

# Surrey County Council Full Equality Impact Assessment

## 1. Context of the Service or Policy

**Service or Policy being assessed: Libraries and Culture - Library Service**

**Assessor: Geoff Cox, Chris Duke, Wendy Griffin. Date: 5<sup>th</sup> March 2008**

**What are the aims of the service or policy?**

**(NB this should set out the aims and objectives of the policy or service)**

### **Library Service Outcome Priorities**

- Improved engagement and learning
- Improved participation in and access to cultural services.
- Improved focus on the value of reading and a better informed society
- Improved targeting and marketing of the cultural service offer
- Communities inspired and engaged through the past, present and future library's cultural offer.
- Transformed and enhanced library environments
- Income generated.
- Staff well managed.
- Public standards met

### **Library or Team activities**

- Deliver core service functions
- Organise programme of activities to support Reading and Learning
- Provide access
- Provide e access
- Provide, market and signpost information
- Deliver modernisation programme
- Generate income and collect fees
- Communicate and promote internally and externally
- Manage staff

Despite the increase in population, there has been no increase in the number of static libraries and the number of books borrowed from libraries in Surrey is declining, in line with the national average. Services other than book borrowing are expanding to meet the changing needs of the population. Whilst recognising that book lending is the core service, Surrey Libraries is developing on-line services and learning facilities and is investigating ways of delivering services away from the static libraries.

**Who are the beneficiaries /users of this service or policy?**

**(NB this should address needs of client groups and a review of barriers to policy or services)**

Potentially everybody. The library service is in principle a universal service. However, a large number of people do not use it. It would be useful to know more about non users to see if there are any barriers that prevents use of the service and whether these relate to the six strands. For example, do readers of giant print feel they cannot access our services? ACTION – More work needs to be done on non-users in relation to the six strands (see Action Plan).

**What is the existing situation in relation to minority and excluded groups in which this service/policy operates?**

**(NB this will require declaring what information is currently captured with respect to E&D Monitoring (all seven strands) of this service or policy. It is also important to show the relevance of capturing this data.)**

We capture the following data:

General population statistics for Surrey are provided centrally. The Surrey County Council Corporate Self Assessment of February 2008 and the Surrey County Council Cultural Strategy consultation document February 2008 both give overviews of the statistical breakdown of the population in Surrey

Age and gender information are collected when a customer becomes a member of the library service. We use these statistics as part of our planning process. We evaluate whether we are encouraging use in line with the overall population of Surrey.

The Adult Public Library Users Survey (PLUS) provides us with information about the gender, ethnicity, age and disability and this information is cross tabulated by question and by library so we can see whether the use is in line with population statistics across Surrey and by library. (See PLUS survey report 2006 for full details.)

The Children's PLUS survey asks questions about gender age and ethnicity and allows us to break down the statistics by question and by library as well as providing the ethnicity statistics by age and gender. This enables us to compare against different libraries and the general population statistics and see if there are any anomalies. This is a gap in our evaluation process as we have not yet done this comparison. (See Children's PLUS survey report 2007 for full statistics).

We also have statistics about the children who took part in the summer reading scheme, including information about age, gender, ethnicity and disability.

44% of the children taking part in The Big Wild Read were boys, compared with 46% last year and 43% in 2005. Last year's higher figure may have been due to the greater popularity of the secret agent theme with boys. 6171 participants did not provide the information. Of the remaining 4431, 4074 were White, 182 were Asian or Asian British, 37 were Black or Black British, 21 were Chinese, 97 were Dual Heritage and 20 were from another ethnic group. 2.3 % were under 4. 53.3% were 4 –7 years old. 43.8% were 7 – 12 years old. 0.5% were over 12.

Customer feedback is monitored on a quarterly basis, but does not give us significant information for impact assessment purposes.

Staff data provided by the staff survey in 2007 shows that (across Libraries and Culture)

**Gender**

Male	12%
Female	86%
DNR	2%

**Age**

Under 18	1%
18 – 35	11%
36 – 49	28%
50 – 64	56%
65+	1%
Did not reply	2%

**Disability**

Yes	3%
No	92%
DNR	4%

### **Ethnic Group**

Asian	Less than 1%
Black	Less than 1%
Mixed	Less than 1%
Other	Less than 1%
White	92%
DNR	6%

### **Faith**

Christian	64%
Jewish	Less than 1%
None	25%
DNR	10%

### **Sexual Orientation**

Bisexual	1%
Gay man	1%
Heterosexual	71%
Lesbian	Less than 1%
DNR	27%

**ACTION** – Compare the statistics we do have for the strands listed above to the statistics for the population of Surrey as a whole. This might reveal if one or more of those strands is under represented among library users. (See Action Plan).

## **2. Is there potential for this service/policy to have a negative or differential impact on minority and excluded groups or on race relations and community cohesion?**

**Please complete the summary of negative impact identified by equality and diversity strand:**

<p><b>Age</b></p>	<ol style="list-style-type: none"> <li>1. Libraries are used by all age groups. This can cause conflict of expectations in the service provision, especially in a small library where it is not possible to provide separate sections. Libraries are usually open plan because having separate rooms creates problems with security and safety issues. Young children require a safe area where they can make some noise, and in particular attend sessions for story time and Rhymetime. Teenagers would like an area where they can play music. Students and some older people prefer a quiet environment. Libraries are planned as far as possible to have the children's area away from the study area or the seating where people read newspapers or use reference material. Events, weekly or one off are advertised in advance to give customers, who do not wish to participate, a chance to visit at another time.</li> <li>2. The age profile of library staff, only 12% of staff under 36 and 57% over 50 can have a negative impact on younger people, particularly teenagers. Most libraries have Saturday assistants who are younger and larger libraries usually have a more even mix of ages on the staff. The introduction of self service in our 25 largest libraries might overcome the problem of teenagers being served by older members of staff.</li> <li>3. Fines and fees can have an impact at any age, but can particularly be a barrier to young families and people on pensions. Anyone over 70 is exempt from paying fines and fines have also recently been removed from loans to children under 5. Fines on children's books are 2p per day and adult fines are 12p per day. Library Managers can use their discretion to waive fines in necessary.</li> <li>4. Self Service could be seen as a barrier for older people who do not like using computers, however our experience and customer feedback show that most older people are happy to use the self service terminals and staff are always on hand to help if needed.</li> <li>5. Routing all library calls through the contact centre has created a barrier for some older people who do not like contact centres and prefer to speak to someone they know, in the library. Staff in the contact centre do provide a high level of customer satisfaction and staff in the libraries are trained to provide customers with all the information that will give them confidence in using the contact centre.</li> <li>6. The Mobile Libraries provide a service mainly for older people who do not have transport. It is difficult to provide a service for children as most of the stops are during the day. Some stops have been located outside schools at the end of the school day but have not generally proved popular.</li> <li>7. All staff receive customer care training and E &amp; D awareness training.</li> </ol>
<p><b>Belief / Faith</b></p>	<ol style="list-style-type: none"> <li>8. We do not consider that there is anything connected to belief of faith that has a negative impact. All buildings are open and welcoming. We have had negative responses when we had a display on an individual faith, but we will put up information displays on any faith or belief in line with our policy on displays (available on the website).</li> <li>9. All staff receive customer care training and E &amp; D awareness training.</li> </ol>
<p><b>Disability</b></p>	<ol style="list-style-type: none"> <li>10. Access – one or two of our buildings might be problematic – Lingfield and Stanwell are not currently fully accessible; Camberley, Caterham Valley and Egham have inaccessible upper floors where disabled people cannot study. A DDA audit has been carried out for all buildings and there is a programme of works to make improvements to facilities where possible. Some libraries are in Listed buildings which makes it impossible to alter. Lingfield is the only library that cannot be made fully accessible and alternative arrangements for provision of service are available through the mobile library service if necessary. Stanwell will be moving into a new building this year. Managers in libraries that might have access problems within the building usually work with a local</li> </ol>

	<p>group to ensure access is suitable.</p> <p>11. Provision of a virtual Information Service, Enquiries Direct may create a barrier to use for some people. However the service can be accessed by telephone, email or through the website as well as in person at any library where a member of staff will provide assistance to contact the service if necessary.</p> <p>12. Communication – Signage might be difficult for those with learning disabilities.</p> <p>13. Supernova is only in 15 libraries, Wigit symbol software in 5 and Browsealoud in 4. We would need to investigate whether there is demand for these products in other libraries. They are currently in the largest libraries, or in Libraries with an identified need such as Leatherhead which is also the location for Seeability.</p> <p>14. Lack of disabled toilets might dissuade disabled people from using the libraries, particularly for study.</p> <p>15. We have no evidence to show whether disabled people are put off attending events in the library due to a lack of facilities. All learning events have a booking sheet which asks about specific needs to ensure we can make all sessions fully accessible. We advertise that we would provide a signer if required at author events, but we have never been asked.</p> <p>16. All staff receive customer care training and E &amp; D awareness training.</p>
<b>Gender</b>	<p>17. Our statistics show that use of the library is broken down into 36% male and 64% female. We are aware of various factors that influence use, but particularly that young men do not use the library. The gender profile of staff could be a contributory factor. The percentage does vary between large town and small village libraries, with Woking having a 40/60 split and Virginia Water with a 30/70 split.. The biggest variance is between the ages of 16 – 50, with a more even use in the younger and older age groups. Work is ongoing to encourage boys to use libraries.</p> <p>18. All staff receive customer care training and E &amp; D awareness training.</p>
<b>Sexual Orientation</b>	<p>19. The main impact is in the provision and display of stock, to ensure that we buy a good selection of titles in Lesbian, Gay, Bisexual and Transgender (LGBT) literature and display them in a way that makes it easy to find, without necessarily having to ask for directions. We do not have a section LGBT Literature but have provided a promotion that has been in place in a number of libraries which has proved to be very popular.</p> <p>20. All staff receive customer care training and E &amp; D awareness training.</p>
<b>Race</b>	<p>21. In the Adult PLUS survey 2006 the majority of adults overall described themselves as White British (86%). When compared with the census figure (2001) of 91%, it shows that the library attracts a reasonably wide range of non-White visitors. 17 of the libraries received visits from 5% or more people who classed themselves as anything other than White British, the results for those with more than 9% are as follows:</p> <ul style="list-style-type: none"> <li>• Woking: BME (24.9%)</li> <li>• Godalming: BME (11.6%)</li> <li>• Frimley Green: BME (9.3%)</li> <li>• Dittons: BME (15.3%)</li> <li>• Moseley: BME (10.7%)</li> <li>• Reigate: BME (12.2%).</li> </ul> <p>22. Children’s PLUS survey 2007 show that 90.5% of children described themselves as White British. In the Summer</p>

	<p>Reading scheme 91.9% of children who filled in the details described themselves as White.</p> <p>23. The service has done some work with specific ethnic groups but is aware that there are many groups with which we have not yet engaged.</p> <p>24. All staff receive customer care training and E &amp; D awareness training.</p>
<b>Trans Gender/ Sexual</b>	<p>25. Customers have to state their title when joining the library e.g. Mr, Mrs etc. Customers are allowed to choose which title they prefer.</p> <p>26. All staff receive customer care training and E &amp; D awareness training.</p>
<b>HR issues only:</b>	

Please continue and attach a separate sheet if necessary

**3. Is there potential for this service/policy to have a positive impact, such as tackling discrimination, promoting equality of opportunity and / or promoting good community relations, for minority and excluded groups?**

**Please complete the summary of positive impact identified by equality and diversity strand, NB this would include positive initiatives delivery by the service or through the policy for the equality strands listed below:**

<b>Age</b>	<ul style="list-style-type: none"><li>• The Books on Wheels service takes the library service to housebound people using volunteers. In many cases this is a valuable contact with the outside world and helps to alleviate isolation.</li><li>• The Residential Homes service makes the library available to those in residential homes</li><li>• Mobile library service makes the library available to those who are not housebound but have difficulty getting to their nearest static library</li><li>• Rhymetime involves the very young with the library service</li><li>• Storytime involves 2-5 year olds.</li><li>• Maisy cards are special cards for 0-5 year olds and are linked to removal of fines on overdue books.</li><li>• A new library card for 5-11 year olds will come into being on 22 March</li><li>• Concessionary cards are available for people who are print disabled</li><li>• Libraries are about the only source of large print</li><li>• We provide audio books</li><li>• Access technology helps make PCs available to elderly people with visual impairments</li><li>• Staff training provides familiarity with access technology</li><li>• Bookstart helps get young children reading</li><li>• Computer courses have helped older people to get used to using computers</li><li>• Exempt cards for over 70s mean no fines</li><li>• Bookcrawl is a reading scheme for under 4s</li><li>• Summer reading scheme involves 4-12 year olds</li><li>• We have created web pages for children</li><li>• Provision of terminals for children in some libraries</li><li>• We provide support at Burbank looked after children's home</li><li>• We offer the Books+ ticket for foster carers</li><li>• There is a reminiscence collection at Camberley for countywide use</li><li>• We provide customer care training and Equality and Diversity training for all staff</li></ul>
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<b>Belief / Faith</b>	<ul style="list-style-type: none"> <li>• Islamic awareness displays make the library welcoming to Muslims</li> <li>• We buy stock about all religions and faiths</li> <li>• Working with Muslim women’s group as part of Family Learning</li> <li>• We provide books on faith in other languages</li> <li>• We provide customer care training and Equality and Diversity training for all staff</li> </ul>
<b>Disability</b>	<ul style="list-style-type: none"> <li>• The Books on Wheels service takes the library service to housebound people using volunteers. In many cases this is a valuable contact with the outside world and helps to alleviate isolation.</li> <li>• Access technology helps make PCs available to disabled people</li> <li>• Staff training provides familiarity with access technology</li> <li>• Libraries are about the only source of large print</li> <li>• We have some giant print books for children</li> <li>• We provide audio books</li> <li>• Concessionary cards are available for people who are print disabled</li> <li>• Surrey libraries pays the subscriptions of visually impaired people using the RNIB talking book service</li> <li>• We do regular access audits</li> <li>• We work with students with learning disabilities in the library</li> <li>• We provide signers for those that need them</li> <li>• We provide work experience for disabled people</li> <li>• Books on prescription is for people with mental health problems</li> <li>• Beating the Blues is a programme for people with mental health problems</li> <li>• There is a reading group for people with mental health problems at Chertsey</li> <li>• There is a reading group for visually impaired people at Oxted</li> <li>• 41 libraries have hearing loops</li> <li>• We provide basic skills material for people with literacy and numeracy problems</li> <li>• Many of our DVDs have audio description and this has been catalogued</li> <li>• DVDs have subtitles</li> <li>• Bee Aware allows us to obtain material for visually impaired people in their preferred format</li> <li>• Situation books can help children to better understand disabilities</li> <li>• We provide customer care training and Equality and Diversity training for all staff</li> </ul>
<b>Gender</b>	<ul style="list-style-type: none"> <li>• Boys into Books is a funded project which will encourage young boys to use libraries</li> <li>• Fulham FC have been active in Esher, Epsom and Woking libraries encouraging young boys to read</li> <li>• We provide customer care training and Equality and Diversity training for all staff</li> <li>• We have run “Lads and Dads” promotions.</li> </ul>
<b>Sexual Orientation</b>	<ul style="list-style-type: none"> <li>• We buy stock that discuss sexual orientation</li> <li>• We buy stock by LGBT authors</li> <li>• We provide customer care training and Equality and Diversity training for all staff</li> </ul>

<b>Race</b>	<ul style="list-style-type: none"><li>• We provided a booklist for Black history month in 2006</li><li>• We provide books in ethnic minority languages</li><li>• We provide customer care training and Equality and Diversity training for all staff</li></ul>
<b>Trans Gender/ Sexual</b>	
<b>HR issues only:</b>	

Please continue and attach a separate sheet if necessary

**4. Give details of involvement, consultation and or research undertaken for each relevant equality and diversity strand, upon which this policy/service has had an impact either internally or externally:**



<b>Age</b>	PLUS, MLA Books on Wheels survey. W.F. Howes large print survey. Friends Groups are involved with events and fund raising in libraries. On line questionnaire on Library Services for Children and Young People.
<b>Belief / Faith</b>	Work with Muslim women in Maybury and Molesey either to arrange group visits or to bring material to them. Islamic awareness displays in libraries Welcome to your library project has published a report on providing library services to newly arrived refugees and asylum seekers Cultural Strategy consultation, initial work and ongoing
<b>Disability</b>	PLUS, MLA Books on Wheels survey. W.F. Howes large print survey We discussed the implementation of Books on Prescription and Beating the Blues with Primary Care Trusts Hampshire have produced an access card for people with dyslexia. County wide engagement with Disability groups as part of the SCC Equality Disability Scheme included questions about the library services. The only issues raised were those about access. Cultural Strategy consultation
<b>Gender</b>	PLUS Cultural Strategy consultation, initial work and ongoing
<b>Sexual Orientation</b>	No consultation has taken place.
<b>Race</b>	PLUS Welcome to your library project has published a report on providing library services to newly arrived refugees and asylum seekers Cultural Strategy consultation, initial work and ongoing
<b>HR issues only:</b>	

Please continue and attach a separate sheet if necessary

**5. Given your answers to the previous questions, how will your service or policy be revised to mitigate, reduce or eliminate negative impacts and enhance positive impacts?  
(NB this is in effect the Recommendations to improve this policy)**

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| 1. We need to know more about non-users and their reasons for non use.   |
| 2. Using the statistics we have gathered we need to examine the make up of our users and compare it to the make up of the population of Surrey as a whole to see if any of the six strands are under-represented |
| 3. Investigate the availability of signage which uses symbols and what we might legitimately use   |
| 4. Ongoing training for staff in E&D issues  |
| 5. Look at ways in which we can attract a more diverse workforce   |
| 6. Run a publicity campaign for Books on Wheels  |
| 7. Investigate the use of assistive technology. Could we widen it?   |
| 8. Customer feedback is monitored on a quarterly basis, but does not give us significant information for impact assessment purposes  |

Please continue and attach a separate sheet if necessary

**6. Actions required to implement the EIA recommendations:**

<b>Action Plan:</b>	<b>Target</b>	<b>Responsibility:</b>	<b>Date to be completed:</b>
Survey of non-users	Consultation completed	Sally Parker	December 2009
Analysis of the statistics we do have over the last three years Compare the statistics we do have for the strands listed above to the statistics for the population of Surrey as a whole.	Analysis completed and recommendations for actions made.	Sally Parker	March 2009
Publicity drive for the Books on wheels service. Find and consult with partners	10% increase in uptake of Books on Wheels service	Sally Parker	December 2009
Implement training programme for front line staff using Grass Roots training	50 staff have undertaken training.	Sally Parker	March 2009

NB these actions should have SMART Targets

Please continue and attach a separate sheet if necessary

NB these actions should be reported to the DIG and where relevant incorporated into the Equality and Diversity Action Plan, Service Plans and or personal objectives of key staff.

**7. If no actions are to be taken with respect to the recommendations please give reasons below:**

3. Cost – more research into feasibility and cost. Consultation with stakeholders needed
5. Ask HR for advice
7. Research needs to be done for this to progress

Action plan review date: 31<sup>st</sup> March 2009.

Name of person responsible for review: Sally Parker

**EIA Assessor(s): Geoff Cox, Chris Duke, Wendy Griffin**

**Name Head of Service: Yvonne Rees**



**Date Completed: 31<sup>st</sup> March 2008**

1. Signed hard copy and electronic version to be kept in your team for audit purposes
2. Send an electronic copy to the SCC 'Web Operations Team' for publication on the SCC website
3. Send Action Plan to DIG for review at its next meeting.

**Date sent to Web Operations Team: \_\_\_\_\_**