

Thanet District Council (TDC) Equality Impact Assessment

Step one: test for relevance

1 Person responsible for this assessment

| | | | |
|---------------|---------------------------------|---------------------|----------|
| Name: | Julia Gavriel | | |
| Job title: | Service Improvement Officer | | |
| Phone: | 01843 317550 or ext 57945 | | |
| Service area: | Tenant and Leaseholder Services | Date of assessment: | 02.02.22 |

2 Others involved in carrying out the analysis

| | |
|-------|--|
| Name: | Sarah Bieniasz (Repairs Administrator) |
| Name: | Louise Cambray (Customer Engagement Officer) |
| Name: | Kay Nicholas (Voids Officer) |

3. Description of strategy, policy, service, project, activity or decision

| | |
|--------|----------------------------|
| Title: | Rent/Service Charge Policy |
|--------|----------------------------|

| | | | | |
|-----------------------|-----|-------------------------------------|----|-------------------------------------|
| Is it new? | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |
| A review of existing? | Yes | <input type="checkbox"/> | No | <input checked="" type="checkbox"/> |

3.1 Aims and objectives

Consider: **what** you are doing? **why** you are doing it? **who** will benefit?

- Designed to increase financial stability.
- Provide an understanding of procedures
- Assisting with a clear process for staff tenants and leaseholders (including former and current tenants and leaseholders)

3.2 What outcomes are expected? Who is expected to benefit?

Staff tenants and leaseholders will benefit as a clear understanding will help to sustain tenancy.
Make clearer types of debt and consequences of debt.
Promote a culture of responsibility.
Staff have a frame of reference when advising tenants and leaseholders.
It will provide consistency.

4 Who is affected?

4.1 Which groups or individuals does the strategy, policy, service, project, activity or decision affect? For example, the Council, employees (including temporary workers), other public authorities, contractors, partner organisations, wider community, others.

Council
Employees
Tenants
Leaseholders

4.2 Does the strategy, policy, service, project, activity or decision relate to a service area with known inequalities? (Give a brief description).

Residents with learning difficulties
Residents with mental health issues.
Domestic abuse victims.
Where English is not the first language.

5 Equality Act 2010

How does the strategy, policy, service, project, activity or decision actively meet the public sector equality duties to:

Eliminate unlawful discrimination (including harassment, victimisation and other prohibited conduct)

Payment plans can be arranged.
Referrals can be made to our financial wellbeing team.

Advance equality of opportunity (between people who share a protected characteristic and people who do not share it)

The policy ensures that there is a consistent approach to eliminate bias or prejudice (even when unintentional).

Foster good relations (between people who share a protected characteristic and people who do not share it). Could it have an adverse impact on relations between different diverse groups?

The policy ensures that there is a standardised approach and that support is available.

6 Priority

The following questions will help you to identify whether this 'service' is a high priority. Please answer all questions with particular reference to the protected characteristics; race, gender, gender reassignment, disability, religion or belief, sexual orientation, age, marriage and civil marriage/partnership and pregnancy and maternity.

Please provide a comment for each answer, providing evidence for your answer, regardless whether you have answered yes or no.

| Questions | Yes | No |
|--|-----|----|
| 1. Are there any particular groups who may have trouble accessing the 'service'? | x | |
| Comments: Deaf and partially sighted residents may find accessing this service problematic if they do not have support in place. | | |
| 2. Does your information suggest that some groups of people are less satisfied than others with this 'service'? | x | |
| Comments: Positive in terms of the support available. Negative as the financial implications can be stressful. | | |
| 3. Will this service have a significant impact on any of our residents? | x | |
| Comments: Positive in help to pay debt. Negative people could lose their home as they will be evicted for non-payment (in extreme cases). | | |
| 4. Do you have any evidence that discrimination, harassment and/or victimisation could occur as part of this service? | | x |
| Comments: This would be a disciplinary issue if it was to occur. | | |
| 5. Do you think the service will hinder communication and negatively impact relations between the organisation and its employees, residents, contractors or anyone else? | | x |
| Comments: The intention of the policy is to improve communication and provide a clear framework | | |
| 6. Does this service need to improve the way in which it is communicated to people who have literacy, numeracy or any other access needs? | | x |
| Comments: Initial contact is by telephone within the first week of a new tenancy and home visits are made. | | |
| 7. Does consultation need to be carried out? | | x |
| Comments: This is clarifying a process that is already in place. | | |

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In order to assess the priority of your **'service'** please complete the table below by adding up how many questions you answered yes to and following the appropriate action.

| Priority | Number of questions answered 'yes' | Rating | Action |
|----------|------------------------------------|--------|--|
| High | 3 or more | | Continue to section 2 |
| Medium | 1 to 2 | | Please provide evidence to any questions you answered 'yes' to in section 1. Test for relevance complete (sometimes a full assessment may be required). |
| Low | 0 | | Test for relevance complete. |

If, following the completion of the test for relevance, a full assessment is not required, go straight to the declaration. If a full assessment is required, go to Step two: full equality impact assessment.

Step two: full equality impact assessment

1 Could the strategy, policy, service, project, activity or decision have a **negative, positive or neutral** effect on groups or individuals?

Consider:

What you are doing?

Why you are doing it?

How you are doing it?

Who can access the service easily and who may not be able to access the service and **why**?

The full analysis explores ways to reduce or eliminate barriers and/or negative impacts.

| Protected characteristics | N e g a t i v e | P o s i t i v e | N e u t r a l | Evidence/Reasoning (Consider any barriers which will have negative impact and/or good practices giving positive impact) |
|---|--------------------------------------|--------------------------------------|---------------------------------|---|
| <p>Age</p> <p>Consider:</p> <ul style="list-style-type: none"> The way younger and older people access services may be different Use of technology Child care/care of other dependant Timings/flexibility, such as work patterns Transport arrangements Venue location | | x | | <p>Recommendations:</p> <p>None</p> <p>We already offer home visits/telephone calls and access available for those without technology.</p> |
| <p>Disability (Includes: physical, learning, sensory (deaf/blind), mental health)</p> <p>Consider:</p> <ul style="list-style-type: none"> Communication methods Accessibility – venue, location, transport Range of support needed to participate Hearing Loops/Interpreters Disability awareness training for employees | x | | | <p>Recommendations:</p> <p>Provision of Braille.</p> <p>Provision of Interpreters for deaf people.</p> |
| <p>Race (Includes; gypsy, travelling, refugee and migrant communities)</p> <p>Consider:</p> <ul style="list-style-type: none"> The size of the BME communities that your service/project affects. | | x | | <p>Recommendations:</p> <p>None</p> <p>Already offer home visits.</p> <p>Have access to interpreter phone service.</p> |

| | | | |
|--|--|---|---|
| <ul style="list-style-type: none"> • Language(s) spoken/understood. • Culture, such as hygiene, clothing, physical activities, mixed gender activities. • What access support can you offer? | | | |
| <p>Religion, faith or belief</p> <p>Consider:</p> <ul style="list-style-type: none"> • The diversity within the communities that your service/project affect • Prayer times, meal times, food (some religions do not eat meat), cultural habit or belief, religious holidays such as Ramadan • Awareness training for employees | | x | <p>Recommendations:</p> <p>Training for employees is provided and available.</p> <p>Unannounced visits will be made again if access is denied due to male not allowed in the house due to religious belief. We recommend that (once our systems [Northgate] have been upgraded) a note to this is added to the file.</p> |
| <p>Pregnancy and maternity</p> <p>Consider:</p> <ul style="list-style-type: none"> • Flexible hours of the service/project • Is there access to a private area for breastfeeding mothers? | | x | <p>Recommendations:</p> <p>None</p> <p>A private room can be made available.</p> <p>Home visits available.</p> |
| <p>Gender</p> <p>Consider:</p> <ul style="list-style-type: none"> • The impact on men and women • Child care/care of other dependant • Mixed/single gender groups/activities • Timing of services/projects | | x | <p>Recommendations:</p> <p>None</p> <p>Home visits are made.</p> |
| <p>Sexual orientation (Includes: lesbian, gay, bisexual)</p> <p>Consider:</p> <ul style="list-style-type: none"> • LGB people should feel safe to disclose their sexual orientation without fear of prejudice • Make it clear you recognised civil marriage and partnerships • Awareness training for employees | | x | <p>Recommendations:</p> <p>Training is ongoing.</p> |
| <p>Transgender</p> | | | <p>Recommendations:</p> |

| | | | |
|---|---|---|--|
| Consider: <ul style="list-style-type: none"> • Trans people should be able to disclose their gender identity without fear of prejudice • Making it clear you have a Trans policy and process • Awareness training for employees | x | | Awareness training for employees recommend |
| Marriage and civil marriage/partnership Consider: <ul style="list-style-type: none"> • All couples or partners, regardless of gender, should be able to access services | | x | Recommendations: None Home visits are in place. |

| Outsourced services | |
|--|----|
| If your policy/process is partly or wholly provided by external organisations/agencies (such as Civica or Capita), please list any arrangements you plan to ensure that they promote equality and diversity. Include this in your improvement plan | NA |
| Relations between different equality groups | |
| Does your assessment show that a strategy, policy or process may amount to potential adverse impact between different equality groups? If yes please explain how the improvement plan is going to tackle this issue | NO |
| Consultation responses | |
| Summary of replies from individuals and stakeholders consulted including any previous complaints on equality and diversity issues about the strategy, policy or process | NA |

| Summary of recommendations | | |
|-----------------------------------|---------------|----------------|
| Actions | By Who | By When |
| Training plan in place | Julia Gavriel | December 2022 |

Declaration

| | |
|---|-----------------------------|
| I am satisfied that a Test for Relevance has been carried out on the matter named in this Analysis and conclude that a full Equality Impact Assessment is not required . | |
| Yes <input type="checkbox"/> | No <input type="checkbox"/> |

If you do not think that a full Equality Impact Assessment is required – please give your reasons:

I confirm that a full Equality Impact Assessment has been completed.

Yes

No

Signature of Head of Service:

Date:

Recommendations agreed:

Yes

No

Signed:
(Director):

EIA date:

02.02.22