# Integrated Impact Assessment – Stage 2 Assessment and Action Plan

# Project Details

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| **Name of project or policy:** |  |
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| **Directorate:** | **Senior Officer responsible for policy/service:** |
| Corporate Strategy Commissioning & Public Health  | Carl Whistlecraft |
| **Service:** | **Lead Officer responsible for EIA:** |
| Democracy  | Julie McDowell/ Luc Bride  |
| **Specific Service Area/Policy:** | **Date of EIA (Stage 1):** |
| Democracy/ Place Partnerships/ Mental Health | 15/07/2020 |
| **EIA (Stage 1) reference number:** | **Date of EIA (Stage 2):** |
|  | 16/07/2020 |

# Stage 1 Assessment Summary

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| **Theme** | **Calculated Scores** | **Stage 2 Assessment Required** |
| **Proposal** | **Impact** | **P + I** | **Mitigation** | **Evidence** | **Overall** |
| **Equalities** | 6 | 4.5 | **10.5** | 0 | 2 | **2** | Yes  |
| **Environment** | 4.7 | **4.7** | 5 | 10 | **15** | Yes  |

1. Equalities Impact – Evidence from Engagement

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| **CONSULTATION WITH KEY STAKEHOLDERS** | **COMPLETE THIS DETAIL WHEN YOU HAVE DONE YOUR CONSULTATION** |
| **REF No.** | **Which key stakeholders have you/are you consulted/ing with?**  | **Why have you/are you consulted/ing them (or not?)** and what were you/are you looking to find out? | **How did you/are you planning to consult them?** Date and method of planned consultation | Actual Date of Consultation | **Outcome of consultation**What have you learned?Do you have actions to complete that will help mitigate any unnecessary negative impact on groups?[move to section B if you do] |
| 1 | Luke’s Lads/ Butterflies (Timestep Community Dance) and Ladder Group (counselling) | Providers of the service, how they can accommodate any equality needs of the young people who are taking part | Skype discussions 14/7/20 and 16/7/20 | 14/7/20 & 16/7/20 | Referral process to be put in place for each young person, mixed approach according to the needs of each (on-line or access face to face counselling). Information required to access the on-line dance activity.  |
| 2 | School well being leads at Colne Valley, Royds Hall & Salendine Nook | To find out any needs of the young people they have identified in order to access the services in a safe way and get the best outcomes from them. And to discuss how any equality needs could be met by the service providers, schools and any others by taking practical action | Skype discussions 16/7/20 | 16/7/20 | What information is to be shared between the schools and Ladder group for each young person. And the communication process between service providers, school contacts & Democracy Service during the 8-10 week period, in the best interest of the young people. |

1. Equalities Impact – Action Planning

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| **Equalities Impact - ACTION PLAN** | **Complete this section when you have actually carried out some actions** |
| **REF.No [from section A]** | **What actions are you going to do as a result of carrying out your consultation?** | **What do you think these actions will achieve? Will they mitigate any adverse impact on protected groups? Will they foster good relations between people? Will they promote equality of opportunity?** | **What did you actually do?** | **When did you do this?** | **What was the actual outcome?****Have you mitigated any negative impact? Have you ensured good relations exist? Have you promoted equality of opportunity?** |
| **1** | Schools to share information with Ladder Group for each young person and provide a named school staff member as a contact during the 8-10 counselling period  | Any issues will be dealt with effectively and in a timely manner and it will help young people get the most from the experience  |  |  |  |
| **1** | Schools to identify the best way for young people to access counselling – whether on-line or face- face (and taking into account social distancing requirements for covid 19) | Any support can be put in place before the sessions start for example travel or IT. And this can be done in a way that is safe for all.  |  |  |  |
| **2** | Schools to get parental consent for Timestep Community Dance and to check with parents for any issues re access to on-line equipment  | Action will be taken to ensure that all the young people identified for the activity have access to on-line equipment and are not disadvantaged financially  |  |  |  |

1. Environmental Impact – Evidence from Engagement

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| **CONSULTATION WITH KEY STAKEHOLDERS** | **COMPLETE THIS DETAIL WHEN YOU HAVE DONE YOUR CONSULTATION** |
| **REF No.** | **Which key stakeholders have you/are you consulted/ing with?**  | **Why have you/are you consulted/ing them (or not?)** and what were you/are you looking to find out? | **How did you/are you planning to consult them?** Date and method of planned consultation | Actual Date of Consultation | **Outcome of consultation**What have you learned?Do you have actions to complete that will help mitigate any unnecessary negative impact on groups?[move to section D if you do] |
| **1** | Ladder Group (counselling)  | To find out whether there could be any travel needs for the young people taking part in the counselling activity. | Skype discussions 14/7/20 and 16/7/20 | 14/7/20 &16/7/20 | There could be travel implications for some individuals |

1. Environmental Impact – Action Planning

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| **Environmental Impact - ACTION PLAN** | **Complete this section when you have actually carried out some actions** |
| **REF.No [from section C]** | **What actions are you going to do as a result of carrying out your consultation?** | **What do you think these actions will achieve? Will they mitigate any adverse impact on protected groups? Will they foster good relations between people? Will they promote equality of opportunity?** | **What did you actually do?** | **When did you do this?** | **What was the actual outcome?****Have you mitigated any negative impact? Have you ensured good relations exist? Have you promoted equality of opportunity?** |
| **1** | Any travel support will be put in place that is safe for participants and the environment  | Ensure that lack of transport is not a barrier to accessing counselling, and any provision does not have an impact on the environment  |  |  |  |