

Equality Impact Assessment

Introduction

The Council's Single Equality Scheme states that:

“We will achieve equality of opportunity by removing direct and indirect discrimination wherever it exists. It is recognised that people may be disadvantaged because of their: age; gender; race, colour, ethnic, national, cultural or social origin; disability; religious belief, or non belief; marital status, family circumstances, or caring responsibilities; sexual orientation; class, level of income, or housing circumstances; membership or non membership of trade unions, or involvement or non involvement in trade union activity.”

The Single Equality Scheme brings together action plans for Race, Gender and Disability equality, meeting the Council's statutory duties in these areas. The scheme also goes beyond these three streams and begins to consider how the Council develops its approach to equalities and diversity for all residents of Stockton in response to the recent Equalities Review report, Discrimination Law Review and the report of the Commission on Integration and Cohesion. The Council is also committed to responding to all diversity related legislation and the single equality scheme is the best mechanism for achieving this. Equality Impact Assessments play an integral role in ensuring that all the council policies are operating to support these aims to offer the highest level of service for all our residents

What is an Equality Impact Assessment?

An Equality Impact Assessment (EIA) is a tool to enable individuals and services to think carefully about and measure the impact that procedures, policies and strategies will have on all its service users. EIAs can be used to assess whether the policies that guide your work, the procedures you operate and the day-to-day working practices you have developed are likely to have a positive or negative impact across the diverse communities we serve in the Borough. This will enable us to plan out or minimise any negative consequences across the diversity strands:

- Age
- Disability
- Faith
- Gender
- Race
- Sexual Orientation
- Community Cohesion

We can then take action to prevent and eliminate unlawful direct and indirect discrimination, promote equality of opportunity and contribute positively to community cohesion objectives. Providing services that do not discriminate also leads to better quality services and increased satisfaction.

Why Undertake Impact Assessments?

Improving the services we offer

The purpose of Equality Impact Assessment is to improve the work of the Authority by ensuring it does not discriminate in the way it provides services and employment and that we promote equality and positive community relations across the six diversity strands. To understand why EIAs are necessary requires agreement that equality is not about treating everyone the same. It may mean accommodating individual requirements and taking the needs of different communities and groups into account when delivering services. The outcomes of a service must be the same for all service users, however the way they receive that service may very well differ.

Being systematic about how we measure impact

This guide will provide you with a means of systematically assessing and recording the actual, potential or likely impact of a service or project on particular groups and identifying associated actions to improve services. EIAs are a good method of analysing what we are doing using the service user and their needs as our focus as well as considering potential impact of any new strategies.

The benefits of impact assessments include:

- Identifying whether we are excluding different groups from any of our services
- Identifying if direct or indirect discrimination exists
- Allowing us to consider alternative policies or strategies to address adverse impact
- Enabling us to embed equality issues into all our policy areas and everyday practice
- Targeting resources more effectively
- Developing a better understanding of the needs and aspirations of the diverse communities that we serve
- Developing good practice that promotes equality across all the diversity strands
- Raising public satisfaction with services and the Council
- Allowing us to understand whether the way we provide services is helping communities to come together.

It is a Statutory Requirement

There are specific statutory duties for race, disability and gender through the Race Relations (Amendment) Act 2000, the Disability Discrimination (Amendment) Act 2005 and the Equality Act 2006 to ensure that our policies and practices do not discriminate against any group within our community and that we promote equality of opportunity and good community relations. This impact assessment however will extend beyond this to cover age, faith and belief and sexual orientation as well as disability, race and gender. This will ensure that we are working with other statutory equality drivers including the Sex Discrimination Act, the European Directives on age, faith and sexual orientation and the Equality Standard for Local Government.

Links to other Council Initiatives

The work we do on Equality Impact Assessments will link to a number of other local and national priorities including:

Comprehensive Performance Assessment

If our services are to be of the highest quality, which is the aim of CPA, they need to be provided in a way that ensures they meet the diverse needs of all our service users.

Service and Business Unit Planning

Actions identified within Equality Impact Assessments will feed into a range of Council plans at all levels, including corporate, service and, business unit planning.

Community Cohesion

The outcomes of Equality Impact assessments will feed into the Community Cohesion Strategy and our work with key partners on the Local Strategic Partnership

Resident Satisfaction

Ensuring our services are delivered in a non-discriminatory way and meet the needs of all residents will be reflected in increased resident satisfaction results.

The Completed Equality Impact Assessment

Equality Impact Assessments need to be part of the early stages of policy development so that they can be incorporated into any decisions. Whilst they can and will be used retrospectively for policies already approved and functions currently operating, they should never be considered a “bolt-on” to be used to complete the policy development process. Incorporating Equality Impact Assessments into the planning and delivery of services will enable us to integrate and embed equality principles into all areas and aspects of the council’s service delivery. The completed Equality Impact Assessments should be returned to the Diversity Team diversity@stockton.gov.uk who will publish them on the Diversity section of the council’s website. This meets our statutory duty to publish equality impact assessments. New policies will not be given Cabinet or Council approval without a completed Equality Impact Assessment.

The 3 Stage Process- Guidance Notes

Once you have identified the aims and objectives of your policy, the 3 Stage Process gives you a robust mechanism to systematically assess it for the impact across the six strands of diversity.

Stage 1 - Collecting information and data to support the assessment

An effective EIA relies on the effective analysis of both qualitative and quantitative data whether externally or internally developed as this gives us a clear description of the effectiveness of our service provision. Whilst it is tempting to undertake consultation exercises to support your EIA, you are likely to have already undertaken much data collection work throughout the early stages of the policy development, or through an existing policy's ongoing delivery and monitoring. Any decision to collect new data or introduce new monitoring needs to be in proportion to the importance of the policy or service, and mindful of the additional systems or investment that will be required to provide this.

In order to complete the impact assessment you will need to:

- Consider what information or data you have available either within your service or elsewhere in the Council and whether any further data will be needed.
- Use both quantitative (e.g. census, BVPI, Resident Satisfaction, national statistics, research, economic and workforce profile) and qualitative data (customer feedback information, complaints about the service, policy or function)
- There are comprehensive equality profiles available on the equality and diversity pages on the Stockton Borough Council website to support the EIA process www.stockton.gov.uk/yourcouncil/33299/
- Consider information about the take-up and investigate who is not able to access the service or benefit from the policy

Use this data to identify the significant findings or trends, relating to the policy area and any impact across the 6 strands. It will be your judgement to identify what constitutes a significant impact but you must be mindful to consider all data which reflects difference between different groups. The person undertaking the EIA should clearly identify and document gaps and inadequacies in data, explain how these will be addressed and how future impact will be monitored.

Stage 2 - Scoring the Policy / Function

Once all the information available has been gathered and considered, you can move onto scoring the policy for impact. A simple scoring system and chart is included on the proforma. Again the judgement on whether the policy is having / is likely to have a positive or negative effect under each of the headings is your own, but to help inform the judgement you should bear the following key considerations in mind when coming to your conclusions:

- Will / does the policy / function involve, or have consequences for, the people the council serves or employs?
- Are there any customer groups which might be expected to benefit from the policy / function but do not?
- Is there any reason that people's access to a service may be affected differently by the proposed policy due to age, disability, faith and belief, gender, race or sexual orientation?
- Is there any evidence that any part of the policy / function could discriminate unlawfully either directly or indirectly across the diversity strands?
- Are there any groups which are not satisfied with the policy / function or are more likely to make complaints?
- Is there a need to gather further information in order to assess this policy / function?
- Are there any barriers to the policy / function being received equally by all residents?
- Will the policy / function create the opportunity for integration?

The headings that you are being asked to score the policy against are taken from the range of equality duties that the council is required to operate within in order to demonstrate that our services offer true equality of access. This is recommended practice from the Commission for Racial Equality.

If you don't have enough data to make a judgement about the impact of the policy this needs to be recorded as 2ND to indicate that the anticipated neutral impact is not based on the data analysis. Where this occurs one of the actions recorded in the action plan will be to show how the lack of data will be addressed prior to the next review.

Some examples of positive and negative impacts are given below; use them to inform your deliberations. Remember something designed to offer extra support to one group of people may also have a positive or negative impact on others and you must be mindful of this. The examples highlight the need to gather and interpret high quality data and to fully understand your customer profile:

Example 1

The council has proposed a policy of only using meeting rooms that are fully accessible for disabled people. The data analysis identifies that there are no accessible meeting rooms which can be used located in the area of the town where the majority of BME residents live, therefore there will be a positive impact for disabled people in that all meetings will now be fully accessible

But

It may have a negative impact on the number of BME residents attending meetings as they will have further to travel to meeting venues.

Example 2

The Youth Service is proposing to increase its youth club provision by purchasing another double-decker Youth Bus. This will increase the number of youth club sessions substantially. The policy will therefore have a positive impact for young people by increasing youth provision across the borough

But

It may have a negative impact because data analysis has identified that access to the Youth Buses is limited for disabled young people who are already underrepresented as service users.

Example 3

Following consultation with their large print borrowers, the Library Service is proposing to produce a range of new information leaflets in large print. The policy will have a positive impact for disabled users as supported by the consultation findings

And

It will also benefit other groups, especially older people.

Where you make a judgement what you are impact assessing will have a positive impact (3), then you will be asked to evidence this and indicate the areas of the policy / function that are demonstrating this positive impact.

Once you have completed the scoring exercise, you will arrive at a total score for the policy / function under review. This score will assist the Diversity Team in determining whether any further work is required.

You may find that for some of the diversity strands there is no evidence to identify either a clear positive or negative impact for the policy function. In this case the score will be 2 (neutral impact) but this will indicate that future data collection needs to investigate this area and that subsequent review of the policy may be required.

Based on the score and the responses in other areas, the Diversity Team will consider whether the policy / function is likely to have a negative impact on one or more groups within the diversity strands and will advise on steps to mitigate this adverse impact before the policy can be implemented, or change it as soon as possible if already in place. This will be either by:

- **Changing the policy / function or amending the way it is delivered** to address stakeholder concerns or issues highlighted by the data or
- **Substantiating the aims of the policy / function as originally proposed** even when it could affect some people or groups adversely, for example because of the policy's importance to meet the specific needs of particular groups and there is no other way of achieving the aims of the policy. This should only be used when the negative impact of not pursuing the policy would be greater than its amendment or withdrawal. As such it should only be used on rare occasions.

Stage 3 Publication and Monitoring

Once you have completed the EIA form, you will need to complete the summary sheet which gives space to indicate EIA score for the policy / function under review and also detail any remedial action required. You will then need to return the whole form to the Diversity Team diversity@stockton.gov.uk who will consider the assessment and make any suggestions or comments where appropriate. Once the assessment is agreed the summary form will be published on the internet under the Equality and Diversity section of the Council's homepage.

Following completion of the EIA process and even if the function / policy under review scores highly you will need to be conscious of the ongoing monitoring process which includes:

- submitting the Equality Impact Assessment Proforma to the Diversity Team for quality assurance checking and publication
- reviewing the equality impact of the policy / function at least on an annual basis and recording any changes
- reviewing the equality impact of the policy / function if it is amended
- including any remedial actions into Service Improvement Plans where required

It is vital to monitor policies / functions continuously to ensure that they are not having any adverse impact on people across the different diversity strands and to be aware that even if the policy / function doesn't change that the needs of communities which it is designed to serve may well do so.

Equality Impact Assessment

Section One: About the Strategy / Policy / Function - *instructions appear in the status bar at bottom of screen*

Service Group DNS	Service Libraries	Section Culture & Leisure	Lead Officer For EIA Mark Freeman
Support Officer(S) [REDACTED]		EIA Completion Date [REDACTED]	
1) Name of policy / function	Library Service Review		
2) Is this new or existing?	New		
3) What is the overall aim(s) of the policy / function?	To continue to provide a comprehensive and efficient Library Service whilst recognising a need for the Council to reduce assets across the borough. To make overall savings of £400,000 within libraries' budgets.		
4) What are the objectives of the policy / function?	Explore options for co-location, reduction of opening hours or closure of Billingham Library.		

<p>5) Who implements this policy / function within Stockton-on-Tees and how?</p>	<p>Libraries & Heritage Manager</p>
<p>6) Are there any partner agencies involved in the delivery of this policy / function? If so, whom?</p>	<p>Council's Asset Review Board, Xentrall Shared Services HR Team, Council's Technical Services department</p>
<p>7) Are other services affected by this policy / function? If yes which are they?</p>	<p>Schools; Billingham South Community Primary School, High Clarence Primary, St John's RC Primary (Schools either bring classes to visit the library or have library staff visit the school.)</p> <p>Community Groups and Library-led groups; Adult Reading Groups, Poetry Group, Children's Reading Group, Homework Club</p> <p>Service Providers; Councillor's Ward Surgeries, Police Surgeries, organisations and charities who provide information via campaigns, exhibitions and displays e.g. Macmillan Cancer Care, Housing Advice.</p>

Data Review and Analysis

The data analysis should be used to identify who are the actual and potential customers for this policy. And any significant findings across the diversity strands i.e. any data that shows a difference or tells a story about the strand

NATIONALLY COLLECTED DATA e.g. Census 2001, Labour Force Survey etc.

Please list significant findings for age, disability, faith/belief, gender, race, sexual orientation and community cohesion.

Billingham Library is the nearest library to residents living in the Billingham South Ward. The following data is taken from Stockton Borough Council Ward Profiles that have been compiled using Census 2001, Place Survey 2008, Tees Valley Unlimited 2010, Indices of Multiple Deprivation 2010 and Council MIS data. Figures relating to economic activity are taken from Census 2011.

Billingham South Ward

The People

Estimated population 6775

64.2% aged 16-64

14.9% aged 65+

21% aged 0-15

The Place

62.4% of residents own their home

29.7% of residents occupy social housing

7.3% of residents rent from private landlords

Billingham South is estimated to be ranked within the 16.1% most overall deprived Wards nationally.

Education

At Key Stage 4, 40% of pupils achieved 5 or more A*-C grades at GCSE including English and Maths

35.1% of residents have no qualifications, 21.5% have Level 1 qualifications, 20.6% have Level 2 qualifications, 5.9% have Level 3 qualifications, 8.8% have Level 4/5 qualifications.

Employment

Economically active: in employment 58.3%.

Economically inactive 31.7%, of which 14.3% are retired.

2.9% of residents provide 50+ hours of unpaid care per week

Equality and Diversity

95.5% of residents were born in England, 98.2% of residents define themselves as White: British

0.5% of residents define themselves as White: Other White

0.4% of residents define themselves as White: Irish

0.2% of residents define themselves as Asian or Asian British: Pakistani

85.5% of residents state religion as Christian

9.7% of residents state they have no religion

Health and Wellbeing

64.9% of residents considered themselves to be in good health

21.5% of residents had a limiting long term illness at the time of the Census 2001

31.5% of residents feel that older people receive support to live at home for as long as they want

Impact assessment

The actual and potential customers who will be affected by the co-location, reduction of hours or closure of Billingham Library are the residents within the ward listed above.

Co-location with another service provider would reduce the running costs of the library in terms of building maintenance and utility charges. Co-location would mean moving from the current site and therefore increasing the distance to the library for some residents. This could have a negative impact on elderly residents and those with a disability who would have difficulty travelling an extra distance. Opening hours would need to be considered in light of the new premises and the function of the co-locating service provider, potentially resulting in a reduction of opening hours. This, in turn, would reduce opportunities for residents and local groups to meet and interact with each other. There would be no specific impact in relation to gender, belief, race or sexual orientation. Currently there are no suitable premises within which this library could co-locate.

Reduction of opening hours at the current library site would reduce the running costs of the library in terms of required staffing and utility charges, although the savings for the latter would be relatively small. The library would continue to provide the core library services, but for less time. The impact for residents would largely be in relation to restrictions of access to the library at a time convenient to the resident and the length of time the service would be available to them. Groups meeting in the library, e.g. Reading Group, may have to change the day or time of their meeting. Schools would receive less outreach time from library staff and opportunity for class visits to the library would be reduced. New opening hours could also have a negative impact on pupils seeking homework support after school.

There is potential for a negative impact on community cohesion as the library is a place for socialising, meeting friends and keeping up to date with local news and information. A reduction of opening hours would mean less opportunity for this kind of interaction within the community, with a potentially negative impact on families, elderly residents, residents with a disability and those who feel isolated. Consultation with residents over new opening hours would ensure that the library service meets the needs of the community as far as it possibly can. There would be no impact specific to gender, belief, race or sexual orientation.

Closure of the library would have a much greater impact on residents. The next nearest libraries (Roseberry and Norton) are a distance of 1.2 miles and 1.5 miles away, creating difficulties for those with mobility issues to access a library building. There is a good bus route connecting Old Billingham to surrounding areas, including Billingham Town Centre and Norton. Under current proposals a new Billingham Library is to be built in Billingham Town Centre, with both the current Billingham Library and Roseberry Library integrating into one building. This will have little impact on the distance to travel from the current Billingham Library to the new building. However, those facing financial constraints may find it difficult to afford travel expenses. This could affect unemployed residents requiring free Internet access at the library for job seeking purposes, similarly, those residents requiring Internet access that they can't afford at home.

Local schools would only be able to make class visits to a library if they were prepared to travel and outreach activity into schools would be reduced. Mobile Library provision could support the link between public library service and schools, providing there is adequate access for the vehicle. Pupils seeking homework support, free Internet access and printing facilities would need to travel to either Roseberry or Norton libraries for the nearest provision. The importance of reading for pleasure in a child's development and education has been well documented. The removal of a free local library service, where reading for both pleasure and learning is supported and encouraged, could have a detrimental affect on the younger members of this community.

There is potential for a negative impact on community cohesion as the library is a place for socialising, meeting friends and keeping up to date with local news and information. Given the lack of other community facilities in this area closing the library would greatly reduce the opportunity for this kind of interaction within the community, with a significantly negative impact on families, elderly residents, residents with a disability or mobility issues and those who feel isolated. Similarly, the potential impact on the health and wellbeing of local residents must be considered. The Home Library Service could deliver library services to the homes of residents who would struggle to get to a neighbouring library. There would be no impact specific to gender, belief, race or sexual orientation.

LOCALLY COLLECTED DATA e.g. IPSOS MORI Household Survey, BVPIs, Viewpoint

Please list significant findings for age, disability, faith/belief, gender, race sexual orientation and community cohesion

Results from the IPSOS MORI Survey 2012 indicate a 73% satisfaction rate for the Library Service, up from 69% in the 2008 Place Survey. Of those respondents who are library users 83% were satisfied with local libraries.

Thinking about which service areas most need improving respondents indicated Cultural Facilities (e.g. libraries, museums) rated low on the list of top issues.

When considering places respondents felt to be important to meet and get together with others, libraries rated 7% most important, however, it was noted that some places are more important for residents who are perhaps more vulnerable than others. Specifically, amongst older people aged 65+, 13% are more likely to frequent libraries to socialise, social tenants are 12% more likely to meet others in libraries and those with a disability are 10% more likely to visit libraries for social activity.

57% of respondents used libraries within the last year, with retired people being the most likely of all demographic groups to use local libraries.

In the period 2011/12 Billingham Library received 98 School visits and visited Schools 165 times, children attending these visits numbered 3381.

Billingham Library delivered 79 adults activities during the period 11/12 with 682 people attending, these included Reading Groups, ICT courses and Police/Ward Surgeries.

Billingham Library delivered 275 children's activities during the period 11/12 with 2230 children attending, these included Craft Sessions, Homework Help, and a Reading Group.

67 Children took part in the Summer Reading Challenge at Billingham Library.

SERVICE AREA COLLECTED DATA e.g. Comments and Complaints, User Surveys, Evaluation Forms.

Please list significant findings for age, disability, faith/belief, gender, race sexual orientation and community cohesion

- Billingham Library serves 3 local schools, providing library skills sessions and storytimes, a total of 3381 children in 2011/12 via schools.
- Bookstart packs delivered to families via Billingham Library: 10 packs during 2011/12.
- Library Visitor figures for 2011/12: 28,274, maintaining the previous year's figures.

- Stock issue figures for 2011/12 place Billingham Library as 8th highest issuing library in the Borough with 56,913 issues. Figures to date for 2012/13 (April-December) maintain Billingham Library's 8th place with 33,396 issues so far.

Public Library Consultation Stage 1: 9.8% of respondents were users of Billingham Library.

Suggested changes to help reduce costs; comments specifically identifying Billingham Library:

"1. Why have two libraries in Billingham? 2. Why have a library in Yarm and Eggescliffe? Closing of two libraries, and realising the value of the properties, more than solves the budget requirements"

"Amalgamation of Bedale library with Rosberry library"

"Close Bedale Library (Billingham)"

"Close on Monday all day. For all branches- excluding Stockton Central Library. Close Bedale Ave (Billingham), Eggescliffe and Westbury St (Thornaby)"

"Close Thornaby Westbury Street and Billingham Bedale library's as there are 2 library's in these areas. Alternatively massively reduce the opening hours of these library's to reduce cost."

"I am very satisfied with the services and staff st Bedale Ave"

"I find Bedale Ave branch very welcoming with helpful friendly staff. Comfortable seats for a rest which I need during the visit"

"Only Have late Night Opening in one Library In Billingham Seems Silly When Bedale Library Is empty most evenings"

Suggested changes to help improve Stockton Library Service; comments specifically identifying Billingham Library:

"Gradual improvement to older library buildings e.g. Bedale which does not seem to have changes in last 50 years"

"Open Bedale library and Roseworth libraries etc for 9am to catch mums coming back from school runs"

Other priorities; comments made by Billingham Library users:

"A wide range and up to date stock of children's books to aid learning and story telling."

"As a non driver and not too mobile our local library is most important"

"Children coming to the library when at school"

"I feel branch libraries, such as the Bedale branch are a fundamental part of the community and it is a prime responsibility of the Council to continue to provide such a service"

"Order books and have them delivered from other branches or other areas. This is quite important"

"To be able to order a book not in stock at my library and to receive it in a couple of days later having been informed by the friendly staff that it has arrived. This is very important to me. Long may our libraries stay open, they are a life line!!!"

Results from the **Libraries Observational Study 2012** indicated that of those responding to the questionnaire at Billingham Library 50% travelled to the library on foot, 40% by car and 33% visit the library on a weekly basis. The average amount of time spent in the library was 30 minutes per visit and out of 52 Billingham Library users 20 also choose to use Roseberry Library, Billingham Town Centre.

Comments and Complaints (a selection from 2012-13)

"Excellent computers. Needed a route and had it in minutes."

"I like coming here because there are so many books I haven't read and the staff are nice"

"I wish I'd rang you earlier I have been passed around from dept to dept to get number of Citizens Advice. Thank you. Well done the Library"

"I would never have known that you sold magnifying bookmarks if I hadn't read the newsletter"

"Many thank yous from the Chatterbooks group"

"Many comments (11) regarding the excellent service of the Homework Club and how useful it is"

"Main Switchboard rang to ask how can we find a postcode. No internet access, postcode for Oldham Lancs. Got back with information "Brilliant, what a service" was the comment"

"Very impressed with how quickly reservations come - what an excellent service"

"I'd rather join the Reading Challenge here and travel the 8 miles!"

"Lady has started to come to this library because there was more paperbacks plus she said she found the staff really nice"

"The craft sessions are excellent. It would be nice if they were more regular (in term time)."

"A lady came into the library to get a book that had been reviewed by the newsletter she was thrilled that it was in stock when she came in."

"70th Birthday celebrations for Library. What wonderful music. I didn't know the library was 70, its such a lovely atmosphere and wonderful library. I live in Norton but travel here especially."

"The 'Mums on the Run' display was really well placed. I can pick the books I want while my sons pick their books."

"The children greatly enjoy the visits from the library to the nursery. They enjoyed 'Hairy McClary' so much that they bought a DVD of it!"

"I love reading your newsletter, it is really good to have with a nice cup of tea"

"I've never been here before - what a lovely library! It looks so nice and tidy. I live in Middlesbrough, but if I am working nearby regularly I think I might join."

"Thank you so much for allowing me to spend a week working in Billingham. I really enjoyed the week and I learnt a lot from it. The experience was very rewarding, and I may work in a library in the future."

"A little girl gave me flowers saying "I really enjoy the nice stories you read to us""

"Class visit on National Poetry Day. Better than anything I could have done. "Fantastic""

"We really appreciate the library coming to the school. The children love the books and they really help them - their reading has improved because they are getting the books."

"A borrower who doesn't use us very often complimenting us on our current newsletter which includes a children's newsletter advertising our homework club. Thought is was an excellent idea."

"I'm glad you had that Jack Stalwart display - my son is now hooked, he's read all of them.. It's so hard to get boys interested in reading."

"I love this library - you feel it is a real library the moment you come in. I prefer it to the more modern building in the town centre."

"We are very lucky to have the library to support and provide books for our reading group. I have spoken to other groups around

the country and many have to buy their books in, we are very lucky that we can borrow them. I would like you to know how much we appreciate your service."

"My daughter has autism and the staff are always so good with her."

"The Ancestry Taster session you are running is an excellent idea"

"Own printer not working at home. Came to use library PCs found it an 'excellent service'"

"What I like about this library is it is the nearest to home. The friendly helpful staff. The use of the computer"

"Well stocked for a small library. Local Information. Homework support"

A collection of comments and questions put forward at the public drop-in session at Billingham Library as part of Public Libraries Consultation Stage 2 (February 2013)

"It would be a shame to lose the library, I use it a lot, the whole family does. Tend to use it for books rather than IT"

"A fundamental part of what the Council should do"

"If it is shut down what happens to the building – left derelict, to be vandalised?"




































"Any way of raising revenue?"

"I would be devastated to lose this library. It's wonderful to see school classes coming in, it stimulates their interest. Staff are great"

"Part-time opening wouldn't help then?"

Stage 2 Scoring the Policy

Now that you have all the information available you can move onto scoring the policy for impact:

	Does it reduce discrimination?	Does it or is it likely to promote equality of opportunity?	Does it promote good relations between these groups?	Does it encourage participation in public life and access to council services?	Does it promote positive attitudes and images to different groups?	Total Score for strand
Age	 1 <input type="checkbox"/>	 2 <input type="checkbox"/>	 2 <input type="checkbox"/>	 1 <input type="checkbox"/>	 2 <input type="checkbox"/>	8
Disability	 2 <input type="checkbox"/>	 2 <input type="checkbox"/>	 2 <input type="checkbox"/>	 1 <input type="checkbox"/>	 2 <input type="checkbox"/>	9
Faith/Belief	 2 <input type="checkbox"/>	 2 <input type="checkbox"/>	 2 <input type="checkbox"/>	 1 <input type="checkbox"/>	 2 <input type="checkbox"/>	9
Gender	 2 <input type="checkbox"/>	 2 <input type="checkbox"/>	 2 <input type="checkbox"/>	 1 <input type="checkbox"/>	 2 <input type="checkbox"/>	9
Race	 2 <input type="checkbox"/>	 2 <input type="checkbox"/>	 2 <input type="checkbox"/>	 1 <input type="checkbox"/>	 2 <input type="checkbox"/>	9
Sexual Orientation	 2 <input type="checkbox"/>	 2 <input type="checkbox"/>	 2 <input type="checkbox"/>	 1 <input type="checkbox"/>	 2 <input type="checkbox"/>	9
Community Cohesion	 1 <input type="checkbox"/>	 2 <input type="checkbox"/>	 2 <input type="checkbox"/>	 1 <input type="checkbox"/>	 2 <input type="checkbox"/>	8
Total Score						61

Scoring System:

- Score 3 if the policy has a positive effect
- Score 2 if the policy has a neutral effect
- Score 1 if the policy has a negative effect
- If a score has been awarded due to lack of data rather than anticipated effect please indicate by using **the check box**

Evidencing the Score - Positive impact scores (3) should be evidenced in the table below. This is not a repeat of the data in the review and analysis section but a demonstration of how the policy or strategy is having a positive impact. For example, if there is a specific section in a document that sets out what you are trying to achieve, please reference here.

Score being evidenced	Reference / Source / Justification for the score

Equality Impact Assessment Summary

Name of policy / function	Library Service Review	
Service Group	Service	Lead Officer For EIA
DNS	Libraries	Mark Freeman
Support Officer(S)		EIA Completion Date

Action Plan:

This action plan highlights that will address the issues highlighted in the Equalities Impact Assessment. Longer term issues will be developed into actions within the relevant Service Improvement Plan. They will also be included in the Disability, Gender and Race Action plans that form part of the Council's Single Equality Scheme

Objective - To ensure Policy / Function is being delivered so all residents have equal opportunities to benefit from its aims and objectives.		
Key Actions	Who is responsible?	Timescale
Opening hours need to be flexible in terms of ensuring the library is accessible over the greatest range of times. This will be done in consultation with the community.	Library Management Team	end of April 2014
Identify vulnerable groups in the community , offering alternative methods of delivery, for example Home Library Service, Mobile Library Service.	Library Management Team	ongoing
Explore solutions for the support of activities, events and outreach work. This would allow continuation of library-led groups who meet regularly. Use of specialist librarians, for example Children & Young Person's Librarian, to support outreach activity to schools.	Library Management Team	ongoing

Explore options for the use of the library building out of hours, and the risks involved.	Library Management Team	end of April 2014
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Stage 3 Publication and Monitoring Date of Publication Date Set for Review	Published Score
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