

**Equality screening and Full Impact Assessment template**

*Note: Please delete guidance notes (in italics) after completing the form*

**Name of a policy / procedure / function / project: Outdoor Education**

**Date: 09 /09/10**

**Carried out by: A Finnegan**

<b>Name</b>	<b>Role</b>
A Finnegan	Manager; Residential and Outdoor Education Service.

**Aims of the policy / procedure / function / project:**

To provide high quality, cost effective, residential education that strives to realise the potential of all, in an environment which is safe, supportive and inspirational.

**Stakeholders:**

Children, young people, schools, public and private organisations.

**Considering the purpose of the Equality Impact Assessment process, is the policy (function, procedure etc.) relevant?**

Yes  No



<b>Potential impact on target groups:</b>		
<b>Target group</b>	<b>Potential impact</b> <i>Please describe</i>	<b>Measures currently in place</b>
<b>Race</b> <i>(also ethnicity, nationality and associated aspects such as culture and language)</i> <b>Gypsies and Travellers</b>	All clients are welcomed to the Service. The Service is a full cost retrieval operation. As part of its business planning process it has to satisfy all client needs in order to continue to exist as a business.	50% of staff are bilingual. Bi lingual signing policy in country of origin of one of the centres. Bilingual voice mail messages. Training and materials offered bilingually where needed. Flexible staff rota to match needs of course and clients (i.e Jewish Sabbath, Sikh cultural practises) Ability to self cater to meet specific cultural requirements. Provision of food based upon cultural needs.
<b>Disability</b> <i>(consider full rainbow of mental and physical impairments: mobility, manual dexterity, speech, hearing, learning, understanding, visual sight, MS, cancer, HIV etc.)</i>	All clients are welcomed to the Service. The Service is a full cost retrieval operation. As part of its business planning process it has to satisfy all client needs in order to continue to exist as a business.	Extensive range of physical improvements in access issues. Capital spends on specialised equipment to meet disabled needs. All recent alterations subject to DDA regulations. New specialized high dependency residential unit in planning stages through 'Aiming High' Training taken place and ongoing
<b>Gender</b> <i>(consider associated aspects e.g. safety, single-parenting, caring responsibility, potential for bullying and harassment,</i> <b>Transgender</b>	All clients are welcomed to the Service. The Service is a full cost retrieval operation. As part of its business planning process it has to satisfy all client needs in order to continue to exist as a business.	All residential areas have security systems in place. Segregation of sexes takes place where appropriate and required. Courses delivered according to customer requirements (all female/male delivery) Child friendly staff policies in place (see CWAC Policy)
<b>Sexual orientation</b> <i>(includes heterosexual, lesbian, gay, bi-sexual)</i>	All clients are welcomed to the Service. The Service is a full cost retrieval operation. As part of its business planning process it has to satisfy all client needs in order to continue to exist as a business.	Courses provided to meet client needs (recent courses run to address Lesbian and Homosexual issues for a vulnerable group of young people)
<b>Age</b> <i>(including all groups - children, young people, working age, elderly)</i>	All clients are welcomed to the Service. The Service is a full cost retrieval operation. As part of its business planning process it has to satisfy all client needs in order to continue to exist as a business.	Most courses run for young people however organisations such as Age Concern have used facilities. CWAC policy in relation to employing older workers (Service has a number of staff over retirement age)
<b>Religion and belief</b> <i>(the most common religions include Hinduism, Judaism, Buddhism, Christianity, Islam, Sikhism,</i>	All clients are welcomed to the Service. The Service is a full cost retrieval operation. As part of its business planning process it has	Wearing of turbans as opposed to helmets Particular cleaning routines and processes instigated at client

<b>Potential impact on target groups:</b>		
<b>Target group</b>	<b>Potential impact</b> <i>Please describe</i>	<b>Measures currently in place</b>
<i>Shinto, Nonconformists)</i>	to satisfy all client needs in order to continue to exist as a business.	request. Cultural aspects of body image and religious practises catered for. Liaison with police and local community over cultural needs of clients. Sourcing of Halal food etc.
<b>Rural issues</b>	All clients are welcomed to the Service. The Service is a full cost retrieval operation. As part of its business planning process it has to satisfy all client needs in order to continue to exist as a business.	Service mainly located in rural and isolated areas. Used as a venue to bring clients together who otherwise work in small communities.
<b>Socio-economic issues</b>	All clients are welcomed to the Service. The Service is a full cost retrieval operation. As part of its business planning process it has to satisfy all client needs in order to continue to exist as a business.	The Service provides a fee course waiver budget for those in receipt of free school meals.
<b>Other</b> <i>(there may be other target groups relevant to your service)</i>		

**Is the Policy/Function likely to have an impact on Human Rights?**

*We all have basic human rights which must be upheld. Human rights are about ensuring Fairness, Respect, Equality, Dignity and Autonomy (FREDA) for everyone. Everyone has the right to enjoy their basic human rights such as right to life and not be treated in an inhuman or degrading manner, protected by the Human Rights Act 1998.*

**Evidence:**

*See appendices; 1.2.3.*

<b>Proposed actions (to be reflected in the Service plans):</b>		
<i>Actions emerging from the " Potential impact on target groups" and the" Evidence" sections in order to address any gaps</i>		
<b>Action</b>	<b>Target date</b>	<b>Responsibility</b>
<b>Customer feedback surveys</b>	<b>Continuous and ongoing</b>	<b>All staff</b>
<b>Specific disability surveys</b>	<b>Ongoing</b>	<b>D.Cottam</b>

<b>Rating:</b>								
<i>In light of the above how would you rate the impact of your policy/function etc. on any of the target groups, for guidance please see footnotes.</i>								
	Race	Disability	Gender	Sexual orientation	Age	Religion & belief	Rural Issues	Other
<b>High<sup>1</sup></b> <i>Please continue below</i>								
<b>Medium<sup>2</sup></b> <i>Please exit the process</i>	√	√				√		
<b>Low<sup>3</sup></b> <i>Please exit the process</i>			√	√	√		√	

**IMPORTANT!**

**Only policies (functions, procedures etc.) rated as high have to be fully Impact Assessed. Full Impact Assessment requires consultation with members from the target groups highlighted as being at the receiving end of any potential impact. EIA consultation exercises will be undertaken by relevant service with the help and support of the Research and Intelligence team and Equality and Diversity Officers.**

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<sup>1</sup> High = significant potential impact, risk of exposure, history of complaints, no mitigating measures in place or no evidence available, urgent need for consultation with service users, general public, employees

<sup>2</sup> Medium = some potential impact, some mitigating measures in place but no evidence available how effective they are, would be beneficial to consult with service users, general public etc. but not urgent

<sup>3</sup> Low = almost bordering with non relevance to the EIA process (heavily legislation led - very little discretion exercised, limited public facing aspect)

**Full Equality Impact Assessment part:**

	<b>Race</b>	<b>Disability</b>	<b>Gender</b>	<b>Age</b>	<b>Religion &amp; belief</b>	<b>Rural</b>
<b>Affected target group</b> <i>(e.g. people with disabilities)</i>						
Any particular segment within the target group <i>(e.g. people with learning disabilities)</i>						
Specific issues to be a subject of consultation <i>(e.g. how could the Council make its annual financial results understandable to people with learning disabilities, what support needed etc.?)</i> Please contact the Research and Intelligence team: <a href="mailto:beverley.wilson@cheshirewestandchester.gov.uk">beverley.wilson@cheshirewestandchester.gov.uk</a>						
Outcomes of consultation						
<b>What changes have been made as a result of the consultation outcomes</b>						
Feedback given to the consultees? Yes/No						

**Andrew Finnegan**

**Lead person responsible the EIA**

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**Approved by Head of Service**

**Date: 9 September 2010**

**Next review of the EIA, measures put in place, changes:**

*(high – 1 year, medium – 2 years, low – 3 years)*

Appendix 1

CUSTOMER SATISFACTION CONWAY CENTRE JUNE 2010

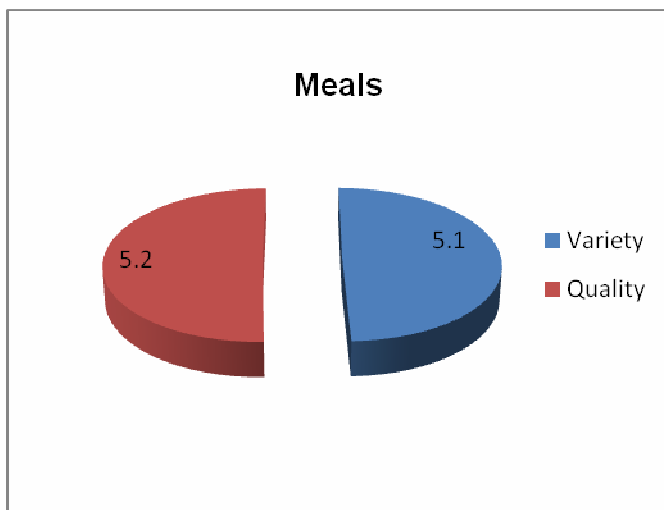
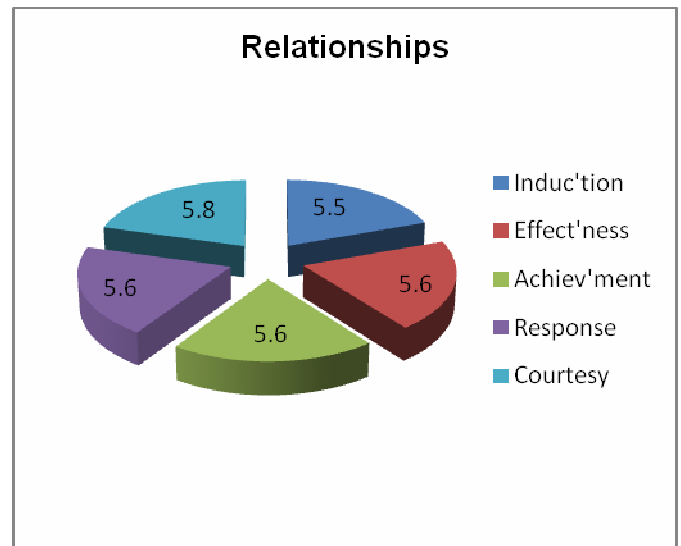
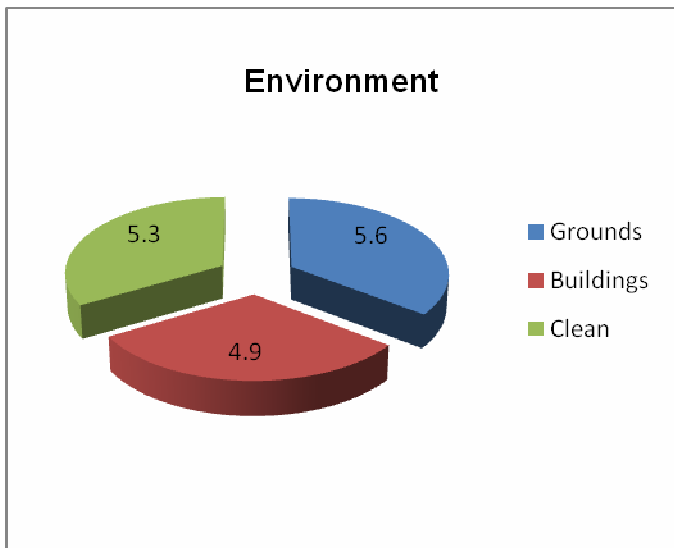
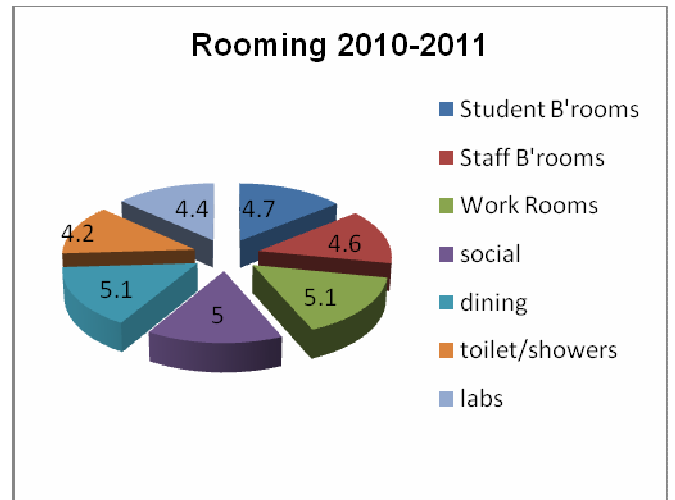
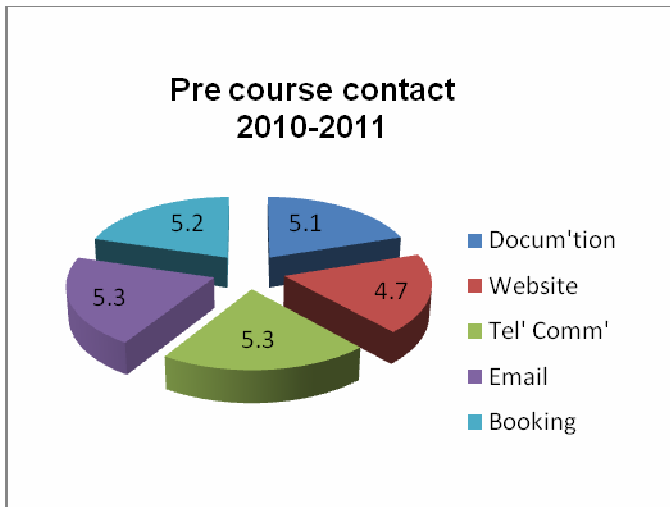
The results featured below have been collated since April 2007 and are updated every month.

Accumulative Questionnaire Averages 2010 - 2011									
Pre Course Contact					Rooming Facilities				
	May	June	Av 09	Av 10		May	June	Av 09	Av 10
Documentation	5	5.3	5	5.1	Student Bedrooms	4.6	4.8	4.8	4.7
Web Page	4.8	4.8	4.7	4.7	Staff bedrooms	4.6	4.7	4.6	4.6
Telephone Comm	5.1	5.5	5.3	5.3	Work rooms	5.1	5.1	4.9	5.1
E-mail Communication	5.4	5.4	5.3	5.3	Social rooms	5	5.3	5.1	5.0
Booking Process	5.2	5.3	5.3	5.2	Dining rooms	5.1	5.2	5.1	5.1
					Toilet/shower facilities	4.2	4.5	4.4	4.2
					Laboratories	4.5	4.3	3.9	4.4
Environment					Relationships				
	May	June	Av 09	Av 10		May	June	Av 09	Av 10
Standard of grounds	5.7	5.6	5.1	5.6	Induction process	5.7	5.4	5.4	5.5
Standard of buildings	5	4.9	5.1	4.9	Teaching effect'ness	5.8	5.6	5.8	5.6
Cleanliness of enviro	5.4	5.2	5.1	5.3	Achievement of aims	5.6	5.7	5.7	5.6
					Problem Response	5.6	5.6	5.6	5.6
					Courtesy/helpfulness	5.8	5.8	5.7	5.8
Meals April									
	May	June	Av 09	Av 10		May	June	Av 09	Av 10
Variety and choice	4.8	5.0	5.0	5.1					
Quality of service	5	5.4	5.3	5.2					

Key:

- |             |   |
|-------------|---|
| 6 Excellent | Delivered beyond expectations.                            |
| 5 Very good | Met expectations well.                                    |
| 4 Good      | A good standard but a few improvements are possible.      |
| 3 Average   | Acceptable but there are issues that need to be resolved. |
| 2 Poor      | Many issues that affected quality of provision.           |
| 1 Very Poor | Unacceptable standard.                                    |

# CONWAY CENTRE CUSTOMER SATISFACTION 2010-2011



NOAM POST COURSE REVIEW

**Review Meeting – Friday 13<sup>th</sup> August 2010**

**Present: Jessie, Sam, Pat, Paul and Debbie**

**Planning and Administration**

- Pre-course planning excellent this year. Numbers and details given far in advance. Thank you Jessie!
- Photocopying as ever proved really copious in the first few days and therefore it was resolved that the cheaper option was for NOAM to buy toners and use an identified printer. The Centre photocopier would still be available, but the latter might cut the cost considerably.
- Just a reminder that the Centre needed copies of all accident forms that had gone through the medics.

**Food**

- Jessie and Sam appreciated help with fussy eaters.
- Hike food was excellently packaged. Paul acknowledged the help from NOAM staff made a huge difference.
- Paul would have liked more negotiation with Moorland staff prior to the expedition.
- On the whole the food was considered to be more appropriate to the age range once the children arrived but occasionally the titles of food confused them a little. It was noted as a point for next year.
- A suggestion that a small amount of fried food would be acceptable, as it was popular with the age range and not detrimental to the health of the young people if balanced.
- The pasta appeared not to be drained well but Paul explained it was the effect of condensation when it was left in the trays prior to the serving.
- It was noted that everyone preferred the 'proper' veggie sausages rather than those which looked like they were made up of vegetables.
- Occasionally water and tea hadn't been readily available but it was always sorted once acknowledged.
- Sam and Jessie expressed the preference that 'seconds' should be given rather than wasting any food. Paul asked them for their continued co-operation in monitoring whether all had eaten and explained there would be no problem with seconds as long as it didn't deny anyone food.
- Very much acknowledged that Jo's role as 'Dining Room Co-ordinator' was vital and a big improvement this year!

**Facilities and Accommodation**

- It was acknowledged that the Hall was maintained much better by NOAM, but in support of this Pat was keen to have an opportunity to clean more frequently. It was discussed that activities could be located elsewhere for an hour after breakfast which would allow the cleaning team the chance to help maintain it.  
It could also be enhanced if a longer period were available a few times throughout the stay.



- Concern was expressed over the water station in the Hall with regard to health and hygiene. The need was discussed to educate the students to drink more from sources identified in the social rooms. The other option of a tap in the Hall was acknowledged as practically impossible as a consequence of permissions. The other option was to fund bought in water butts.
- Pat asked for staff to take plates/left over food back to the kitchen so that they could be cleaned immediately and also asked for continued co-operation in respect of not taking food to dormitories.
- The system for changing the older students/staff beds worked much better than previous years.
- The amount of lost property was discussed and the need to continue to try and encourage parents to label items. It was still felt that a huge amount would be left and that it could ultimately benefit the local charity shops.
- It was acknowledged and appreciated that shower towels were changed in the bathrooms every day, but it was felt that a little more cleaning time would help with the intense use of these facilities.

At the end of the meeting it was concluded that it had been a really successful year and that the relationship between NOAM and the Conway Centre had grown from strength to strength!

*Appendix 3*

AIMING HIGH FOR DISABLED CHILDREN

Question 1: Cheshire West and Chester Residential and Outdoor Education Service

Debbie,

Thanks for the e.mail

We have now visited the Conway centre twice and had a great time.

The comments made by young people and parents are listed below:

Children

'I had a great time at the Conway centre everyone was really helpful and there was loads to do.' Micheal

'We had a go on the climbing wall. It was quite scary but everyone helped and we all had a go.' Natalie

'I had a go at sailing a boat it was brilliant!' Natalie

'We sang songs round the campfire.' Vicky

'I had never been away from home before with my friends. I had a great time.' Nicola

Parents

Josh was excited all week about going away. He had a good time and it is good to be away with his friends.

Nicola is oxygen dependent but the team worked with the Conway staff and sorted out the Oxygen. Nicola got so much out of the weekend.

I can't thank you all enough. Beth had a great time and was really excited that she had been in a boat, especially as she is afraid of water.

Staff

We have had a lot of help and support from the staff at the centre. They have been flexible and have provided all that we need. We will use the centre again.

Louise Bailey

We feel safe with the children at the centre and the staff are always very helpful. We were provided with a buggy to get over the mud, food when our name was not on the list and help with a hoist. We feel very at home at Conway and are saving up to return to the centre later in the year.

Leila Cartwright

Working with disabled children is not an easy task so if you are taking them away it needs to be an easy process. We have tried to book a place at a centre closer to home but have had loads of problems. We have had no problems at Conway which means we will use the centre again.

Stephanie Lawley

Hope these comments are of some use.

Stephanie Lawley

## OAKLANDS SPECIAL SCHOOL

Hi Debbie sorry it's a little late but....

The Conway Centre has over the past ten years or so delivered a never to be forgotten experience for the children at our school. We cater for those with complex/mild learning difficulties and our clients probably could not survive the pressures of mainstream education. For many of the pupils it is their first experience of being away from home and this itself is a major hurdle to overcome. However their home life is soon overshadowed by the excitement and anticipation of the programme of events.

The standard of instruction is exceptional. The staff have the knack of getting the most from the boys and girls, regardless of individual abilities. One important quality I have seen on numerous occasions is flexibility. Everyone connected with the Conway Centre is always friendly, helpful and generous with their time. I would recommend the experience to all.

Colin Meachin - Head of P.E. Oaklands School. Winsford. Cheshire. CW7 1NU.