

### Equality Impact Assessment

<b>Title of the policy/report /strategy/service</b>	Hackney Carriage and Private Hire Licensing Policy
<b>Date</b>	2 <sup>nd</sup> January 2012
<b>Lead Officer</b>	Sarah Greenway
<b>Who else is involved in undertaking this assessment?</b>	Ruth Hollingsworth, Elizabeth Blackburn, Mel Adams and Stephanie Quayle

#### Step 1 – Overview of policy/function being assessed

<b>A. Outline: What is the purpose of this policy? (specify aims and objectives)</b>
<ul style="list-style-type: none"> <li>• To regulate and control specific licensable activities <i>in respect of taxi drivers, taxi operators, customers on disabled people, lone women, vulnerable adults and children.</i></li> <li>• To provide an effective enforcement regime to ensure compliance with licence conditions and general operational issues. Reducing the number of complaints concerning licensable activities</li> <li>• To meet statutory licensing requirements</li> <li>• To protect the travelling public from harm.</li> </ul>
<b>B. What specific groups is the policy designed to affect/impact?</b>
<ul style="list-style-type: none"> <li>• The users of licensed taxis, especially those members of the community that may be more vulnerable, such as lone females, young people, elderly.</li> <li>• The operators of licensed taxis</li> </ul>
<b>C. Which groups have been consulted as part of the creation or review of the policy?</b>
<p>Taxi meeting 8<sup>th</sup> December 2011 with Taxi Proprietors and trade side.  Age Concern  Team Meeting  <i>Harborough Disability Access Group</i></p>

#### Step 2 – What we already know and where there are gaps

<b>A. List any existing information/data you have/monitor about different diverse groups in relation to this policy? Such as in relation to ethnicity, religion, sexual orientation, disability, age, gender, transgender etc.</b>
<p>Data/information such as:</p> <ul style="list-style-type: none"> <li>☞ Consultation</li> <li>☞ Previous Equality Impact Assessments</li> <li>☞ Demographic information</li> <li>☞ Anecdotal and other evidence</li> </ul>

Nothing previously recorded in a format that is retrievable specific to this service.
<b>B. What does this information / data tell you about diverse group? If you do not hold or have access to any data/information on diverse groups, what do you need to begin collating / monitoring? (please list)</b>
Consultation to assess the needs of the diverse groups. Equality data could be collected with new applications.

**Step 3 – Do we need to seek the views of others? If so, who?**

<b>A. In light of the answers you have given in step 2, do you need to consult with specific groups to identify needs / issues? If not please explain why.</b>
Disability Groups, Age Concern and direct stakeholders in relation to the taxi trade

**Step 4 – Assessing the impacts**

	<b>In light of any data/consultation/information and your own knowledge and awareness, please identify whether the policy has a positive or negative impact on the groups specified and provide an explanation for your decision. (please refer to the general duties on the front page)</b>
<b>A. Age</b>	Possible difficulties in reading small print documents eg. Fare tariff in taxis if partially sighted and understanding complex procedures. The licensing policy aims to protect the public and especially the vulnerable in society by ensuring that all drivers are deemed fit and proper. The young and elderly may be given extra protection through the operation of this policy. Positive impact on vulnerable adults due to CRB checks and ensuring drivers are fit and proper.
<b>B. Disability (physical, visual, hearing, learning disabilities, mental health)</b>	Possible difficulties in calling at Council Offices or making phone enquiries.
<b>C. Gender / Sex</b>	No
<b>D. Religious Belief</b>	No

<b>E. Racial Group</b>	Difficulty understanding complexities of taxi licensing system where English is not their first language.
<b>F. Sexual Orientation</b>	No
<b>G. Transgender</b>	No
<b>H. Other protected groups (pregnancy &amp; maternity, marriage &amp; civil partnership)</b>	No
<b>I. Other socially excluded groups (low literacy, priority neighbourhoods, socio-economic, etc)</b>	No evidence to support any negative impact, but the complex nature of the application process may be difficult for low literacy groups.
<b>J. All</b>	No

### Step 5 – Action Plan

<b>Please include any identified concerns/actions/issues in this action plan: <i>The issues identified should inform your Service Plan and, if appropriate, your Consultation Plan</i></b>			
<b>Question Number (Ref)</b>	<b>Action</b>	<b>Responsible Officer</b>	<b>Target Date</b>
E	Group may be disadvantaged by not being able to fully access some or all services. However, neither staff or stakeholder groups fed back evidence of adverse impact as a result of current procedures. Services of an interpreter would be provided in appropriate cases.	Ruth Hollingsworth	Review Sept 2012

## APPENDIX B

A & I	Advice and assistance readily available from staff by phone, email, or general correspondence. Home visits could be arranged in exceptional circumstances and the process can be explained verbally on a one to one basis if necessary.	Ruth Hollingsworth	Review Sept 2012
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### Step 6 – Who needs to know about the outcomes of this assessment and how will they be informed

	Who needs to know (Please tick)	How they will be informed (we have a legal duty to publish EIA's)
<b>Employees</b>	√	Publish EIA
<b>Service users</b>	√	Publish EIA
<b>Partners and stakeholders</b>	√	Publish EIA
<b>Others</b>		
<b>To ensure ease of access, what other communication needs/concerns are there?</b>		

### Step 7 – Conclusion (to be completed and signed by the Service head)

<b>Please delete as appropriate</b>
<b>I agree / disagree with this assessment / action plan</b>
<b>If <i>disagree</i>, state action/s required, reasons and details of who is to carry them out with timescales:</b>
<b>Signed (Service Head):</b>
<b>Date:</b>

**Please send completed & signed assessment to the Equality and Diversity officer.**