

## Equality Impact and Needs Assessment (INA) Form

Name of the policy, function or project: BB19 Youth Bus



Service: Youth Development

Complete this form for any existing/proposed policy/function/project regardless of whether it is aimed at external customers or internal staff. Please also be aware that equality policy applies to staffing/human resources issues as much as to external service delivery issues. Please note that existing policies/functions will be assessed as per an agreed annual programme.

Answer every question – even if it is negative.

If you conclude that there is a negative impact you will need to review the policy/function/project to improve the equalities performance and minimise or remove the impact. This should be done using the 'Improvement Actions Planned' table. Where appropriate such actions should be included in your Service Plan for the following year.

If the Corporate Equalities Group (CEG) feels this impact assessment needs further consideration, **you will be asked to review your conclusions.**

As a result of this exercise, you will have checked that your policy/function/project does not have negative/adverse impacts in terms of Gender, Race, Disability, Age, Sexual Orientation, Religion or Belief (equality target groups) or if it does you will have identified relevant actions needed to minimise or remove such impact and their likely resource implications.

**This is not simply a paper exercise – it is designed to make sure that your policy/function/project and service (development) is delivered fairly and effectively to all sections of our local community, and our employees!**

Please note that the Council is required to publish the results of these assessments, and update; therefore **your completed form may be a public document.**

Once completed, please pass this form, together with documentation describing both the policy/function/project it concerns and any evidence relating to assessed impacts, to Alison Moran, Performance Manager in the first instance. *(If this is a new policy/service/procedure/function/project this form will also need to be attached to your Cabinet or Council report)*

To complete the form using 'check marks' in the boxes, position the cursor over the box you require, left double click, then select 'checked' in the 'check box form field options' box that appears on screen.

**a. Preparation**

The work on this section should be done in advance and be used as part of your INA. Please attach examples of available evidence, including monitoring information, research and consultation reports.

1a. Do you have relevant data available on the number of people within the scope of your policy/function/project? E.g. whole population of the district/ward or employee data.  
In relation to:

	Yes	No
Women and men		*
<ul style="list-style-type: none"> <li>• Black and minority ethnic communities</li> <li>• People with disabilities</li> <li>• Age group</li> <li>• Sexual orientation</li> </ul>		* * *
<ul style="list-style-type: none"> <li>• Religion or belief</li> </ul>		*

1b. Do you have relevant data available on the number of people subject to or impacted by your policy/function/project? E.g. numbers of disabled people using the service.  
In relation to:

	Yes	No
<ul style="list-style-type: none"> <li>• Women and men</li> <li>• Black and minority ethnic communities</li> <li>• People with disabilities</li> <li>• Age groups</li> </ul>	* * * *	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

- Sexual orientation
- Religion or belief

\*  
\*

Equalities monitoring form records all service users who have a disability.

- If you have answered 'yes' to the above questions your monitoring data should be compared to the current available census data to see whether a proportionate number of people are taking up your service. Please make any comments regarding service take up if relevant:

2011 Census data is yet to be published. Equalities data is collected on all service users with the exception of those who phone up anonymously.

If you have answered 'no' please explain reasons for lack of relevant data:

No Data for Young people.

- Are you aware of any relevant equality or diversity related consultation, research, or good practice guidance in relation to this area? If so then please list and attach here:

Yes

No

\*

**b. Your policy, service, function or project**

1. What is the main aim or purpose of the policy/function/project?

To educate young people aged between 11-19 years, on various topics based upon their needs. Reducing the amount of Anti-social, Behaviour in the District.

2. List the areas of activity of the policy/function/project, e.g. the recruitment strategy might have advertising, interviewing, short listing etc. as activity areas.

Internet networking site.

3. Who are the main intended beneficiaries of the policy/function/project?

Young people aged 11-19 years in the Blaby District.

- Which people may be affected by the policy/function/project – whole population or particular groups?
- Are you expecting to make any changes during the next year?

Neet Young people  
Young people involved in ASB  
Young people who are residents of the Blaby District.



<b>Ethnicity</b>	<b>Positive impact</b>	<b>Negative impact</b>	<b>Neutral</b>	<b>Reason/Rationale for Assessment</b>
White	*	<input type="checkbox"/>	<input type="checkbox"/>	Service available to all, language line available, interpreter service available, easy read available
Mixed (White & Asian)	*	<input type="checkbox"/>	<input type="checkbox"/>	as above
Asian	*	<input type="checkbox"/>	<input type="checkbox"/>	as above
Black	*	<input type="checkbox"/>	<input type="checkbox"/>	as above
Other ethnic group	*	<input type="checkbox"/>	<input type="checkbox"/>	as above

c)

How will the policy/function/project/procedure impact on people with disabilities, e.g. if information about Council Tax benefits are not made available in large print or alternative formats, access to such benefits might be denied to people with a visual impairment or learning disability.

<b>Disability/Health</b>	<b>Positive impact</b>	<b>Negative impact</b>	<b>Neutral</b>	<b>Reason/Rationale for Assessment</b>
Visually impaired	* <input type="checkbox"/>		<input type="checkbox"/>	Staff are available to provide extra assistance, Leaflets could be produced in large print if requested.
Hearing impairment	<input type="checkbox"/>		* <input type="checkbox"/>	Specialist hearing loop in interview rooms Portable hearing loop could be made available on the Youth Bus if requested.
Physically disabled	*	<input type="checkbox"/>	<input type="checkbox"/>	BB19 Youth Bus can be accessed via a wheel chair
Learning difficulty	*	<input type="checkbox"/>	<input type="checkbox"/>	Easy read leaflet available on request, Service available for people with learning difficulty and usually delivered with a key partner agency
Mental health problem	*	<input type="checkbox"/>	<input type="checkbox"/>	Working with the mental health forum to promote increased services, services are promoted to community mental health workers , vulnerable peoples forum which can signpost to relevant agencies
Other longstanding health problem which limits day to day activities	*	<input type="checkbox"/>	<input type="checkbox"/>	Service does not discriminate against health problems and are available to all,
None	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

d) Does the policy/function/project/procedure impact on people differently based on their age, e.g. a job advertisement that requires at least ten years post qualification experience would clearly prevent people in their twenties from applying

Age Group	Positive impact	Negative impact	Neutral	Reason/Rationale for Assessment
Children (under 16)	*	<input type="checkbox"/>	<input type="checkbox"/>	Service is available to 11-19 Years
(16 to 29)	*	<input type="checkbox"/>	<input type="checkbox"/>	As above
(30 – 44)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> *	
(45 – 59)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> *	
(60 – 74)	<input type="checkbox"/>	<input type="checkbox"/>	*	
Older (over 75)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> *	

e) Does the policy/function/project/procedure impact on people differently based on their sexual orientation, e.g. if housing policy is only to offer temporary accommodation to couples of different sex a gay or lesbian couple would be unable to be housed

Sexual Orientation	Positive impact	Negative impact	Neutral	Reason/Rationale for Assessment
Heterosexual	*	<input type="checkbox"/>	<input type="checkbox"/>	Service available to everyone from all groups of the community
Gay or Lesbian	*		<input type="checkbox"/>	As above
Bisexual	*		<input type="checkbox"/>	As above

f) Does the policy/function/project/procedure impact on people differently based on their religion or belief e.g. would a person of the Hindu religion be able to give a binding affirmation if a procedure requires the swearing of an oath on the Bible?

Religion or Belief	Positive impact	Negative impact	Neutral	Reason/Rationale for Assessment
Christian	*	<input type="checkbox"/>	<input type="checkbox"/>	BB19 does not discriminate across culture and neither does the support.
Hindu	*	<input type="checkbox"/>	<input type="checkbox"/>	As above
Muslim	*	<input type="checkbox"/>	<input type="checkbox"/>	As above
Sikh	*	<input type="checkbox"/>	<input type="checkbox"/>	As above
Jewish	*	<input type="checkbox"/>	<input type="checkbox"/>	As above
Other		<input type="checkbox"/>	*	Asylum seekers/refugees – I have suggested that this is neutral because in proportion to the population of this group.
None believer	*	<input type="checkbox"/>	<input type="checkbox"/>	

If you conclude that there is a **negative impact** in one or more of the target groups you will need to **amend the policy/function/project and/or take further action, to minimise or remove the impact** This should be done using the 'Improvement Actions Plan' table overleaf. If you think that other actions could be taken **to increase any positive impacts**, please include these too. Where appropriate, such actions should be included in your current/proposed Service Plan.

## Impact & Needs Assessment: Improvement Actions Plan

Please list below any recommendations for action to improve the equalities performance of the policy/function/project that you plan to take as a result of this impact assessment. This could be to change the policy itself or involve other initiatives. Where appropriate, these actions should also be included in your current/proposed Service Plan.

Issue/Link to INA question number	Action Required	Lead Officer	Time-scale	Resource implications	Comments
How do we distribute information on our services, so that we reach all communities in the district.	Contacts need to be established and forums need to be developed to represent the different communities. For example some people within the district access Leicester city for cultural/religious belief, information	Community Safety			

Please ensure that the section below is completed and signed by one or both NAMED officers as applicable:

**NAME:** \_\_\_\_\_

Signed: \_\_\_\_\_  
(Corporate/Group/Service Manager)

Date: \_\_\_\_\_

**NAME:** \_\_Samantha Robinson\_\_\_\_\_

Signed: \_\_\_\_\_  
(Completing Officer)

Date: \_\_\_\_\_19<sup>th</sup> September2011\_\_\_\_\_

Please keep a copy on record to which the public could have full access. Also send or e-mail a copy of this completed form along with documentation describing the policy/function/project it concerns to:

Alison Moran, Performance & Audit Manager