

Appendix C

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<b>Service Area:</b> Environmental Health – Corporate Health & Safety	<b>Lead Officer:</b> Lucy Catlyn (Principal Licensing Officer)
	<b>Date completed:</b> 4 August 2022
<b>Service / Function / Policy / Procedure to be assessed:</b> Setting the fees and charges for taxi & private hire licensing	
<b>Is this:</b> New / Proposed <input type="checkbox"/> Existing/Review <input type="checkbox"/> Changing <input checked="" type="checkbox"/>  (Please tick appropriate box)	<b>Review date:</b> (fees to be reviewed on a yearly basis)

**Part A – Initial Equality Analysis to determine if a full Equality Analysis is required.**

What are the aims and objectives/purpose of this service, function, policy or procedure?

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The fees & charges for the taxi and private hire licensing need to be reviewed on a yearly basis to ensure it is operating on a cost recovery basis and the service is not operating with a surplus or deficit.

**Please indicate its relevance to any of the equality duties (below) by selecting Yes or No?**

	Yes	No
Eliminating unlawful discrimination, victimisation and harassment		No
Advancing equality of opportunity		No
Fostering good community relations		No

**If not relevant to any of the three equality duties and this is agreed by your Head of Service**, the Equality Analysis is now complete - please send a copy to **NAMED OFFICER**. **If relevant**, a Full Equality Analysis will need to be undertaken (PART B below).

**PART B: Full Equality Analysis.**

**Step 1 – Identifying outcomes and delivery mechanisms (in relation to what you are assessing)**

<b>What outcomes are sought and for whom?</b>	
<b>Are there any associated policies, functions, services or procedures?</b>	
<b>If partners (including external partners) are involved in delivering the service, who are they?</b>	

**Step 2 – What does the information you have collected, or that you have available, tell you?**

**What evidence/data already exists about the service and its users?** (in terms of its impact on the 'equality strands', i.e. race, disability, gender, gender identity, age, religion or belief, sexual orientation, maternity/pregnancy, marriage/civil partnership and other socially excluded communities or groups) and **what does the data tell you?** e.g. are there any significant gaps?

**Has there been any consultation with, or input from, customers / service users or other stakeholders?** If so, with whom, how were they consulted and what did they say? If you haven't consulted yet and are intending to do so, please list which specific groups or communities you are going to consult with and when.

**Are there any complaints, compliments, satisfaction surveys or customer feedback that could help inform this assessment? If yes, what do these tell you?**

### Step 3 – Identifying the negative impact.

**a. Is there any negative impact on individuals or groups in the community?**

**Barriers:**

What are the potential or known barriers/impacts for the different 'equality strands' set out below? Consider:

- **Where** you provide your service, e.g. the facilities/premises;
- **Who** provides it, e.g. are staff trained and representative of the local population/users?
- **How** it is provided, e.g. do people come to you or do you go to them? Do any rules or requirements prevent certain people accessing the service?
- **When** it is provided, e.g. opening hours?
- **What** is provided, e.g. does the service meet everyone's needs? How do you know?

\* Some barriers are justified, e.g. for health or safety reasons, or might actually be designed to promote equality, e.g. single sex swimming/exercise sessions, or cannot be removed without excessive cost. If you believe any of the barriers identified to be justified then please indicate which they are and why.

**Solutions:**

What can be done to minimise or remove these barriers to make sure everyone has equal access to the service or to reduce adverse impact? Consider:

- Other arrangements that can be made to ensure people's diverse needs are met;
- How your actions might help to promote good relations between communities;
- How you might prevent any unintentional future discrimination.

Equality Themes	Barriers/Impacts identified	Solutions (ways in which you could mitigate the impact)
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<b>Age</b> (including children, young people and older people)		
<b>Disability</b> (including carers)		
<b>Gender</b> (men and women)		
<b>Race</b> (including Gypsies & Travellers and Asylum Seekers)		
<b>Religion or belief</b> (including people of no religion or belief)		
<b>Gender Re-assignment</b> (those that are going through transition: male to female or female to male)		
<b>Pregnancy and Maternity</b>		
<b>Sexual orientation</b> (including gay, lesbian, bisexual and heterosexual)		

**Step 4 – Changes or mitigating actions proposed or adopted**

**Having undertaken the assessment are there any changes necessary to the existing service, policy, function or procedure? What changes or mitigating actions are proposed?**

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## Step 5 – Monitoring

**How are you going to monitor the existing service, function, policy or procedure ?**

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**Part C - Action Plan**

<b>Barrier/s or improvement/s identified</b>	<b>Action Required</b>	<b>Lead Officer</b>	<b>Timescale</b>

**Equality Analysis approved by:**

Group Head:	Date:
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**Please send an electronic copy of the Equality Analysis to the Equality & Diversity Team and ensure the document is uploaded to the EA Register which will be available to the public:**

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