5.05
Sexuality (e.g. homosexuality and bisexuality)		X		Consult with Gay Advice Darlington on bullying issues.
Impairment (e.g. physical and/or mental impairment)	X		Work with CAMHS on a multi-agency basis	

Age				
Geographical location				
Any other status (e.g. people with dependants and/or caring responsibilities or people with a criminal record)	X		<ul style="list-style-type: none"> • Consult with young carers group. • Weekly meetings and daily contact with YOS. • Close working relations with Connexions and other colleagues across Children Services 	

Q.6 Do you train your staff on equality issues?

Yes	X
No	

If you have answered yes: What training is available? Who delivers it? Who receives it?

Team leader of Language for Learning has given awareness training: Education Welfare Service have accessed this training in the last two years and further training is planned when the Religious/cultural calendar is produced
 Traveller education services awareness training: Education Welfare Service have accessed the training in the last two years and further training in the Autumn Term to reflect the new Darlington Service arrangements.
 Tony Lindsay training on Racial Equality: Education Welfare Service have in the passed accessed this training but this needs to be accessed again so that they can be brought up to date on new issues – planned for Autumn Term
 Gill Walker – training on Looked after children to Pupil Support Service staff on 24 and 26 May 2004.

Equalities Impact Assessment Questionnaire

SERVICE: Client Services	Department: Education
Person Responsible for Assessment:	Date of assessment:

a. Brief description of service and to whom provided/available: Purpose – the main responsibilities for the Client Services area are:

- Finance and Administration
- Education Premises Development
- Education Transport
- Student Finance
- ICT & Information
- Admissions

The main users of all services are schools and departmental managers/staff. The exception being Student finance, which is provided to students applying for student loans, and transport which is a service provided to entitled children, and is not school specific.

Introduction

All of the Council's services have been prioritised with regard to their potential impact on the promotion of equalities. Each service has been given an 'impact rating' of high, medium or low priority and this has been used to draw up a three year programme during which formal impact assessments will be conducted (those with a 'high' rating falling into the first year and so on).

The impact assessment looks at how a service is provided and how it promotes, monitors and consults in respect of equalities. Completion of the impact assessment will help us determine the extent to which services meet the requirements of the Equality Standard for Local Government, the Race Relations (Amendment) Act 2000 and the Disability Discrimination Act 1995.

The attached questionnaire provides a structure for undertaking the impact assessment. Local information and examples should be provided wherever possible.

This is a generic document that will require interpretation in particular circumstances. If, after reading the guidance, you require further information on how to implement the assessment, please contact David Plews, Policy Advisor (Social Inclusion) on 01325 388023.

Q.1 Is your service accessible to everyone within the community? Bear in mind any economic, social, environmental, physical, intellectual, cultural, linguistic, technological or other barriers.

Issue	Yes	No	If yes, what evidence do you have to demonstrate this?	If no, what do you plan to do to remove barriers to access?
Race (inc. culture and nationality)	✓		<p>Yes, there is no distinction for any of the CS areas for race issues.</p> <p>CS staff have had Race Equality and Equalities and Diversity trainings</p> <p>As part of the annual pupil data collection exercise, we monitor ethnicity in school populations (in the knowledge that parents can refuse to ascribe ethnicity)</p>	Plan to incorporate language information in published policies, such as admissions brochures.
Religion or belief	✓		<p>All divisional staff have had some cultural awareness training.</p> <p>In one of our new school buildings we are developing a multi faith area for religious reflection, taking care to ensure it is not</p>	Education legislation allows authorities discretionary powers to provide differentiated arrangements for denominational education. This applies to school transport entitlement and school admissions requests. However we are aware of a review of transport by DfES, which may change this in the future.

			recognised as faith specific.	
Gender (inc. transvestitism, transgender and Tran sexuality)	✓		<p>We recognise and plan for differences in academic performance of boys and girls</p> <p>We also follows Corporate targets for employing balanced umbers of ethnic and male/female employees</p>	
Sexuality (inc. homosexuality and bisexuality)	✓		The authority as a policy to help reduce teenage pregnancy levels within the Borough	
Impairment (inc. physical and/or mental impairments)	✓		<p>Case by case review which may result in access to additional services, such as transport</p> <p>Specialised support available in schools, eg Autism units developed in both primary and secondary.</p> <p>Similarly visual and hearing impairment units developed</p> <p>Use of specific educational and social /financial needs are also monitored and funding</p>	

			allocated, eg Free School Meals, differentiated pupil payments for special needs,	
Age	✓			The authority currently employs a maximum working age, which is under review and subject to legislative change in the near future
Geographical location	✓		<p>We offer a more generous transport policy that the statutory minimum (2 miles distance as opposed to 3 miles)</p> <p>We operate an open admissions policy without geographic catchment areas being used. Distance becomes a criteria only if schools are oversubscribed</p> <p>We review pupil forecasts for each school on an annual basis to obtain an early indication of future viability issues</p>	We are reviewing the provision and location of both primary and secondary education with a view to improving access to quality education and making better use of resources. This is a long term project, which will take a number of years to complete.
Any other equality issue (e.g. people with dependants and/or caring responsibilities or people with a criminal record)	✓		Developing a protocol to monitor educational performance of minority groups to allow for targeted support in the future	<p>Education legislation allows authorities discretionary powers to provide differentiated arrangements for denominational education. This applies to school transport entitlement and school admissions requests.</p> <p>DfES guidance doesn't currently recognise an issue with ethnic or gender balance in their admissions guidance</p>

		<p>Additional payments made to schools in respect of looked after children.</p> <p>In conjunction with pupil support, we have developed a protocol to support vulnerable children in schools.</p>	
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Q.2 (a) For whatever reason, does your service treat any group differently from its other service users?

Yes

✓

No

If you have answered 'yes', please specify those individuals or groups affected and whether the impact has the potential to be adverse.

Education legislation allows authorities discretionary powers to provide differentiated arrangements for denominational education. This applies to school transport entitlement and school admissions requests. This has the potential to discriminate against some religions. However DfES may address this in their review of home to school transport.

We actively promote the take up of free school meals by sending a leaflet explaining entitlement to all parents on an annual basis. This has resulted in an increased take up in previous years.

(b) What needs to be done to prevent any potentially adverse impact?

Potential corporate review of communication style and methods to improve access to written information

Q.3 (a) Do you promote equality within your service? (e.g. through departmental equalities group, innovative marketing or community engagement techniques)

Yes

✓

No

If you have answered 'yes', please give examples of how equality is promoted.

- Continue process of review of publications, eg admissions brochure
- Establish and build links with other services
- Use of and evaluation of Equal opportunities forms, eg in recruitment process
- HR Performance Indicators
- Targeted Funding (e.g. SEN and LAC)
- On going Equalities group meet to progress these and other issues arising

Q.4 Are there any plans in place within your Service to promote equality more effectively?

Yes


✓

No

If yes, please outline what you intend to do (including details, if known, of timescales and areas to be covered, etc.)

- Continuous Process of Review of departmental structures, as a result of the development of Children's Services (eg move to school place planning team as opposed to separate Admissions, Transport and Buildings teams)
- • Better use of language line and language access information
- • Other forms of access to information and communications (e.g Web)

Q.5 In the past three years, have you consulted with any of the following groups regarding the delivery of and access to your service?

- | | | |
|-----------------------|--|--|
| Race |  | • Teachers' and other staff associations |
| Religion | | • Schools' Forum |
| Gender | | • Admissions' Forum |
| Sexuality | | • Schools |
| Impairment | | • School Improvement Board. |
| Age | | • Service Users |
| Geographical location | | • Finance & Admin |
| Other Issue | | • Primary Review |
| | | • Statutory Consultees |
| | | • HT meetings |
| | | • School conferences |
| | | • Info awareness |
| | | • Public notices |
| | | • Other LEAs, Governing Bodies |
| | | • Other council officers |

In the course of consultation we attempt gather information such as ethnic participation to ensure we are reaching the traditionally hard to reach groups

Q.6 Do you train your staff on equality issues?

Yes

✓

No

If you have answered yes: What training is available? Who delivers it? Who receives it?

If y, what training is available? Who delivers? Who receives?

- Corporate Training Courses - All
- Corporate Training Courses – Listening Officers (specified) - ALL
- Managers – coaching
- PDR's – All
- DfES – relevant departments

Equality & diversity

Equal opportunities

618G) DfES forms – training was provided on how to deal with cases where pupils

Pupil Ascription) did not choose to ascribe an ethnicity and how the Authority would deal with that

Health & Safety

Child Protection

Staff Briefings

Compel

Equalities Impact Assessment Questionnaire

SERVICE: SEN Inclusion	Department: Children's Services
Person Responsible for Assessment: Cate Crallan (Head of Service – Special Educational Needs)	Date of assessment: 23rd February 2005.

Brief description of service and to whom provided/available:

- All Inclusion Services work with schools within a framework of service entitlement. There are 2 components: a core allocation of time by advisory staff to support schools, determined by a formula; and access to specialist services to meet the needs of pupils with lower incidence needs.
- The Service Intervention Framework identifies the school's priorities for action, record planning and evaluation outcomes, to ensure appropriate accountability of the service and schools. Referral routes and record keeping will be kept under review.
- The following services have allocated sessions with schools: Educational Psychology (consultation and solution focused approaches), Learning Support Service (advice and training on Inclusion), Behaviour Intervention Team and EOTAS (Behaviour and Attendance Pilot providing support, coaching and materials), SEN Inclusion Monitoring (shared with Stockton, providing data and evaluating use of resources and outcomes at pupil, school and authority level), Outreach Services (referrals to advisory teachers with expertise in areas such as ASD, EBD, PMLD, Sensory)

Introduction

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This is a generic document that will require interpretation in particular circumstances. If, after reading the guidance, you require further information on how to implement the assessment, please contact David Plews, Policy Advisor (Social Inclusion) on 01325 388023.

Q.1 Is your service accessible to everyone within the community? Bear in mind any economic, social, environmental, physical, intellectual, cultural, linguistic, technological or other barriers.

Issue	Yes	No	If yes, what evidence do you have to demonstrate this?	If no, what do you plan to do to remove barriers to access?
Race (inc. culture and nationality)	X	X	Some information for parents has been translated into other languages. We have access to interpreters and translators as required. Cultural differences: - there is general awareness of this. Reporting system in place	<ul style="list-style-type: none"> • Review information available and increase the number of documents translated into languages we know are spoken in Darlington. • Find out main languages used (census) and via schools when submitting a moderation panel referral • Put information on tape/video. DfES Parental Guides are available in a variety of formats • Increase awareness of accessibility/timing of meetings/possibility of stigma re SEN. Flexibility & allowing the family time to assimilate information given.
Religion or belief	X		<ul style="list-style-type: none"> • Questions asked on statutory forms regarding religion. • Parents can state a preference for a school (including religious schools) however the need to meet specific educational needs according to Code of Practice would take precedence 	
Gender (inc. transvestitism, transgender and Tran sexuality)	X	X	<ul style="list-style-type: none"> • We have an Equal Opportunities Policy which addresses gender/sexuality issues. More males than • females do access service because of higher incidence of developmental disorders in males. • Included in anti-bullying policy 	<ul style="list-style-type: none"> • Raise awareness and provide training to schools regarding awareness of need to ensure SEN of girls is recognised of and appropriate intervention provided

Sexuality (inc. homosexuality and bisexuality)	X	X	<ul style="list-style-type: none"> • Direct work (counselling) provided to individual children/young people. • Homophobic bullying addressed in anti-bullying policy • Lesbian and gay parents treated equally 	<ul style="list-style-type: none"> • Further awareness raising with SEN Inclusion Service re lesbian/gay parents via consultation with other LA services & attend relevant training.
Impairment (inc. physical and/or mental impairments)	X	X	<ul style="list-style-type: none"> • Have Braille translation. • Have access to signing interpreters • Parent partnership service will support individual families (reading & interpreting SEN letterset) • Draft access strategy • Targeted Learning Support Service time for Access & Physical disability • Training and guidance to schools and parents/caters • Transition planning – Statutory annual review for stages early years/school, Y6/Y7 and Y9 to post 16 & Educational Psychology consultation meetings 	<ul style="list-style-type: none"> • Minicomms for hearing impaired not in place. • Check the Review documentation – is it in simple, clear language & readable font? • Crystal marking? • Review the Access strategy & amend as necessary before introduce an action plan
Age	X	X	<ul style="list-style-type: none"> • Provide good service for under 5 (SureStart multi agency) • Education Psychology Service works with Children aged 0-19 years. • Hearing impaired screened from birth – longer involvement and counselling both parents & child. • Early Support Programme (ESP) identification & intervention from birth to 3 involving all disabilities. 	<ul style="list-style-type: none"> • Not planning anything for over 85's! – yet • 16-19 transition – liaison with Mental Health Services and Connexions
Geographical location	X		<ul style="list-style-type: none"> • Visits to homes throughout the Borough. 	
LAC & Vulnerable children. Children educated at home	X	X	<ul style="list-style-type: none"> • Targeted work from Learning Support Services. Included in EPS (Educational Psychology Service) priorities – monitored termly 	<ul style="list-style-type: none"> • General issue – need to find more ways of accessing children's views & views of adults with disability • Children in Need & vulnerable children not sufficient identification and monitoring

Q.2 (a) For whatever reason, does your service treat any group differently from its other service users?

Yes
No

X

There is a risk of a slower service if translation is required, however we minimise this by giving strict timescales to the translation providers

If child is not in school access to service may be more difficult as home visit needs to be arranged and School might not prioritise them for involvement.

The SEN Inclusion Service provides several services specific to individual needs:-

Hearing impairment

Visual impairment

ASD (Autism)

Physical Difficulties

Mental Difficulties

Mental Health

Learning Difficulties

If you have answered 'yes', please specify those individuals or groups affected and whether the impact has the potential to be adverse.

- Schools are main gate keepers to SEN services and this may block access to services to some children/families
- Can bring children up with schools if a referral comes in through Social Services Department, Health or parents
- Support services do help schools prioritise children involvement
- People whose first language is not English

(b) What needs to be done to prevent any potentially adverse impact?

- Training for schools in identification and intervention for range of SEN
- Using school support meetings with School Effectiveness Service to look at practice within schools that may have adverse effect on children. This is a forum for both challenging & supporting schools.

Q.3 (a) Do you promote equality within your service? (e.g. through departmental equalities group, innovative marketing or community engagement techniques)

Yes
No

X

If you have answered 'yes', please give examples of how equality is promoted.

- Equal opportunities in recruitment
- Equal opportunities policy
- Open referral system
- Embed equal opportunities in all documentation, including service plans, PDRs, information to schools & parents, induction staff handbook
- Run Inclusive School Award - The Inclusive School Award Framework provides an excellent opportunity to audit current practice . It is expected that all schools will use the framework and eventually gain recognised inclusive status. The Award itself is highly prestigious. It marks out those schools where inclusion is successful, is held to be important, and is supporting the school in raising the achievement of all pupils. The Award is underpinned by the 'Index for Inclusion' file, published by CSIE in 2000. Currently 14 schools have the Award.
- Provide training on inclusion practice – Disability Discrimination Act etc.
- Access plans with school (physical & curriculum access) – Heathfield Primary, St John's CE Primary, Hurworth Comp, St Augustine's RC Primary, Harrowgate Hill Infants, Cockerton CE Primary, Middleton St. George Primary, Albert Hill Nursery, Haughton Comp.
- Sensory Access Plans – Cockerton CE Primary, St Teresa's RC Primary, Middleton St George Primary, Albert Hill Nursery, North Road Primary, Harrowgate Hill Infants, Haughton Comp, Beaumont hill School and Dodmire Infants.

Q.4 Are there any plans in place within your Service to promote equality more effectively?

Yes
No

X

If yes, please outline what you intend to do (including details, if known, of timescales and areas to be covered, etc.)

- Review access plan and take necessary action - Schools who do not have an appropriate access plan receive targeted support.
- Review Inclusive School Award framework - The amended ISA Framework will make reference to School self-evaluation & OfSTED inspection judgement. Schools going through the process receive support from an external consultant and/or Head of SEN. Areas for development are recorded & shared with SES.
- Promote Inclusive School Award with schools in Darlington who have not yet started process - School who have not started the ISA process are encouraged to do so through direct contact with EPS, LSS, SEN Monitoring & Evaluation Team and SEN Statutory team.

Q.5 In the past three years, have you consulted with any of the following groups regarding the delivery of and access to your service?

Group	Yes	No	If yes, please give evidence (Who? When? What were the outcomes)	If no, what consultation do you plan to do and by when?
Racial (inc. culture and nationality)		X		<ul style="list-style-type: none"> Work with Language for Learning service about finding ways of consulting with partners and other agencies about all services offered within SEN Inclusion Service
Religion or belief		X		<ul style="list-style-type: none"> Work with other members of children's services to find ways of consulting more fully with all groups living in Darlington including: Religion, Gender, Sexual orientation, Age, Geographic area, Looked after Children etc
Gender (inc transvestitism, transgender and Tran sexuality)				
Sexuality (e.g. homosexuality and bisexuality)				
Impairment (e.g. physical and/or mental impairment)/Disability	X	X	<p>Consult with other professionals re services for children in SEN disability through Children's Trust parent partnership service parent group CHSWG – Childrens Hearing Steering Working Group – health, Durham/ Darlington education, parents meet each term to discuss recent issues Evaluation forms sent out to parents re portage, Early years service, Visually Impaired, Hearing Impaired</p>	<p>Look at further ways of consulting with:</p> <ul style="list-style-type: none"> Children/young people Parent/carers Adults with disability Access strategy needs

Age		X		<ul style="list-style-type: none"> • Work with schools to find ways of accessing views of groups of children e.g: • boys • girls • vulnerable groups • Children with SEN etc
Geographical location				
Any other status (e.g. people with dependants and/or caring responsibilities or people with a criminal record)				

Q.6 Do you train your staff on equality issues?

Yes
No

X

Equalities Impact Assessment Questionnaire

SERVICE: Libraries & Community Learning	Department: Children's Services
Person Responsible for Assessment: Ruth Bernstein – Head of Service – Libraries and Community Learning	Date of assessment: 23rd February 2005.

Brief description of service and to whom provided/available:

Library Service – includes books, CDs, reference works and IT

Adult and Community Learning – provides adult education courses, Family Learning and Work-based Learning

Introduction

All of the Council's services have been prioritised with regard to their potential impact on the promotion of equalities. Each service has been given an 'impact rating' of high, medium or low priority and this has been used to draw up a three year programme during which formal impact assessments will be conducted (those with a 'high' rating falling into the first year and so on).

The impact assessment looks at how a service is provided and how it promotes, monitors and consults in respect of equalities. Completion of the impact assessment will help us determine the extent to which services meet the requirements of the Equality Standard for Local Government, the Race Relations (Amendment) Act 2000 and the Disability Discrimination Act 1995.

The attached questionnaire provides a structure for undertaking the impact assessment. Local information and examples should be provided wherever possible.

This is a generic document that will require interpretation in particular circumstances. If, after reading the guidance, you require further information on how to implement the assessment, please contact David Plews, Policy Advisor (Social Inclusion) on 01325 388023.

Q.1 Is your service accessible to everyone within the community? Bear in mind any economic, social, environmental, physical, intellectual, cultural, linguistic, technological or other barriers.

Issue	Yes	No	If yes, what evidence do you have to demonstrate this?	If no, what do you plan to do to remove barriers to access?
Race (inc. culture and nationality)	x		<ul style="list-style-type: none"> • Accessible venues • Learner handbook • Disability statement • Equipment – keyboards in Bengali, Mandarin and Hindi • Leaflets printed or available in the Darlington List of Community Languages 	
Religion or belief	x		<ul style="list-style-type: none"> • Celebration of events • Closure of some classes during religious holidays - Muslim and Christian holidays are observed in the community • Weekend schools 	
Gender (inc. transvestism, transgender and Tran sexuality)	x		<ul style="list-style-type: none"> • Toilets accessible • Funded a transgender project – The Community Learning Chest has funded this community (via Gay Advice) to attend a national conference 	
Sexuality (inc. homosexuality and bisexuality)	x		<ul style="list-style-type: none"> • Pink paper – Publication for the gay community is available in Crown St 	
Impairment (inc. physical and/or mental impairments)	x		<ul style="list-style-type: none"> • Accessible buildings • Specialist equipment – e.g. large mouseballs, screen readers, 	

			<p>Dolphin software, height adjustable tables, large screens, VisualTech machine, screen tappers, large keyboards and are available to other services to use with community groups</p> <ul style="list-style-type: none"> • Funding • Staff support • VIP group • Communications strategy • Dimensions Advisory Group • Portable hearing loops • Specialist equipment for IT access 	
Age	x		<ul style="list-style-type: none"> • Tie of classes work with Age Concern 50+ • Housebound • Reduced prices for large print. 	<ul style="list-style-type: none"> • Supporting travellers at Honey Pot Lane • Work placement – learning disability with Morrisons Trust
Geographical location	x		<ul style="list-style-type: none"> • Mobile library • Work in targeted wards • Rural areas 	<ul style="list-style-type: none"> • Family learning in nursery settings
Any other equality issue (e.g. people with dependants and/or caring responsibilities or people with a criminal record)	x		<ul style="list-style-type: none"> • Homeless • Mental Health • Working in Partnership 	<ul style="list-style-type: none"> • Investing in Children Access Award • Work Based Learning project for Looked-After Children • Lip reading project with social services

Q.2 (a) For whatever reason, does your service treat any group differently from its other service users?

Yes
No

X

If you have answered 'yes', please specify those individuals or groups affected and whether the impact has the potential to be adverse.

Specialist provision eg VIP Group – (Visually impaired reading group), **Bangladeshi Weekend School, Housebound Service - Residential Homes Service
Talking Books (anyone can use these not just people with visual impairments) / Guiding Service
No adverse impact on other service users

** To be available to all community once issues regarding school building have been resolved

(b) What needs to be done to prevent any potentially adverse impact?

--

Q.3 (a) Do you promote equality within your service? (e.g. through departmental equalities group, innovative marketing or community engagement techniques)

Yes

X

No

--

If you have answered 'yes', please give examples of how equality is promoted.

Learner handbook available on CD Rom, video, Braille, Equality, statement on all literature and old documents being updated, Learner Forum, Membership & Community Partnership, Community Learning leaflets, Staff info (service newsletter), team meetings, staff training (internal & external)

Q.4 Are there any plans in place within your Service to promote equality more effectively?

Yes

X

No

--

If yes, please outline what you intend to do (including details, if known, of timescales and areas to be covered, etc.)

- Developing learning programmes for adults with learning disabilities (by Sept 05 entry level accreditation)
- Updating all marketing/promotional material by April 05
- Update Access Policy to include intellectual barriers by April 05
- Develop a person spec which enables candidates from socially excluded groups to apply

Q.5 In the past three years, have you consulted with any of the following groups regarding the delivery of and access to your service?

Group	Yes	No	If yes, please give evidence (Who? When? What were the outcomes)	If no, what consultation do you plan to do and by when?
Racial (inc. culture and nationality)	x		Education & Training needs of BME - We have conducted and published a research report into the education/training needs of the BME community. We have also conducted a small scale research into language needs for the library Bangladeshi Weekend school	
Religion or belief	x		As above	
Gender (inc transvestitism, transgender and Tran sexuality)	x		Pink Paper Specialist Function - After dialogue with Gay Advice about how we could support needs of the gay community – they suggested we get this publication	
Sexuality (e.g. homosexuality and bisexuality)	x			
Impairment (e.g. physical and/or mental impairment)	x		Work with DAD and VIP group - specialist equipment – e.g. large mouseballs, screen readers,	

			Dolphin software, height adjustable tables, large screens, VisualTech machine, screen tappers, large keyboards - Accessible venues	
Age	x		Venues and funding for Age Concern - >£5000 was spent on: Desk Top publishing Reclaiming memories video Arts and Crafts Looking at Memory Digital photography Acting Flower arranging Creative painting	
Geographical location	x		Village Halls Mobile Library Classes in villages - Mainly IT, crafts and Spanish at Sadberge, Redworth, Summerhouse & Heighington	
Any other status (e.g. people with dependants and/or caring responsibilities or people with a criminal record)	x		Learning Disabilities Partnership Board – We are on this board as advisers regarding educational opportunities. Delivering specialist learning programme – We deliver training or support groups to access training through the community learning chest	

Q.6 Do you train your staff on equality issues?

Yes

X

No

If you have answered yes: What training is available? Who delivers it? Who receives it?

Authority training – Race Equality Training for Managers and Employees

Authority training – Equality and Diversity training

Specialist training e.g. REC/DAD/Social Services/ own staff

EDUCATION SERVICE PLAN 2005/06: IMPROVEMENT PLAN

Link to Community Strategy Theme:

Link to Corporate Objective:

What Needs Improvement	Why Improve It?		How Will We Improve?	How Monitored?		What Is Needed To Get Us There?		Who Will Improve It?
	Link to Departmental Objective (1-6)	Link to Change Driver (1-8)		PI	Target/Milestone	Financial* ²	Resources	
			Actions to Deliver Improvement* ¹			<i>CAP</i>	<i>REV</i>	Responsible Officer
<p>Age Discrimination Risks</p> <p>Geographical distribution of services</p> <p>Other equality issues</p>			<ul style="list-style-type: none"> • Supporting travellers at Honey Pot Lane • Work placement – learning disability with Morrisons Trust • Family learning in nursery settings • Investing in Children Access Award • Work Based Learning project for Looked-After Children • Lip reading project with social services • Developing learning programmes for adults with learning disabilities (by Sept 05 entry level accreditation) • Updating all marketing and promotional material by April 05 • Update Access Policy to include intellectual barriers by April 05 					

			<ul style="list-style-type: none"> Develop a person spec which enables candidates from socially excluded groups to apply 					
Key Outcome:								

*¹ Highlight any physical or human resources required eg ICT, staff, accommodation

*² One-off or recurring

Equalities Impact Assessment Questionnaire

SERVICE: DARLINGTON PARTNERSHIP	Department: CHIEF EXECUTIVE'S
Person Responsible for Assessment: STEVE ROSE	Date of assessment: 28/05/2004

Brief description of service and to whom provided/available:

- The Local Strategic Partnership for Darlington
- Developing and delivery of the Community Strategy through 4 themed groups and a family of other partnerships and strategies
- Key partners – DBC, Police, PCT, Education providers, LSC, Connexions and other statutory agencies as well as the business, voluntary & community sectors.
- Provided for everyone in Darlington to ensure that this is “Where Quality Comes To Life”

Introduction

All of the Council's services have been prioritised with regard to their potential impact on the promotion of equalities. Each service has been given an 'impact rating' of high, medium or low priority and this has been used to draw up a three year programme during which formal impact assessments will be conducted (those with a 'high' rating falling into the first year and so on).

The impact assessment looks at how a service is provided and how it promotes, monitors and consults in respect of equalities. Completion of the impact assessment will help us determine the extent to which services meet the requirements of the Equality Standard for Local Government, the Race Relations (Amendment) Act 2000 and the Disability Discrimination Act 1995.

The attached questionnaire provides a structure for undertaking the impact assessment. Local information and examples should be provided wherever possible.

This is a generic document that will require interpretation in particular circumstances. If, after reading the guidance, you require further information on how to implement the assessment, please contact David Plews, Policy Advisor (Social Inclusion) on 01325 388023.

Q.1 Is your service accessible to everyone within the community? Bear in mind any economic, social, environmental, physical, intellectual, cultural, linguistic, technological or other barriers.

Issue	Yes	No	If yes, what evidence do you have to demonstrate this?	If no, what do you plan to do to remove barriers to access?
Race (inc. culture and nationality)	X	X	Structure is inclusive and allows representation across all groups	Although structure is inclusive the attendance and involvement of minority groups is still poor and needs to be developed – plan to use Community Partnership structure to develop a wider, more inclusive, involvement. In addition officers have offered to visit groups and make presentations about the work of the Partnership – this is ongoing
Religion or belief	X	X	As above (2 places on the Board are reserved for faith groups)	As above
Gender (inc. transvestitism, transgender and Tran sexuality)	X	X	As above	As above
Sexuality (inc. homosexuality and bisexuality)	X	X	As above	As above
Impairment (inc. physical and/or mental impairments)	X	X	As above	As above

Age	X	X	As above In addition specific consultation is aimed at young and older people to recognise the difference in need and experience	As above
Geographical location	X	X	As above Community Partnerships now cover 9 areas of the town with three more being planned	As above
Any other equality issue (e.g. people with dependants and/or caring responsibilities or people with a criminal record)	X	X	As above	As above

Q.2 (a) For whatever reason, does your service treat any group differently from its other service users?

Yes

X

No

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If you have answered 'yes', please specify those individuals or groups affected and whether the impact has the potential to be adverse.

1. 1. Those living in deprived areas of the town have more resources to run their partnerships and are consulted more regularly than those in the wealthier areas – this ensures the Partnership is developing strategies to facilitate the reduction and impact of deprivation.
2. 2. Statutory Sector and Business representatives are not elected in the same way as the voluntary or community sector representatives. This is due to the need to have the right statutory partners present as well as ensuring the presence of enthusiastic business partners. The impact of this has not been lost on the community and voluntary sector reps who feel that they are being treated unfairly although acknowledge how the decision was arrived at

(b) What needs to be done to prevent any potentially adverse impact?

1. No action
2. Ongoing discussion – especially with the business sector – to ensure board members hold a wider brief and feedback to that sector rather than act as individuals.

Q.3 (a) Do you promote equality within your service? (e.g. through departmental equalities group, innovative marketing or community engagement techniques)

Yes

No

If you have answered 'yes', please give examples of how equality is promoted.

1. Training – the three officers all undertake necessary training
2. Ensuring all external communications adopt best practice with regard to equalities

Q.4 Are there any plans in place within your Service to promote equality more effectively?

Yes

X

No

If yes, please outline what you intend to do (including details, if known, of timescales and areas to be covered, etc.)

Review of Equalities Statement and equalities practice of the Darlington Partnership under review

May 2004 – Board approve Chief Executive setting up review process

September 2004 – report back to Board – necessary action to improve identified

Q.5 In the past three years, have you consulted with any of the following groups regarding the delivery of and access to your service?

Group	Yes	No	If yes, please give evidence (Who? When? What were the outcomes)	If no, what consultation do you plan to do and by when?
Racial (inc. culture and nationality)	X		- Community Strategy consultation - Neighbourhood Renewal Strategy Consultation - Darlington Assemblies	
Religion or belief	X		As above	
Gender (inc transvestitism, transgender and Tran sexuality)	X		As above	
Sexuality (e.g. homosexuality and bisexuality)	X		As above	
Impairment (e.g. physical and/or mental impairment)	X		As above	

Age	X		As above	
Geographical location	X		As above	
Any other status (e.g. people with dependants and/or caring responsibilities or people with a criminal record)	X		As above	

Q.6 Do you train your staff on equality issues?

Yes

X

No

If you have answered yes: What training is available? Who delivers it? Who receives it?

Corporate Training

Regional LSP conferences and events addressing equalities and diversity within LSPs

Equalities Impact Assessment Questionnaire

SERVICE: CHIEF EXECUTIVE'S OFFICE	Department: CHIEF EXECUTIVE'S OFFICE
Person Responsible for Assessment: DAVID PLEWS	Date of assessment: JANUARY 2005

Brief description of service and to whom provided/available:

Policy Unit

Communications Unit:

- Ensure positive press coverage in national, regional and local press.
- Produce borough-wide newspaper: Town Crier.
- Produce staff newsletter: the Flier.
- Secure advertising income.

Policy Unit:




- Ensure DBC consolidates and improves its CPA score.
- Improve partnership working.
- Deliver improved performance in social inclusion.
- Ensure that effective measures to resolve complaints are in place.
- Improve corporate efficiency and reduce spend. Implement procurement strategy.
- Ensure effective consultation arrangements.
- Develop corporate performance management arrangements.
- Ensure that the Public Service Agreement improves service delivery, and with partners develop PSA second generation.
- Deliver effective support to the authority to improve service delivery.
- Lead on policy development.

Both units have inward- and outward-facing aspects to the work.

This is a generic document that will require interpretation in particular circumstances. If, after reading the guidance, you require further information on how to implement the assessment, please contact David Plews, Policy Advisor (Social Inclusion) on 01325 388023.

Q.1 Is your service accessible to everyone within the community? Bear in mind any economic, social, environmental, physical, intellectual, cultural, linguistic, technological or other barriers.

Issue	Yes	No	If yes, what evidence do you have to demonstrate this?	If no, what do you plan to do to remove barriers to access?
Race (inc. culture and nationality)		<input type="checkbox"/>	Translation of documentation and conversations organised on request. For example, during the Social Inclusion Strategy consultation exercise.	If customer has no address, it can be difficult to engage. Issue needs to be reviewed corporately. Translation – needs higher profile and possibly dedicated budget. Corporate issue. Language line training for at least one more person in CEO. What can we do to better understand the ethnicity of our suppliers?
Religion or belief		<input type="checkbox"/>		Examine feasibility of establishing interfaith breakfasts, with a view to facilitating better interfaith working in Darlington – Darlington Partnership to lead.
Gender (inc. transvestitism, transgender and Tran sexuality)	<input checked="" type="checkbox"/>			No barriers identified. Need to re-visit this issue in the future.
Sexuality (inc. homosexuality and bisexuality)	<input checked="" type="checkbox"/>			DP to talk to Barry Birch with a view to raising the profile of LGBT issues in the Town Crier & Northern Echo. KB to feed back to SJ.
Impairment (inc. physical and/or mental)		<input type="checkbox"/>	Accessible workplace and strong consultation	<ul style="list-style-type: none"> Importance of using “everyday” language in published documents. Use non policy specialists and Communications

impairments)			connections with Darlington Association on Disability. Documents transferred to tape/Braille/large print More work to do on intellectual access.	<p>Unit to proof read complex documentation.</p> <ul style="list-style-type: none"> • Prioritise Plain English for frequently requested documents. • Similar issues around intellectual access for LSP documentation. <p><u>Learning Disabilities</u></p> <p>Corporate issue around use of Plain English Crystal Mark Need for clear summary documents. Microsoft word – Readability scale, can we use this tool to improve clarity?</p> <p><u>Sensory Impairments</u></p> <p>Town Crier available each month via Talking Newspaper – Good practice</p>
Age				<ul style="list-style-type: none"> • Need to improve the way that we communicate with young people. Liaison with youth service would be applicable in certain situations.
Geographical location				No barriers identified. Need to re-visit this issue in the future.
Any other equality issue (e.g. people with dependants and/or caring responsibilities or people with a criminal record)				<ul style="list-style-type: none"> • With regard to consultation, need to bear in mind the barriers which may prevent people from engaging, e.g., lack of a crèche (now a consideration at Darlington Assembly), timing (in connection with school hours), venue (physical accessibility – is it a place in which those of all faiths – or none, would feel comfortable.?)

Additional Information

General Bear in mind equalities issues when putting together frameworks, strategies etc.

Particularly difficulty in reaching females from BME background.

Q.2 (a) For whatever reason, does your service treat any group differently from its other service users?

Yes
No

?

If you have answered 'yes', please specify those individuals or groups affected and whether the impact has the potential to be adverse.

For people who don't read English, access to translation is not always straightforward. Perhaps simple, free, web translation services could be better used corporately.

People who shout louder or know the system better get a better service than those who are inarticulate or have less knowledge of the system. It is often the latter people who need our help most.

More baseline information needed (up to date)

People with most acute needs often can't communicate this.

(b) What needs to be done to prevent any potentially adverse impact?

Publicise compliments, comments and complaints system, so that those who don't know the system can complain more effectively.

Targeted Activity through Community Partnerships, so those who need help most know how to access it. Links to work of new Welfare Rights Unit.

Face-to-face contact is often the most accessible form of communication. Use this where possible.

Investigate the feasibility of differentiating certain BVPs so that we profile a better/more responsive service to those who most need it.

Q.3 (a) Do you promote equality within your service? (e.g. through departmental equalities group, innovative marketing or community engagement techniques)

Yes

<input type="checkbox"/>
<input type="checkbox"/>

No

If you have answered 'yes', please give examples of how equality is promoted.

Delivery of social inclusion agenda corporately through Strategic Social Inclusion and Social Inclusion Implementation Groups.

Training for frontline staff to understand equalities agenda.

Follow corporate standards on race equality.

Target of attaining level 3 of the Equality Standard for Local Government by October 2006.

Publication of Corporate Equalities Review and Plan every eighteen months.

Q.4 Are there any plans in place within your Service to promote equality more effectively?

Yes

<input checked="" type="checkbox"/>
<input type="checkbox"/>

No

If yes, please outline what you intend to do (including details, if known, of timescales and areas to be covered, etc.)

Risk assessment process for equalities as an element of the procurement process needs to improve.

Need to understand the ethnicity of our suppliers

Check representation within annual survey for equalities compliance

Need to build equalities impact assessment process into policy/strategy development processes across the Council

Problem with organisational capacity for the development of new equalities work. Need to think how expansion and re-structuring of Policy Unit may impact on our capacity to deliver.

Q.5 In the past three years, have you consulted with any of the following groups regarding the delivery of and access to your service?

Group	Yes	No	If yes, please give evidence (Who? When? What were the outcomes) – all in last two years	If no, what consultation do you plan to do and by when?
Racial (inc. culture and nationality)	☑		<ul style="list-style-type: none"> • Racial Equality Council – Draft Service Level Agreement • Neighbourhood Renewal Strategy & Community Strategy consultation 	
Religion or belief	☑		<ul style="list-style-type: none"> • Community Strategy Development – Darlington Partnership board members who are religious leaders/activists and their contacts were consulted. 	<ul style="list-style-type: none"> • Examine the feasibility of establishing Interfaith breakfasts
Gender (inc transvestitism, transgender and Tran sexuality)	☑		<ul style="list-style-type: none"> • Breastfeeding Scrutiny project contacted breastfeeding women to consult with them about this issue, 	
Sexuality (e.g. homosexuality and bisexuality)	☑		<ul style="list-style-type: none"> • Gay Advice Darlington helped to write a section of the Social Inclusion Strategy on Lesbian, gay, bisexual and transgender people. 	
Impairment (e.g. physical and/or mental impairment)	☑		<ul style="list-style-type: none"> • Darlington Association on Disability – frequent consultation, most recently on the implications of the Disability Discrimination Bill • Communications via Talking Newspaper 	

			<ul style="list-style-type: none"> • Racial Equality Council – Draft Service Level Agreement • Neighbourhood Renewal Strategy & Community Strategy development 	
Age			<ul style="list-style-type: none"> • Links to GOLD • Corporate engagement with Investing in Children programme • PS2K • Darlington Assembly – Youth Consultation • Support for VIBE awards, Youth Focus Groups 	
Geographical location			<ul style="list-style-type: none"> • Community Strategy Development • Community Survey – analysis of results undertaken by location of residence of respondent. 	
Any other status (e.g. people with dependants and/or caring responsibilities or people with a criminal record)			<ul style="list-style-type: none"> • Use Town Crier as corporate consultation document • All above groups were contacted in summer 2004 as part of the Social Inclusion Strategy development process. 	<ul style="list-style-type: none"> • Need to develop “Hard to reach” consultation guidelines and organise more truly representative consultation. • Need to get better at sharing the results of consultation. • More balanced use of flyer/intranet • Better use of MOSAIC

Q.6 Do you train your staff on equality issues?

Yes

<input checked="" type="checkbox"/>
<input type="checkbox"/>

No

If you have answered yes: What training is available? Who delivers it? Who receives it?

Chief Executive's Office staff access corporate training programmes as identified in HR equality impact assessment.

Equalities Impact Assessment

SERVICE: Support Services	Department: Development and Environment
Person Responsible for Assessment: Dennis Watson	Date of assessment: 2nd November 2004

Brief description of service and to whom provided/available:

- Support Services is a 'two-way facing' group of services. Primarily the division provides administrative support to front-line services covering: financial management; HR/recruitment; ICT support and development; service-specific administrative support (e.g. administrative aspects of planning applications processing); and leadership and support on developing some corporate policies/programmes within front line services (e.g. the Equalities agenda)
- The division also provides front line services to customers. It is responsible for D&E's reception services – face-to-face facilities at the Town Hall, Houndgate and Hopetown, and the departmental telephone reception facility at Hopetown. The division is also responsible for the Cemeteries and Crematorium service. The division also deals directly with customers through co-ordinating the department's complaints system

Introduction

All of the Council's services have been prioritised with regard to their potential impact on the promotion of equalities. Each service has been given an 'impact rating' of high, medium or low priority and this has been used to draw up a three year programme during which formal impact assessments will be conducted (those with a 'high' rating falling into the first year and so on).

The impact assessment looks at how a service is provided and how it promotes, monitors and consults in respect of equalities. Completion of the impact assessment will help us determine the extent to which services meet the requirements of the Equality Standard for Local Government, the Race Relations (Amendment) Act 2000 and the Disability Discrimination Act 1995.

The attached questionnaire provides a structure for undertaking the impact assessment. Local information and examples should be provided wherever possible.

This is a generic document that will require interpretation in particular circumstances. If, after reading the guidance, you require further information on how to implement the assessment, please contact David Plews, Policy Advisor (Social Inclusion) on 01325 388023.

Q.1 Is your service accessible to everyone within the community? Bear in mind any economic, social, environmental, physical, intellectual, cultural, linguistic, technological or other barriers.

Issue	Yes	No	If yes, what evidence do you have to demonstrate this?	If no, what do you plan to do to remove barriers to access?
Race (inc. culture and nationality)	✓		<ul style="list-style-type: none"> • All reception staff trained in Language Line – posters at receptions and choice card available • All front-line divisional staff have had Race Equality and Equalities and Diversity training • Cemeteries and Crematorium (C&C) service is responsive to cultural needs (see below under religion) • Information for All DVD provides service access information for all people who first language is not spoken English 	<ul style="list-style-type: none"> • Language options should go on all letters/consultation – ‘clip-on’ note required to attach to all forms/documents sent out from D&E • C&C operational staff to have race/equalities training • C&C service users to be monitored through funeral directors; service user feedback surveys to be introduced • Need to ensure that front line satisfaction/race monitoring surveys cover admin/reception issues
Religion or belief	✓		<ul style="list-style-type: none"> • All divisional staff have had some cultural awareness training • C&C has several examples of service responsiveness to minority faith needs: <ul style="list-style-type: none"> – Muslim section in North Cemetery; graves dug to required shelved depth/ profile; shovels provided to enable relatives to backfill grave – Jewish section in West Cemetery, cordoned off by hedges, blessed by Rabbi; limit of one burial per grave in Jewish/Muslim sections as per faith requirements – Sikh faith requires witnessing of cremations – this is facilitated by allowing two witnesses to observe the charging of the cremator – Declaration letters are provided for customs purposes to assist families 	<ul style="list-style-type: none"> • Further awareness training is needed for front line staff to refresh understanding of local faith groups and associated cultural characteristics • An audit of all D&E leaflets and documents is to be carried out to assess the equalities content and impact, including language

			<p>in taking cremated remains back to country of origin</p> <ul style="list-style-type: none"> • The above requirements result from liaison with the local faith communities, and this is ongoing as required – individual service users access the service through their funeral director, and the service is active in encouraging the companies to understand and accommodate minority faith requirements • There is ongoing liaison with the Gypsy/ traveller community over funeral arrangements – contemporary burial requirements are accommodated as far as possible, including enlarged graves to accommodate brick vaults provided by the families; however, expectations have to be carefully managed to balance expanding requirements with the interests of other cemetery users 	
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Gender (inc. transvestism, transgender and Tran sexuality)	✓		<ul style="list-style-type: none"> • All job titles, descriptions and person specifications have been assessed and amended to eliminate any barriers to equal opportunities (however, see 1st point right) 	<ul style="list-style-type: none"> • Job titles and descriptions should be re-examined for gender bias, of the kind that would discourage a particular gender from applying due to established perceptions (e.g. changing administrative assistant to support assistant)
Sexuality (inc. homosexuality and bisexuality)	✓		<ul style="list-style-type: none"> • Private interview facilities are available at town hall reception for those requesting privacy • No evidence of any staff management issues related to sexuality, e.g. inappropriate treatment of gay/lesbian staff; D&E has successfully managed issues arising from gender reassignment, from which other service areas can learn for the future 	<ul style="list-style-type: none"> • Front line staff are trained to treat customers appropriately and avoid any form of discriminatory behaviour, but future training should specifically address the treatment of gender/sexuality issues
Impairment (inc. physical and/or mental impairments)	✓		<ul style="list-style-type: none"> • D&E has close working relationship with DAD, which has been involved in a number of service improvements: <ul style="list-style-type: none"> – All D&E receptions are wheelchair accessible, with low access counters – Key leaflets are available in large print – A lift has been installed at the Crematorium to overcome a longstanding wheelchair access problem and toilets are now accessible to all – Loop system available in the Crematorium Chapel – Braille Service Books available at Crematorium Chapel – Braille/TypeTalk/Mini-Coms/BSL services available 	<ul style="list-style-type: none"> • Reception staff need information and training about the availability of services/aids to assist communication with people with impairments

Age	✓		<ul style="list-style-type: none"> • Overlap with 'Impairment' above on reception and other facilities • Concessionary Fares: service recently overhauled to make it easier for all qualifying people to register and obtain passes <ul style="list-style-type: none"> – Change from token system to passes – Passes renewal by post, avoiding need to visit town hall to collect tokens – For new registrations, appointments system introduced for residents of nursing homes; home visits to nursing homes can be requested; and registration roadshow taken to community centres and ASDA supermarket – Qualification for men equalised with women at 60 years of age – All leaflets and documents are subject to plain English translation and checks 	<ul style="list-style-type: none"> • As for above, need to ensure that all front line staff are aware of available facilities are able to access them
Geographical location	✓		<ul style="list-style-type: none"> • Website and Customer Telephone Reception are improving access to services irrespective of place of residence • Services can be accessed through Community Services Neighbourhood Houses – i.e. staff will make phone contact with services on behalf of local customers • Concessionary Fares registration service provided at community centres at publicised dates/times • 	<ul style="list-style-type: none"> • Burial fees are higher for deceased people who lived outside the Borough – no plan to change this • Continue development of web access to services • Principal geographical issue is that planning applications are only available for inspection at town hall during normal hours – move to scanning of documents and access through website should overcome this shortcoming

Any other equality issue (e.g. people with dependants and/or caring responsibilities or people with a criminal record)	✓		<ul style="list-style-type: none"> Emergency telephone numbers published and promoted – out of hours service available in emergency situations Corporate customer service development will improve access and extend hours of access
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Q.2 (a) For whatever reason, does your service treat any group differently from its other service users?

Yes

No

If you have answered 'yes', please specify those individuals or groups affected and whether the impact has the potential to be adverse.

- C&C – make special provision to accommodate needs of BME groups, Gypsies and faith groups
- Concessionary fares service available to older people only, service is tailored to accommodate mobility needs in terms of location and postal renewals
- None of the ways in which particular groups are treated differently has potential for adverse impact;

(b) What needs to be done to prevent any potentially adverse impact?

- We are working to modify the traditional non-differential delivery of services to ensure there is no adverse impact on the needs of particular groups, and the proposals identified in the right hand column under question 1 are needed in the immediate future to continue that work and improvement

Q.3 (a) Do you promote equality within your service? (e.g. through departmental equalities group, innovative marketing or community engagement techniques)

Yes
No

✓

If you have answered 'yes', please give examples of how equality is promoted.

- Provision of facilities and services to aid service access – but these need promoting effectively, with appropriate training
- Access to receptions for disabled people
- Departmental equality group – division leads and is represented on group
- Training for staff – ongoing programme of ensuring all staff take corporate race and equalities trainings
- Front line user satisfaction surveys cover service access/admin support

Q.4 Are there any plans in place within your Service to promote equality more effectively?

Yes
No

✓

If yes, please outline what you intend to do (including details, if known, of timescales and areas to be covered, etc.)

- PDRs will include equalities review/objectives
- Staff training – continuing commitment to corporate training programmes
- Equalities Action Plan to be developed from this EIA and implemented
- Broad equalities agenda, embracing action plan and service monitoring, is targeted for improvement in all D&E 2005/06 service plans
- Monitoring and analysis of service users to be further developed
- Analysis of comments/compliments and complaints to identify any equalities issues
- Audit of D&E leaflets/documents for equalities content
- Continuing partnership working with DAD
- Follow corporate lead in improving partnership working with other equalities representative groups
- Promote equalities through our service partnerships (e.g. with funeral directors) and our procurement arrangements (e.g. the framework partnerships)
- Continue and develop the work of the departmental Inclusion Implementation Group in rolling out the Social Inclusion Strategy and following the lead of the corporate Inclusion Implementation Group within D&E

Q.5 In the past three years, have you consulted with any of the following groups regarding the delivery of and access to your service?

Group	Yes	No	If yes, please give evidence (Who? When? What were the outcomes)	If no, what consultation do you plan to do and by when?
Racial (inc. culture and nationality)		✓		Support and respond to the corporate consultation programme to be carried out during summer 2005 – develop improvement action plans out of the consultation findings; this covers all of the groups listed here
Religion or belief 5 years ago Muslim		✓	Previous consultation with Muslim and Jewish groups on funeral/burial arrangements	Plan to do follow-up consultation during the next year to check that arrangements are still appropriate and satisfactory
Gender (inc transvestitism, transgender and Tran sexuality)		✓		

Sexuality (e.g. homosexuality and bisexuality)		✓		
Impairment (eg physical and/or mental impairment)	✓		Regular and routine consultation with DAD on building/reception issues	Continue current liaison/consultation arrangements Capital funds have been secured in 2005/06 to improve Book of Remembrance Room security and make the room and books more accessible to all.
Age	✓		With GOLD and individual residents over improvement of concessionary fares process	Annual contact/questionnaire on concessionary fares registration/renewal
Geographical location		✓		
Any other status (e.g. people with dependants and/or caring responsibilities or people with a criminal record)		✓		

Q.6 Do you train your staff on equality issues?

Yes
No

✓

If you have answered yes: What training is available? Who delivers it? Who receives it?

- Corporate training programmes on race equality and equality and diversity delivered by external trainer
- All front line staff and managers have received training
- People identified in Race Equality Scheme
- Disability Awareness
- Language Line
- Deaf Awareness
- Race Equality

Equalities Impact Assessment Questionnaire – Group B – Public Protection – 2 November 2004

SERVICE: Public Protection	Department: Development and Environment
Person Responsible for Assessment: Keith Atkinson	Date of assessment: 2nd November 2004

Brief description of service and to whom provided/available:

- Public Protection provides a range of services focused on safeguarding and promoting people's health, well-being and safety through the licensing, regulation and enforcement of a wide range of activities, including alcohol sales, entertainments, food sales, trading practices, taxis and travellers' caravan sites. Services are also concerned with safeguarding the environment through waste management, pollution control and the control of anti-social activities such as littering, fly tipping and graffiti.
- The division's clients are primarily people involved in the businesses and activities that are subject to licensing and regulation. Its beneficiaries are all residents and visitors, who benefit from well-regulated trading and environmental safeguards
- Services contribute to many aspects of the work of the Darlington Partnership and delivery of the Community Strategy, particularly within the Economy and Environment and the Health and Social Inclusion theme groups

Introduction

All of the Council's services have been prioritised with regard to their potential impact on the promotion of equalities. Each service has been given an 'impact rating' of high, medium or low priority and this has been used to draw up a three year programme during which formal impact assessments will be conducted (those with a 'high' rating falling into the first year and so on).

The impact assessment looks at how a service is provided and how it promotes, monitors and consults in respect of equalities. Completion of the impact assessment will help us determine the extent to which services meet the requirements of the Equality Standard for Local Government, the Race Relations (Amendment) Act 2000 and the Disability Discrimination Act 1995.

The attached questionnaire provides a structure for undertaking the impact assessment. Local information and examples should be provided wherever possible.

This is a generic document that will require interpretation in particular circumstances. If, after reading the guidance, you require further information on how to implement the assessment, please contact David Plews, Policy Advisor (Social Inclusion) on 01325 388023.

Q.1 Is your service accessible to everyone within the community? Bear in mind any economic, social, environmental, physical, intellectual, cultural, linguistic, technological or other barriers.

Issue	Yes	No	If yes, what evidence do you have to demonstrate this?	If no, what do you plan to do to remove barriers to access?
Race (inc. culture and nationality)	✓		<ul style="list-style-type: none"> • Language line used regularly and successfully, particularly in Food Hygiene service • Food hygiene leaflets and standard documents available in all local community languages • Fair Trade Town status – supports and promotes other cultures/ nationalities globally • Site provision for Gypsies/travellers – leased to travellers for self-management; ODPM grants secured to improve sites; Sure Start building being provided at one site with PCT input to deliver health/education/housing benefits etc direct to community; transit site provided; funding application for laundry room and second transit site; policy on unauthorised encampments subject to EIA – allows for up to 3 tolerated sites; information networking arrangement with travellers’ representatives • Customer satisfaction surveys on all PP services includes race monitoring (separate survey for Trading Standards) • Leaflet on PP services revised to include community language references 	<ul style="list-style-type: none"> • Ensure frontline staff carry Language Line leaflet, and provide regular training updates • More and continuing cultural awareness training, especially in Food Hygiene service • List to left shows that services are sensitive and responsive to specific situations, but need consistent and regular service review process in PP/ D&E to capture issues covering: <ul style="list-style-type: none"> ○ Race monitoring of service users ○ EIA of policies and procedures ○ Awareness raising on cultural issues ○ Consultation/communication with BME and faith groups through corporate channels

Race (continued)	✓		<ul style="list-style-type: none"> • Number of staff have had race awareness training – records available • New (national) Firework Regulations recognise minority festivals, e.g. Diwali, Chinese New Year • ‘Take away’ inspections are scheduled for evenings, when businesses are operational and recognising night time working patterns of staff • 3 Czech taxi drivers recently taken on by local company – Licensing service has devised a responsive approach to their license applications to avoid discrimination on language grounds whilst ensuring they can meet basic licensing/service requirements 	
Religion or belief		✓	<ul style="list-style-type: none"> • Overlap with race/culture category above 	<ul style="list-style-type: none"> • As above , main need at this stage is for faith/cultural awareness training, particularly for front line staff, to appreciate faith-related constraints and requirements – e.g. holy days and festivals • Ensure regular review of services to capture faith related issues
Gender (inc. transvestitism, transgender and Tran sexuality)	✓		<ul style="list-style-type: none"> • Successful management of transsexual case within division – raised issues relating to use of toilets, dress codes, how to address individuals in gender terms; others can learn from this • Secure email address set up on corporate system to allow confidential discussion of Transsexual issues • Council’s harassment policy reinforced amongst divisional staff • Payroll/NI database allows gender change 	<ul style="list-style-type: none"> • Training to raise awareness of issues relating to sexuality in general – especially front line staff to deal appropriately with e.g. transvestites at reception; a specific case has been addressed and managed sensitively, but issues relating to sexuality have not generally been addressed

Sexuality (inc. homosexuality and bisexuality)	✓		<ul style="list-style-type: none"> • As above – not specifically addressed, but no perceived barriers to service access irrespective of sexual orientation 	<ul style="list-style-type: none"> • Need awareness training particularly for front line staff
Impairment (inc. physical and/or mental impairments)	✓		<ul style="list-style-type: none"> • Reception counters/access adapted for all users • Service call system fitted to Houndgate building to facilitate access for wheelchair users • DAD regularly consulted on service improvements – e.g. on policy for accessible taxis • Free parking for disabled people for 3 hours in all Council-run car parks – wider disabled spaces being provided • Reception staff trained up with signing skills in the past but moved on • Kerbside recycling staff will provide assistance with green box • Assistance also available at Civic Amenity Site • New design for Civic Amenity site will be more disabled/older people friendly • DAD advising on disability access to market • All town centre car parks have emergency help points with voice link to CCTV control centre – these can be used by disabled people to summon assistance from car park wardens 	<ul style="list-style-type: none"> • Restricted access on leaflet racks • Parking signs need to be size/type • Recycling facilities are not wheelchair accessible • BSL training for more reception staff • Access to market building to be improved for disabled people, supported by new rules on display of goods/use of building
Age	✓		<ul style="list-style-type: none"> • As above – most improvements support older people as well as disabled people • Taxi licensing – requirement for older drivers to have annual medical relaxed to 3 year requirement common to all drivers • Markets service organises annual tea 	<ul style="list-style-type: none"> • As above, relate to older people as well as disabled

			dance in market place in response to GOLD suggestion	
Geographical location		✓	<ul style="list-style-type: none"> • Telephone, internet, website and ongoing development of electronic service access widen access to PP services • Home visits are provided when requested • Two new kiosks in Cornmill and Morrison's for access to Council and Police services brought about by Street Safety BVR • Differential policies/procedures apply in some areas – e.g. town centre – litter initiative/regular inspection regime 	<ul style="list-style-type: none"> • Kerbside recycling not provided to 0.6% of remoter households – not VFM to change this • Stray dogs taken to pound in Durham – owners have to retrieve, harder for poorer/car-less • Service managers to review service hours as a result of BVR – 24 hour response on abandoned cars to be introduced
Any other equality issue (e.g. people with dependants and/or caring responsibilities or people with a criminal record)			<ul style="list-style-type: none"> • Home visits available on request • Delegated taxi licensing process can accommodate applicants with license penalty points up to a specified number of points – above this level applications are dealt with by Committee, but applicants with penalty points are not automatically treated differently 	<ul style="list-style-type: none"> • • Review of service hours plus development of electronic service access may benefit this group – call centre development will support this

Q.2 (a) For whatever reason, does your service treat any group differently from its other service users?

Yes
No

✓

If you have answered 'yes', please specify those individuals or groups affected and whether the impact has the potential to be adverse.

- • Travellers – positive action to develop facilities and services to meet specific needs of Gypsy/traveller community
- • Remote households don't receive kerbside recycling service – due to resource constraints
- • Some services are charged for, e.g. pest control, licensing applications
- • People receiving benefits don't pay pest control charges
- • Free parking for disabled people/motorcycles/pedal cycles in all Council run car parks
- • Residents' Parking – residents in inner urban areas have to pay to park outside their homes
- • Market traders can have 'rent holidays' to help establish business; fund provided to Market Traders Association to assist traders with any difficulties

(b) What needs to be done to prevent any potentially adverse impact?

- The above points result from clear policy choices and are not the result of inadvertent or unintended discrimination. These impacts were assessed in decision-making and no remedial action is planned at this stage. However, we need to monitor such impacts to ensure that they do not become unacceptable, and all policy formulation needs to include Equalities Impact Assessment to ensure that differential impacts are identified and taken into account in decision-making
- Considering alternatives for kerbside recycling in remote areas, e.g. communal bin
- Need consistent and regular review of services to identify potentially adverse impacts

Q.3 (a) Do you promote equality within your service? (e.g. through departmental equalities group, innovative marketing or community engagement techniques)

Yes

✓

No

If you have answered 'yes', please give examples of how equality is promoted.

- PDRs to include equalities review/objectives
- Mini-com – but needs promoting effectively
- Access to buildings for disabled people
- Community involvement
 - Farmers Market
 - Testing electric blankets
 - National food week
- Departmental equality group – division is represented on group
- Licensing Policy – Consultation on line
- Service user satisfaction survey
- BVR improvement action plans all include equalities impact assessment
- Training for staff – ongoing programme of ensuring all staff take corporate race and equalities trainings
- Include equalities questions in all future surveys/questionnaires

Q.4 Are there any plans in place within your Service to promote equality more effectively?

Yes

No

If yes, please outline what you intend to do (including details, if known, of timescales and areas to be covered, etc.)

- Enforcement Policy to be subject to Equalities Impact Assessment
- Staff training – continuing commitment to corporate training programmes
- Regulatory Services BVR –
 - continuing implementation of improvement actions to take account of equalities impacts
 - requirement to provide duty officers for all services – some but not all services comply at present
 - reinvigorate D&E Social Inclusion Group
 - Promote level regulatory playing field for businesses to ensure fair treatment/outcomes for all
 - Effective marketing strategy for services to ensure hard to reach sectors are aware of and able to access services
- Equalities Action Plan to be developed from this EIA and implemented
- Broad equalities agenda, embracing action plan and service monitoring, is targeted for improvement in 2005/06 service plan
- Monitoring and analysis of service users
- Analysis of comments/compliments and complaints to identify any equalities issues

Q.5 In the past three years, have you consulted with any of the following groups regarding the delivery of and access to your service?

Group	Yes	No	If yes, please give evidence (Who? When? What were the outcomes)	If no, what consultation do you plan to do and by when?
Racial (inc. culture and nationality)	✓		<ul style="list-style-type: none"> • Market Traders consulted – French/Jewish markets; change to stalls provision leading to reduced fees • Crem/Cems – consultation with undertakers, clergy/faith groups and memorial masons on Head Stones Strategy • Travellers/Gypsies – extensive and ongoing engagement on provision of facilities and services at two traveller sites and on unauthorised encampments • DAD – Car parks management • Residents in inner urban area, including area of high BME population, on residents' parking 	
Religion or belief	✓			
Gender (inc transvestitism, transgender and Tran sexuality)		✓	<ul style="list-style-type: none"> • WI – markets developments 	
Sexuality (e.g. homosexuality and bisexuality)		✓		
Impairment (e.g. physical and/or mental impairment)	✓		<ul style="list-style-type: none"> • DAD <ul style="list-style-type: none"> ○ Parking ○ Access 	

			<ul style="list-style-type: none"> ○ Taxis 	
Age	✓		<ul style="list-style-type: none"> ● Schools – sustainability presentations ● U3A promoting walking and physical activity – annual promotional walk with Age Concern ● Over 60's – Age Concern on Trading Standards issues, esp electric blankets ● GOLD – Tea Dance 	
Geographical location			<ul style="list-style-type: none"> ● Residents' parking residents in scheme areas ● Parking ● Licensing <ul style="list-style-type: none"> ○ Both the above general public consultation 	
Any other status (e.g. people with dependants and/or caring responsibilities or people with a criminal record)				

Q.6 Do you train your staff on equality issues?

Yes

No

Not all

If you have answered yes: What training is available? Who delivers it? Who receives it?

- Equality and Diversity Training
- Customer Services
- Deaf Awareness and signing training
- Website training for the Blind
- Race Equality Training
- Disability Awareness
- Language line
- Customer Care/Welcome Host training – latter for car parks staff

Equalities Impact Assessment

SERVICE: Consultancy	Department: Development and Environment
Person Responsible for Assessment: John Ray/Brian Dobinson	Date of assessment: 2nd November 2004

Brief description of service and to whom provided/available:

- Consultancy division provides services focused on two distinct areas:
 - the maintenance and improvement of the highway network, within the Transport Policy framework led by D&R division, including highway design, bridges, traffic management, road safety, provision of public transport infrastructure, street lighting and winter maintenance service
 - design and project management of building projects on behalf of clients within the Council
- Consultancy's face-to-face clients are primarily internal – other departments and the transport policy service, combined with responding to the needs of individual residents and community groups on, e.g. reports of maintenance problems, insurance claims, etc. As with most D&E services, the beneficiaries are a much wider group of residents, visitors and people simply passing through the borough. Highways can claim to be the only universal Council service – every single resident uses the roads and footway on a regular basis. Similarly, the Building Design service works for a small number of clients, but the buildings it designs are used by much larger numbers of residents – e.g. new schools, Sure Start buildings, community centres

Introduction

All of the Council's services have been prioritised with regard to their potential impact on the promotion of equalities. Each service has been given an 'impact rating' of high, medium or low priority and this has been used to draw up a three year programme during which formal impact assessments will be conducted (those with a 'high' rating falling into the first year and so on).

The impact assessment looks at how a service is provided and how it promotes, monitors and consults in respect of equalities. Completion of the impact assessment will help us determine the extent to which services meet the requirements of the Equality Standard for Local Government, the Race Relations (Amendment) Act 2000 and the Disability Discrimination Act 1995.

The attached questionnaire provides a structure for undertaking the impact assessment. Local information and examples should be provided wherever possible.

This is a generic document that will require interpretation in particular circumstances. If, after reading the guidance, you require further information on how to implement the assessment, please contact David Plews, Policy Advisor (Social Inclusion) on 01325 388023.

Q.1 Is your service accessible to everyone within the community? Bear in mind any economic, social, environmental, physical, intellectual, cultural, linguistic, technological or other barriers.

Issue	Yes	No	If yes, what evidence do you have to demonstrate this?	If no, what do you plan to do to remove barriers to access?
Race (inc. culture and nationality)		✓	<ul style="list-style-type: none"> • Key staff at manager level have had race equality/equal opps training • Building Design team respond to race-related design requirements set by clients – e.g. screening of rooms in Sure Start McNay Street to allow BME women’s groups to meet in private • Satisfaction surveys of clients on building projects – clients carry out satisfaction/monitoring surveys of clients • Gypsy/travellers – liaison on design of Honeypot Lane facilities buildings; designs modified to reflect user requirements • Working with other services to identify potential temporary travellers’ sites as alternatives to unauthorised sites • Information for All DVD covers access to services for anyone who has problems with written English due to language, sensory or mental impairment 	<ul style="list-style-type: none"> • Roll out race equality/equal opps training to all staff • Ensure Language Line facility is available to front line staff <ul style="list-style-type: none"> ○ Training for front line staff ○ Staff to carry Language Line prompt card and to be kept at Hopetown Reception ○ ‘Clip-on’ language guide note to attach to all documents sent out from D&E • Cultural awareness training required for managers/front line staff • User monitoring of highway services required, and to include race monitoring: insurance claims; complaints and defects reporting; satisfaction surveys on highway schemes • Race/cultural mapping of the borough would assist staff when developing schemes/services and consulting on them • Consultation on schemes – e.g. Residents’ Parking – to include appropriate language support for the area/ location

Religion or belief		✓	<ul style="list-style-type: none"> • Current actions as above 	<ul style="list-style-type: none"> • Cultural awareness training required above to include characteristics of faith groups represented in Darlington
Gender (inc. transvestitism, transgender and Tran sexuality)	✓		<ul style="list-style-type: none"> • Building design have incorporated breast feeding rooms into projects at Registrar's Office and Sure Start buildings • D&E has experience of successfully managing transgender staff issues – learning available to other divisions/services within the department 	<ul style="list-style-type: none"> • Service monitoring (to race above) to be introduced – to include analysis of gender to identify any gender-related issues • Equalities training of front line/reception staff to promote appropriate response to transvestite/transgender customers
Sexuality (inc. homosexuality and bisexuality)	✓		As above	<ul style="list-style-type: none"> • Identify private space for Hopetown reception to use if customers request privacy • Ensure senior managers are able to identify and manage any sexuality related staff issues should they arise • Check that any databases recording gender of staff or customers can accommodate change of gender
Impairment (inc. physical and/or mental impairments)	✓		<ul style="list-style-type: none"> • Building Design service is involved in DDA adaptations – e.g. Library access lift • Access for all incorporated in all highway schemes – e.g. Pedestrian Heart • Good performance on highway adaptations for people with disabilities , e.g. signalled pedestrian crossings and comprehensive wheelchair routes • Building Design has incorporated sensory rooms for people with learning difficulties in education buildings • Updating and adaptation of Mount 	<ul style="list-style-type: none"> • General need to improve communication/engagement of public on highways and street scene services, programmes and issues. Communications strategy/ improvements must address requirements of people with sensory or mental impairments • Maintain close working with DAD • Continue programme of providing ramped access to all schools • Continue programme of providing raised kerbs at bus stops and tactile paving

			<p>Pleasant School incorporates features and facilities designed around the needs of autistic children – Mount Pleasant includes a specialist unit for autism</p> <ul style="list-style-type: none"> • Hopetown access and reception has been adapted to DDA standards • Disability awareness training provided for all technical staff by DAD • Information for All DVD 	
Age	✓		<ul style="list-style-type: none"> • Many of the physical measures outlined above under impairment also support older people • Home visits available on request • Young people supported to use transport facilities independently with pedestrian and cycle training provided through schools • School Crossing Patrols 	<ul style="list-style-type: none"> • Improving communications as outlined above to take account of needs of older people – e.g. large print, plain English, braille
Geographical location	✓		<ul style="list-style-type: none"> • Many aspects of the services differentiate on a geographical basis for good reasons of resources or acceptable levels of service – e.g. highway design standards for rural roads vs urban roads • Hopetown base is out of town centre, but services can be accessed in person through D&E Town Hall reception – Corporate Customer Service development will further enhance access 	<ul style="list-style-type: none"> • Differential standards in highway design may disadvantage some residents, e.g. wheelchair users or other disabled people in small villages and rural areas. Consultation on schemes and improvements should take account of needs of residents living in the locality and appropriate provision made in scheme design – this responsiveness is already practiced, but need to ensure that needs are identified

Any other equality issue (e.g. people with dependants and/or caring responsibilities or people with a criminal record)	✓			<ul style="list-style-type: none"> • • Ensure that out of hours service provision – e.g. emergency contact numbers - are properly advertised through website and other channels, and available to call centre and other departments • • Continue development of electronic service delivery, with road works information and defect reporting facilities available on website
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Q.2 (a) For whatever reason, does your service treat any group differently from its other service users?

Yes

No

If you have answered 'yes', please specify those individuals or groups affected and whether the impact has the potential to be adverse.

- ▪ Young people – road safety training provided through schools
- ▪ Extensive provision for people with physical and sensory disabilities in terms of highway improvements and adaptations, and adaptation to council buildings
- ▪ Provision of facilities for Gypsies and travellers on residential sites – washroom blocks, Sure Start building as base for wide range of Council and health services to be provided direct to site residents
- ▪ Users of all buildings designed by Building Design service are benefiting from investment targeted at their needs
- ▪ Rural residents – differential standards for highway design
- ▪ Only the latter category above has the potential to be negative

(b) What needs to be done to prevent any potentially adverse impact?

- • Monitor needs of residents in rural areas through consultation on schemes and liaison with DAD to ensure that programmes of highway access improvements include appropriate rural locations and facilities
- • Consistent and regular review of services to identify and address any adverse impact

Q.3 (a) Do you promote equality within your service? (e.g. through departmental equalities group, innovative marketing or community engagement techniques)

Yes
No

✓

If you have answered 'yes', please give examples of how equality is promoted.

- PDRs to include equalities review/objectives
 - Use and promote 'Information for All' DVD
 - Continue with DDA and highways accessibility improvements
 - Departmental equality group – division is represented on group
 - On line service access improvements – continue development
 - Training for staff – ongoing programme of ensuring all staff take corporate race and equalities trainings
- Include equalities questions in all future surveys/questionnaires

Q.4 Are there any plans in place within your Service to promote equality more effectively?

Yes

No

If yes, please outline what you intend to do (including details, if known, of timescales and areas to be covered, etc.)

- On line service access improvements for default reporting and road works information
- Improved communication and engagement with residents about highway projects, incorporating needs of older and disabled people, and people whose first language is not English, linked to Street Scene service review
- Staff training – continuing commitment to corporate training programmes
- Equalities Action Plan to be developed from this EIA and implemented
- Broad equalities agenda, embracing action plan and service monitoring, is targeted for improvement in 2005/06 service plan
- Monitoring and analysis of service users to be developed
- Analysis of comments/compliments and complaints to identify any equalities issues

Q.5 In the past three years, have you consulted with any of the following groups regarding the delivery of and access to your service?

Group	Yes	No	If yes, please give evidence (Who? When? What were the outcomes)	If no, what consultation do you plan to do and by when?
Racial (inc. culture and nationality)		✓		
Religion or belief 5 years ago Muslim		✓		
Gender (inc transvestitism, transgender and Tran sexuality)		✓		

Sexuality (e.g. homosexuality and bisexuality)		✓		
Impairment (eg physical and/or mental impairment)	✓		<ul style="list-style-type: none"> • Ongoing partnership working with DAD • Street Environment BVR consultation with Access Interest Group 	
Age	✓		<ul style="list-style-type: none"> • Street Environment BVR consultations with 'Growing Older in Darlington and with Youth Forum 	
Geographical location		✓	<ul style="list-style-type: none"> • Consultation on transport issues with Community Partnerships as part of Neighbourhood Renewal Strategy • Numerous consultations with residents in particular neighbourhoods on specific schemes – e.g. Home Zone; North Road Corridor of Certainty; Residents Parking Schemes; Traffic Calming Schemes 	
Any other status (e.g. people with dependants and/or caring responsibilities or people with a criminal record)		✓		

Q.6 Do you train your staff on equality issues?

Yes
No

✓

If you have answered yes: What training is available? Who delivers it? Who receives it?

- Equality and Diversity Training
- Customer Services
- Website training for the Blind
- Race Equality Training
- Disability Awareness
- Language line

Equalities Impact Assessment

SERVICE: Development and Regeneration	Department: Development and Environment
Person Responsible for Assessment: Richard Alty	Date of assessment: 2nd November 2004

Brief description of service and to whom provided/available:

- Development and Regeneration Division provides a range of interconnected services directed towards promoting and securing the investment and development required to sustain a vibrant local economy, meet people's transport needs and enhance accessibility, and safeguard and improve the Borough's environment and heritage.
- The division's face-to-face customers are primarily those involved in the business, development, transport and tourism/heritage sectors, including private individuals seeking to develop/improve their property or small business. Its beneficiaries include all residents and visitors, who share the benefits of economic and environmental sustainability that the division seeks to support and deliver
- The division's services have a leading role in mediating the Council's, and the community's, participation in regional and sub-regional partnerships and in supporting the work of the Darlington Partnership, particularly the Economy and Environment Theme Group

Introduction

All of the Council's services have been prioritised with regard to their potential impact on the promotion of equalities. Each service has been given an 'impact rating' of high, medium or low priority and this has been used to draw up a three year programme during which formal impact assessments will be conducted (those with a 'high' rating falling into the first year and so on).

The impact assessment looks at how a service is provided and how it promotes, monitors and consults in respect of equalities. Completion of the impact assessment will help us determine the extent to which services meet the requirements of the Equality Standard for Local Government, the Race Relations (Amendment) Act 2000 and the Disability Discrimination Act 1995.

The attached questionnaire provides a structure for undertaking the impact assessment. Local information and examples should be provided wherever possible.

This is a generic document that will require interpretation in particular circumstances. If, after reading the guidance, you require further information on how to implement the assessment, please contact David Plews, Policy Advisor (Social Inclusion) on 01325 388023.

Q.1 Is your service accessible to everyone within the community? Bear in mind any economic, social, environmental, physical, intellectual, cultural, linguistic, technological or other barriers. – Out of Hours? Front Office/Back Office split.

Issue	Yes	No	If yes, what evidence do you have to demonstrate this?	If no, what do you plan to do to remove barriers to access?
Race (inc. culture and nationality)	✓		<ul style="list-style-type: none"> • Some service information leaflets carry community language summary (Bldg Control) • Main language issues on building sites relate to east European nationalities (esp Poles and Ukrainians currently) – communication problems managed through site manager/foreman • Good Sign Guide being developed for council buildings through Corporate Landlord – will include language requirements as appropriate • Signing of Central House represents good practice • Language Line promoted at reception counter and some staff have been trained • Information for All DVD produced and to be made available at reception • Good practice on monitoring of service users in some areas (e.g. Planning) 	<ul style="list-style-type: none"> • Regular refresher training/information required on Language Line, and some staff require training from scratch • Service managers also need information on availability of translation services • Ensure that front line staff carry Language Line choice card • Provide clip-on community language slip to attach to all outgoing documents • Existing service monitoring requires regular analysis • Service user monitoring to be extended to all services • All front line and policy staff to have race equality and equal opportunities training – cultural awareness training needed • Roll-out and promote implementation of Good Sign Guide across all council sites • Ensure staff are aware of Information for All DVD and that it is used to maximum benefit • Seek to benefit from good practice elsewhere – use Tees Valley sub-regional officer groups to explore equalities issues and responses

			<ul style="list-style-type: none"> • All managers and majority of front line staff have taken corporate race equality and equal opportunities training courses • D&R leads on corporate project management – process incorporates equalities requirements • Local Development Framework Statement of Community Involvement (SCI) sets out commitment to consult ‘hard to reach’ groups in preparation of LDF and future consultation on planning applications/ issues • Unauthorised encampments policy strikes a balance between needs of transient Gypsies and travellers and of settled communities, and has been produced with involvement of Gypsies and travellers • Good attendance by some groups of staff on corporate Race Equality and Equal Opportunities training courses 	<ul style="list-style-type: none"> • Local Development Framework to be subject to Equalities Impact Assessment • Consider whether settled Gypsies/travellers are disadvantaged by planning policy, and by definitions set in Government guidance
Religion or belief	✓		<ul style="list-style-type: none"> • No positive barriers – overlap with race/culture category above 	<ul style="list-style-type: none"> • As above , main need at this stage is for faith/cultural awareness training, particularly for front line staff, to appreciate faith-related constraints and requirements – e.g. holy days and festivals • Ensure regular review of services to capture faith related issues

Gender (inc. transvestitism, transgender and Tran sexuality)	✓		<ul style="list-style-type: none"> • All job titles, descriptions and person specifications have been assessed and amended to eliminate any barriers to equal opportunities (however, see 1st point right) • Programmes to support women in setting up and running businesses 	<ul style="list-style-type: none"> • Job titles and descriptions will be re-examined for gender bias – this will be Support Services-led • Training to raise awareness of issues relating to gender in general – especially to ensure that reception and front line staff respond appropriately to all customers
Sexuality (inc. homosexuality and bisexuality)	✓		<ul style="list-style-type: none"> • As above – not specifically addressed, but no perceived barriers to service access irrespective of sexual orientation • Customers requesting privacy can be accommodated at main reception 	<ul style="list-style-type: none"> • Need awareness training particularly for front line staff
Impairment (inc. physical and/or mental impairments)	✓		<ul style="list-style-type: none"> • Building Control service is responsible for enforcing the ‘Access for All’ legislation (the new Building Regs Part M), covering all forms of impairment and seeking to eliminate any potential disadvantage in the design or buildings • Access for All legislation covers age and gender as well as impairment • Crown Street Library adaptation is a keynote success in improving physical access • Strong partnership working with DAD – Access User Group is a key forum supported/facilitated by the division, and DAD representatives sit on the Town Centre Forum • DAD consulted on planning applications • Pedestrian Heart will be a landmark in 	<ul style="list-style-type: none"> • Ensure that leaflet racks and other facilities at reception are accessible • BSL training for more reception staff • Need to assess impact of service provision on disabled people – e.g. financial support to businesses to create new jobs: are disabled people able to access jobs

			<p>ensuring that external/town centre environment is accessible for people with all forms of impairment</p> <ul style="list-style-type: none"> • Accessibility is a key consideration in all projects impacting on the public realm • Whilst we haven't progressed as quickly as we wanted on BV156, our position on this PI is top quartile – Pendle Council had a best practice visit to Darlington on BV156 adaptations, and produced a very complimentary report • All key bus stops adapted with raised kerbs, complemented by introduction of some low floor buses to aid access for disabled people, older people, people with young children, etc. • Educational resources provided at Railway Museum for people with Learning Disabilities 	
Age	✓		<ul style="list-style-type: none"> • Overlap with impairment above – legislation enforced by Building Control service covers age issues as well as impairment • Concessionary fares provision supports mobility of older people • School Travel Plans programme is opening up travel choices to young children and their parents 	<ul style="list-style-type: none"> • Review services to identify any age-related barriers to service access
Geographical location	✓		<ul style="list-style-type: none"> • Subsidised bus services provided to support mobility/ accessibility in areas that can't support commercial services 	<ul style="list-style-type: none"> • All planning policies are under review in the preparation of the Local Development Framework, including their geographical impact • Monitoring/review of services to include

			<ul style="list-style-type: none"> • 'Central into Work' provides support to unemployed people in specific wards with high unemployment • Regeneration funding and activity is concentrated in most deprived wards • Majority of planning policies are geographically based, e.g. conservation areas, locations where particular forms of development are acceptable or not, boundaries that define built-up areas and the countryside, concentrating development on previously developed land • Countryside service provision is focused on bringing benefits of green spaces managed for nature into the urban area • Transport Policy has a strong focus on enhancing accessibility for all – i.e. enabling all people to access the jobs and services they need without being disadvantaged by not having access to a car 	<p>identification of geographical impacts to ensure that these are intended and justifiable</p>
Any other equality issue (e.g. people with dependants and/or caring responsibilities or people with a criminal record)	✓		<ul style="list-style-type: none"> • Out of hours service and home visits are available on request for some services • Good progress on electronic enabling of planning service, in accordance with eGovt timetable, to facilitate remote service access 	<ul style="list-style-type: none"> • Hours of service availability to be further enhanced by development of corporate contact/call centre

Q.2 (a) For whatever reason, does your service treat any group differently from its other service users?

Yes
No

✓

If you have answered 'yes', please specify those individuals or groups affected and whether the impact has the potential to be adverse.

As outlined under question 1, there is differential treatment of a number of groups of people in relation to their specific needs and circumstances or where they live. This treatment may be in terms of the effect of policies or direct service provision to groups as service users. Differential treatment is always designed to achieve desired outcomes for the community as a whole or to benefit the people who are subject to that treatment. We are not aware of any unintended disadvantage or discrimination arising as a result.

(b) What needs to be done to prevent any potentially adverse impact?

- The above points result from clear policy choices and are not the result of inadvertent or unintended discrimination. These impacts were assessed in decision-making and no remedial action is planned at this stage. However, we need to monitor such impacts to ensure that they do not become unacceptable, and all policy formulation needs to include Equalities Impact Assessment to ensure that differential impacts are identified and taken into account in decision-making
- Considering alternatives for kerbside recycling in remote areas, e.g. communal bin
- Need consistent and regular review of services to identify potentially adverse impacts

Q.3 (a) Do you promote equality within your service? (e.g. through departmental equalities group, innovative marketing or community engagement techniques)

Yes
No

✓

But not proactive enough

If you have answered 'yes', please give examples of how equality is promoted.

- PDRs to include equalities review/objectives
 - Access to buildings for disabled people and Access Interest Group
 - Partnership with DAD
 - Departmental equality group – division is represented on group
 - Service user monitoring
 - Training for staff – ongoing programme of ensuring all staff take corporate race and equalities trainings
- Include equalities questions in all future surveys/questionnaires

Q.4 Are there any plans in place within your Service to promote equality more effectively?

Yes

✓

No

If yes, please outline what you intend to do (including details, if known, of timescales and areas to be covered, etc.)

- Local Development Framework to be subject to Equalities Impact Assessment
- LDF Statement of Community Involvement sets out commitment to involving all sectors of the community in the development of the LDF and in future planning decisions and issues
- Staff training – continuing commitment to corporate training programmes
- Equalities Action Plan to be developed from this EIA and implemented
- Broad equalities agenda, embracing action plan and service monitoring, is targeted for improvement in 2005/06 service plan
- Monitoring and analysis of service users to be extended
- Analysis of comments/compliments and complaints to identify any equalities issues

Q.5 In the past three years, have you consulted with any of the following groups regarding the delivery of and access to your service?

Group	Yes	No	If yes, please give evidence (Who? When? What were the outcomes)	If no, what consultation do you plan to do and by when?
Racial (inc. culture and nationality)	✓		LDF Statement of Community Involvement DRCM	Local Transport Plan 2 – Full Plan Consultation Local Development Framework – Core Strategy Consultation on individual major projects, as appropriate (e.g. recent consultation on Pedestrian Hearts)
Religion or belief	✓		LDF Statement of Community Involvement	Local Transport Plan 2 – Full Plan Consultation Local Development Framework – Core Strategy Consultation on individual major projects, as appropriate (e.g. recent consultation on Pedestrian Hearts)
Gender (inc transvestitism, transgender and Tran sexuality)		✓		
Sexuality (e.g. homosexuality and bisexuality)		✓		

Impairment (e.g. physical and/or mental impairment)	✓		DDA – In connection with accessibility issues Local Transport Plan 2 Local Development Framework Concessionary Fares Planning Applications	Local Transport Plan 2 – Full Plan Consultation Local Development Framework – Core Strategy Consultation on individual major projects, as appropriate (e.g. recent consultation on Pedestrian Hearts) Community Transport Review
Age	✓		LTP2 LDF – Statement of Community Involvement	
Geographical location	✓		LDF – Statement of Community Involvement Supported bus services Concessionary Fares	
Any other status (e.g. people with dependants and/or caring responsibilities or people with a criminal record)	✓		Transport	

Q.6 Do you train your staff on equality issues?

Yes

No

If you have answered yes: What training is available? Who delivers it? Who receives it?

Equality training is available corporately and staff are encouraged to attend. There is a good record of attendance – this is monitored by D&E Support Services. The need to ensure training is taken up by all managers and front line staff is highlighted above. The need for Cultural Awareness training is also highlighted.