



Portsmouth

Clinical Commissioning Group

Equality Impact Assessment

Preliminary assessment form 2018

www.portsmouthccg.nhs.uk

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The preliminary impact assessment is a quick and easy screening process. It should:

- identify those policies, projects, services, functions or strategies which require a full EIA by looking at:
 - negative, positive or no impact on any of the equality groups
 - How are going to mitigate or remove any potential negative impacts
 - opportunity to promote equality for the equality groups
 - data / feedback
- prioritise if and when a full EIA should be completed
- justify reasons for why a full EIA is not going to be completed

Directorate:

City development and culture

Service, function:

Library and Archive Service

Title of policy, service, function, project or strategy (new or old) :

Summer Reading Challenge.

Type of policy, service, function, project or strategy:



Existing



New / proposed



Changed

Q1 - What is the aim of your policy, service, function, project or strategy?

The Summer Reading Challenge is an annual reading campaign, delivered by most public library authorities in England, Wales and Scotland. Children aged four to eleven years old are encouraged to borrow and read six books from their local library during the summer holiday, discussing their choices with library staff and volunteers. Those children who complete the Challenge are awarded a medal and certificate at a special presentation event.

There is evidence to suggest the Summer Reading Challenge supports literacy attainment during the six week break from school. Currently around twenty per cent of Portsmouth primary school children sign up and ten per cent of children go on to successfully complete the Challenge.

The Library and Archive Service seeks to increase and widen participation in future years by engaging with Public Health and other agencies working with children and families in non-library settings.

Q2 - Who is this policy, service, function, project or strategy going to benefit or have a detrimental effect on and how?

The Challenge is an inclusive, free activity, open to all children who are library members. For a number of years, there has been a relatively consistent trend of around ten per cent of all primary school children successfully completing the Challenge. The Library and Archive Service wish to see this number increase, which would make it even more inclusive.

Q3 - Thinking about each group below, does, or could the policy, service, function, project or strategy have a negative impact on members of the equality groups below?

Group	Negative	Positive / no impact	Unclear
Age	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Disability	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Race	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sex	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Gender reassignment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sexual orientation	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Religion or belief	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Pregnancy and maternity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Marriage & civil partnership	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Other excluded groups	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Note:Other excluded groups examples includes,Homeless, rough sleeper and unpaid carers. Many forms of exclusion are linked to financial disadvantage. How will this change affect people on low incomes, in financial crisis or living in areas of greater deprivation?

If the answer is "negative" or "unclear" consider doing a full EIA

If there are any potential negative impacts on any of the protected characteristics, What have you put in place to mitigate or remove the negative impacts/barriers?

Q4 - Does, or could the policy, service, function, project or strategy help to promote equality for members of the equality groups? e.g. A new service has been created for people with a disability to help them gain employment this would mean that this helps promote equality for the protected characteristic of disability only.

Group	Yes	No	Unclear
Age	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Disability	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Race	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sex	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Gender reassignment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sexual orientation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Religion or belief	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Pregnancy or maternity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Marriage & civil partnership	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Other excluded groups	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

If the answer is "no" or "unclear" consider doing a full EIA

Q5 - Do you have any feedback data from the equality groups that influences, affects or shapes this policy, service, function, project or strategy?
Please add in the text boxes below what feedback / meetings you have attended for each specific protected characteristic

Group	Positive or negative feedback
Age	The Reading Challenge is aimed at all children aged 4-11. Over a number of years we have also recruited young volunteers aged 12-19 who have supported library staff in the delivery of the Challenge. Parents/carers of all children who register to take part are encouraged to provide equality data. Current data confirms participation from children and young people of all ages.
Disability	The Library and Archive Service does collect disability data from parents of children who wish to do so. Libraries can actively support children with vision impairment through loans of large print, audio and eAudio and eBook loans.
Race	Again, data is collected where families choose to provide the information. Participation does reflect the diverse racial backgrounds of children in the city.
Sex	Participation trends locally and nationally are generally that more girls take part than boys. This can vary from year to year according to the theme of the Summer Reading Challenge.
Gender reassignment	There is an option for 'prefer not to say' for those people who do not wish to select binary male/female. More options will be provided in next year's equalities forms.
Sexual orientation	The Library and Archive Service does not collect this data.
Religion or belief	The Library and Archive Service does not collect this data.
Pregnancy and maternity	The Library and Archive Service does not collect data on these groups. However, the service does provide books and information to support pregnancy and childbirth. Libraries are also buildings that welcome breast feeding and actively encourage families of all ages to visit.
Marriage & civil partnership	The Library and Archive Service does not collect this data.
Other excluded groups	The Summer Reading Challenge and related activities in libraries are provided free of charge so families on low incomes should not be disadvantaged. More recently the service has abolished fines and reservation charges for adults, in order to remove other financial barriers to participation.

Q6 - Using the assessments in questions 3, 4 and 5 should a full assessment be carried out on this policy, service, function or strategy?

☐ yes ☒ No

PCC staff-If you have to complete a full EIA please contact the Equalities and diversity team if you require help Tel: 023 9283 4789 or email: equalities@portsmouthcc.gov.uk

CCG staff-If you have to complete a full EIA please email: sehccg.equalityanddiveristy@nhs.net if you require help

Q7 - How have you come to this decision? Summarise your findings and conclusion below

The Challenge is an inclusive, free activity, open to all children who are library members. Consultation will take place with parents to identify any barriers to participation. For a number of years, there has been a relatively consistent trend of around ten per cent of all primary school children successfully completing the Challenge. The Library and Archive Service wish to see this number increase, which would make it even more inclusive, by engaging with agencies working with children and families who are not habitual library customers.

Q8 - Who was involved in the EIA?

David Percival
Lindy Elliott

This EIA has been approved by: David Percival

Contact number: 023 9268 8072

Date: 26/09/2018

PCC staff-Please email a copy of your completed EIA to the Equality and diversity team. We will contact you with any comments or queries about your preliminary EIA.

Telephone: 023 9283 4789, Email: equalities@portsmouthcc.gov.uk

CCG staff-Please email a copy of your completed EIA to the Equality lead who will contact you with any comments or queries about your preliminary . Email: sehccg.equalityanddiversity@nhs.net