



# Tendring District Council

## Equality and Diversity Impact Assessment

# Background

## What is this tool for?

This tool will help you to assess the impact of existing or new strategies, policies, projects, contracts or decisions on residents & staff. It will help you to deliver excellent services, by making sure that they reflect the needs of all members of the community & workforce.

## How do I use the tool?

This tool is easy to use & you do not need expert knowledge to complete it. It asks you to make judgements based on evidence. The tool uses a system of red flags to give you an indication of whether or not your responses are identifying potential issues. Getting a red flag does not necessarily indicate a problem, but it does mean that your assessment is highlighting issues or gaps in data that may require further investigation or action.

## What should be equality impact assessed?

You only need to equality impact assess strategies, policies, projects, contracts or decisions that are **relevant** to equality. If you are not sure whether your activity is relevant to equality, take the 'relevance test'.

### The relevance test

Use the quick guide opposite to decide whether or not your strategy, policy, project, contract or decision related to equality:



### Relevant

- The strategy, policy, project contract or decision will impact on 'people' (residents, staff, or people who work in or visit the area)
- It may benefit some people or communities & not others (community cohesion)

### Not Sure

- The service is a support function or administrative
- There is no obvious impact on 'people' but the strategy, policy, project contract or decision is of major scale &/or significance to the Council's activities
- Insufficient evidence

### Not relevant

- No discernable impact on people.
- The service is a support function or administrative



If you are not sure whether your strategy, project or decision is relevant to equality, ask your Equality Service Champion in the first instance, or Amanda Cobb, the [Community Operations Manager](#) for advice, Tel: 01255 686360.



## SECTION 1 – FAST TRACK EQUALITY IMPACT ASSESSMENT

This section is used to undertake a fast track Equality Impact Assessment which is designed to identify whether there are any potential equality issues which would require any further investigation or actions to be taken.




GENERAL INFORMATION	
<b>Name of strategy, policy, project, contract or decision:</b>	Statement of Licensing Policy - Licensing Act 2003
<b>What is the overall purpose of the strategy, policy, project, contract or decision?</b>	A statutory document setting out the policies the Licensing Authority will generally apply to promote the four licensing objectives when making decisions on applications made under the Licensing Act 2003. This is only an interim review requiring the deletion of two words from paras 1.25 and 5.1 of the document.
<b>Responsible Head of Service:</b>	Sian Walter-Browne
<b>Officers involved in preparing the assessment:</b>	John Maragerum
<b>Date Assessment completed</b>	18 August 2009
<b>Relevant</b> <i>Follow the relevance test above and record your findings</i>	<input type="checkbox"/> No <i>No further action required</i> <input checked="" type="checkbox"/> Yes <i>Continue completing the form</i> <input type="checkbox"/> Not sure <i>Contact Service Champion</i>
<b>Date next review will be required</b> <i>(For new strategies, policies, projects, contracts or decisions this should be <b>one year</b> from implementation.</i> <i>Existing strategies, policies, projects, contracts or decisions should be</i>	<input checked="" type="checkbox"/> <i>Click the box to insert a cross to indicate that you have recorded the review date.</i>

BACKGROUND INFORMATION		
1.1	Are other services or partners involved in the delivery of the strategy, policy, project, contract or decision?	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes (Please state) Police, Fire Service, Trading Standards, Child Protection, TDC (Environmental and Planning Services) etc as specified in Act.
1.3	Who is intended to be affected by the strategy, policy, project, contract or decision? <i>(Please tick all that apply)</i>	<input type="checkbox"/> Officers / Members <input checked="" type="checkbox"/> Residents <input checked="" type="checkbox"/> A specific diverse group see appendix 1 <i>(Please state)</i> Licencees as specified in Licensing Act 2005
<i>reviewed every <b>three years</b> or when a change occurs)</i> <i>The review date should be entered onto the EqlA Matrix on the intranet</i>		<input type="checkbox"/> <i>Click the box to insert a cross to indicate that you have recorded the review date</i>
MEASURING OUTCOMES – The Council is working to achieve outcomes which provide services which do not inadvertently exclude or disadvantage any diverse groups. To ensure that this objective is achieved we need to consider the information that we are going to use to measure the outcomes and ensure that we are collecting appropriate information to enable a judgement to be made.		
1.4	How do you (or how do you intend to) monitor the impact of the strategy, policy, project, contract or decision? <i>(Please tick all that apply)</i>	<input type="checkbox"/> Performance indicators or targets <input checked="" type="checkbox"/> User satisfaction <input type="checkbox"/> Uptake <input checked="" type="checkbox"/> Consultation/Surveys or involvement <input type="checkbox"/> Complaints <input type="checkbox"/> Workforce monitoring data <input type="checkbox"/> External verification

		<input type="checkbox"/> Other ( <i>Please state</i> )  <input type="checkbox"/> None
1.5	<p>Do you (or do you intend to) collect this data (1.4) specifically in relation to any of the following diverse groups?</p> <p>If <b>Yes</b> – tick the boxes of the relevant diverse group</p> <p>If <b>No</b> – continue to 1.6 NO</p>	<input type="checkbox"/> Age <input type="checkbox"/> Gender/Transgender <input type="checkbox"/> Religion & belief <input type="checkbox"/> Disability <input type="checkbox"/> Race <input type="checkbox"/> Sexual orientation <input type="checkbox"/> Other ( <i>Please state</i> )
<b>ANALYSING PERFORMANCE DATA</b> – Once the data that is to be used to measure the outcome has been defined, the information that it provides needs to be assessed to identify whether it excludes or disadvantages any diverse groups		
1.6	<p>Consider the impact of the strategy, policy, project, contract or decision has already achieved, measured by the monitoring data you collect.</p> <p>Is the same impact being achieved for diverse groups as is being achieved across the whole population or workforce?</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No  <input type="checkbox"/> Not applicable <input type="checkbox"/> Insufficient evidence to enable a judgement to be made  <p><i>Please state your evidence for this, including full documents titles and dates of publication for audit purposes. Where it has been identified that a different impact has been achieved consider whether this difference is reasonable, or further action is required to address the issue.</i></p> <p>All applications for Licences/Certificates are dealt with on their merits based on the statutory Statement of Licensing Policy (fully revised – 11/12/07), guidance issued by the DCMS under Section 182 of Licensing Act 2003 (28/6/07) and the provisions contained in the Licensing Act 2003 (enacted 10/7/03).</p>

1.7	Is the uptake of any services, benefits or opportunities associated with the strategy, policy, project, contract or decision generally representative of diverse groups?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No  <input type="checkbox"/> Insufficient evidence to enable a judgement to be made  <p><i>Please state you evidence for this, including full documents titles and dates of publication for audit purposes. Where it has been identified that the uptake is not representative of the diverse group consider whether this difference is reasonable, or further action is required to address the issue.</i></p> <p>Several Licences/Certificates have been issued to persons from minority ethnic groups and people within various age groups from 18 upwards. Identified by attendance at meetings and documentation. Statutory application forms do not specify diverse groups or otherwise so difficult to always conclude whether applicants/licencees are from diverse groups. Some evidence provided from case files and Sub-Committee reports. No records kept of representations made by the public (based on diverse groups) but open to all to make representations within parameters set by the Licensing Act 2003.</p>

**CHECKING DELIVERY ARRANGEMENTS** – The mechanism used to deliver the strategy, policy, project, contract or decision needs to consider whether it excludes or discriminates against any diverse groups.

1.8	<p>You now need to check the accessibility of your delivery arrangements against the requirements below. Click on the hyperlinks for more detailed guidance about the minimum criteria you should meet.</p> <p><i>If assessing a proposed strategy, policy, project, contract or decision, indicate 'Yes' if you anticipate compliance by launch of implementation.</i></p> <p>The <a href="#">premises (see appendix 2)</a> for delivery are accessible to all.</p> <p><a href="#">ICT infrastructure &amp; software (see appendix 3)</a> is accessible to all.</p>	<table border="0"> <tr> <td></td> <td style="text-align: center;"></td> <td></td> </tr> <tr> <td style="text-align: center;"><b>Yes</b></td> <td style="text-align: center;"><b>No</b></td> <td style="text-align: center;"><b>N/A</b></td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> </tr> </table>				<b>Yes</b>	<b>No</b>	<b>N/A</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
														
<b>Yes</b>	<b>No</b>	<b>N/A</b>												
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>												
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>												

	<p><a href="#">Consultation &amp; participation (see appendix 4)</a> mechanisms are inclusive of all.    <input checked="" type="checkbox"/>    <input type="checkbox"/>    <input type="checkbox"/></p> <p>Public events &amp; meetings avoid conflict with <a href="#">religious events (see appendix 5)</a>    <input type="checkbox"/>    <input type="checkbox"/>    <input checked="" type="checkbox"/></p> <p>If you answered 'No' to any of the questions above please explain why, giving details of any legal justification.</p>
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**CHECKING INFORMATION & COMMUNICATION ARRANGEMENTS** – The approach used to communicate the strategy, policy, project, contract or decision needs to consider whether it excludes or discriminates any diverse groups.

1.9	<p>You now need to check the accessibility of your information &amp; communication arrangements against the requirements below. Click on the hyperlinks for more detailed guidance about the minimum criteria you should meet.</p> <p><i>If assessing a proposed strategy, policy, project, contract or decision, indicate 'Yes' if you anticipate compliance by launch of implementation.</i></p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 60%;"></th> <th style="width: 10%; text-align: center;">Yes</th> <th style="width: 10%; text-align: center;">No </th> <th style="width: 10%; text-align: center;">N/A</th> </tr> </thead> <tbody> <tr> <td><a href="#">Images &amp; text (see appendix 6)</a> in documentation are representative &amp; inclusive of all.</td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td><a href="#">Publicity campaigns (see appendix 7)</a> are inclusive of all.</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> </tr> <tr> <td>Electronic, web-based &amp; paper <a href="#">information (see appendix 8)</a> is accessible to all.</td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td><a href="#">Customer contact (see appendix 9)</a> mechanisms are access</td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </tbody> </table> <p>If you answered 'No' to any of the questions above please explain why, giving details of any legal justification.</p>		Yes	No	N/A	<a href="#">Images &amp; text (see appendix 6)</a> in documentation are representative & inclusive of all.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<a href="#">Publicity campaigns (see appendix 7)</a> are inclusive of all.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Electronic, web-based & paper <a href="#">information (see appendix 8)</a> is accessible to all.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<a href="#">Customer contact (see appendix 9)</a> mechanisms are access	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Yes	No	N/A																		
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**FUTURE IMPACT** – The future impact of the strategy, policy, project, contract or decision needs to consider whether it excludes or disadvantages any diverse groups.

1.10	<p>Think about what your strategy, policy, project, contract or decision is aiming to achieve over the long term &amp; the ways in which It will seek to do this. In doing so, is it likely to inadvertently exclude or disadvantage any <a href="#">diverse groups (see appendix 1)</a>?</p> <p><i>This is your opportunity to take a step back &amp; consider the practical implementation of your strategy, policy, project, contract or decision in the future. As well as checking that people from diverse groups will not be inadvertently excluded from or disadvantaged by any proposed activities, it is also an opportunity to think about how you can maximise your impact, reach as many people as possible &amp; really make a difference to the lives of everyone in Tendring regardless of their background or circumstances.</i></p>
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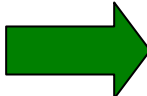
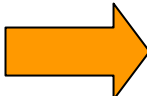

- No
- Yes 
- Insufficient evidence 

Please state any potential issues identified.

### ANALYSIS OF EVIDENCE GATHERED

1.11	<p>If your assessment has highlighted any potential equality issues or red flags, can these be easily addressed?</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Yes</li> <li><input type="checkbox"/> No </li> <li><input checked="" type="checkbox"/> N/a</li> </ul> <p>If yes, please describe your proposed action/s, intended impact, monitoring arrangements, implementation date and lead officer:</p>
1.12	<p>Are any issues or red flags highlighted by this assessment <b>health-related</b>?</p> <p><i>Some equality groups are disproportionately affected by health inequalities. Tendring District Council, Essex County Council and NHS North East Essex are working jointly to address this.</i></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Yes*</li> <li><input type="checkbox"/> No</li> <li><input checked="" type="checkbox"/> N/a</li> </ul> <p>*If Yes, please email this completed assessment to <a href="mailto:ckitcher@tendringdc.gov.uk">ckitcher@tendringdc.gov.uk</a></p>

### MAKING A JUDGEMENT – CONCLUSIONS AND NEXT STEPS

1.13	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> There are no inequalities identified or none that cannot be easily addressed or legally justified</li> <li><input type="checkbox"/> There is insufficient evidence to make a robust judgement</li> <li><input type="checkbox"/> Inequalities have been identified which cannot be easily addressed</li> </ul>	<div style="display: flex; align-items: center;"> <div style="margin-right: 10px;">      </div> <div> <p>No further action required - implement any actions identified.</p> <p>Additional evidence gathering required. Complete Section 2 – Additional Evidence Gathering</p> <p>Action planning required – complete Section 3 and</p> </div> </div>
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			implement any actions identified.
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## SECTION 2 – ADDITIONAL EVIDENCE GATHERING

Where the Fast Track Equality Assessment indicated that **complex issues** or **inequalities** were identified which could not be easily addressed, or you had **insufficient evidence** to make a judgement, you need to undertake additional evidence gathering & action planning process. This is described below:

(a) Gather & analyse relevant additional evidence (which may include engagement with diverse groups), to address gaps in your knowledge, enhance understanding of the issues & inform options for addressing these. Additional evidence is likely to include any or all of the following:

### Data gathering

- Demographic profiles of Tendring
- Data about the physical environment, e.g. housing market, workforce, employment, education & learning provision, transport, spatial planning & public spaces
- Results of local needs analysis
- Results of staff surveys
- Research reports on the needs/experiences of diverse groups
- National best practice/guidance
- Benchmarking with other organisations

### Consultation & involvement

- Existing consultation findings that may provide insight into the issues
- New, specially commissioned engagement with diverse groups
- Expert views of stakeholders/employers organisations representing diverse groups
- Advice from experts or national organisations
- Specialist staff/in-house expertise.



(b) For advice on evidence gathering or engagement with diverse groups please contact your Service Equality Champion. Discuss any proposed consultation with your service champion to ensure it is coordinated with related exercises across the Council as a whole.

(c) Use your evidence gathering, analysis & engagement with diverse groups to develop options for addressing inequalities or unmet need, consulting with relevant management teams/Members/strategic groups/partners where necessary to confirm proposed actions & resource issues.



(d) When options for addressing any issues are agreed, if these cannot be implemented immediately integrate them into the appropriate service plan/strategic plan/multi-agency strategy, so that it is clear how they will be delivered, when they will be delivered, by whom, & how this will be monitored.

(e) Identify how the continuing implementation & impact of the strategy, policy, project, contract or decision on diverse groups in Tendring will be monitored.

(f) Following completion of the above, please complete the questions 2.1 - 2.6:

ADDITIONAL EVIDENCE GATHERING RESULTS		
2.1	Outline the additional information you have gathered. <i>(Include full document titles and dates of publications for Audit purposes. Where applicable please also state the nature of any issues identified).</i>	
2.2	Where consultation has taken place, who did you consult with and how?	
2.3	Analyse the additional information that has been gather and whilst considering the questions asked in Section 1 (1.6-1.10) consider whether any of the evidence indicates that the strategy, policy, project, contract or decision is likely to inadvertently exclude or disadvantage any <b>diverse groups</b> (see appendix 1).	<input type="checkbox"/> Yes  <input type="checkbox"/> No <input type="checkbox"/> N/a <i>Please document the thought process that has been followed in forming the judgement.</i>
2.4	If the additional evidence has highlighted any potential equality issues or red flags, can these be easily addressed?	<input type="checkbox"/> Yes <input type="checkbox"/> No  <input type="checkbox"/> N/a If yes, please describe your proposed action/s, intended impact, monitoring arrangements, implementation date and lead officer:
2.5	Are any issues or red flags highlighted by the additional evidence gathered <b>health-related</b> ? <i>Some equality groups are disproportionately affected by health inequalities. Tendring District Council, Essex County Council and NHS North East Essex are working jointly to address this.</i>	<input checked="" type="checkbox"/> Yes* <input type="checkbox"/> No <input type="checkbox"/> N/a *If Yes, please email this completed assessment to <a href="mailto:ckitcher@tendringdc.gov.uk">ckitcher@tendringdc.gov.uk</a>

**RE-ASSESSMENT AFTER ADDITIONAL EVIDENCE HAS BEEN COLLECTED AND CONSIDERED**

2.6	<p><input type="checkbox"/> The additional evidence gathered confirmed that there are no inequalities identified that cannot be easily addressed or legally justified</p> <p><input type="checkbox"/> The additional evidence gathered has confirmed that there are Inequalities which cannot be easily addressed</p>	 	<p>No further action required - implement any actions identified.</p> <p>Action planning required – complete Section 3 and implement any actions identified.</p>
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## SECTION 3 –EQUALITY AND DIVERSITY ACTION PLAN

Detailed below are the proposed action(s) identified to address the inequality identified in the strategy, policy, project, contract or decision.

<u>Details of the inequality identified</u>	<u>Proposed action to address the inequality</u>	<u>What are the cost/ resource implications of the proposal</u>	<u>Timescale for implementation</u>	<u>Responsible Officer</u>	<u>Process for monitoring the completion of this action</u>
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**In order that can access these hyper links unlock the form by clicking of the padlock logo then press Ctrl and a left click on your mouse, you will then be diverted to the intranet page with the related document.**

[Appendix 1](#)

[Appendix 2](#)

[Appendix 3](#)

[Appendix 4](#)

[Appendix 5](#)

[Appendix 6](#)

[Appendix 7](#)

[Appendix 8](#)

[Appendix 9](#)

[ckitcher@tendringdc.gov.uk](mailto:ckitcher@tendringdc.gov.uk)