



North West Leicestershire  
District Council

Castle Donington & Ibstock  
Community College  
Equality Impact Assessment

# EQUALITY IMPACT ASSESSMENT

Name of the policy or service being assessed: **Hermitage Leisure Centre**

Service Area: **Castle Donington and Ibstock Community College**

Date Impact Assessment completed: **22.11.07**

Is this a policy or service? **Policy**  **Service**  **Procedure**

Is this a new or existing policy or function? **New**  **Existing**

## Names and roles of the people carrying out the Impact Assessment:

1. Jason Knight
2. Amanda Baines
3. Joanne Fairbrother
4. Mark Bates

Head of Service **John Richardson**

Signature



Date: **22 November 2007**

# PART 1

## AIMS AND IMPLEMENTATION OF THE POLICY

### Identifying the aims of the policy

What is the policy? What is the aim, objective, or purpose of the policy?

More people, more active, more often

### Rationale behind the policy and its delivery

- A healthy fulfilled population

### Who is affected by the policy? Who is intended to benefit from it and how?

Who are the main stakeholders in relation to this policy?

- Local Community
- Employees
- Councillors
- Council Staff
- College Employees
- Students of the college
- Governors

What outcomes would other stakeholders want from this policy?

- Quality services at an affordable price
- More people, more active, more often
- A healthy fulfilled population
- Safe and pleasant working environment
- To be fully trained in the delivery of the service
- Meeting the Every Child Matters agenda
- Healthy Schools Agenda

Are there any groups, who might be expected to benefit from the intended outcomes but which do not?

- Non-users

**Policy Priorities:**

(How does the policy fit in with the council's wider aims? Include Corporate and Local Strategic Partnership Priorities):

- Good value and accessible service
- Strong and inclusive communities
- A healthy fulfilled population
- Work to reduce incidence off obesity to at least the national average
- Increase the take up of services from people in priority neighbourhoods and groups
- To increase the health and well being of the local population
- To increase activity in children and young people

How does the policy relate to other policies and practices within the council?

- 

What factors/forces could contribute/detract from the outcomes?

- Finance
- Accessibility
- Targeting of marketing activities
- Political environment
- Inconsistencies in approach from staff
- Lack of front line staff knowledge
- Partnership working
- Linking in with the Extended Schools Agenda
- Changes in the college aims and objectives

**How the policy is implemented**

Is the service/policy provided solely by one service or in conjunction with another service or through a Partnership?

- In partnership with the college

If external partners are involved - what are the measures in place to ensure that they comply with the Council's Equal Opportunities policy?

Colleges have their own Equal Opportunity policies through Leics County Council that are vetted on a regular basis for compliance with NWLDC policy

## PART 2

### CONSIDERATION OF DATA AND RESEARCH

**List all examples of quantitative and qualitative data available that will enable the impact assessment to be undertaken**

(include Information where appropriate from other directorates/services, Census data etc.)

- Statistical usage information through till reports
- Census information
- Customer Consultation
- Customer Comments and complaints
- Building Audits
- Partnership working – Neighbourhood Action Teams, Disability groups, clubs

**Users and beneficiaries are:**

(Indicate profile by target groups and assess relevance to policy aims and objectives e.g. Workforce to reflect the Community).

Representativeness by:

- Children and Young people
- Social classes D and E i.e. low income
- People aged 60 years and older
- Black Minority Ethnic
- People with disabilities

Also, equity of use by

- Carers
- GP Referrals
- Travellers

**Evidence of Complaints against the service on grounds of discrimination**

(Is there any evidence of complaints either from customers or staff (Grievance) as to the delivery of the service, or its operation, on the equality target groups?)

**ICC**

- Access throughout facility by people in wheelchairs
- Access to disabled toilet
- Lack of showering facilities for customers with disabilities
- Inadequate changing facilities for people with disabilities
- Access into pools by people with disabilities
- Lack of Braille signage
- Lack of separate changing cubicles for elderly and GP Ref's

**CDCC**

- None

**Barriers**

(What are the potential or known barriers to participation for the different equality target groups?)

- People hard of hearing in reception

**Recent consultation exercises carried out**

(Detail consultation with relevant interest groups, other public bodies, voluntary organisations, community groups, trade unions, focus groups and other groups, surveys and questionnaires undertaken etc. Focus in particular on the findings of views expressed by the equality target groups)

- Listening Week survey
- Staff meetings
- Neighbourhood Action Team
- User surveys
- Meetings with clubs
- University college survey

**Identify areas where more information may be needed and the action taken to obtain this data.**

(You will need to consider data that is monitored but not reported, data that could be monitored but is not currently collected and data that is not currently monitored and would be impossibly/extremely difficult to collect).

- Children and young people
- Non-users
- Black Minority Ethnic
- Breakdown of disabilities
- Sexual orientation
- Gender
- Religion/Belief

**Gaps in information:**

- *Non-users*  
Limited information and limited ability to collect
- *Children and Young People*  
No information breakdown on ages of users therefore uncertain of representativeness
- *BME*  
Usage information not being collected therefore uncertain of representativeness
- *Breakdown of disabilities*  
Usage information not being collected therefore uncertain of representativeness
- *Breakdown of sexual orientation*  
Usage information not being collected therefore uncertain of representativeness
- *Gender*  
Usage information collected but not monitored and therefore uncertain of representativeness

- Religion/Belief  
Usage information collected but not monitored and therefore uncertain of representativeness

**Action needed:**

*(Include short-term measures to be taken to provide a baseline where no or little information is available)*

- *Non-users*  
Non-user surveys  
Visits to: Shopping precincts  
Libraries  
Childrens play survey  
  
Working in partnership with other sections when they undertaking surveying
- *Children and Young People*  
Childrens play survey  
Monitor usage of age groups and representativeness through After School Activity programme and Learn To Swim Scheme  
  
Work in partnership with Youth Council
- *Training of Staff*  
  
Consider feasibility of setting up a monitoring system for all users – possibly through MRM or existing till system?

## **PART 3**

### **ASSESSMENT OF IMPACT**

#### **Race – testing of disproportionate or adverse impact**

Identify the effect of the policy on different **race** groups from information available above.

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

- Unsure limited data collection – only collected for LTS users at ICC

From the evidence above does the policy affect, or have the potential to affect, racial groups differently and if so do any of the differences amount to adverse impact or unlawful discrimination?

- Potential language barriers highlighted

If there is an adverse impact, can it be justified on the grounds of promoting equality of opportunity for one racial group or for Another legitimate reason?

- No

Could the policy discriminate, directly or indirectly and if so is it justifiable under legislation?  
(Include information on adverse impact between different racial groups)

- No

### **Gender – testing of disproportionate or adverse impact**

Identify the effect of the policy on **gender groups** from information available above.

How are the gender groups reflected in the take up of the service?

- Unsure limited data collection – only collected for LTS users at ICC and fitness users at CDCC

From the evidence above does the policy affect, or have the potential to affect, gender groups differently and if so do any of the differences amount to adverse impact or unlawful discrimination?

- No

If there an adverse impact, can it be justified on the grounds of promoting equality of opportunity for one gender group or for another legitimate reason?

- N/a

Could the policy discriminate, directly or indirectly and if so is it justifiable under legislation?

- No

### **Disability – testing of disproportionate or adverse impact**

Identify the effect of the policy on the **disability (includes physical or mental health)** strand from information available above.

- Issues as highlighted previously

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

- Information collected through till reports but not monitored or reported on

From the evidence above does the policy affect, or have the potential to affect, disability groups differently and if so do any of the differences amount to adverse impact or unlawful discrimination?

- ICC has the potential to affect disabled users and may be unlawful
- Adverse affect – may impact on customers using the facilities at ICC

If there is an adverse impact, can it be justified on the grounds of promoting equality of opportunity for one group or for another legitimate reason?

- No

Could the policy discriminate, directly or indirectly and if so is it justifiable under legislation?

- No

### **Age – testing of disproportionate or adverse impact**

Identify the effect of the policy on different **age** groups from information available above.

How are young and old people reflected in the take up of the service?

- Info collected on usage for old people through Leisure Link and young people through After School Activities and Learn To Swim, but not monitored or reported on

From the evidence above does the policy affect, or have the potential to affect, age groups differently and if so do any of the differences amount to adverse impact or unlawful discrimination?

- No

If there is an adverse impact, can be justified on the grounds of promoting equality of opportunity for one group or for another legitimate reason?

- N/a

Could the policy discriminate, directly or indirectly, and if so is it justifiable under legislation?

- N/a

### **Religion/Belief – testing of disproportionate or adverse impact**

Identify the effect of the policy on different **religious / belief** groups from information available above.

How are the religious / belief groups reflected in the take up of the service?

- Unknown, information not collected

From the evidence above does the policy affect, or have the potential to affect, religious / belief groups differently and if so do any of the differences amount to adverse impact or unlawful discrimination?

- Potentially at ICC, due to the manner that religious beliefs affect participation in swimming

If there is an adverse impact, can it be justified on the grounds of promoting equality of opportunity for one group or for another legitimate reason?

- No

Could the policy discriminate, directly or indirectly, and if so is it justifiable under legislation?

- Yes, but justifiable on grounds of health and safety

### **Sexual orientation - testing of disproportionate or adverse impact**

Identify the effect of the policy on people who may be affected because of their **sexual orientation** from information available above.

How are Lesbian, Gay, Bisexual or Transgender groups reflected in the take up of the service?

- Unknown

From the evidence above does the policy affect, or have the potential to affect, the above groups differently and if so do any of the differences amount to adverse impact or unlawful discrimination?

- No

If there is an adverse impact, can it be justified on the grounds of promoting equality of opportunity for one group or for another legitimate reason?

- N/a

Could the policy discriminate, directly or indirectly, and if so is it justifiable under legislation?

- No

**Additional groups which may experience a disproportionate or adverse impact**

Identify if there are groups, other than those already considered, that may be adversely affected by the policy?  
For example those in poverty may be adversely impacted by the policy and it might be useful to consider them as a separate group in the light of the Council's overall policy objectives.

- Non-users

**Additional factors which may influence disproportionate or adverse impact**

**Management Arrangements**

How is the Service managed, are there any management arrangements which may have a disproportionate impact on the equality target groups or what is the custom and practice in the provision or allocation of this service?  
Could these have a disproportionate impact on the equality target groups?

- No

**The Process of Service Delivery** (In particular look at the arrangements for the service being provided).

**Operation Times**

When is the service provided - are there seasonal issues; are there barriers to the service based on the time and delivery of the service which may affect the target groups?

- No

**Methods of communication to the public (external) and internally**

What methods do you use to communicate this service? Include review and assessment of methods, media, translations, interpretation etc, bearing in mind the extent to which these media forms are accessible to all sections of the community

**Externally:**

- |                      |   |
|----------------------|---|
| • Press releases -   | Unsure as to whether publication available in different formats |
| • Editorial -        | Unsure as to whether publication available in different formats |
| • Adverts -          | Unsure as to whether publication available in different formats |
| • Vision newspaper – | Unsure as to whether publication available in different formats |
| • Website –          | Text size adjustable and screen reader can be used              |
| •                    | Unsure of website ability to convert into different languages   |
| • Newsletters –      | Available in different formats using Council services           |

- Leaflets – Available in different formats using Council services

**Internally:**

- Communication Bulletin - Available in different formats using Council services
- Inner Vision- Available in different formats using Council services
- Intranet– Text size adjustable and screen reader can be used
- Unsure of website ability to convert into different languages
- Leisure and Culture Newsletter- Available in different formats using Council services
- Student Bulletin Read out to pupils
- Student Council Discussed as a group
- School Assemblies Read out to pupils

**Evidence of disproportionate or adverse impact**

Is there any evidence or view that suggests those different groups, or other, target groups in the community have either a disproportionately high or low take up/impact of/from this service/function?

YES

NO

If yes, what and why (State below)

## **PART 4**

### **MEASURES TO REDUCE DISPROPORTIONATE OR ADVERSE IMPACT – POSITIVE IMPACT**

**Specify measures that can be taken to remove or minimise the disproportionate impact or adverse effect identified at the end of Part 3. If none were identified in Part 3, identify how disproportionate impact or adverse effect could be avoided in the future.** (Consider measures to reduce any adverse impact and better achieve the promotion of equality of opportunity).

#### **RACE:**

- Investigate the feasibility of collecting monitoring information
- To review how to target market this group

#### **GENDER:**

- Investigate the feasibility of collecting monitoring information

#### **DISABILITY:**

- To undertake a building disability audit at ICC and CDCC
- Liaise with ICC and CDCC on the results of the audit
- Consider action plans to remove any physical barriers preventing people with disabilities using ICC or CDCC
- Begin monitoring of information from till reports to assess representativeness

#### **AGE:**

- Investigate the feasibility of collecting monitoring information
- To work closely with Youth Council to ensure proportional representativeness
- Target promotion of activities to 60 years and older groups across the District

#### **RELIGION/BELIEF:**

- Investigate the feasibility of collecting monitoring information
- Ascertain how religion is categorised
- To review how target market this group

**SEXUAL ORIENTATION:**

- Consider collection of information corporately

**PART 5****CONCLUSIONS AND RECOMMENDATIONS**

Does the policy comply with equalities legislation, including the duty to promote race equality?

Take into account your findings from the impact assessment and consultations and explain how the policy was decided upon its intended effects and its benefits.

YES

NO

**How will the results of the EIA feed into the Service and Financial planning process?**

- Through the CDCC and ICC Improvement Plans

**Future Monitoring and Consultation**

**How and when will the policy be monitored?**

Identify areas for future consultation and any barriers to participation in consultation with proposals to overcome these.

- Monitoring to take place annually through Smart plan and improvement plans
- Consultation planner to be produced

## PART 6 – ACTION PLAN

Recommendation	Key activity	Responsible Officer	Milestones	Progress	Date of completion
<b>To collect relevant data</b>	To investigate feasibility of collecting monitoring data through current till systems at CDCC and ICC	Amanda Baines	Completion by Sept 2008		
	To await for corporate action on collection of sexual orientation/belief data	Chhaya Mcdonald			
	Produce a Customer Consultation Planner for CDCC and ICC	Mark Bates/Amanda Baines/Jo Fairbrother	Completion by June 2008		
<b>To monitor data collected</b>	Begin monitoring current data collected for representativeness	Amanda Baines/Jo Fairbrother	To commence by Jan 2009		
<b>To ensure accessibility to CDCC and ICC by all groups</b>	To consider the introduction of a hearing loop at ICC	Jo Fairbrother	Completion by Dec 2008		
	To consider the introduction Braille signage at ICC	Jo Fairbrother	Completion by Dec 2008		

	To ensure customers are made fully aware that literature can be provided in alternative languages/sizes/formats	Mark Bates/Amanda Baines	Completion by June 2008		
	To ensure target groups are adequately and specifically marketed to	Mark Bates/Amanda Baines/Jo Fairbrother	Ongoing		
	To undertake an accessibility audit at both sites	Amanda Baines/Jo Fairbrother	Completion by October 2008		
	To develop action plans based on the results of the disability audit	Amanda Baines/Jo Fairbrother	Completion by January 2009		
	To ensure planned developmental works at ICC consider disability access	Jo Fairbrother	Completion by February 2009		
	To work with the Youth Council on initiatives to encourage use by children and young people	Amanda Baines	To be completed by September 2008		
	To include provision of swimming for people with specific religious beliefs in the Normal Operating Procedures	Jason Knight	To be completed by May 2008		