

Equality and Human Rights Impact Assessment - the Form

There are separate guidance notes to accompany this form – “Equality and Human Rights Impact Assessment – the Guide.” Please use these guidance notes as you complete this form. Throughout the form, **proposal** should be understood broadly to include the full range of our activities and could refer to a decision, policy, strategy, plan, procedure, report or business case, embracing a range of different actions such as setting budgets, developing high level strategies and organisational practices such as internal restructuring. Essentially everything we do!

STEP 1: Identify essential information

1. Committee Report No.

2. Name of proposal.

3. Officer(s) completing this form.

Name	Designation	Service	Directorate
Jacky Hardacre	Creative Learning Manager	Culture	Education and Children’s Services

4. Date of Impact Assessment.

5. When is the proposal next due for review?

6. Committee Name.

7. Date the Committee is due to meet.

8. Identify the Lead Council Service and who else is involved in delivering this proposal (for example other Council services or partner agencies).

Lead service –Culture

Supporting services -HR, Finance, Asset Management, Legal

Shadow Board for the new organisation

Consultants Bonnar Keenlyside

9. Please summarise this Equality and Human Rights Impact Assessment (EHRIA). This must include any practical actions you intend to take or have taken to reduce, justify or remove any adverse negative impacts. This must also include a summary of how this proposal complies with the public sector equality duty for people with protected characteristics - see Step 2. **Please return to this question after completing the EHRIA.**

The main potential negative impact will be on those living in poverty. The organisation will need to review its pricing structure for regular classes and a cost increase may be required to meet income targets. This may prevent some people from participating on the basis of cost.

As part of setting up the newly independent Citymoves, the staff and Board will revisit the policy on concessions for classes. Citymoves will also continue to deliver grant funded projects which cover all costs, some of which will target participants from socially deprived areas.

Current work on equalities by the organisation will be reviewed to shape policy and procedure for the new organisation with appropriate periods of review. Relevant training for the Board, staff and dance tutors will be delivered.

The growth of Citymoves programme with an additional studio space will have a positive impact on groups with protected characteristics, specifically age, disability and gender as there will be increased opportunities to participate and perform.

10. Where will you publish the results of the Equality and Human Rights Impact Assessment? Tick which applies.

- Para 9 of EHRIA will be published in committee report in Section 6 “Impact”
- Full EHRIA will be attached to the committee report as an appendix
- Copied to Equalities Team to publish on the Council website

STEP 2: Outline the aims of the proposal

11. What are the main aims of the proposal?

To seek approval for Citymoves Dance Agency to become an independent organisation.

12. Who will benefit most from the proposal?

The new organisation (Citymoves SCIO) will benefit most and ultimately dance participants, partner agencies and dance professionals in the city.

13. You should assess the impact of your proposal on equality groups and tell us how implementing this proposal will impact on the needs of the public sector equality duty to: eliminate discrimination, harassment and victimisation; advance equality of opportunity; and foster good relations.

The new organisation will be required to revisit its policies and practice in these areas, most keenly in the areas of equality of opportunity and eliminating discrimination. Citymoves has a strong track record of working with people with disabilities, older people and targeting boys who are under represented among participants and the new SCIO will increase opportunities for these and other equality groups. The new facilities at Rosemount Learning Centre will be an improvement on physical access to the studio space. Further training for dance tutors to improve their knowledge and practice in delivering dance activity with equality groups will be an early priority for the new organisation.

STEP 3: Gather and consider evidence

15. What **evidence** is there to identify any potential positive or negative impacts in terms of involvement, consultation, research, officer knowledge and experience, equality monitoring data, user feedback and other? You must consider relevant evidence, including evidence from equality groups.

Officer knowledge from direct service delivery with target groups.
Officer knowledge of the challenges, policy and procedures for cultural organisations to ensure equality of opportunity.
Evidence of specialist arts and disability advisory groups and organisations.

STEP 4: Assess likely impacts on people with Protected Characteristics

16. Which, if any, people with protected characteristics and others could be affected positively or negatively by this proposal? Place the symbol in the relevant box. Be aware of cross-cutting issues, such as older women with a disability experiencing poverty and isolation.

Protected Characteristics					
Age - Younger Older	+	Disability	+	Gender Reassignment*	0
Marriage or Civil Partnership	0	Pregnancy and Maternity	0	Race**	0
Religion or Belief	0	Sex (gender)***	+	Sexual orientation****	0
Others e.g. poverty	-				

Notes:

* Gender Reassignment includes Transsexual

** Race includes Gypsy/Travellers

*** Sex (gender) i.e. men, women

**** Sexual orientation includes LGB: Lesbian, Gay and Bisexual

17. Please detail the potential positive and/or negative impacts on those with protected characteristics you have highlighted above.

In making the assessment you must consider relevant evidence, including evidence received from individuals and equality groups. Having considered all of these elements, you must take account of the results of such assessments. This requires you to consider taking action to address any issues identified, such as removing or mitigating any negative impacts, where possible, and exploiting any potential for positive impact. If any adverse impact amounts to **unlawful discrimination**, the policy must be amended to avert this. Detail the impacts and describe those affected.

Positive impacts (describe protected characteristics affected)	Negative Impacts (describe protected characteristics affected)
<p>Age –potential increase on existing provision for the very young and older people will offer increased opportunity to participate for these groups.</p> <p>Disability - potential increase on existing provision for people with disabilities will offer increased opportunity to participate for these groups. Moving the main class programme to a new venue will improve physical access for participants.</p> <p>Sex - potential increase on existing</p>	<p>Others, poverty –the organisation will need to review its pricing structure for regular classes and a cost increase may be required to meet income targets. This may prevent some people from participating on the basis of cost.</p> <p>The organisation will revisit its policy on concessions and will continue to deliver grant funded projects which cover all costs, some of which will target participants from socially deprived areas.</p>

provision for boys (who are currently under represented) will offer increased opportunity to participate.	
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STEP 5: Human Rights - Apply the three key assessment tests for compliance assurance

18. Does this proposal/policy/procedure have the potential to interfere with an individual's rights as set out in the Human Rights Act 1998? State which rights might be affected by ticking the appropriate box(es) and saying how. **If you answer "no", go straight to question 22. No**

- | |
|--|
| <p><input type="checkbox"/> Article 3 – Right not to be subjected to torture, inhumane or degrading treatment or punishment</p> <p><input type="checkbox"/> Article 6 – Right to a fair and public hearing</p> <p><input type="checkbox"/> Article 8 – Right to respect for private and family life, home and correspondence</p> <p><input type="checkbox"/> Article 10 – freedom of expression</p> <p><input type="checkbox"/> Other article not listed above</p> |
|--|

How?

Legality

19. Where there is a potential negative impact is there a legal basis in the relevant domestic law?

No

Legitimate aim

20. Is the aim of the policy identified in Steps 1 and 2 a legitimate aim being served in terms of the relevant equality legislation or the Human Rights Act?

Yes

Proportionality

21. Is the impact of the policy proportionate to the legitimate aim being pursued? Is it the minimum necessary interference to achieve the legitimate aim?

Yes and yes

STEP 6: Monitor and review

22. How will you monitor the implementation of the proposal? (For example, customer satisfaction questionnaires)

Data gathering and annual analysis of participants.
Annual assessment of Service Level Agreement
Evaluation surveys with participants and dance tutors

23. How will the results of this impact assessment and any further monitoring be used to develop the proposal?

To inform the review, amendment and implementation of Equalities and Human Rights policy and procedure for the new organisation.

To inform training needs in terms of compliance and service delivery of the Board, permanent staff and dance tutors.

STEP 7 SIGN OFF

The final stage of the EHRIA is formally to sign off the document as being a complete, rigorous and robust assessment.

Person(s) completing the impact assessment.

Name	Date	Signature
Jacky Hardacre	19/11/14	

Quality check: document has been checked by

Name	Date	Signature

Head of Service (Sign-off)

Name	Date	Signature

Now –

Please send an electronic copy of your completed EHRIA - without signatures - together with the proposal to:

Equalities Team
Customer Service and Performance

Equality and Human Rights Impact Assessment – the Form.
Corporate Governance
Aberdeen City Council
Business Hub 13
Second Floor North
Marischal College
Broad Street
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