

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:	31.01.22

2 Others involved in carrying out the analysis

Name:	Tom O'leary (Income Manager)
Name:	Louise Cambray (Customer Engagement Officer)
Name:	Kay Nicholas (Void Officer)

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

Title:	ASB Policy
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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?

- staff and tenants to identify type of behaviour that they will deal with.
- identifies what actions we may/may not take so residents understand what we are able to do and when they should report to other agencies
 - tenants, wider community , other agencies , staff

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

- clearly manage ASB
- reduction in ASB by improved management and a clear policy

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.

All of the above

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

Yes - can relates to hate crime, victimisation, victims of Domestic Violence etc

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)

- This policy addresses support requirements

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

- Assessment of both victim and perpetrator and support referrals where appropriate.

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?

- This will facilitate mediation to reduce barriers, where shared characteristics is a barrier.

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: Residents with literacy, mobility or impaired sight.		
2. Does your information suggest that some groups of people are less satisfied than others with this 'service'?		x
Comments: Multi agency response - no indication that satisfaction is linked to certain groups		
3. Will this service have a significant impact on any of our residents?	x	
Comments: Relates to complaints of ASB.		
4. Do you have any evidence that discrimination, harassment and/or victimisation could occur as part of this service?		x
Comments: All ASB complainants are subject to risk assessment which determines actions to be taken.		
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: Is there to improve communication and resolve issues whenever possible.		
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: Currently link in with the relevant agencies but need to consider the communication we have directly with residents.		
7. Does consultation need to be carried out?		x
Comments: No This is a statutory requirement		

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>accept in different formats, email, written, whats app messages, telephone call</p> <ul style="list-style-type: none"> offer a range of appointments, home visits, transport costs for court
<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> <ul style="list-style-type: none"> offer a range of appointments, home ,office support needs - liaise with support workers, make referrals to support agencies interpretation services text type telephones staff receive disability awareness training
<p>Race (Includes; gypsy, travelling, refugee and migrant communities)</p> <p>Consider:</p>			x	<p>Recommendations:</p> <p>Work with CSU on individual cases</p>

<ul style="list-style-type: none"> • The size of the BME communities that your service/project affects. • 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> <ul style="list-style-type: none"> - Flexible with appointments - Home visits will be offered to suit the tenant.
<p>Pregnancy and maternity</p> <p>Consider:</p> <ul style="list-style-type: none"> • Flexible hours of the service/project • Is there access to private area for breastfeeding mothers? 		x	<p>Recommendations:</p> <ul style="list-style-type: none"> - Flexible with timings and appointments - Private area accommodated if requested
<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> <ul style="list-style-type: none"> - Flexible with appointments
<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 		x	<p>Recommendations:</p> <ul style="list-style-type: none"> - Ongoing awareness training for employees - TDC Equality policy

marriage and partnerships <ul style="list-style-type: none"> Awareness training for employees 				
Transgender 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			Recommendations: TLS does not have a trans policy - hate crime policy to be introduced
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:

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
Write hate crime policy	Sarah Warner & Sarah Cave	March 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 No

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 <input type="checkbox"/> No <input type="checkbox"/>
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Signed: (Director):	EIA date: