



# SOUTH KESTEVEN DISTRICT COUNCIL

## Equality Impact (Initial Analysis)

### Updating review of the Hackney Carriage and Private Hire Licensing Policy

<b>Service Area:</b> Licensing	<b>Lead officer:</b> Heather Green	<b>Date of Meeting</b>  29/10/21
	<b>Assessors:</b> Anne-Marie Coulthard	
	<b>Neutral Assessor:</b> Carol Drury	

**1. Name and description of policy/service/function/strategy**

South Kesteven District Council Hackney Carriage and Private Hire Licensing Policy.

This is an updating review of the existing policy in relation to numbers 1) and 2) below only. The original policy was adopted in April 2021. The policy set out the requirements and standards that must be met by licence holders and applicants and will guide the work of the Authority in the way in which it carries out its function.

- 1) Amend the current English language test score
- 2) Clarify the Good Conduct Certificate wording.

Considering these changes, this analysis considers the wider characteristics as appropriate.

**Is this a new or existing policy? Existing**

**2. Complete the table below, considering whether the proposed policy/service/function/strategy could have any potential positive, or negative impacts on groups from any of the protected characteristics (or diversity strands) listed, using demographic data, user surveys, local consultations evaluation forms, comments and complaints etc.**

Equality Group	Does this policy/service/function/strategy have a positive or negative impact on any of the equality groups?  Please state which for each group	Please describe why the impact is positive or negative. If you consider this policy etc is not relevant to a specific characteristic please explain why
<b>Age</b>	Positive	The policy ensures the protection of children and vulnerable adults and contains measures throughout to ensure all licensees are fit and proper persons to hold a licence.
<b>Disability</b>	Positive	The English test provision ensures that drivers are required to be able converse and make reasonable adjustments to meet the needs of passengers with disabilities

		– for example – drivers are required to carry assistance dogs in their vehicle along with the respective passenger and they must also provide reasonable assistance with luggage to all passengers.
<b>Race</b>	Negative	<p>The policy requires that all applicants for private hire vehicle or hackney carriage driver licences will be required to undertake an assessment of their communication skills, for which an additional fee is payable.</p> <p>Applicants who can demonstrate that they have previously completed an English-language qualification at a suitable level will be exempt from the additional assessment.</p>
<b>Gender Reassignment</b>	Neutral	Not a determinant of this policy
<b>Religion or Belief</b>	Neutral	Not a determinant of this policy
<b>Sex</b>	Neutral	Not a determinant of this policy
<b>Sexual Orientation</b>	Neutral	Not a determinant of this policy
<b>Pregnancy and Maternity</b>	Neutral	Not a determinant of this policy
<b>Marriage and Civil Partnership</b>	Neutral	Not a determinant of this policy

<b>Carers</b>	Positive	Drivers having sufficient skill with reading, writing and conversing in English promotes independence and may potentially enable a disabled person to travel without a carer in some circumstances
<b>Other Groups (e.g. those from deprived (IMD*) communities; those from rural communities, those with an offending past)</b>  *(IMD = Indices of multiple deprivation)	Negative	The requirement of the policy for drivers to undertake an assessment of their communication skills could potentially impact those with limited literacy skills.
<b>General comments</b>	The Authority expects all licensed taxi and private hire drivers to have sufficient ability to read, write and speak English language, so that they can communicate freely and clearly with passengers and officials, including in stressful and emergency situations. Drivers are also expected to be able to identify situations where there may be passenger safeguarding concerns and to possess sufficient communication skills to report those concerns. The ability to converse effectively in English also helps avoid job related misunderstandings such as wrong directions, fare disputes, collecting the wrong customer and misunderstanding a customer's assistance needs.	

**3. What equality data/information did you use to inform the outcomes of the proposed policy/service/function/strategy? (Note any relevant consultation who took part and key findings)**

Public consultation recently carried out in relation to the April 2021 policy update.

**If there are any gaps in the consultation/monitoring data, how will this be addressed?**

4. **Outcomes of analysis and recommendations (please note you will be required to provide evidence to support the recommendations made): Please check one of the options.**

a)	No major change needed: equality analysis has not identified any potential for discrimination or for negative impact and all opportunities to promote equality have been taken	<input checked="" type="checkbox"/>
<b><i>If you have checked option a) you can now send this form to the Lead Officer and your Neutral Assessor for sign off</i></b>		
b)	Adjust the proposal to remove barriers identified by equality analysis or to better promote equality.	<input type="checkbox"/>
<b><i>If you have checked option b) you will need to answer questions b.1 and b.2</i></b>		
c)	Adverse impact but continue	<input type="checkbox"/>
<b><i>If you have checked option c) you will need to answer questions c.1</i></b>		
d)	Stop and remove the policy/function/service/strategy as equality analysis has shown actual or potential unlawful	<input type="checkbox"/>

- b.1 In brief, what changes are you planning to make to your proposed policy/service/function/strategy to minimise or eliminate the negative equality impacts?**

- b.2 Please provide details of whom you will consult on the proposed changes and if you do not plan to consult, please provide the rationale behind that decision.**

***If you have checked option b) you will need to complete a Stage 2 equality analysis***

- c.1 Please provide an explanation in the box below that clearly sets out your justification for continuing with the proposed policy/function/service/strategy.**

***If you have checked option c) you will need to complete a Stage 2 equality analysis. You should consider in stage 2 whether there are sufficient plans to reduce the negative impact and/or plans to monitor the actual impact.***

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**Signed (Lead Officer):**  
(Name and title)

**Heather Green**  
*Licensing Team Leader*

**Date completed:**

**20/10/21**

**Signed (Neutral Assessor):**  
(Name and title)

**Carol Drury**  
Senior Community Development Officer

**Date signed off:**

**29/10/21**