

APPENDIX 2

Equality, Diversity, Cohesion and Integration Impact Assessment



As a public authority we need to ensure that all our strategies, policies, service and functions, both current and proposed have given proper consideration to equality, diversity, cohesion and integration. In all appropriate instances we will need to carry out an equality, diversity, cohesion and integration impact assessment.

This form:

- can be used to prompt discussion when carrying out your impact assessment
- should be completed either during the assessment process or following completion of the assessment
- should include a brief explanation where a section is not applicable

Directorate: City Development	Service area: Active Leeds
Lead person: Helen Evans	Contact number: 271769
Date of the equality, diversity, cohesion and integration impact assessment:	

1. Title: Middleton Leisure Centre new gym
Is this a:
<input type="checkbox"/> Strategy /Policy <input checked="" type="checkbox"/> Service / Function <input type="checkbox"/> Other
If other, please specify

2. Members of the assessment team:

Name	Organisation	Role on assessment team e.g. service user, manager of service, specialist
Helen Evans	Active Leeds	Equality lead
Martin Gresswell	Asset Management	Project Manager
Natalie Curgenvan	Active Leeds	Operations manager
Karen Downes	Active Leeds	Area manager
To be advised	Aspire	Service user
Martin Lee	Active Leeds	Health Programmes manager

3. Summary of strategy, policy, service or function that was assessed:
<p>It is proposed extend Middleton Leisure Centre to add a 75 station gym during 2019 / 20. The full scope of works includes:</p> <ul style="list-style-type: none"> • 75 station gym • New access to existing changing rooms • Moving the existing leisure centre entrance towards the new gym to form a new entrance serving both the gym and the main leisure centre • Creating new office spaces to replace those that will be lost in the entrance relocation

4. Scope of the equality, diversity, cohesion and integration impact assessment (complete - 4a. if you are assessing a strategy, policy or plan and 4b. if you are assessing a service, function or event)
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4a. Strategy, policy or plan (please tick the appropriate box below)	
The vision and themes, objectives or outcomes	<input type="checkbox"/>
The vision and themes, objectives or outcomes and the supporting guidance	<input type="checkbox"/>
A specific section within the strategy, policy or plan	<input type="checkbox"/>
Please provide detail:	

4b. Service, function, event please tick the appropriate box below	
The whole service (including service provision and employment)	<input type="checkbox"/>
A specific part of the service (including service provision or employment or a specific section of the service)	<input checked="" type="checkbox"/>

Procuring of a service (by contract or grant)	<input type="checkbox"/>
Please provide detail: Development of Middleton Leisure Centre – one of the Active Leeds facilities	

5. Fact finding – what do we already know
 Make a note here of all information you will be using to carry out this assessment. This could include: previous consultation, involvement, research, results from perception surveys, equality monitoring and customer/ staff feedback.
 (priority should be given to equality, diversity, cohesion and integration related information)

Middleton Leisure Centre was last refurbished in 2012/13. An equality impact assessment was carried out at the time and has informed this assessment.

Are there any gaps in equality and diversity information
Please provide detail:
 The new development will be carried out while the existing leisure centre remains operational so an assessment should be made regarding the existing users and how they will be able to continue to safely use the centre during the latest refurbishment.

Action required:
 A new Equality impact assessment to be carried out

6. Wider involvement – have you involved groups of people who are most likely to be affected or interested

Yes No

Please provide detail: Aspire, who have a day facility within the centre Monday to Friday daytimes
 Playgroup, which operates from the centre during the week

Action required: Both groups to be included in the development of the EIA

7. Who may be affected by this activity?

please tick all relevant and significant equality characteristics, stakeholders and barriers that apply to your strategy, policy, service or function

Equality characteristics

- | | | |
|--|--|--|
| <input checked="" type="checkbox"/> Age | <input checked="" type="checkbox"/> Carers | <input checked="" type="checkbox"/> Disability |
| <input checked="" type="checkbox"/> Gender reassignment | <input checked="" type="checkbox"/> Race | <input checked="" type="checkbox"/> Religion or Belief |
| <input checked="" type="checkbox"/> Sex (male or female) | <input checked="" type="checkbox"/> Sexual orientation | |
| <input type="checkbox"/> Other | | |

(Other can include – marriage and civil partnership, pregnancy and maternity, and those areas that impact on or relate to equality: tackling poverty and improving health and well-being)

Please specify:

Stakeholders

- | | | |
|--|---|--|
| <input checked="" type="checkbox"/> Services users | <input checked="" type="checkbox"/> Employees | <input checked="" type="checkbox"/> Trade Unions |
| <input type="checkbox"/> Partners | <input checked="" type="checkbox"/> Members | <input type="checkbox"/> Suppliers |
| <input type="checkbox"/> Other please specify | | |

Potential barriers.

- | | |
|---|---|
| <input checked="" type="checkbox"/> Built environment | <input checked="" type="checkbox"/> Location of premises and services |
| <input checked="" type="checkbox"/> Information and communication | <input checked="" type="checkbox"/> Customer care |
| <input checked="" type="checkbox"/> Timing | <input checked="" type="checkbox"/> Stereotypes and assumptions |
| <input type="checkbox"/> Cost | <input checked="" type="checkbox"/> Consultation and involvement |
| <input checked="" type="checkbox"/> Financial exclusion | <input type="checkbox"/> Employment and training |



specific barriers to the strategy, policy, services or function

Please specify

8. Positive and negative impact

Think about what you are assessing (scope), the fact finding information, the potential positive and negative impact on equality characteristics, stakeholders and the effect of the barriers

8a. Positive impact:

Barrier	Positive Impact	Who does this Impact on?	Why?
Built Environment	Disabled parking and access/egress.	All, especially disability groups	The entrance will be directly from the disabled parking bays
	New gym	All	Increased use by hard to reach groups such as under 15s & girls. Allowing health intervention programmes to be held at the site
	New reception	All	More open and taking advantage of new technologies to allow for easier access and payment options
Location of Premises	Providing facilities within the heart of the community.	All (particularly low income)	Provides services within reach of it's users
	Providing a link between two different housing areas and connecting these with the Rugby club etc.	Local Residents	creates opportunities for increased community contact and local cohesion
	Adjacent to proposed school	School	Opportunities to

	development	children	participate in a community setting
Information & Communication	Re-launch & new impetus	All	Closure and re-launch will provide opportunities to communicate with existing & new users as well as local residents
	Explore new partnership arrangements.	All especially Local Residents	Communication with the wider community and Corinthians rugby club, St. George's Centre, Youth Centres, school etc.
Customer Care	Providing an open & attractive facility	All	Encourages new users and rewards existing users.
Stereotypes & Assumptions	Improved facilities for wheelchair users.	Disabled / elderly users	Removing barriers to mobility
	Providing an open & attractive facility	Female users & families	Refurbished facilities are likely to encourage families
	New sports facilities	Young People	Attractive new facilities for new users
Costs	No increase in the entrance cost to the user as a result of the refurbishment	All (particularly low income)	Universal pricing policy is in operation across all centres
Consultation & Involvement	Consult with the wider community	Youth, Aspire & other community groups	Ongoing

Action required:

1. Ensure clear access to disabled parking bays
2. Design gym layout for a wide variety of groups
3. Promote new technology to increase access to the programmes
4. Develop relationship with the proposed school, Aspire and community groups to ensure the facility is well used

8b. Negative impact:

Barrier	Negative Impact	Who does this Impact on ?	Why
Built Environment	The building work will temporarily impact on local residents.	Local residents	Noise, dust, lorries etc. can be a nuisance
	The building needs to remain open to current users during development	Current users	Noise, dust, lorries etc. can be a nuisance. Some users e/g/ nursery or Aspire will have particular requirements around disruption to both the centre and access to the car park
Information & Communication	People feel that they are not included in consultations.	Some users	Need to keep ward members up to date and update the community on proposals
Timing	Temporary closure of the facilities means that users must find convenient alternatives	All users	Guidance will be provided but individual users may have to explore alternatives that suit their circumstances
Stereotypes & Assumptions	There is a perception that improved facilities will cost more.	Low income users	Retain current pricing structure
Consultation & Involvement	Some people feel that they are not included in consultations.	Some users	The Steering Group has been established & will address these issues..

Action required:

- 5. Consult and involve the community
- 6. Risk assess the building issues and the effect on current users e.g. Aspire and nursery

9. Will this activity promote strong and positive relationships between the groups/communities identified?

Yes

No

Please provide detail:

There are a number of regular users who will benefit from the development including Aspire, nursery and the new school

Action required:

- 7. Consult and involve Aspire, the proposed school and other prominent community users

10. Does this activity bring groups/communities into increased contact with each other? (e.g. in schools, neighbourhood, workplace)

Yes

No

Please provide detail:

School being developed next door and Aspire are already site users

Action required:

- 8. Consult and involve Aspire, the proposed school and other prominent community users

11. Could this activity be perceived as benefiting one group at the expense of another? (e.g. where your activity/decision is aimed at adults could it have an impact on children and young people)

Yes

No

Please provide detail:

Often gyms are perceived to be for elite athletes or the site may be perceived to be

developed to accommodate the school

Action required:

9. Keep the community and current users informed of the plans and programmes that will be developed at the site

12. Equality, diversity, cohesion and integration action plan

(insert all your actions from your assessment here, set timescales, measures and identify a lead person for each action)

Action	Timescale	Measure	Lead person
1. Ensure clear access to disabled parking bays			
2. Design gym layout for a wide variety of groups			
3. Promote new technology to increase access to the programmes			
4. Develop relationship with the proposed school, Aspire and community groups to ensure the facility is well used			
5. Consult and involve the community			
6. Risk assess the building issues and the effect on current users e.g. Aspire and nursery			
7. Consult and involve Aspire, the proposed school and other prominent community users			
8. Consult and involve Aspire, the proposed			

Action	Timescale	Measure	Lead person
school and other prominent community users			
9. Keep the community and current users informed of the plans and programmes that will be developed at the site			
10.			

13. Governance, ownership and approval

State here who has approved the actions and outcomes from the equality, diversity, cohesion and integration impact assessment

Name	Job Title	Date
Date impact assessment completed		

14. Monitoring progress for equality, diversity, cohesion and integration actions (please tick)

- As part of Service Planning performance monitoring
- As part of Project monitoring
- Update report will be agreed and provided to the appropriate board
Please specify which board
- Other (please specify)

15. Publishing

Though **all** key decisions are required to give due regard to equality the council **only** publishes those related to **Executive Board, Full Council, Key Delegated Decisions** or a **Significant Operational Decision**.

A copy of this equality impact assessment should be attached as an appendix to the decision making report:

- Governance Services will publish those relating to Executive Board and Full Council.
- The appropriate directorate will publish those relating to Delegated Decisions and Significant Operational Decisions.
- A copy of all other equality impact assessments that are not to be published should be sent to equalityteam@leeds.gov.uk for record.

Complete the appropriate section below with the date the report and attached assessment was sent:

For Executive Board or Full Council – sent to Governance Services	Date sent:
For Delegated Decisions or Significant Operational Decisions – sent to appropriate Directorate	Date sent:
All other decisions – sent to equalityteam@leeds.gov.uk	Date sent: