

Equalities Screening Record Form

Date of Screening: 18 November 2010	Directorate: Environment, Culture and Communities	Section: Leisure and Culture
1. Activity to be assessed	<p>Budget reductions in the Arts and Heritage Service.</p> <p>The budget reduction option is to delete the following posts from the Arts and Heritage Service: Arts and Heritage Officer, Arts Development Officer, Heritage Officer and 2 dance artists. The worker time for the Arts and Heritage Service covered by these posts is 73.8 hours + 18.5 hours a week and represents the whole of the team making up the service. The budgets associated with the arts and heritage service will also be deleted. In total the budget for arts and heritage including the posts above amounts to £78,980 in 2010/2011.</p> <p>5,530 people attended 144 events and activities held by the Arts and Heritage team in 2009/2010. Over 700 people attended Heritage Open Days co-ordinated and promoted by the Heritage Officer in 2010. Research carried out by Arts Marketing Hampshire (2007) indicates that 35% of the adult population has attended arts events and 20% taken part. 35% of the Bracknell Forest population is around 40,000 people indicating this cut may represent around 15% of the total arts events attendance in the Bracknell Forest community. Heritage Online web site received in 2008/2009 received on average 10,000 visits a month. We do not know how many individuals this represents but it may be the loss of this site impact takes a greater proportion of the communities heritage activity.</p> <p>The team deliver the Heritage Strategy and run the Heritage Forum which meets 3 times a year and maintain the Heritage database and Heritage Online web site (which in 2008/2009 received on average 10,000 visits a month). Membership of the Heritage Forum includes Bracknell Forest Councillors, Parish Councillors as well as local historians and representatives of local associations. The team also provides expert advice to the voluntary sector on heritage matters. It also provides advice and information for local groups setting up their own project and a point of contact for liaison with Arts Council England and Regional Agencies. It also delivers the Public Art Advisory Panel and provides expert advice to planners regarding provision of and commissioning of public art through the planning process.</p> <p>South Hill Park Arts Centre is the main provider of arts in the Borough and the Berkshire Record Office holds archives relating to the history of Bracknell Forest Borough. They remain unaffected by this option</p> <p>Some public art matters may be covered by the Bracknell Forest Council Planning and Transport Division.</p> <p>Liaison with Berkshire Archaeology is through the Council's Planning and Transport Division</p> <p>The Head of Libraries, Arts and Heritage represents Bracknell Forest Council at the regular meetings that take place with the Berkshire Record Office.</p>	
2. What is the activity?	<input type="checkbox"/> Policy/strategy <input type="checkbox"/> Function/procedure <input type="checkbox"/> Project <input type="checkbox"/> Review <input checked="" type="checkbox"/> Service <input checked="" type="checkbox"/> Organisational change	
3. Is it a new or existing activity?	<input type="checkbox"/> New <input checked="" type="checkbox"/> Existing	
4. Officer responsible for the screening	Ruth Burgess, Head of Libraries, Arts and Heritage	
5. Who are the members of the EIA team?	Jane Eaton, Chief Officer: Performance and Resources; Ruth Burgess, Head of Libraries, Arts and Heritage.	
6. What is the purpose of the activity?	The purpose of the activity is to provide opportunities to participate in, to appreciate, understand and support local arts and heritage development.	
7. Who is the activity designed to benefit/target?	The activity is designed for everyone who lives and works in Bracknell Forest. Some parts of the service are designed and targeted at particular communities with particular needs.	

Annexe H (i)

<p>8. a Racial equality - Is there an impact? What kind of equality impact may there be? Is the impact positive or adverse or is there a potential for both? If the impact is neutral please give a reason.</p>	Y	N	<p>The Arts and Heritage Service aimed to foster good relations between the different racial communities in Bracknell by running a range of events under the Let's celebrate diversity banner. Over 200 people from a diverse background attended Birch Hill Community Centre to experience a range of art form workshops, displays and stalls; from Irish folk, African Drumming to Bollywood. There was excellent support from the voluntary sector, especially from the Indian Community Association-Bracknell. This event was organised in 2010 as part of Arts Spaces, an arts week for Birch Hill, Hanworth, Great Hollands and Jennett's Park.</p> <p>The loss of this service means the Council will no longer have the ability to hold such events and learning and understanding between racial groups may fall.</p>
<p>8. b What evidence do you have to support this? E.g equality monitoring data, consultation results, customer satisfaction information etc.</p>	<p>We do not have information about how many people from different racial groups attended our events so we cannot say whether any one group will be more affected by the end of this service than another.</p>		
<p>9. a Gender equality - Is there an impact? What kind of equality impact may there be? Is the impact positive or adverse or is there a potential for both? If the impact is neutral please give a reason.</p>	Y	N	<p>Our events have not targeted one gender over another although statistically our evidence indicates more women than men attended the arts events. This means the cut will have a higher impact on women than men.</p> <p>The only targeted event on gender was the <i>Magic for Dads</i> workshop at Jennett's Park.</p>
<p>9. b What evidence do you have to support this?</p>	<p>In terms of Arts feedback (2006-2008), three times as many females participated than males. Of those who chose to complete the Heritage Open Days form two thirds were female.</p>		
<p>10. a Disability equality - Is there an impact? What kind of equality impact may there be? Is the impact positive or adverse or is there a potential for both? If the impact is neutral please give a reason.</p>	Y	N	<p>Our events have not targeted disability groups. However several of our events have targeted vulnerable young people and older people. These groups tend to have a higher level of disability than the population as a whole. The proportion of people with a long term conditions who attended the Heritage Open Days in 2008 and completed the monitoring form was nearly 40%. As a result we think it likely this cut will have a higher impact on people with disabilities.</p>
<p>10. b What evidence do you have to support this?</p>	<p>Of the 93 people who chose to complete the Heritage Open Days form 37 indicated they had a long term condition.</p>		
<p>11. a Age equality - Is there an impact? What kind of equality impact may there be? Is the impact positive or adverse or is there a potential for both? If the impact is neutral please give a reason.</p>	Y	N	<p>Many of our events were targeted at older and younger people and the loss of the events is likely to have a disproportionate impact on our older and younger residents.</p> <p>Crowthorne Carnival. This was specifically for people at risk or excluded from school on referrals from PCSOs and Youth Clubs. It is a voluntary run event which takes place every other year. For 2008, the arts team worked with young carers, young people at risk of being excluded and youth club members who had not been involved before.</p> <p>Trail Blazers. A project launched by Look Ahead Housing which resulted in artists working with vulnerable young people, developing leadership skills and building links with local communities through arts activities.</p>

Annexe H (i)

			<p>United and Dancewise Bracknell Forest Youth Dance Forum. The Council's ongoing youth dance project which meets at Priestwood Youth Dance Centre on Sundays during term time and is led by professional dance artists.</p> <p>Age to Age A cross generation song making and reminiscence project involving song making and reminiscence project involving older people (telling their stories) and pupils (making the songs) led by a professional musician and storyteller. Organised in partnership with Extended Services, to include work in Harmans Water and Crowthorne.</p>
<p>11. b What evidence do you have to support this?</p>	<p>Of those who chose to complete the Heritage Open Days form most people who attended were over the ages of 65, followed closely by the 55 to 64 age group.</p> <p>In terms of Arts feedback (2006-2008) the majority of those replying were under 35 and 45 years of age.</p> <p>Research carried out by Arts Marketing Hampshire (2007) indicates that 35% of the adult population has attended arts events and 20% taking part. This is based on a sample statistically replicating the population, showed involvement in arts activities is similar to that indicated in the national Taking Part survey, carried out by the Department for Culture, Media and Sport. This survey, since 2005, shows that 33% of adults and 91% of children attending these events take part.</p>		
<p>12. a Religion and belief equality - Is there an impact? What kind of equality impact may there be? Is the impact positive or adverse or is there a potential for both? If the impact is neutral please give a reason.</p>	Y	N	<p>Our events have not included specific religious focus although some of our events planned at extending racial understanding (see section 8) did include religious elements. We have not monitored the religion of people attending our events. However we have no evidence to suggest this cut will affect one religious group more than another.</p>
<p>12. b What evidence do you have to support this?</p>	<p>We have not monitored the number of people attending our events from different religions so we do not know for certain whether our view the impact is unlikely to be disproportionate is correct.</p>		
<p>13. a Sexual orientation equality - Is there an impact? What kind of equality impact may there be? Is the impact positive or adverse or is there a potential for both? If the impact is neutral please give a reason.</p>	Y	N	<p>We have not run any events targeted at people of one sexual orientation or another. We have not monitored the sexual orientation of people attending our events. However we have no evidence to suggest this cut will affect people of one sexual orientation more than another.</p>
<p>13. b What evidence do you have to support this?</p>	<p>We have not monitored the sexual orientation of people attending our events so we do not know for certain whether our view the impact is unlikely to be disproportionate is correct.</p>		
<p>14. Please give details of any other potential impacts on any other group (e.g. those on lower incomes/carers/ex-offenders) and on promoting good community relations.</p>	<p>Many of our events were designed to promote good community relations and better understanding between groups. These include the intergeneration project Age to Age and the Let's Celebrate Diversity event.</p> <p>Many of our events also targeted social disadvantaged young people and were important diversional activities for them and, we believe, helped reduce the level of anti-social behaviour by the young in the Borough. This view is supported by PCSOs referring young people to our activities such as Crowthorne Carnival.</p>		
<p>15. If an adverse/negative impact has been identified can it be justified on grounds of promoting equality of opportunity for one group or for any other reason?</p>	<p>This decision will have a negative impact on several different equalities groups on the grounds that the Council cannot afford to provide these services any more.</p>		

Annexe H (i)

<p>16. If there is any difference in the impact of the activity when considered for each of the equality groups listed in 8 – 14 above; how significant is the difference in terms of its nature and the number of people likely to be affected?</p>	<p>All evidence held by the service suggests activities and events are very beneficial to a diverse range of groups. In Bracknell Forest, the area's overall shared vision and priorities are set out in the Sustainable Community Strategy 'Living Together, Working Together 2008-2014'. Priority 3b is "Enjoying Life' and includes two objectives specific to arts and culture: 'Cultural activities will be valued and will encourage people to celebrate all aspects of achievement, diversity and civic pride' and 'There will continue to be a wide range of arts and sports facilities that are accessible to everyone'.</p> <p>Statistically our analysis suggests the greatest impact is on older people; younger people, especially those from social disadvantaged backgrounds and women (two thirds). The impact will also be to lessen cultural understanding especially around racial and religious issues.</p>		
<p>17. Could the impact constitute unlawful discrimination in relation to any of the Equality Duties?</p>	Y	N	No, although this cut disadvantages many groups, it is lawful.
<p>18. What further information or data is required to better understand the impact? Where and how can that information be obtained?</p>	The Council's budget consultation in December 2010 will enable consultation with equality groups on the budget proposals the consultation responses and results will be added to the impact assessment.		
<p>19. On the basis of sections 7 – 17 above is a full impact assessment required?</p>	Y	N	Based on the information we have at present we do not believe we need to complete a full assessment. These activities do impact on many people's lives but stopping them will not have a large detrimental impact on any disadvantaged group.
<p>20. If a full impact assessment is not required; what actions will you take to reduce or remove any potential differential/adverse impact, to further promote equality of opportunity through this activity or to obtain further information or data? Please complete the action plan in full, adding more rows as needed.</p>			
Action	Timescale	Person Responsible	Milestone/Success Criteria
South Hill Park A C to take over the Creative Network for individuals.	31/3/11	Head of Libraries, Arts and Heritage	Creative Network continues to operate during 2011/12.
South Hill Park A C to lead the Lift Off Dance Festival 2011.	31/3/12		Lift Off Dance Festival 2011 takes place.
Public Art	31/3/11	Chief Officer: Planning & Transport	Public art continues to form part of new developments.
Liaison with Berkshire Archaeology	31/3/11		Liaison with Berkshire Archaeology continues.
<p>21. Which service, business or work plan will these actions be included in?</p>	Libraries, Arts and Heritage Team Plan.		
<p>22. Have any current actions to address issues for any of the groups or examples of good practice been identified as part of the screening?</p>	Actions to keep the Creative Network operating and make the Lift Off Dance Festival run during 2011/12 have taken place.		
<p>23. Chief Officers signature.</p>	Signature:		Date:
<p>24. Which PMR will this screening be reported in?</p>			

When complete please send to abby.thomas@bracknell-forest.gov.uk for publication on the Council's website.

Equalities Screening Record Form

Date of Screening: November 2010	Directorate: C,YP&L	Section: Learning and Achievement
1. Activity to be assessed	Proposed staffing reduction in Educational Psychology Service by 0.4 FTE staff	
2. What is the activity?	<input type="checkbox"/> Policy/strategy <input type="checkbox"/> Function/procedure <input type="checkbox"/> Project <input type="checkbox"/> Review <input checked="" type="checkbox"/> Service <input type="checkbox"/> Organisational change	
3. Is it a new or existing activity?	<input type="checkbox"/> New <input checked="" type="checkbox"/> Existing	
4. Officer responsible for the screening	Bob Welch Chief Adviser	
5. Who are the members of the EIA team?	Anthony Riches Principal Education Psychologist	
6. What is the purpose of the activity?	The service supports the LA to identify and assess special educational needs of children and young people and those CYP (and their teachers and carers) who experience psychological distress, usually affecting their healthy emotional, social or educational development.	
7. Who is the activity designed to benefit/target?	Children and Young People	
8. a Racial equality - Is there an impact? What kind of equality impact may there be? Is the impact positive or adverse or is there a potential for both? If the impact is neutral please give a reason.	N	Please explain considering the impact on White British and Irish, Gypsy/Roma/Travellers, White Other, Black and Minority Ethnic groups; e.g Asian, Black, Chinese, Mixed Race.
8. b What evidence do you have to support this? E.g equality monitoring data, consultation results, customer satisfaction information etc.	This is a universal service, focussed on all children who meet the criteria for support.	
9. a Gender equality - Is there an impact? What kind of equality impact may there be? Is the impact positive or adverse or is there a potential for both? If the impact is neutral please give a reason.	N	Please explain considering the impact on men, women and transgender, where relevant.
9. b What evidence do you have to support this?	This is a universal service, focussed on all children who meet the criteria for support.	
10. a Disability equality - Is there an impact? What kind of equality impact may there be? Is the impact positive or adverse or is there a potential for both? If the impact is neutral please give a reason.	Y	Please explain considering all forms of disability e.g. visually impaired, hearing impaired, physically disabled, learning disability, mental health and unseen disabilities e.g. heart disease and diabetes
10. b What evidence do you have to support this?	Children with a mild learning disability or emotional or mental health issues, or their families and teachers, will have less opportunity to engage with an Educational Psychologist.	
11. a Age equality - Is there an impact? What kind of equality impact may there be? Is the impact positive or adverse or is there a potential for both? If the impact is neutral please give a reason.	N	Please explain considering the impact on children, young people, middle aged and older people.
11. b What evidence do you have to support this?	This is a universal service, focussed on all children who meet the criteria for support.	

Annexe H (ii)

12. a Religion and belief equality - Is there an impact? What kind of equality impact may there be? Is the impact positive or adverse or is there a potential for both? If the impact is neutral please give a reason.	N	Please explain considering the impact on those with a religious belief e.g Christians, Jews, Hindus, Muslims, Sikhs and Buddhists; as well as those with non religious beliefs e.g Atheist	
12. b What evidence do you have to support this?	This is a universal service, focussed on all children who meet the criteria for support.		
13. a Sexual orientation equality - Is there an impact? What kind of equality impact may there be? Is the impact positive or adverse or is there a potential for both? If the impact is neutral please give a reason.	N	Please explain considering the impact on heterosexual men and women, gay men, lesbians and bisexual men and women.	
13. b What evidence do you have to support this?	This is a universal service, focussed on all children who meet the criteria for support.		
14. Please give details of any other potential impacts on any other group (e.g. those on lower incomes/carer's/ex-offenders) and on promoting good community relations.	None		
15. If an adverse/negative impact has been identified can it be justified on grounds of promoting equality of opportunity for one group or for any other reason?	No		
16. If there is any difference in the impact of the activity when considered for each of the equality groups listed in 8 – 14 above; how significant is the difference in terms of its nature and the number of people likely to be affected?	The service is focussed on those in groups listed under item 10. A small number of pupils below the threshold for support and statutory intervention could be affected.		
17. Could the impact constitute unlawful discrimination in relation to any of the Equality Duties?	N	Please explain for each equality group	
18. What further information or data is required to better understand the impact? Where and how can that information be obtained?	The Council's budget consultation in December 2010 will enable consultation with equality groups on the budget proposals the consultation responses and results will be added to the impact assessment.		
19. On the basis of sections 7 – 17 above is a full impact assessment required?	N	This is a service reduction but all statutory duties will be completed. The impact will be in a reduction of time devoted to development work and other projects and the team's capacity to work with young people who may not have special educational needs.	
20. If a full impact assessment is not required; what actions will you take to reduce or remove any potential differential/adverse impact, to further promote equality of opportunity through this activity or to obtain further information or data? Please complete the action plan in full, adding more rows as needed.			
Action	Timescale	Person Responsible	Milestone/Success Criteria
Review service provision	April 2011	Anthony Riches	Key service levels maintained and report deadlines met.
21. Which service, business or work plan will these actions be included in?	C,YP&L business plan		

Annexe H (ii)

22. Have any current actions to address issues for any of the groups or examples of good practice been identified as part of the screening?	No
23. Chief Officers signature.	<p style="text-align: center;"><i>Bob Welch</i></p> Signature: 1.12.10 Date:
24. Which PMR will this screening be reported in?	Quarter 3


When complete please send to abby.thomas@bracknell-forest.gov.uk for publication on the Council's website.

Equalities Screening Record Form

Date of Screening: November 2010	Directorate: C,YP&L	Section: Learning and Achievement
1. Activity to be assessed	Proposed staffing reduction in Education Welfare Service by 0.7 FTE staff	
2. What is the activity?	<input type="checkbox"/> Policy/strategy <input type="checkbox"/> Function/procedure <input type="checkbox"/> Project <input type="checkbox"/> Review <input checked="" type="checkbox"/> Service <input type="checkbox"/> Organisational change	
3. Is it a new or existing activity?	<input type="checkbox"/> New <input checked="" type="checkbox"/> Existing	
4. Officer responsible for the screening	Bob Welch Chief Adviser	
5. Who are the members of the EIA team?	Gloria King Children and Families Manager	
6. What is the purpose of the activity?	The service supports the LA to secure good levels of attendance in schools	
7. Who is the activity designed to benefit/target?	Children and Young People	
8. a Racial equality - Is there an impact? What kind of equality impact may there be? Is the impact positive or adverse or is there a potential for both? If the impact is neutral please give a reason.	N	Please explain considering the impact on White British and Irish, Gypsy/Roma/Travellers, White Other, Black and Minority Ethnic groups; e.g Asian, Black, Chinese, Mixed Race.
8. b What evidence do you have to support this? E.g equality monitoring data, consultation results, customer satisfaction information etc.	This is a universal service, focussed on all children their families who meet the criteria for support.	
9. a Gender equality - Is there an impact? What kind of equality impact may there be? Is the impact positive or adverse or is there a potential for both? If the impact is neutral please give a reason.	N	Please explain considering the impact on men, women and transgender, where relevant.
9. b What evidence do you have to support this?	This is a universal service, focussed on all children their families who meet the criteria for support.	
10. a Disability equality - Is there an impact? What kind of equality impact may there be? Is the impact positive or adverse or is there a potential for both? If the impact is neutral please give a reason.	N	Please explain considering all forms of disability e.g. visually impaired, hearing impaired, physically disabled, learning disability, mental health and unseen disabilities e.g. heart disease and diabetes
10. b What evidence do you have to support this?	This is a universal service, focussed on all children their families who meet the criteria for support.	
11. a Age equality - Is there an impact? What kind of equality impact may there be? Is the impact positive or adverse or is there a potential for both? If the impact is neutral please give a reason.	N	Please explain considering the impact on children, young people, middle aged and older people.
11. b What evidence do you have to support this?	This is a universal service, focussed on all children their families who meet the criteria for support.	

Annexe H (iii)

<p>12. a Religion and belief equality - Is there an impact? What kind of equality impact may there be? Is the impact positive or adverse or is there a potential for both? If the impact is neutral please give a reason.</p>	<p>N</p>	<p>Please explain considering the impact on those with a religious belief e.g Christians, Jews, Hindus, Muslims, Sikhs and Buddhists; as well as those with non religious beliefs e.g Atheist</p>	
<p>12. b What evidence do you have to support this?</p>	<p>This is a universal service, focussed on all children their families who meet the criteria for support.</p>		
<p>13. a Sexual orientation equality - Is there an impact? What kind of equality impact may there be? Is the impact positive or adverse or is there a potential for both? If the impact is neutral please give a reason.</p>	<p>N</p>	<p>Please explain considering the impact on heterosexual men and women, gay men, lesbians and bisexual men and women.</p>	
<p>13. b What evidence do you have to support this?</p>	<p>This is a universal service, focussed on all children their families who meet the criteria for support.</p>		
<p>14. Please give details of any other potential impacts on any other group (e.g. those on lower incomes/carer's/ex-offenders) and on promoting good community relations.</p>	<p>None</p>		
<p>15. If an adverse/negative impact has been identified can it be justified on grounds of promoting equality of opportunity for one group or for any other reason?</p>	<p>N/A</p>		
<p>16. If there is any difference in the impact of the activity when considered for each of the equality groups listed in 8 – 14 above; how significant is the difference in terms of its nature and the number of people likely to be affected?</p>	<p>No</p>		
<p>17. Could the impact constitute unlawful discrimination in relation to any of the Equality Duties?</p>	<p>N</p>	<p>Please explain for each equality group</p>	
<p>18. What further information or data is required to better understand the impact? Where and how can that information be obtained?</p>	<p>The Council's budget consultation in December 2010 will enable consultation with equality groups on the budget proposals the consultation responses and results will be added to the impact assessment.</p>		
<p>19. On the basis of sections 7 – 17 above is a full impact assessment required?</p>	<p>N</p>	<p>This is a service reduction but all statutory duties will be completed. The impact will be in a reduction of time devoted to development work and other projects and the team's capacity to work with children, young people and their families.</p>	
<p>20. If a full impact assessment is not required; what actions will you take to reduce or remove any potential differential/adverse impact, to further promote equality of opportunity through this activity or to obtain further information or data? Please complete the action plan in full, adding more rows as needed.</p>			
<p>Action</p>	<p>Timescale</p>	<p>Person Responsible</p>	<p>Milestone/Success Criteria</p>
<p>Review service provision</p>	<p>April 2011</p>	<p>Gloria King</p>	<p>Key service levels maintained and report deadlines met.</p>
<p></p>	<p></p>	<p></p>	<p></p>
<p>21. Which service, business or work plan will these actions be included in?</p>	<p>C,YP&L business plan</p>		
<p>22. Have any current actions to address issues for any of the groups or examples of good practice been identified as part of the screening?</p>	<p>No</p>		

23. Chief Officers signature.	 Signature: Date: 1.12.10
24. Which PMR will this screening be reported in?	Quarter 3

When complete please send to abby.thomas@bracknell-forest.gov.uk for publication on the Council's website.

Equalities Screening Record Form

Date of Screening: 13/12/2010	Directorate: Environment, Culture and Communities	Section: Environment & Public Protection
1. Activity to be assessed	<p>Inclusion of a car parking charge on a Sunday and also between the hours of 7pm and 6am Monday to Sunday</p> <p>At present the council has a policy of not charging for car parking in any of the town centre car parks on a Sunday, Bank Holiday or in the evening. It is the intention of the Council to introduce a standard £1 charge for parking for any period on a Sunday or between the hours of 7pm and 6am within the town centre car parks. Bank holidays will remain free of charge.</p> <p>Sunday has become an important trading day for the town and the car parks are used by shoppers to access the shops. The car parks require constant repair and maintenance and income from these additional charges will assist in maintaining those car parks in a state appropriate for the use of the shoppers and thereby support the economic vibrancy of the town centre.</p> <p>The £1 charge is significantly less than a charge for an equivalent period, Monday to Saturday and are not set to seek full recovery of costs but to make a contribution.</p>	
2. What is the activity?	<input checked="" type="checkbox"/> Policy/strategy <input type="checkbox"/> Function/procedure <input type="checkbox"/> Project <input type="checkbox"/> Review <input type="checkbox"/> Service <input type="checkbox"/> Organisational change	
3. Is it a new or existing activity?	<input type="checkbox"/> New <input checked="" type="checkbox"/> Existing	
4. Officer responsible for the screening	Robert Sexton, Head of Trading Standards & Services	
5. Who are the members of the EIA team?	Robert Sexton, Jane Eaton	
6. What is the purpose of the activity?	The activity is to provide car parking in the town centre. The proposed introduction of charges reflects the increasing usage of the car parks during these periods and ensures all users contribute to the running and up keep of those car parks.	
7. Who is the activity designed to benefit/target?	All car park users	
8. a Racial equality - Is there an impact? What kind of equality impact may there be? Is the impact positive or adverse or is there a potential for both? If the impact is neutral please give a reason.	Y	<input checked="" type="checkbox"/> N Introducing charges will impact on all car park users but we have no evidence to suggest there is people from particular racial groups feel this impact more than any other user.
8. b What evidence do you have to support this? E.g equality monitoring data, consultation results, customer satisfaction information etc.	Although we have no detailed user information for our car parks we cannot think of any reason this change would have a differential impact on racial groups.	
9. a Gender equality - Is there an impact? What kind of equality impact may there be? Is the impact positive or adverse or is there a potential for both? If the impact is neutral please give a reason.	Y	<input checked="" type="checkbox"/> N Introducing charges will impact on all car park users but we have no evidence to suggest there is people of a particular gender.

Annexe H (iv)

<p>9. b What evidence do you have to support this?</p>	<p>Although we have no detailed user information for our car parks we cannot think of any reason this change would have a greater impact on either gender or transsexuals.</p>		
<p>10. a Disability equality - Is there an impact? What kind of equality impact may there be? Is the impact positive or adverse or is there a potential for both? If the impact is neutral please give a reason.</p>	<p>Y</p>	<p>N</p>	<p>Introducing charges will impact on all car park users but we have no evidence to suggest there is an impact upon people with a disability more than any other user. It has always been the case, and this will continue, that Blue badge holders receive free car parking within pay and display car parks but not within the multi storey car parks</p>
<p>10. b What evidence do you have to support this?</p>	<p>Although we have no detailed user information for our car parks we cannot think of any reason this change would have a greater impact on people with a disability.</p>		
<p>11. a Age equality - Is there an impact? What kind of equality impact may there be? Is the impact positive or adverse or is there a potential for both? If the impact is neutral please give a reason.</p>	<p>Y</p>	<p>N</p>	<p>Introducing charges will impact on all car park users but we have no evidence to suggest there is people from particular age groups feel this impact more than any other user.</p>
<p>11. b What evidence do you have to support this?</p>	<p>Although we have no detailed user information for our car parks we cannot think of any reason this change would have a greater impact on people from any adult age group. The change will not impact on children because they cannot drive.</p>		
<p>12. a Religion and belief equality - Is there an impact? What kind of equality impact may there be? Is the impact positive or adverse or is there a potential for both? If the impact is neutral please give a reason.</p>	<p>Y</p>	<p>N</p>	<p>Introducing charges will impact on all car park users but there are churches in the town centre whose users use the car parks to park, especially on Sundays.</p>
<p>12. b What evidence do you have to support this?</p>	<p>There are 2 churches within the town centre supported by residents travelling in by car. There is evidence that a number of those attending will use the town centre car parking and walk to the place of worship. We consider it unlikely introducing a charge of £1 would deter people from attending the services.</p>		
<p>13. a Sexual orientation equality - Is there an impact? What kind of equality impact may there be? Is the impact positive or adverse or is there a potential for both? If the impact is neutral please give a reason.</p>	<p>Y</p>	<p>N</p>	<p>Introducing charges will impact on all car park users but we have no evidence to suggest there is more impact on people with one sexual orientation more than any other.</p>
<p>13. b What evidence do you have to support this?</p>	<p>There is no evidence to support or suggest that charges applied at these times would impact upon groups with a specific sexual orientation</p>		
<p>14. Please give details of any other potential impacts on any other group (e.g. those on lower incomes/carer's/ex-offenders) and on promoting good community relations.</p>	<p>The charge of £1 is the same as the proposed charge for an hours parking on a Monday to Saturday and there is no evidence that such charges presently deter people from lower incomes using the car parks at those times.</p>		
<p>15. If an adverse/negative impact has been identified can it be justified on grounds of promoting equality of opportunity for one group or for any other reason?</p>	<p>The continued provision of suitable parking within the town centre is essential to the access for all groups and the continued economic vibrancy of the town. All users of the car parks must contribute to their maintenance to ensure continued provision.</p>		
<p>16. If there is any difference in the impact of the activity when considered for each of the equality groups listed in 8 – 14 above; how significant is the difference in terms of its nature and the number of people likely to be affected?</p>	<p>Specific provision is made within the car parks to provide for access to the town centre by people with disabilities</p>		
<p>17. Could the impact constitute unlawful discrimination in relation to any of the Equality Duties?</p>	<p>Y</p>	<p>N</p>	
<p>18. What further information or data is required to better understand the impact? Where and how can that</p>			

Annexe H (iv)

information be obtained?			
19. On the basis of sections 7 – 17 above is a full impact assessment required?	Y	N	
20. If a full impact assessment is not required; what actions will you take to reduce or remove any potential differential/adverse impact, to further promote equality of opportunity through this activity or to obtain further information or data? Please complete the action plan in full, adding more rows as needed.			
Action	Timescale	Person Responsible	Milestone/Success Criteria
21. Which service, business or work plan will these actions be included in?			
22. Have any current actions to address issues for any of the groups or examples of good practice been identified as part of the screening?			
23. Chief Officers signature.	Signature:		Date:
24. Which PMR will this screening be reported in?			

When complete please send to abby.thomas@bracknell-forest.gov.uk for publication on the Council’s website.

Equalities Screening Record Form

Date of Screening:	Directorate: Environment, Culture and communities	Section: Housing
1. Activity to be assessed	Budget reductions in the Supporting people programme	
2. What is the activity?	<input type="checkbox"/> Policy/strategy <input type="checkbox"/> Function/procedure <input type="checkbox"/> Project <input checked="" type="checkbox"/> Review <input checked="" type="checkbox"/> Service <input type="checkbox"/> Organisational change	
3. Is it a new or existing activity?	<input type="checkbox"/> New <input checked="" type="checkbox"/> Existing	
4. Officer responsible for the screening	Simon Hendey	
5. Who are the members of the EIA team?	Simon Hendey / Clare Dorning / Janet Weekes	
6. What is the purpose of the activity?	The Supporting people programme commissions services for vulnerable people. As part of the budget setting process for 2011/12 it is proposed to reduce the Supporting people programme funding by £ 230,000.	
7. Who is the activity designed to benefit/target?	Supporting people services are procured to provide housing related support to vulnerable groups. Savings of £ 150,000 have been negotiated without an impact on services purchased. It is proposed to review three service areas with a view to save an additional £ 80,000.	
8. a Racial equality - Is there an impact? What kind of equality impact may there be? Is the impact positive or adverse or is there a potential for both? If the impact is neutral please give a reason.	N	The review will not adversely affect services received by ethnic minority households as the households across each of the services to be reviewed proportionately represent those in the borough
8. b What evidence do you have to support this? E.g. equality monitoring data, consultation results, customer satisfaction information etc.	We have equality monitoring information from the client monitoring forms provided by service providers.	
9. a Gender equality - Is there an impact? What kind of equality impact may there be? Is the impact positive or adverse or is there a potential for both? If the impact is neutral please give a reason.	Y	One service area that is to be reviewed is support to teenage and young mothers. If the review determines that the service is to be reduced this will have an impact on this equality group. Savings in existing contract sum for these services have not resulted in any service reduction.
9. b What evidence do you have to support this?	We have equality monitoring information from the client monitoring forms provided by service providers	
10. a Disability equality - Is there an impact? What kind of equality impact may there be? Is the impact positive or adverse or is there a potential for both? If the impact is neutral please give a reason.	Y	One service area that will be reviewed will be services to households with a physical disability. If the review determines that the service is to be reduced this will have an impact on this equality group. Savings in existing contract sum for these services have not resulted in any service reduction.
10. b What evidence do you have to support this?	We have equality monitoring information from the client monitoring forms provided by service providers	
11. a Age equality - Is there an impact? What kind of equality impact may there be? Is the impact positive or adverse or is there a potential for both? If the impact is neutral please give a reason.	Y	The only service that forms part of this review that is age specific is the service to teenage and young mothers. If the review determines that the service is to be reduced this will have an impact on this equality group but as part of the review we will consider other options available for this group such as signposting for advice and assistance. Savings in existing contract sum for these services have not resulted in any service reduction
11. b What evidence do you have to support this?	We have equality monitoring information from the client monitoring forms provided by service providers	

Annexe H (v)

12. a Religion and belief equality - Is there an impact? What kind of equality impact may there be? Is the impact positive or adverse or is there a potential for both? If the impact is neutral please give a reason.		N	If the review of the three service areas determines that each service is to be reduced, there are no specific religions or beliefs that would have an impact.
12. b What evidence do you have to support this?	We have equality monitoring information from the client monitoring forms provided by service providers		
13. a Sexual orientation equality - Is there an impact? What kind of equality impact may there be? Is the impact positive or adverse or is there a potential for both? If the impact is neutral please give a reason.		N	If the review of the three service areas determines that each service is to be reduced, there would be no impact on this group.
13. b What evidence do you have to support this?	We have equality monitoring information from the client monitoring forms provided by service providers		
14. Please give details of any other potential impacts on any other group (e.g. those on lower incomes/carer's/ex-offenders) and on promoting good community relations.	If the reviews of services lead to a reduction in service provision then there will be an impact on vulnerable households. The intention is to try and mitigate a reduction in service by negotiating/ retendering to achieve economies of scale		
15. If an adverse/negative impact has been identified can it be justified on grounds of promoting equality of opportunity for one group or for any other reason?	N/A		
16. If there is any difference in the impact of the activity when considered for each of the equality groups listed in 8 – 14 above; how significant is the difference in terms of its nature and the number of people likely to be affected?	The reviews may lead to a reduction in the service provided for any of the client groups and this may impact on one of more of the equality groups.		
17. Could the impact constitute unlawful discrimination in relation to any of the Equality Duties?		N	
18. What further information or data is required to better understand the impact? Where and how can that information be obtained?	The Council's budget consultation in December 2010 will enable consultation with equality groups on the budget proposals the consultation responses and results will be added to the impact assessment.		
19. On the basis of sections 7 – 17 above is a full impact assessment required?	Y		Full impact assessments will be undertaken as part of the reviews
20. If a full impact assessment is not required; what actions will you take to reduce or remove any potential differential/adverse impact, to further promote equality of opportunity through this activity or to obtain further information or data? Please complete the action plan in full, adding more rows as needed.			
Action	Timescale	Person Responsible	Milestone/Success Criteria
21. Which service, business or work plan will these actions be included in?	Housing service.		
22. Have any current actions to address issues for any of the groups or examples of good practice been identified as part of			

Annexe H (v)

the screening?	
23. Chief Officers signature.	Signature: _____ Date: _____
24. Which PMR will this screening be reported in?	

When complete please send to abby.thomas@bracknell-forest.gov.uk for publication on the Council's website.

Equalities Screening Record Form

Date of Screening:	Directorate: Environment, Culture and communities	Section: Housing
1. Activity to be assessed	Forest care service – additional income from new corporate contracts	
2. What is the activity?	<input type="checkbox"/> Policy/strategy <input type="checkbox"/> Function/procedure <input type="checkbox"/> Project <input checked="" type="checkbox"/> Review <input type="checkbox"/> Service <input type="checkbox"/> Organisational change	
3. Is it a new or existing activity?	<input type="checkbox"/> New <input checked="" type="checkbox"/> Existing	
4. Officer responsible for the screening	Simon Hendey	
5. Who are the members of the EIA team?	Simon Hendey / Claire Bennett	
6. What is the purpose of the activity?	Provision of out of hours calls monitoring for corporate clients	
7. Who is the activity designed to benefit/target?	Corporate clients such as neighbouring local authorities and registered social landlords	
8. a Racial equality - Is there an impact? What kind of equality impact may there be? Is the impact positive or adverse or is there a potential for both? If the impact is neutral please give a reason.	N	The service is provided to corporate clients who have assessed the impact for these groups
8. b What evidence do you have to support this? E.g equality monitoring data, consultation results, customer satisfaction information etc.		
9. a Gender equality - Is there an impact? What kind of equality impact may there be? Is the impact positive or adverse or is there a potential for both? If the impact is neutral please give a reason.	N	The service is provided to corporate clients who have assessed the impact for these groups.
9. b What evidence do you have to support this?		
10. a Disability equality - Is there an impact? What kind of equality impact may there be? Is the impact positive or adverse or is there a potential for both? If the impact is neutral please give a reason.	N	The service is provided to corporate clients who have assessed the impact for these groups
10. b What evidence do you have to support this?		
11. a Age equality - Is there an impact? What kind of equality impact may there be? Is the impact positive or adverse or is there a potential for both? If the impact is neutral please give a reason.	N	The service is provided to corporate clients who have assessed the impact for these groups
11. b What evidence do you have to support this?		

12. a Religion and belief equality - Is there an impact? What kind of equality impact may there be? Is the impact positive or adverse or is there a potential for both? If the impact is neutral please give a reason.	N	The service is provided to corporate clients who have assessed the impact for these groups	
12. b What evidence do you have to support this?			
13. a Sexual orientation equality - Is there an impact? What kind of equality impact may there be? Is the impact positive or adverse or is there a potential for both? If the impact is neutral please give a reason.	N	The service is provided to corporate clients who have assessed the impact for these groups.	
13. b What evidence do you have to support this?			
14. Please give details of any other potential impacts on any other group (e.g. those on lower incomes/carer's/ex-offenders) and on promoting good community relations.	None applicable		
15. If an adverse/negative impact has been identified can it be justified on grounds of promoting equality of opportunity for one group or for any other reason?			
16. If there is any difference in the impact of the activity when considered for each of the equality groups listed in 8 – 14 above; how significant is the difference in terms of its nature and the number of people likely to be affected?			
17. Could the impact constitute unlawful discrimination in relation to any of the Equality Duties?	N	Please explain for each equality group	
18. What further information or data is required to better understand the impact? Where and how can that information be obtained?	The Council's budget consultation in December 2010 will enable consultation with equality groups on the budget proposals the consultation responses and results will be added to the impact assessment.		
19. On the basis of sections 7 – 17 above is a full impact assessment required?	N	The Forestcare service is providing an out of hours calls handling service to corporate clients. It is the responsibility of those clients to determine the impact of purchasing the service from Forestcare on their service users. There will be no adverse impact on current Forestcare service users in Bracknell Forest.	
20. If a full impact assessment is not required; what actions will you take to reduce or remove any potential differential/adverse impact, to further promote equality of opportunity through this activity or to obtain further information or data? Please complete the action plan in full, adding more rows as needed.			
Action	Timescale	Person Responsible	Milestone/Success Criteria
21. Which service, business or work plan will these actions be included in?			
22. Have any current actions to address issues for any of the groups or examples of good practice been identified as part of			Please list

the screening?	
23. Chief Officers signature.	Signature: _____ Date: _____
24. Which PMR will this screening be reported in?	


When complete please send to abby.thomas@bracknell-forest.gov.uk for publication on the Council's website.

Equalities Screening Record Form

Date of Screening: 4/2/11	Directorate: C, YP & Learning		Section: Extended Services
1. Activity to be assessed	Reduction in Extended Services Start Up Grant with the grant now sent directly to schools		
2. What is the activity?	<input type="checkbox"/> Policy/strategy <input type="checkbox"/> Function/procedure <input type="checkbox"/> Project <input type="checkbox"/> Review <input checked="" type="checkbox"/> Service <input type="checkbox"/> Organisational change		
3. Is it a new or existing activity?	<input type="checkbox"/> New <input checked="" type="checkbox"/> Existing		
4. Officer responsible for the screening	Graham Symonds		
5. Who are the members of the EIA team?	Graham Symonds, David Watkins		
6. What is the purpose of the activity?	<p>Extended Services facilitate and support a range of services for children, young people and families in and around schools and in the community. There is a focus on services to address the needs of the vulnerable and disadvantaged and those likely to experience poor outcomes. Support is provided for activities and services to schools and partners. Support is provided to Family Support Advisers based in schools. Schools are supported to achieve accredited national qualifications. Local accountability is provided through Area Partnership arrangements.</p>		
7. Who is the activity designed to benefit/target?	Children, young people, parents and families.		
8. a Racial equality - Is there an impact? What kind of equality impact may there be? Is the impact positive or adverse or is there a potential for both? If the impact is neutral please give a reason.	Y	N	Work needs to be aware of cultural differences between groups so that interventions respect cultural norms and expectations. The role of Nepali Community worker will continue in the revise structure of the team.
8. b What evidence do you have to support this? E.g equality monitoring data, consultation results, customer satisfaction information etc.	Views of, and feedback from, Area Partnerships Feedback from activities and services provided.		
9. a Gender equality - Is there an impact? What kind of equality impact may there be? Is the impact positive or adverse or is there a potential for both? If the impact is neutral please give a reason.	Y	N	Work is undertaken with particular groups if there are needs to be addressed for example services aimed specifically at fathers (for example in parenting provision), mothers, boys or girls (for example targeted work to raise boys or girls achievements at both primary and secondary stages). There would be minimal adverse impact on gender equality as work of a similar type would continue, but at a reduced level.
9. b What evidence do you have to support this?	Views of, and feedback from, Area Partnerships Feedback from activities and services provided.		
10. a Disability equality - Is there an impact? What kind of equality impact may there be? Is the impact positive or adverse or is there a potential for both? If the impact is neutral please give a reason.	Y	N	Work is undertaken with particular groups if there are needs to be addressed for example services aimed specifically at children with learning difficulties or disabilities and/or special educational needs. There would be minimal adverse impact on disability equality as work of a similar type would continue, but at a reduced level.
10. b What evidence do you have to support this?	Views of, and feedback from, Area Partnerships Feedback from activities and services provided.		
11. a Age equality - Is there an impact? What kind of equality impact may there be? Is the impact positive or adverse or is there a potential for both? If the impact is neutral please give a reason.	Y	N	Work is undertaken with particular groups if there are needs to be addressed for example services aimed specifically at children at certain stages of their lives eg transition between stages of education, and parenting support offered to grandparents. There would be minimal adverse impact on age equality as work of a similar type would continue, but at a reduced level.

11. b What evidence do you have to support this?	Views of, and feedback from, Area Partnerships Feedback from activities and services provided.		
12. a Religion and belief equality - Is there an impact? What kind of equality impact may there be? Is the impact positive or adverse or is there a potential for both? If the impact is neutral please give a reason.	Y	N	Services are provided to all schools and communities irrespective of faith. If Area Partnerships agree a faith based organisation is best placed to deliver services on behalf of the community then funding is made available. There would be minimal impact on religion and belief equality as work of a similar type would continue, but at a reduced level.
12. b What evidence do you have to support this?	Views of, and feedback from, Area Partnerships Feedback from activities and services provided.		
13. a Sexual orientation equality - Is there an impact? What kind of equality impact may there be? Is the impact positive or adverse or is there a potential for both? If the impact is neutral please give a reason.	Y	N	Work needs to be sensitive to the sexual orientation of all family members. No projects have so far provided specifically for groups on the basis of their sexual orientation. If a need became apparent, there is the potential for a positive impact and for an adverse impact if not handled appropriately.
13. b What evidence do you have to support this?	Views of, and feedback from, Area Partnerships Feedback from activities and services provided.		
14. Please give details of any other potential impacts on any other group (e.g. those on lower incomes/carers/ex-offenders) and on promoting good community relations.	The focus of work is on vulnerable and disadvantaged families for whatever reason they find themselves in these circumstances. Effective outcomes of work include reduced community nuisance and anti-social behaviour; improved child behaviour, family cohesion other aspects of good community relations. Work would still continue, but at a reduced level. The implication is that fewer disadvantaged families would benefit, but the overall impact is expected to be small.		
15. If an adverse/negative impact has been identified can it be justified on grounds of promoting equality of opportunity for one group or for any other reason?	Minimal adverse impacts have been identified. Justification is the need for the Directorate to be reducing its budgets to meet overall Council spending targets. Some actions to mitigate this impact are noted in the action plan below.		
16. If there is any difference in the impact of the activity when considered for each of the equality groups listed in 8 – 14 above; how significant is the difference in terms of its nature and the number of people likely to be affected?	The impact associated with all equality groups will be similar, however the service does support vulnerable and disadvantaged children, young people and families and therefore not as many families can be supported.		
17. Could the impact constitute unlawful discrimination in relation to any of the Equality Duties?	Y	N	Extended services work is discretionary preventative work designed to have a positive impact.
18. What further information or data is required to better understand the impact? Where and how can that information be obtained?	The Council's budget consultation in December 2010 will enable consultation with equality groups on the budget proposals the consultation responses and results will be added to the impact assessment.		
19. On the basis of sections 7 – 17 above is a full impact assessment required?	Y	N	A feature of extended services' work is its inclusive approach meaning that if issues are identified they can be addressed through whatever mechanisms are agreed to be necessary.
20. If a full impact assessment is not required; what actions will you take to reduce or remove any potential differential/adverse impact, to further promote equality of opportunity through this activity or to obtain further information or data? Please complete the action plan in full, adding more rows as needed.			
Action	Timescale	Person Responsible	Milestone/Success Criteria
Effective communication with partner agencies	Ongoing	Extended Services Manager	Additional work implications for partner agencies are minimised.

Annexe H(vii)

Explore potential to realise extended services aims through SLA direct with schools	Ongoing	Extended Services Manager	Work towards the same or similar aims continues
21. Which service, business or work plan will these actions be included in?	Community Activities and Services Group.		
22. Have any current actions to address issues for any of the groups or examples of good practice been identified as part of the screening?	<p>Work with the Nepali community.</p> <p>Intergenerational work.</p> <p>Work with economically disadvantaged families</p> <p>Family Support Advisers working in schools.</p>		
23. Chief Officer's signature.	Signature:		Date: 7/2/11
24. Which PMR will this screening be reported in?	C, YP & L		

When complete please send to abby.thomas@bracknell-forest.gov.uk for publication on the Council's website.