

SPELTHORNE BOROUGH COUNCIL'S EQUALITY IMPACT ASSESSMENT

STAGE 1 – SCOPING

1.1 Policy, Practice, Functions or Service being assessed	<i>Please state policy or service being assessed</i>
Setting the fees and charges for taxi & private hire licensing	
1.2 Lead Officer	<i>Please state name and contact details of lead officer who will be conducting the review.</i>
Lucy Catlyn (Principal Licensing Officer)	
1.3 What do you think are the main issues relating to diversity within the policy or service area?	<p><i>Some things you may wish to consider.</i></p> <ul style="list-style-type: none"> • <i>How do you think that your policy or service currently meets the needs of different communities in Spelthorne?</i> • <i>Do you think that your policy/service specifically contributes to promoting Equality and Diversity in Spelthorne? if so, in what way?</i> • <i>Do you think that your policy or service presents any barriers to any community or group? if so please provide evidence.</i> • <i>How can your service or policy tackle these barriers ((gender, disability and race at least) age, religion/faith and sexuality))</i> • <i>Are there any equality objectives that are on-going or planned for the future, if so please state.(These could be included in your Equality Action Plans (Stage 4)</i> • <i>Please list our proposed equality objectives, at this stage, if any?</i>
<p>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. The legislation and case law dictates what the Council can charge.</p> <p>The Council offers a reduced fee for wheelchair accessible vehicles to incentivise for the trade to purchase these vehicles.</p>	

STAGE 2: EQUALITY SCREENING PROCESS (Risk Assessment)

1. Introduction

Stage 2 consists on undertaking a screening (or equalities risk assessment). Key areas to consider are?

- What are the key policies, functions and services which may have 'Relevance' to equality and diversity?
- How will you rank these?
- Will you consider individual policies

The outlined Equality Screening Process (ESP) should be used where Service areas are conducting Service based Equality Impact Assessments (EIAs) and/or Policy based EIAs. The purpose of this screening process is to identify policies or practices we believe have a 'Relevance' to disadvantaged groups e.g. BME communities, people with disabilities, women or men, etc. This process should enable the lead officer to identify what are the key equality issues in their respective service area and to identify policies or practices believed to could have an adverse impact on disadvantaged groups.

2. How to use the Equality Screening Process

Each Lead Officer is asked to identify which services, functions, policies or practices that have a 'Relevance' on service delivery in relation to the six diversity themes using the scoring sheet. Points should be provided on the basis of actual or presumed 'Relevance' based on the information provided in section 1. By the end of the exercise you should have added all the points and given a score. The next stage is to identify which polices/practices have a high/medium or low adverse impact.

2a. Points

- 5 – This policy or practice could have a very high relevance on our service delivery
- 4 – This policy or practice could have a relatively relevance on our service delivery
- 3 – This policy or practice could have a medium relevance on our service delivery
- 2 – This policy or practice could have a relatively low relevance on our service delivery
- 1 – This policy or practice could have a very low relevance on our service delivery

2b. Scoring

- 1 - 10 points - Low Relevance
- 11 - 20 points - Medium Relevance
- 21 and above - High Relevance

3. Equality Screening Process

Policy	Age	Disability	Gender	Race	Sexuality	Religion	Total Points	Impact H/M/L
Setting the fees and charges for taxi & private hire licensing	1	1	1	1	1	1	6	low

4. Conclusion – Policy EIA

The equality and diversity impacts caused by the setting the fees and charges for taxi and private hire licensing is low.

If a policy has a score of 25 or over, it is advisable that a Policy based EIA is undertaken. If most policies score below 25, it would be advisable to conduct a service based EIA, which will involve an EIA that overviews all policies or practices in your respective service area.

STAGE 3. IDENTIFYING ADVERSE IMPACT

The aim of an assessment is to identify whether the service or policy has an adverse impact upon people with disabilities, black and minority ethnic communities, men and women, heterosexual, gay, bisexual and lesbian communities, older and younger people and faith communities. The assessment should ultimately produce proportionate equality objectives, which help remove barriers and link into service plans. The end result must, at least, produce one equality objective for each of the three equality themes listed by the Local Government Equality Standard, namely gender, disability and race.

Stage three comprises of two sections.

- Concentration on the aims of the service, policy, function or practice.
- Focuses on the practical delivery of the policy or service.

Assessing the Aims and Criteria of the Policy or Service

This section will determine whether the underlying aims, policies and procedures of the policy or service comply with the Disability Discrimination Act 1995, and Disability Discrimination Act 1995 and (Amendment) 2005, Sex Discriminations Act 1977, and Single Equality Act 2005, Equal Pay Act 1970, Employment Directive (Religion/belief) 2003, Employment Directive (Sexual Orientation) 2003, Employment Directive (Age Discrimination) 2006 and the Local Government Equality Standard. In addition to the key questions below, you may wish to include any specific issues that were identified during the scoping stage of the assessment.

Key Questions	Issues to consider
---------------	--------------------

3.1 What are the aims of the policy?	<i>What needs is the policy/service designed to meet? What are the current priorities? You could also refer to your current Service Plans</i>
To ensure the taxi and private hire service does not operate at a loss or have a surplus.	
3.2 What do your staff/team members say about your initial view?	You could: <ul style="list-style-type: none"> • What do staff members feel are the gaps, or what do they feel could improve the service? • Speak to your colleagues within your team List what equality objectives that are currently implemented or will soon be implemented.
There are no concerns in respect of equality and diversity.	
Key Questions	Issues to consider
3.3 What does available data and the results of any consultations show about the take up of services? What is the impact on different groups? (qualitative and quantitative)	<i>You could look at:</i> <ul style="list-style-type: none"> • <i>previous community consultation exercises,</i> • <i>customer service reviews and analysis.</i> • <i>Census data</i> • <i>What are the experiences of front-line staff in relation to the provision of the service?</i> • <i>location of facilities.</i> • <i>lack of access to translation/interpretation or access to building or services,</i> • <i>eligibility rules could be a barrier?</i>
There are no impacts on any equality and diversity groups	
3.4 Can you identify any gaps? What are the reasons for this? <i>(Please note: If you do not have any data, you may wish to develop service based monitoring mechanisms that collate data on under-represented groups)</i>	<ul style="list-style-type: none"> • <i>Are communities or service users aware of this policy or service?</i> • <i>Are there any accessibility issues?</i> • <i>Is service provision monitored, if so how?</i> • <i>Is there a lack diversity awareness amongst staff?</i>
There are no accessibility or diversity issues.	
3.5 What practical changes do you feel would help reduce any adverse impact on particular groups?	<i>For example, changes in communication methods, language support, disability measures, changes in eligibility criteria, developing monitoring mechanisms, diversity training?</i>

There are no adverse impacts on any groups.

3.6 What would be the benefits of making the above changes and are there any negative impacts that such an action would have on different communities?

You may want to consider the benefits and consequences for the group(s) concerned, other communities and the Council, if we were not to make the suggested changes?

Not applicable

STAGE 4. IMPLEMENTING PROPORTIONATE EQUALITY OBJECTIVES & MAINSTREAMING DIVERSITY

Equality Action Plan- In consideration of Stage 1 (Scoping), Stage 2 (Screening) and Stage 3 (Adverse Impact) there are no adverse impacts on the equality or diversity of communities or individuals, therefore no equality action plan will be taken forward.