

Community impact assessment – Physical activity & sports strategy – appendix 4

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What is a community impact assessment?

A community impact assessment is an important part of our commitment to delivering better services for our communities. The form will help us find out what impact or consequences our functions, policies, procedures and projects have on our communities, as well as employees and potential employees.

By undertaking an impact assessment, we are able to:

1. Take into account the needs, experiences and circumstances of those groups of people who use (or don't / can't use) our services.
2. Identify any inequalities people may experience.
3. Think about the other ways in which we can deliver our services which will not lead to inequalities.
4. Develop better policy-making, procedures and services.

Background

Name of service / policy / project and date	Physical Activity & Sports Strategy
Lead officer	Richard Gibson
Other people involved in completing this form	None

Step 1: About the service, policy or project

What is the aim of the service / policy / project and what outcomes is it contributing to	To set out a collective vision and outcomes for physical activity and sport in Cheltenham - Cheltenham is a place where everyone has the opportunity to enjoy and benefit from sport and physical activity.
Who are the primary customers of the service / policy / project and how do they / will they benefit	Sporting and physical activity stakeholders, communities and residents of Cheltenham
How and where is the service / policy / project implemented	Across Cheltenham
What potential barriers might already exist to achieving these outcomes	Stakeholders have identified the following barriers to achieving the vision: <ul style="list-style-type: none"> • Cost is a barrier for many people - only going to get worse with cost of living • Childcare can be a barrier • Perceptions of feeling safe when exercising • Unequal geographic distribution of facilities and opportunities- exacerbated by lack of bus services

Step 2: What do you already know about your existing and potential customers?

What existing information and data do you have about your existing / potential customers e.g. Statistics, customer feedback, performance information	<p>We have access to data from Sports England and other local data such as the online pupil survey:</p> <p>We know that 21% of our population is considered inactive and although this compares with 23% inactive for the county and 26% nationally, there are areas of Cheltenham and groups of people where inactivity levels are far higher.</p> <p>Low income - People living in our lower income neighbourhoods are at risk of lower activity levels. Twice as many people are classed as inactive in our most deprived communities (38%) when compared to our least deprived communities (19%). We also know that obesity in women affects 39.5% of those living in most deprived areas compared with 22.4% from least deprived areas</p> <p>Disabled people – we know that 36% of people who class themselves as disabled are inactive compared to only 17% who class themselves as non-disabled – a participation gap of c.20%</p> <p>Ethnicity –Nationally, 37% of people from the Asian ethnic group are classed as inactive, compared to 24.5% of people from white British origin. In the Asian and white British ethnic groups, women are more likely to be inactive than men</p>
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	<p>Younger women – Whilst similar rates of adult women are classed as active when compared to men, school data from the Gloucestershire online pupil survey shows that whilst 60% of boys do the recommended level of activity, only 48% of girls achieve this. In addition, 46% of girls don't exercise because they find it embarrassing compared with only 21% of boys.</p>
<p>What does it tell you about who uses your service / policy and those that don't?</p>	<p>It is clear from the data that some of our communities face inactivity inequalities, most notably:</p> <ul style="list-style-type: none"> • People living in our lower income neighbourhoods • Disabled people • Younger women • People from ethnically diverse communities
<p>What have you learnt about real barriers to your service from any consultation with customers and any stakeholder groups?</p>	<p>We plan to carry out specific engagement with these communities to understand the real barriers to physical activity</p>
<p>If not, who do you have plans to consult with about the service / policy / project?</p>	

Step 3: Assessing community impact

How does your service, policy or project impact on different groups in the community? Please outline what you are already doing to benefit this group, what you are doing that might disadvantage this group, what you could do differently to benefit the group.

Group	What are you already doing to benefit this group	What are you doing that might disadvantage this group	What could you do differently to benefit this group	No impact on this group
People belonging to race, cultural and ethnic groups	One of the strategy's priorities is to explore how best to support communities increase their engagement in physical activity where we know inactivity inequalities are the greatest: <ul style="list-style-type: none"> • People from ethnically diverse communities 	Nothing identified	Carry out further engagement to identify barriers and opportunities	
People who are male or female	One of the strategy's priorities is to explore how best to support communities increase their engagement in physical activity where we know inactivity inequalities are the greatest: <ul style="list-style-type: none"> • Women and girls 	Nothing identified	Carry out further engagement to identify barriers and opportunities	
People who intend or plan to undergo or who are undergoing or have undergone gender reassignment	Nothing identified	Nothing identified	Nothing identified	
People of different ages, including children and older people	One of the strategy's priorities is to explore how best to support communities increase their engagement in physical activity where we know inactivity	Nothing identified	Carry out further engagement to identify barriers and opportunities	

	<p>inequalities are the greatest:</p> <ul style="list-style-type: none"> • Women and girls 			
People with disabilities and/or mental health conditions	<p>One of the strategy's priorities is to explore how best to support communities increase their engagement in physical activity where we know inactivity inequalities are the greatest:</p> <ul style="list-style-type: none"> • Disabled people and people with long-term health conditions 	Nothing identified	Carry out further engagement to identify barriers and opportunities	
People who have a religion or belief, or who do not	Nothing identified	Nothing identified	Nothing identified	
People who are who are gay, lesbian, bisexual, heterosexual	Nothing identified	Nothing identified	Nothing identified	
People who are married or in a Civil Partnership	Nothing identified	Nothing identified	Nothing identified	
People who are pregnant or subject to maternity arrangements	Nothing identified	Nothing identified	Nothing identified	
Other groups or communities	<p>One of the strategy's priorities is to explore how best to support communities increase their engagement in physical activity where we know inactivity inequalities are the greatest:</p> <ul style="list-style-type: none"> • Those on low incomes (including children living in poverty) • Others (older people, carers, refugees) 	Nothing identified	Carry out further engagement to identify barriers and opportunities	

Step 4: What are the differences?

Are any groups affected in different ways to others as a result of the service / policy / project?	Nothing further identified
Does your service / policy / project either directly or indirectly discriminate?	The strategy puts in place measures to ensure that the delivery of physical activity is done in a non-discriminatory way, but also is used to drive a powerful message of equity and inclusion,
If yes, what can be done to improve this?	N/A
Are there any other ways in which the service / project can help support priority communities in Cheltenham?	

Step 5: Taking things forward

What are the key actions to be carried out and how will they be resourced and monitored?	We plan to carry out specific engagement with these communities to understand the real barriers to physical activity
Who will play a role in the decision-making process?	CBC
What are your / the project's learning and development needs?	None identified
How will you capture these actions in your service / project planning?	Via the action plan