

Initial Equalities Screening Record Form

Date of Screening:	Directorate: ECC	Section: Recreation	
1. Activity to be assessed	Transfer of community access to Edgbarrow and Sandhurst 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 type="checkbox"/> Y Service <input type="checkbox"/> Organisational change		
3. Is it a new or existing activity?	<input type="checkbox"/> New <input type="checkbox"/> Y Existing		
4. Officer responsible for the screening	Gareth Jones		
5. Who are the members of the screening team?	N/A		
6. What is the purpose of the activity?	Community access to the leisure facilities at Edgbarrow and Sandhurst Schools are currently managed by the Leisure Division. A potential alternative would be for the schools to manage this access. The difference between the two is that full “pay and play” access would be replaced by a “block booking” system which is not in itself at all unusual on school facilities		
7. Who is the activity designed to benefit/target?	The general public in the Crowthorne and Sandhurst areas		
Protected Characteristics	Please tick yes or no	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.	What evidence do you have to support this? E.g equality monitoring data, consultation results, customer satisfaction information etc Please add a narrative to justify your claims around impacts and describe the analysis and interpretation of evidence to support your conclusion as this will inform members decision making, include consultation results/satisfaction information/equality monitoring data
8. Disability Equality – this can include physical, mental health, learning or sensory disabilities and includes conditions such as dementia as well as hearing or sight impairment.	N	Access to facilities will still be possible but in future would need to be planned and booked	Schools have agreed to offer controlled access to facilities
9. Racial equality	N	Access to facilities will still be possible but in future would need to be planned and booked	Schools have agreed to offer controlled access to facilities
10. Gender equality	N	Access to facilities will still be possible but in future would need to be planned and booked	Schools have agreed to offer controlled access to facilities

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11. Sexual orientation equality		N	Access to facilities will still be possible but in future would need to be planned and booked	Schools have agreed to offer controlled access to facilities
12. Gender re-assignment	Y	N	Access to facilities will still be possible but in future would need to be planned and booked	Schools have agreed to offer controlled access to facilities
13. Age equality	Y	N	Access to facilities will still be possible but in future would need to be planned and booked	Schools have agreed to offer controlled access to facilities
14. Religion and belief equality	Y	N	Access to facilities will still be possible but in future would need to be planned and booked	Schools have agreed to offer controlled access to facilities
15. Pregnancy and maternity equality	Y	N	Access to facilities will still be possible but in future would need to be planned and booked	Schools have agreed to offer controlled access to facilities
16. Marriage and civil partnership equality	Y	N	Access to facilities will still be possible but in future would need to be planned and booked	Schools have agreed to offer controlled access to facilities
17. Please give details of any other potential impacts on any other group (e.g. those on lower incomes/carers/ex-offenders, armed forces communities) and on promoting good community relations.	Prices may increase and this may have an impact on those with lower incomes			
18. 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?	None identified for any of the protected groups			
19. 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?	N/A			
20. Could the impact constitute unlawful discrimination in relation to any of the Equality Duties?		N		

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<p>21. What further information or data is required to better understand the impact? Where and how can that information be obtained?</p>	<p>The proposal for altering community access will be made with an accompanying questionnaire which will collect detailed equality information from users of the service.</p>		
<p>22. On the basis of sections 7 – 17 above is a full impact assessment required?</p>		<p>N</p>	<p>Other than the decision to consult, no action will follow as a consequence of this report. However, the initial screening does not indicate any discrimination against any of the protected groups but more detailed information will be gleaned via the questionnaire.</p>
<p>23. 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>None at this time</p>			
<p>24. Which service, business or work plan will these actions be included in?</p>	<p>Environment, Culture and Communities</p>		
<p>25. Please list the current actions undertaken to advance equality or examples of good practice identified as part of the screening?</p>	<p>Further equalities information is being sought via questionnaire</p>		
<p>26. Chief Officers signature.</p>	<p>Signature:</p>	<p>Vincent Paliczka</p>	<p>Date:21/06/16</p>