

# Equality Impact Assessment

## Introduction

An Equality Impact Assessment (EqIA) is a method for assessing the effects or impacts of a council policy or function on removing barriers to equality.

The Equality Act 2010 includes a public sector equality duty which requires public authorities to try and eliminate discrimination; advance equality of opportunity between persons who share a relevant protected characteristic and those who do not share it and promote equality and good relations across a range of protected characteristics.

The protected characteristics are:

|   |                         |                     |
|---|-------------------------|---------------------|
| Age   | Disability              | Gender Reassignment |
| Marriage and civil partnership                | Pregnancy and maternity | Race                |
| Religion or belief (including lack of belief) | Sex                     | Sexual orientation  |

An EqIA should be completed with the full range of protected characteristics considered during the initial stages of developing new strategies, policies, functions or services, prior to starting a procurement exercise and before decisions are made.

Examples of when an EqIA should be completed are:

- |  |  |
|--|--|
| <ul style="list-style-type: none"><li>• Any proposals to introduce or add to a service</li></ul>     | <ul style="list-style-type: none"><li>• Any proposals to adopt policy priorities, strategies and plans</li></ul>                               |
| <ul style="list-style-type: none"><li>• Any proposals to remove, reduce or alter a service</li></ul> | <ul style="list-style-type: none"><li>• Changes to staffing structure where groups of employees are likely to be negatively affected</li></ul> |
| <ul style="list-style-type: none"><li>• Any new policies or changes to policies</li></ul>            | <ul style="list-style-type: none"><li>• Any proposals in relation to procured or commissioned services</li></ul>                               |

## Stage 1 - Equality Screening

Whenever a policy/service or function is reviewed, changed, developed or removed an initial equality impact assessment stage 1 will need to be undertaken. This is a screening template and will help establish whether a full assessment is needed. This should be done at an early stage of the process so that it is part of policy development.

## Stage 2 – Equality Impact Assessment

This is the full EqIA and seeks to identify the equality considerations that have been taken into account including any mitigating actions proposed and ensures decisions are based on evidence. The EqIA will need to be agreed with the appropriate Head of Service or Director and should be included on the decision making report, along with commentary on the assessment in the main body of the report.

## STAGE 1 – Equality Screening

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### 1. Identify the policy, project, function or service change

#### a. Person responsible for this EqIA

Officer responsible:

Service Area:

Title:

Date of assessment:

Signature:

#### b. Head of Service/Director sign off

Name:

Title:

Date:

Signature:

#### c. Is this a policy, function, strategy, service change or project?

Choose an item.

If other, please specify:

#### d. Name of the policy, function, strategy, service change or project

Is this new or existing?

Choose an item.

**Please specify reason for change or development of policy, function, strategy, service change or project**

#### e. What are the aims, objectives and intended outcomes and who is likely to benefit from it?

Aims:

Objectives:

Outcomes:

|           |  |
|-----------|--|
| Benefits: |  |
|-----------|--|

**f. What are the expected impacts?**

|  |                 |
|--|-----------------|
| Are there any aspects, including how it is delivered or accessed, that could have an impact on the lives of people, including employees and customers. | Choose an item. |
|--|-----------------|

|   |                 |
|---|-----------------|
| Do you expect the impacts to be positive or negative? | Choose an item. |
|---|-----------------|

Please provide an explanation for your answer:

**If your answer to question f identified potential positive or negative impacts, or you are unsure about the impact, then you should carry out a Stage Two Equality Impact Assessment.**

**g. Identify next steps as appropriate**

|                    |                 |
|--------------------|-----------------|
| Stage Two required | Choose an item. |
|--------------------|-----------------|

|                               |  |
|-------------------------------|--|
| Owner of Stage Two assessment |  |
|-------------------------------|--|

|  |  |
|--|--|
| Completion date for Stage Two assessment |  |
|--|--|

**Please forward this completed form to [add email address] and move on to Stage 2 if required.**

## STAGE 2 – Full Equality Impact Assessment

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### 2. Engagement and consultation

The best approach to find out if a policy etc, is likely to impact positively or negatively on equality groups is to look at existing research, previous consultation recommendations, studies or consult with representatives of those equality groups.

#### a. Research and evidence

List below any data, consultations (previous, relevant, or future planned), or any relevant research, studies or analysis that you have considered to assess the policy, function, strategy, service change or project for its relevance to equality.

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|  |

#### b. Consultation

Has any consultation be conducted?

Choose an item.

Describe the consultation or engagement you have conducted or are intending to conduct. Describe who was consulted, what the outcome of the activity was and how these results have influenced the development of the strategy, policy, project, service change or budget option.

If no consultation or engagement is planned, please explain why.

|  |
|--|
|  |
|--|

### 3. Assessment

#### a. Assessment of impacts

For each characteristic, please indicate the type of impact (positive – contributes to promoting equality or improving relations within an equality group, neutral – no impact, negative – could disadvantage them).

Please use the description of impact box to explain how you justify the impact and include any data and evidence that you have collected from surveys, performance data or complaints to support your proposed changes

| Protected Characteristic  | Specific Characteristic             | Impact          | Description of impact | Mitigating Action |
|---|-------------------------------------|-----------------|-----------------------|-------------------|
| <b>AGE</b>  | Older people (60+)                  | Choose an item. |                       |                   |
|   | Younger People (16-25)              | Choose an item. |                       |                   |
|   | Children (0-16)                     | Choose an item. |                       |                   |
| <b>DISABILITY</b><br>A definition of disability under the Equality Act 2010 is available <a href="#">here</a> .<br><br><i>See also carer responsibilities under other considerations.</i> | Physical disability                 | Choose an item. |                       |                   |
|   | Sensory Impairment (sight, hearing) | Choose an item. |                       |                   |
|   | Mental health                       | Choose an item. |                       |                   |
|   | Learning Disability                 | Choose an item. |                       |                   |
| <b>GENDER REASSIGNMENT</b>  |                                     | Choose an item. |                       |                   |
| <b>MARRIAGE &amp; CIVIL PARTNERSHIP</b>   | Women                               | Choose an item. |                       |                   |
|   | Men                                 | Choose an item. |                       |                   |
|   | Lesbians                            | Choose an item. |                       |                   |
|   | Gay Men                             | Choose an item. |                       |                   |
| <b>PREGNANCY &amp; MATERNITY</b>  | Women                               | Choose an item. |                       |                   |
| <b>RACE*</b><br>Further information on the breakdown below each of these headings, is available <a href="#">here</a> .  | White                               | Choose an item. |                       |                   |
|   | Mixed or multiple ethnic groups     | Choose an item. |                       |                   |
|   | Asian                               | Choose an item. |                       |                   |

|  |                    |                 |  |  |
|--|--------------------|-----------------|--|--|
| For example Asian, includes Chinese, Pakistani and Indian etc  | African            | Choose an item. |  |  |
|  | Caribbean or Black | Choose an item. |  |  |
|  |                    | Choose an item. |  |  |
| <b>RELIGION &amp; BELIEF**</b><br>A list of religions used in the census is available <a href="#">here</a> | See note           | Choose an item. |  |  |
| <b>SEX (GENDER)</b>  | Men                | Choose an item. |  |  |
|  | Women              | Choose an item. |  |  |
|  | Trans Men          | Choose an item. |  |  |
|  | Trans Women        |                 |  |  |
| <b>SEXUAL ORIENTATION</b>  | Heterosexual       | Choose an item. |  |  |
|  | Lesbian            | Choose an item. |  |  |
|  | Gay                | Choose an item. |  |  |
|  | Bisexual/Pansexual | Choose an item. |  |  |
| <b>Other considerations</b>  |                    |                 |  |  |
| <b>Socio-economic factors</b><br>(income, education, employment, community safety & social support)        |                    | Choose an item. |  |  |
| <b>Rurality</b><br>i.e. access to services; transport; education; employment; broadband                    |                    | Choose an item. |  |  |
| <b>Other (e.g. caring responsibilities)</b>  |                    | Choose an item. |  |  |

\* To keep the form concise, race has not been included as an exhaustive list, please augment the list above where appropriate to reflect the complexity of other racial identities.

\*\* There are too many faith groups to provide a list, therefore, please input the faith group e.g. Muslims, Buddhists, Jews, Christians, Hindus, etc. Consider the different faith groups individually when considering positive or negative impacts. A list of religions in the census is available [here](#)

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#### 4. Outcomes, Action and Public Reporting

a. Please list the actions identified through the evidence and the mitigating action to be taken.

| Action | Target completion date | Lead Officer |
|--------|------------------------|--------------|
|        |                        |              |
|        |                        |              |
|        |                        |              |
|        |                        |              |

b. Public reporting

All completed EqIA's are required to be publicly available on the Council's website once they have been signed off. EqIA's are also published with the papers for committee and full council decisions.

Please send completed EqIA's to [email address]

#### 5. Monitoring outcomes, evaluation and review

The Equalities Impact Assessment is not an end in itself but the start of a continuous monitoring and review process. The relevant Service or Lead Officer responsible for the delivery of the policy, function or service change is also responsible for monitoring and reviewing the EqIA and any actions that may be taken to mitigate impacts.

Individual services are responsible for conducting the impact assessment for their area, staff from Corporate Policy and Governance will be available to provide support and guidance, please email xxxx if you have any questions.

#### 6. Change log

| Name | Date | Version | Change |
|------|------|---------|--------|
|      |      |         |        |
|      |      |         |        |