

SSDC Equality Analysis Template (2017)

Page 1: What is Equality Analysis?

Q1. Q1.1 Please describe the change that is the subject of this EqA i.e. the introduction of a new, or significant change to an existing, policy strategy, service or function .

A new Street Trading Policy has been developed

Page 2: EQUALITY ANALYSIS (EA)

Q2. Q2.1 What information have you used to analyse the effects on equality, particularly in relation to protected groups?

The Scrutiny Task Group review of the revised Street Trading Policy (including fees and charges) supported by the licensing manager considered a significant volume of research material from other councils and also carried out a comprehensive nine week consultation exercise which included a press release and sending copies of the draft policy to all town and parish councils, current traders and carnival committees.

Q3. Q2.2 What has this information told you about the potential effect on equality, particularly in relation to the protected groups?

As one of a number of licensing functions discharged by the district council, street trading doesn't have the same obvious implications for protected groups as other areas of the work of the service, such as taxi licensing.

The responses received to this at the end of the consultation process plus the volume of debate both within the task and finish group, then at Scrutiny AND licensing committees and then finally at Full Council was sufficiently wide ranging and detailed to be confident that there are no implications for protected groups.

Q4. Q2.3 The Equality Act Aims to: Eliminate unlawful discrimination, harassment and victimisation Advance equality of opportunity Foster good relations With these three aims in mind, what is your assessment of the likely impact of the policy, strategy, service or function on the following?:

	Likely to benefit (Positive Impact)	Likely to disadvantage (Negative Impact)	No specific impact
People from different age groups	X		
Men or women	X		
Women who are pregnant or have recently given birth			X
People who have undergone, are proposing or are undergoing gender reassignment			X
People with disabilities or carers			X
People from different religions, belief or faith (including those with no belief)			X
People of different race or ethnicity			X
People who are lesbian, gay or bisexual			X
Marriage/Civil Partnership			X
People who are serving or have served in the armed forces and their families* (* this group is not protected by the Equality Act but are still potentially vulnerable or at risk of exclusion)			X

Q5. Q2.4 Where you have indicated a Positive or Negative Impact in Q2.3, please describe in more detail what the specific Impacts are.

Persons from different age groups and men and woman are likely to make up some of the street trader groups that will now be exempt from the requirement for licensing, this will have a positive impact on both them and the carnival organising committees

Q6. Q2.5 What actions will be, or have been taken to either mitigate any negative impacts or create a positive impact as identified in Q4?

None required as none identified

Q7. Q2.6 If there is a need to review the EqA, when do you propose to do this?

No Response

Q8. Q2.7 How will you monitor the impact that the decision or policy has had on protected groups?

There is not expected to be any adverse impact

Q9. Q3.1 Date and name of Officer Completing the EqA

* 07/06/2017

Name of Officer Completing the EqA and Date Completed

Nigel J Marston

Q10. Q3.2 Date and name of the Line Manager/Senior Manager approving the EqA

* 09/06/2017

Name of the Line Manager approving the EqA

Laurence Willis

Q11. Q3.3 Date and Name of the Equality Coordinator signing off the EA

* 15/08/2017

Name of the Equality Coordinator

David Crisfield

Q12. Q3.4 Any Comments

I believe the assessment is absolutely correct and any impact will only be positive in terms of the operation of the policy, and in particular the new freedoms for carnivals. However, when you publish the new policy, I would ask you to consider how people who may have English as a second language or who may have difficulty reading or limited access to on line facilities can be informed about the policy and supported to make applications so they don't inadvertently break the rules.

Thankyou

Laurence