

Equal Impact Assessment (EIA)

The Policy and Guidance; Public Sector Equality Duty and Equality Impact Assessment (EIA) document should be read prior to completing this form.

I confirm that I have read the Policy and Guidance; Public Sector Equality Duty and Equality Impact Assessment (EIA) document	<i>sign here</i>
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Upon completion of this EIA it should be included as an appendix item for any associated reports to Management Team or formal Council meetings. The EIA should also be approved by the relevant Assistant Director.

Title of activity	<i>Insert title here</i>
Type of activity	<i>Is the activity a policy, strategy, procedure, project, new or change in service, initiative or other (please specify)?</i>
Purpose of activity	<i>Are you changing, introducing a new, or removing a service, policy, strategy or function?</i>
Completed by:	<i>Please include your name, job title, Service and Directorate</i>
Approved by:	<i>Please insert the name, job title, Service and Directorate of the manager responsible for the service or proposal.</i>
Date of assessment:	<i>DD/MM/YYYY</i>
Outcome	<i>Pause/Revisit/Proceed (complete Action plan if areas identified have a negative impact)</i>
Review date:	<i>DD/MM/YYYY</i>

Does the EIA contain any 'Confidential' or 'Exempt information' that would prevent its publication on the Council's website? (in accordance with the Council's Constitution, Part 5, Access to Information Procedure Rules)	Yes / No
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The EIA – How will the activity (strategy, policy, plan, procedure and/or service) impact on people?

Background/context:

- *What is the scope and intended outcomes of the activity being assessed?*
- *What are the aims, objectives and intended outcomes?*
- *Who are the key stakeholders in this activity?*
- *What are the timescales?*

**Expand box as required*

Overall who will be affected by the activity?

- *Consider the impact as widely as possible.*
- *How does this activity meet the needs of the local population?*
 - *Residents: pay particular attention to vulnerable groups in the population who may be affected by this activity.*
 - *Businesses/ manufacturing / developers / small, medium or large enterprises.*
 - *Employees: e.g. Council staff for an internal activity, other statutory or voluntary sector employees, local businesses and services.*
- *What could be done to enhance any positive impacts and, where possible, mitigate any negative impacts?*

**Expand box as required*

Impact on the 9 Protected Characteristics

Please consider and note what impact your activity will have on individuals and groups, (including staff), in respect of each of the protected characteristics based on the data and information you have.

You should note whether this is a positive, neutral or negative impact by ticking the relevant box:

	Positive	Neutral	Negative
Age			
Disability			
Gender Reassignment			
Pregnancy & Maternity			
Marriage & Civil Partnership			
Race			
Religion & Belief			
Sex			
Sexual Orientation			

Evidence:

In this section you will need to document the evidence that you have used to assess the impact of your activity. It is not an acceptable defence to say we lacked evidence on a particular issue.

Refer to Appendix 1 for suggested sources.

**Expand box as required*

Impact upon any factors which determine people's health and wellbeing?

(This relates to all people, not just in terms of the protected characteristics)

In this section you will need to consider and note whether the proposal could have an overall impact on, or implications for, people's health and wellbeing. Refer to Appendix 2 for a tool to guide your assessment.

Some questions you may wish to consider:

- *Will the activity impact on people's ability to socialise, potentially leading to social isolation?*
- *Will the activity affect a person's income and/or have an effect on their housing status?*
- *Is the activity likely to cause the recipient of a service more or less stress?*
- *Will any change in the service take into account different needs, such as those with learning difficulties?*
- *Will the activity affect the health and wellbeing of persons not directly related to the service/activity, such as carers, family members, other residents living nearby?*
- *How will the activity help address inequalities in health and wellbeing?*
- *What could be done to enhance any positive impacts and, where possible, mitigate any negative impacts?*

Evidence:

In this section you will need to document the evidence that you have used to assess the impact of your activity. It is not an acceptable defence to say we lacked evidence on a particular issue.

Refer to Appendix 1 for suggested sources.

Action Plan

Protected characteristic / health & wellbeing impact	Identified Negative or Positive impact	Recommended actions to mitigate Negative impact* or further promote Positive impact	Outcomes and monitoring**	Timescale	Lead officer

Add further rows as necessary

* You should include details of any future consultations and any actions to be undertaken to mitigate negative impacts

** Monitoring: You should state how the impact (positive or negative) will be monitored; what outcome measures will be used; the known (or likely) data source for outcome measurements; how regularly it will be monitored; and who will be monitoring it (if this is different from the lead officer)

Appendix 1: Suggested Sources

- Service specific data, benchmarking with other organisations, national best practice
- Population, demographic and socio-economic data. Suggested sources include:
 - o Service user monitoring data that your service collects
 - o A wide range of information from the public and organisations that operate in Essex, covering a number of themes including Children and Young People, Health and Wellbeing, Crime and Community Safety (www.essexinsight.org.uk).
 - o Crime map including detailed statistics <https://www.police.uk/your-area/>
 - o Labour market at ward level <https://www.nomisweb.co.uk/reports/lmp/ward2011/contents.aspx>
 - o Labour market at district level <https://www.nomisweb.co.uk/reports/lmp/la/1946157220/report.aspx>
 - o Various statistics at district level including ethnicity, religious beliefs, health, occupation, age (https://www.nomisweb.co.uk/census/2011/key_statistics)
 - o Various datasets information on multiple subjects, from population statistics to strategies (<https://data.essex.gov.uk/>)
 - o Staffing Statistics report February 2021
([A3 Report Staffing Statistics February 2021 \(tendringdc.gov.uk\)](https://www.tendringdc.gov.uk/A3-Report-Staffing-Statistics-February-2021))

The above suggestions are not intended to be an exhaustive list. Note any relevant data considered, including both quantitative and qualitative data. If you consulted, identify who took part and any key findings. Make reference to or attach other document(s) if needed. If you do not have any relevant data, please provide the reason why.

Information on the population affected

- Routinely collected local statistics (e.g. quality of life, health status, unemployment, crime, air quality, educational attainment, transport etc.)
- Local research/ Surveys of local conditions
- Community profiles

Wider Evidence

- Published Research, including evidence about similar proposals implemented elsewhere (e.g. Case Studies).
- Predictions from local or national models
- Locally commissioned research by statutory/voluntary/private organisations

Expert Opinion

- Views of residents and professionals with local knowledge and insight

Appendix 2: Health & Wellbeing Impact Tool

The following are a range of considerations that might help you to complete the assessment.

Lifestyle YES <input type="checkbox"/> NO <input type="checkbox"/>	Personal circumstances YES <input type="checkbox"/> NO <input type="checkbox"/>	Access to services/facilities/amenities YES <input type="checkbox"/> NO <input type="checkbox"/>
<input type="checkbox"/> Diet <input type="checkbox"/> Exercise and physical activity <input type="checkbox"/> Smoking <input type="checkbox"/> Exposure to passive smoking <input type="checkbox"/> Alcohol intake <input type="checkbox"/> Dependency on prescription drugs <input type="checkbox"/> Illicit drug and substance use <input type="checkbox"/> Risky Sexual behaviour <input type="checkbox"/> Other health-related behaviours, such as tooth-brushing, bathing and wound care	<input type="checkbox"/> Structure and cohesion of family unit <input type="checkbox"/> Parenting <input type="checkbox"/> Childhood development <input type="checkbox"/> Life skills <input type="checkbox"/> Personal safety <input type="checkbox"/> Employment status <input type="checkbox"/> Working conditions <input type="checkbox"/> Level of income, including benefits <input type="checkbox"/> Level of disposable income <input type="checkbox"/> Housing tenure <input type="checkbox"/> Housing conditions <input type="checkbox"/> Educational attainment <input type="checkbox"/> Skills levels including literacy and numeracy	<input type="checkbox"/> to Employment opportunities <input type="checkbox"/> to Workplaces <input type="checkbox"/> to Housing <input type="checkbox"/> to Shops (to supply basic needs) <input type="checkbox"/> to Community facilities <input type="checkbox"/> to Public transport <input type="checkbox"/> to Education <input type="checkbox"/> to Training and skills development <input type="checkbox"/> to Healthcare <input type="checkbox"/> to Social services <input type="checkbox"/> to Childcare <input type="checkbox"/> to Respite care <input type="checkbox"/> to Leisure and recreation services and facilities
Social Factors YES <input type="checkbox"/> NO <input type="checkbox"/>	Economic Factors YES <input type="checkbox"/> NO <input type="checkbox"/>	Environmental Factors YES <input type="checkbox"/> NO <input type="checkbox"/>
<input type="checkbox"/> Social contact <input type="checkbox"/> Social support <input type="checkbox"/> Neighbourliness <input type="checkbox"/> Participation in the community <input type="checkbox"/> Membership of community groups <input type="checkbox"/> Reputation of community/area <input type="checkbox"/> Participation in public affairs <input type="checkbox"/> Level of crime and disorder <input type="checkbox"/> Fear of crime and disorder <input type="checkbox"/> Level of antisocial behaviour <input type="checkbox"/> Fear of antisocial behaviour <input type="checkbox"/> Discrimination <input type="checkbox"/> Fear of discrimination <input type="checkbox"/> Public safety measures <input type="checkbox"/> Road safety measures	<input type="checkbox"/> Creation of wealth <input type="checkbox"/> Distribution of wealth <input type="checkbox"/> Retention of wealth in local area/economy <input type="checkbox"/> Distribution of income <input type="checkbox"/> Business activity <input type="checkbox"/> Job creation <input type="checkbox"/> Availability of employment opportunities <input type="checkbox"/> Quality of employment opportunities <input type="checkbox"/> Availability of education opportunities <input type="checkbox"/> Quality of education opportunities <input type="checkbox"/> Availability of training and skills development opportunities <input type="checkbox"/> Quality of training and skills development opportunities <input type="checkbox"/> Technological development <input type="checkbox"/> Amount of traffic congestion	<input type="checkbox"/> Air quality <input type="checkbox"/> Water quality <input type="checkbox"/> Soil quality/Level of contamination/Odour <input type="checkbox"/> Noise levels <input type="checkbox"/> Vibration <input type="checkbox"/> Hazards <input type="checkbox"/> Land use <input type="checkbox"/> Natural habitats <input type="checkbox"/> Biodiversity <input type="checkbox"/> Landscape, including green and open spaces <input type="checkbox"/> Townscape, including civic areas and public realm <input type="checkbox"/> Use/consumption of natural resources <input type="checkbox"/> Energy use: CO2/other greenhouse gas emissions <input type="checkbox"/> Solid waste management <input type="checkbox"/> Public transport infrastructure

