

## Appendix B

# Draft School Streets Permit and Exemption Policy Equalities Impact Assessment (EqIA)

**EqIAs make services better for everyone and support value for money by getting services right first time.**

EqIAs enable us to consider all the information about a service, policy or strategy from an equalities perspective and then create an action plan to get the best outcomes for service users and staff<sup>1</sup>. They analyse how all our work as a council might impact differently on different groups protected from discrimination by the Equality Act 2010<sup>2</sup>. They help us make good decisions and evidence how we have reached them.<sup>3</sup>

An EqIA needs to be started as a project starts to identify and consider possible differential impacts on people and their lives, inform project planning and, where appropriate, identify mitigating actions. A full EqIA must be completed before any decisions are made or policy agreed so that the EqIA informs that decision or policy. It is also a live document; you should review and update it along with your project plan throughout.

You should first consider whether you need to complete this full EqIA<sup>4</sup>.

### **Other key points to note:**

- Full guidance notes to help you are embedded in this form – see the End Notes or hover the mouse over the numbered notes.
- Please share your EqIA with your Equalities Champion and the final/updated version at the end of the project.
- Major EqIAs should be reviewed by the relevant Head of Service.
- Examples of completed EqIAs can be found on the Equalities Hub

## 1. Responsibility for the EqIA

Title of proposal <sup>5</sup>	Draft School Streets Permit and Exemption Policy
Name and job title of completing officer	Alex Sexton / Phineas Skipper
Head of service area responsible	Ian Edser
Equalities Champion supporting the EqIA	Rosie Evangelou
Performance Management rep	
HR rep (for employment related issues)	
Representative (s) from external stakeholders	

## 2. Description of proposal

Is this a: (Please tick all that apply)	
New policy /strategy / function / procedure / service <input checked="" type="checkbox"/>	Review of Policy /strategy / function / procedure / service <input type="checkbox"/>
Budget Saving <input type="checkbox"/>	Other <input type="checkbox"/>
If budget saving please specify value below: £139,000	If other please specify below:
<p>School Streets are roads outside of schools where vehicular access is prohibited during drop off and pick up times. Signs are placed at the entrance to a school street outlining the times when restrictions apply. The restriction is enforced using ANPR cameras.</p> <p>Some people will be considered exempt or permitted users and therefore will be granted a permit to go through the closure on application. These are:</p> <ul style="list-style-type: none"> <li>• Residents located within the School Street</li> <li>• Local business located within the School Street</li> <li>• Blue badge holders</li> </ul>	

- User of disabled bay located in pedestrian and cycle zone
- Vehicle entered with the permission or at the direction of a police constable in uniform.
- Any vehicle being used for fire brigade, ambulance, or police service purposes in an emergency
- Vehicles used to transport pupils with special educational needs, disabilities or limited mobility
- Vehicles used by the Council for purpose of collecting waste
- Vehicles used for services used as Dial-a-ride
- School minibuses/coaches
- Carers who require to access the area related to pupils or residents
- Medical practitioners
- Recognised vehicles used for funeral processions
- Vehicles used by Royal Mail
- All permanent school staff

### 3. Supporting evidence

What existing data informs your assessment of the impact of the proposal on protected groups of service users and/or staff?

Identify the main sources of evidence, both quantitative and qualitative, that supports your analysis

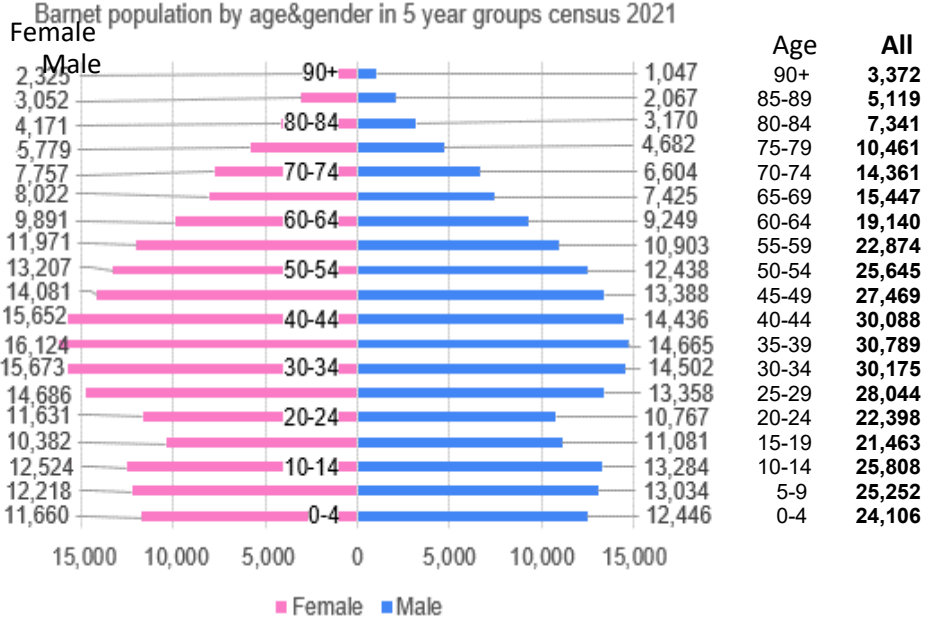
Protected group	What does the data tell you <sup>6</sup> ? <i>Provide a summary of any relevant demographic data about the borough's population (the 2021 Census data has already been included below to aid officer. However, where possible you should also, provide more specific data about the demographics of service users /residents who may be impacted by change. If the change impacts on staff provide data about the council's workforce).</i>	What do people tell you <sup>7</sup> ? <i>Provide a summary of relevant consultation and engagement including surveys and other research with stakeholders, newspaper articles correspondence etc.</i>
Age <sup>8</sup>	<p>Data source: <a href="#">ONS mid-year estimates of the population</a> or <a href="#">Census Maps 2021 ONS</a></p> <p>30-44 year groups are the largest cohorts for both female and male residents.</p> <p>For children, whilst the 15-29 cohort is the smallest, the youngest three cohorts are successively smaller, with there being over 1,000 less 0-4 years than 5-9 years.</p> <p>Barnet has twice as many female residents that are 90+ than male residents.</p>	<p>The current school streets consultations (of 6 school streets) have revealed 15.73% of individuals are over 65. Unfortunately it was not possible to engage directly with children however consultation with the school was necessary to move forward with any school street proposals. Exemptions are clearly explained to the schools during the design process. The key elements associated with the policy/scheme and are related to age are:</p> <ul style="list-style-type: none"> <li>• No provision for elderly residents who rely on taxi services. <i>Officers can provide exemptions to specific vehicles which are taxis which help residents on the school street.</i></li> </ul> <p>Scheme will reduce congestion and stop vehicles parking in front of their driveways improving access.</p>

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Since 2011 there has been a 6.8% increase in 0-19 year olds increasing to 96,600 (2021 Census data).  
 Since 2011 there has been a 10.9% increase in over 75 year olds increasing to 26,300 (ONS Census Data). This provides evidence that we are required to continue to help the elderly and the young.

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Disability <sup>9</sup>	<p><a href="#">Census Maps Census 2021 – Health - Disability, ONS</a> (age-standardised)</p> <p>14.2% of people in Barnet are disabled under the equality act:            --- of which 6.4% day-to-day activities limited a lot (2<sup>nd</sup> lowest quintile)            --- of which 7.8% day-to-day activities limited a little (lowest quintile)</p> <p>85.8% of people in Barnet are not disabled under the equality act (highest quintile)</p> <p>12.8% of Barnet's population are disabled under the Equality Act (2010), with their day-to-day activities being limited a little (7.1%) or a lot (5.7%). This is a 1.2% decrease from the 2011 Census and 1.4% lower than the 2021 Census average of all local authorities in London.</p> <p>26.3% of households in Barnet have one or more people disabled under the Equality Act (2010). This is a 2.1% decline compared to the 2011 Census and 0.3% below the 2021 Census average of all local authorities in London.</p>	<p>The current school streets consultations have revealed 4.5% of people have a disability. Many of those who responded as disabled required a wheelchair. The scheme will exempt anyone who requires access to the street and has a blue badge. Furthermore, it will also allow Dial-a-Ride services to access the street as well as any children with Special Educational Needs and Disabilities.</p> <p>During the consultation the key elements associated with the policy/scheme and are related to disability are:</p> <ul style="list-style-type: none"> <li>No provision for disabled children who use a taxi service.  <i>Officers can provide exemptions to specific vehicles which are taxis which help children who need direct access to the school. Furthermore, any SEND children who use different taxis/private hire vehicles can request these to be made exempt by contacting the Parking Client Team.</i></li> </ul>

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		<ul style="list-style-type: none"> <li>• Consideration for carers who assist people who live on the street is required. <i>Officers have taken this into account and will exempt carers who require access to addresses on the school street.</i></li> <li>• Concerns for emergency services to access the area. <i>Officers believe the school street will make it easier for emergency services because they are exempt from the school street.</i></li> </ul>								
Gender reassignment <sup>10</sup>	<p><a href="#">Gender identity - Census Maps, ONS</a> 0.82% of people aged 16 years and over in Barnet have a gender identity different from their sex registered at birth. Highest in North Finchley (2.16%), Brent Cross &amp; Staples Corner (1.76%) &amp; Mill Hill Broadway (1.41) all in 2<sup>nd</sup> highest quintile. Lowest in Totteridge and Barnet Gate (0.25%), West Finchley (0.31%), Hampstead Garden Suburb (0.35), Oakleigh Park (0.38) Oak Hill(0.38%), Mill Hill East (0.39%) – all in the bottom quintile</p> <table border="1" data-bbox="427 1273 1312 1356"> <thead> <tr> <th data-bbox="427 1273 651 1356">Sexual orientation</th> <th data-bbox="651 1273 786 1356">All-Barnet</th> <th data-bbox="786 1273 1043 1356">Highest MOSAs</th> <th data-bbox="1043 1273 1312 1356">Lowest MOSAs</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Sexual orientation	All-Barnet	Highest MOSAs	Lowest MOSAs					<p>During the consultation process of current school streets there has been no one who indicated that they had a different gender identity from their sex registered at birth.</p> <p>There are no clear concerns or support raised from this policy due to gender reassignment.</p>
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	Straight or Heterosexual	87.27% (middle quintile)	Totteridge& BG (90.81%) Mill Hill Oak (89.98%) Edgware Park (89.90%)	Golders G North (80.90%) Golders G South (83.82%) Temple Fortune (83.88%)	
	Lesbian, Gay, Bisexual, or Other (LGB+)	2.79% (2 <sup>nd</sup> lowest quintile)	East Finchley (5.18%) Golders G South (4.75%) Colindale W&S (4.59%) Childs Hill (4.59%)	Edgware Park (1.42%) Totteridge& BG (1.43%) Osidge (1.81%)	
	Not answered	9.94% (middle quintile)	Golders G North (16.90%) Temple Fortune (13.17%) Hendon Park (12.74%)	New Barnet West (7.63%) Totteridge& BG (7.76%) Oakleigh Park (8.00%)	
Marriage and Civil Partnership <sup>11</sup>	Same-sex marriage was legalised in 2014 and opposite-sex civil partnerships were legalised in 2019. The questions on marriage and civil partnerships were updated for 2021 to reflect this, this means that categorisations for same-sex legal partnerships are not directly comparable to the 2011 Census.				The current school streets consultations have revealed 9.83% of respondents are single, 5.20% are co-habiting, 63% are married, 1.15% are divorced and 2.89% are widowed.



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<p><b>Pregnancy and Maternity<sup>12</sup></b></p>	<p><a href="https://ons.gov.uk">Conception and fertility rates - Office for National Statistics (ons.gov.uk)</a></p> <p>In 2021 the number of conceptions in Barnet was 6,064 with a conception rate of 72.5 per 1,000 women.</p> <p>London has seen the biggest decrease in conception rates in the last decade from 90.1 conceptions per 1,000 women in 2009 to 76.2 in 2020, a 15% decrease.</p>	<p>The current school streets consultations have revealed 2.05% of respondents were pregnant or on maternity leave. The key points which relate to school streets and this group were:</p> <ul style="list-style-type: none"> <li>• Less resident parking as part of the scheme.</li> </ul> <p><i>Officers believe on the school street there will be more parking availability for the residents due to</i></p>																																																		

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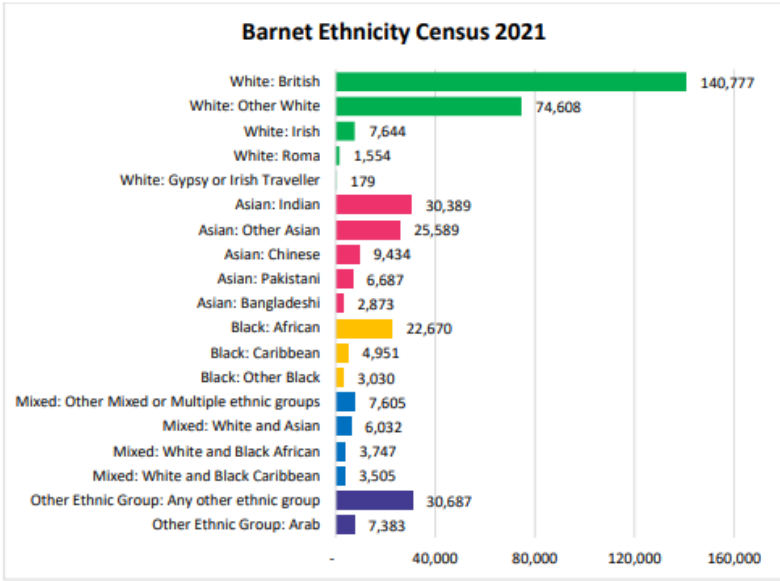
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		<p><i>restrictions. The scheme also encourages people to walk, cycle or use public transport rather than drive if they need to access the school. We hope this will reduce the need for parking on roads around the area.</i></p> <ul style="list-style-type: none"> <li>• Concerns for emergency services to access the area.</li> </ul> <p><i>Officers believe the school street will make it easier for emergency services because they are exempt from the school street.</i></p>
Race/ Ethnicity <sup>13</sup>	<p><a href="#">Ethnic group - Census Maps, ONS</a>                      Barnet's population comprised of 57.7% from a white background, 19.3% from an Asian background, 7.9% from a black background, 5.4% from a mixed background and 9.8% from other ethnic groups in the 2021 Census.                      Those that reside in Barnet and identified as white British made up 36.2% of the population and reduced by 21,340 vs the 2011 Census (45.5%).                      Those that identified as "Other ethnic group: Any other ethnic group" increased by 153.5% from 2011 (12,105 (2011) vs 30,687 (2021).</p>	<p>The current school streets consultations have revealed 22.41% of respondents were from a black, mixed and other ethnic backgrounds.</p> <p>There are no clear concerns or support raised from this policy due to race and ethnicity.</p>

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Religion or belief <sup>14</sup>	<p><a href="#">Religion - Census Maps, ONS</a></p> <p>Residents that described themselves as having “No religion” had the largest increase in Barnet from Census 2011 to Census 2021 with 20.2% of Barnet’s population identifying as having no religion, which is an increase of 4.1% from 2011. Those that resided in Barnet and described themselves as “Christian” decreased by 4.7% vs the 2011 Census. Those that described themselves as “Jewish” made up 14.5% of the population in Barnet; this is 12.9% more than the London average of 1.7%.</p>	<p>The current school streets consultations have revealed 65.32% of respondents are religious.</p> <p>There are no clear concerns or support raised from this policy due to religion or belief.</p>								

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	Muslim	12.2% (2 <sup>nd</sup> lowest quintile)	Brent Cross & SC (27.1%) Grahame Park (26.8%) Colindale W&S (25.0%)	Handley Wood (5.5%) High B & Hadley (5.6%) Golders G North (5.9%)	
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Other relevant groups <sup>17</sup>	<p data-bbox="427 927 1402 1086"><a href="#">Proficiency in English language - Census Maps, ONS</a> 18.8% of people aged 3 and over in barnet do not have English (English or Welsh in Wales) as their main language, but can speak English very well. 4.1% of people cannot speak English or cannot speak English very well.</p> <p data-bbox="427 1118 1402 1230">Lone parent families and people on low incomes tend not to own vehicles. Approximately 32% of households in Barnet do not have access to a car.</p> <p data-bbox="427 1262 1402 1374">Evidence from TfL shows that 77% of people from the lowest household income bracket do not have access to a car, in comparison to 36% of all Londoners (TfL, 2012).</p>	No evidence during specific school street consultations was collected regarding lone parent families or low income households				

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## 4. Assessing impact

What does the evidence tell you about the impact your proposal may have on groups with protected characteristics <sup>18</sup>?

Protected characteristic	For <b>each</b> protected characteristic, explain in detail what the evidence is suggesting and the impact of your proposal (if any). Is there an impact on service deliver? Is there an impact on customer satisfaction? Click the appropriate box on the right to indicate the outcome of your analysis.	Positive impact	Negative impact		No impact
			Minor	Major	
Age	<p>Delivery of school street will allow young children to walk and cycle to school with/without their parents. SEND children's transport will be exempt. Elderly will be able to walk safely through the area. If elderly drive and live in the area/or have a business they will still be able to access and surrounding homes. However, if they do not live in the area then they will not be exempt from the school street and could get fined if drive through the area within the proposed school street times. Any elderly people who regularly use the school street and have mobility issues, can look to put a request forward to the Parking Team for a permit.</p> <p>Any people who are Blue Badge Holders or care workers for elderly or young who require access to within the school street will require to provide proof via completing a Carers Permit form or provide blue badge evidence. Taxis for anyone who has a blue badge can also request an exemption by providing evidence if they are the same taxi used for each trip.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Disability	<p>Blue badge holders will not be impacted by the school street as will be exempt. Any visitors to the area who have a blue badge will need to request exemption however. Any disabled who do not drive will greatly benefit from the scheme between school street times as there will be more space to move without the fear from traffic. Taxis for anyone who has a blue badge can also request an exemption by providing evidence if they are the same taxi used for each trip. Furthermore, in local instances we can</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	liaise with taxi firms to understand which vehicles are used for trips to addresses within the school street.				
<b>Gender reassignment</b>	There is no impact on this user.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>Marriage and Civil Partnership</b>	There is no impact on this user.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>Pregnancy and Maternity</b>	<p>Pregnant or maternity users who walk or cycle will be impacted positively by the school street with more space allocated to be able to walk and cycle outside the school.</p> <p>Any pregnant or maternity users who drive and are not residents of the area will find it harder to access between the school opening and closing times.</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Race/ Ethnicity</b>	There is no impact on this user.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>Religion or belief</b>	There is no impact on this user. Some schools which will be affected by proposed school street measures could be Catholic, Church of England or Jewish schools for example. However the prioritisation of schools has been determined based on need using datasets such as school requests, STARs accreditation, collision history and air quality and not their religion. Any exemptions to school streets is not based on religion or belief.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>Sex</b>	There is no impact on this user.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>Sexual Orientation</b>	There is no impact on this user.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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<b>5. Other key groups</b> Are there any other vulnerable groups that might be affected by the proposal? <i>These could include carers, people in receipt of care, lone parents, people with low incomes or unemployed</i>		Positive impact	Negative impact		No impact
			Minor	Major	
Key groups	<p>Adult carers will need to register for an exemption under the proposals therefore the impact is limited to them but equally could be positive with more space available for them to access residents.</p> <p>Lone parent families and people on low incomes tend not to own vehicles. This policy helps people who are considered to be on low income and do not have access to a car.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## 6. Cumulative impact<sup>19</sup>

Considering what else is happening within the council and Barnet could your proposal contribute to a cumulative impact on groups with protected characteristics?

Yes      No

The cumulative impact on groups with protected characteristics will not be significant with many people benefitting or no impact due to the school street policy. Young, elderly and disabled could benefit largely from this policy. Pregnancy and maternity and disabled people could have a minimal negative impact as would not be able to drive through the school street unless they are a resident, business owner, carer or blue badge holder.

## 7. Actions to mitigate or remove negative impact

Only complete this section if your proposals may have a negative impact on groups with protected characteristics. These need to be included in the relevant service plan for mainstreaming and performance management purposes.

Group affected	Potential negative impact	Mitigation measures <sup>20</sup> <i>If you are unable to identify measures to mitigate impact, please state so and provide a brief explanation.</i>	Monitoring <sup>21</sup> <i>How will you assess whether these measures are successfully mitigating the impact?</i>	Deadline date	Lead Officer
Pregnancy & Maternity	Any pregnant or maternity users who drive and are not residents of the area will find it harder to access	We can provide exemptions based on clear evidence such as blue badge holders/residents to the area or people who have limited mobility issues.	Review consultation responses to understand if this is considered an issue from pregnant/maternity people.  Review requests of appealing PCNs (see if this is an issue for	01/04/2024	Alex Sexton

	between the school opening and closing times.	<p>For each school street understand where people could then park when closure in place. We will hold a consultation for individual school streets which any viewpoints can be gathered from parents.</p> <p>Unfortunately they will need to park further away if this is not the case and walk in or consider using public transport, walking or cycling the entire journey.</p>	maternity/pregnant people) at experimental traffic order stage of next tranche of school streets.		
Disability	Any disabled users who need access to the school street and use taxis / private hire vehicles	<p>Liaise with local taxi firms for individual school streets (e.g. in past we have engaged with Watling Cars) where disabled people use them to understand the impact.</p> <p>We can revoke Penalty Charge Notices where evidence is provided.</p> <p>It will be difficult to liaise with private hire vehicles such as Uber and Bolt due to the nature of their service.</p>	Gather from engagement/consultation responses for individual school streets any people who have a disability and how they access the area.	01/04/2024	Daniel Lovelock



## 8. Outcome of the Equalities Impact Assessment (EqIA)<sup>22</sup>

Please select one of the following four outcomes

**Proceed with no changes**

The EqIA has not identified any potential for a disproportionate impact and all opportunities to advance equality of opportunity are being addressed

**Proceed with adjustments**

Adjustments are required to remove/mitigate negative impacts identified by the assessment

**Negative impact but proceed anyway**

This EqIA has identified negative impacts that are not possible to mitigate. However, it is still reasonable to continue with the activity. Outline the reasons for this and the information used to reach this decision in the space below

**Do not proceed**

This EqIA has identified negative impacts that cannot be mitigated and it is not possible to continue. Outline the reasons for this and the information used to reach this decision in the space below

**Reasons for decision**

## Sign-off

### 9. Sign off and approval by Head of Service / Strategic lead<sup>23</sup>

Name Ian Edser	Job title Director of Highways and Transportation
<input checked="" type="checkbox"/> Tick this box to indicate that you have approved this EqIA	Date of approval: 30/06/2023
<input type="checkbox"/> Tick this box to indicate if EqIA has been published Date EqIA was published: ..... Embed link to published EqIA:	Date of next review:

## Footnotes: guidance for completing the EqIA template

<sup>1</sup> The following principles explain what we must do to fulfil our duties under the Equality Act when considering any new policy or change to services. They must all be met or the EqIA (and any decision based on it) may be open to challenge:

- **Knowledge:** everyone working for the council must be aware of our equality duties and apply them appropriately
- **Timeliness:** the duty applies at the time of considering proposals and before a final decision is taken
- **Real Consideration:** the duty must be an integral and rigorous part of your decision-making and must influence the process.
- **Sufficient Information:** you must assess what information you have and what is needed to give proper consideration.
- **No delegation:** the council is responsible for ensuring that anyone who provides services on our behalf complies with the equality duty.
- **Review:** the equality duty is a continuing duty – it continues after proposals are implemented/reviewed.
- **Proper Record Keeping:** we must keep records of the process and the impacts identified.

### <sup>2</sup> Our duties under the Equality Act 2010

The council has a legal duty under this Act to show that we have identified and considered the impact and potential impact of our activities on all people with ‘protected characteristics’ (see end notes 9-19 for details of the nine protected characteristics). This applies to policies, services (including commissioned services), and our employees.

We use this template to do this and evidence our consideration. You must give ‘due regard’ (pay conscious attention) to the need to:

- **Avoid, reduce or minimise negative impact:** if you identify unlawful discrimination, including victimisation and harassment, you must stop the action and take advice immediately.
- **Promote equality of opportunity:** by
  - Removing or minimising disadvantages suffered by people with a protected characteristic
  - Taking steps to meet the needs of these groups
  - Encouraging people with protected characteristics to participate in public life or any other activity where participation is disproportionately low
  - Consider if there is a need to treat disabled people differently, including more favourable treatment where necessary
- **Foster good relations between people who share a protected characteristic and those who don’t:** e.g. by promoting understanding.

### <sup>3</sup> EqIAs should always be proportionate to:

- The size of the service or scope of the policy/strategy
- The resources involved
- The size of the likely impact – e.g. the numbers of people affected and their vulnerability

The greater the potential adverse impact of the proposal on a protected group (e.g. disabled people) and the more vulnerable the group is, the more thorough and demanding the process required by the Act will be. Unless they contain sensitive data – EqIAs are public documents. They are published with Cabinet papers, Panel papers and public consultations. They are available on request.

### <sup>4</sup> When to complete an EqIA:

- When developing a new policy, strategy, or service
- When reviewing an existing service, policy or strategy

- 
- When making changes that will affect front-line services
  - When amending budgets which may affect front-line services
  - When changing the way services are funded and this may impact the quality of the service and who can access it
  - When making a decision that could have a different impact on different groups of people
  - When making staff redundant or changing their roles

Wherever possible, build the EqIA into your usual planning and review processes.

**Also consider:**

- Is the policy, decision or service likely to be relevant to any people because of their protected characteristics?
- How many people is it likely to affect?
- How significant are its impacts?
- Does it relate to an area where there are known inequalities?
- How vulnerable are the people who will be affected?

If there are potential impacts on people but you decide not to complete an EqIA you should document your reasons why.

<sup>5</sup> **Title of EqIA:** This should clearly explain what service / policy / strategy / change you are assessing.

<sup>6</sup> **Data & Information:** Your EqIA needs to be informed by data. You should consider the following:

- What data is relevant to the impact on protected groups is available? (is there an existing EqIA?, local service data, national data, community data, similar proposal in another local authority).
- What further evidence is needed and how can you get it? (e.g. further research or engagement with the affected groups).
- What do you know from service/local data about needs, access and outcomes? Focus on each characteristic in turn.
- What might any local demographic changes or trends mean for the service or function? Also consider national data if appropriate.
- Does data/monitoring show that any policies or practices create particular problems or difficulties for any group(s)?
- Is the service having a positive or negative effect on particular people or groups in the community?

<sup>7</sup> **What have people told you about the service, function, area?**

- Use service user feedback, complaints, audits
- Conduct specific consultation or engagement and use the results
- Are there patterns or differences in what people from different groups tell you?
- Remember, you must consult appropriately and in an inclusive way with those likely to be affected to fulfil the equality duty.
- You can read LBB [Consultation and Engagement toolkit](#) for full advice or contact the Consultation and Research Manager, [rosie.evangelou@barnet.gov.uk](mailto:rosie.evangelou@barnet.gov.uk) for further advice

<sup>8</sup> **Age:** People of all ages, but consider in particular children and young people, older people and carers, looked after children and young people leaving care. Also consider working age people.

<sup>9</sup> **Disability:** When looking at disability, consideration should be given to people with different types of impairments: physical (including mobility), learning, aural or sensory (including hearing and vision impairment), visible and non-visible impairment. Consideration should also be given to: people with HIV, people with mental

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health needs and people with drug and alcohol problems. People with conditions such as diabetes and cancer and some other health conditions also have protection under the Equality Act 2010.

<sup>10</sup> **Gender Reassignment:** In the Act, a transgender person is someone who proposes to, starts or has completed a process to change their gender. A person does not need to be under medical supervision to be protected. Consider transgender people, transsexual people and transvestites.

<sup>11</sup> **Marriage and Civil Partnership:** consider married people and civil partners.

<sup>12</sup> **Pregnancy and Maternity:** When looking at pregnancy and maternity, give consideration to pregnant women, breastfeeding mothers, part-time workers, women with caring responsibilities, women who are lone parents and parents on low incomes, women on maternity leave and 'keeping in touch' days.

<sup>13</sup> **Race/Ethnicity:** Apart from the common ethnic groups, consideration should also be given to Traveller communities, people of other nationalities outside Britain who reside here, refugees and asylum seekers and speakers of other languages.

<sup>14</sup> **Religion and Belief:** Religion includes any religion with a clear structure and belief system. As a minimum you should consider the most common religious groups (Christian, Muslim, Hindu, Jews, Sikh, Buddhist) and people with no religion or philosophical beliefs.

<sup>15</sup> **Sex/Gender:** Consider girls and women, boys and men, married people, civil partners, part-time workers, carers (both of children with disabilities and older cares), parents (mothers and fathers), in particular lone parents and parents on low incomes.

<sup>16</sup> **Sexual Orientation:** The Act protects bisexual, heterosexual, gay and lesbian people.

<sup>17</sup> **Other relevant groups:** You should consider the impact on our service users in other related areas.

<sup>18</sup> **Impact:** Your EqIA must consider fully and properly actual and potential impacts against each protected characteristic:

- The equality duty does not stop changes, but means we must fully consider and address the anticipated impacts on people.
- Be accurate and transparent, but also realistic: don't exaggerate speculative risks and negative impacts.
- Be detailed and specific where you can so decision-makers have a concrete sense of potential effects.
- Questions to ask when assessing whether and how the proposals impact on service users, staff and the wider community:
  - Are one or more protected groups affected differently and/or disadvantaged? How, and to what extent?
  - Is there evidence of higher/lower uptake of a service among different groups? Which, and to what extent?
  - Does the project relate to an area with known inequalities (where national evidence or previous research is available)?
  - If there are likely to be different impacts on different groups, is that consistent with the overall objective?
  - If there is negative differential impact, how can you minimise that while taking into account your overall aims?
- Do the effects amount to unlawful discrimination? If so the plan **must** be modified.
- Does it relate to an area where equality objectives have been set by LBB in our [Barnet 2024 Plan](#) and our [Strategic Equality Objective](#)?

<sup>19</sup> **Cumulative Impact**

You will need to look at whether a single decision or series of decisions might have a greater negative impact on a specific group and at ways in which negative impacts across the council might be minimised or avoided.

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<sup>20</sup> **Mitigating actions**

- Consider mitigating actions that specifically address the impacts you've identified and show how they will remove, reduce or avoid any negative impacts
- Explain clearly what any mitigating measures are, and the extent to which you think they will reduce or remove the adverse effect
- Will you need to communicate or provide services in different ways for different groups in order to create a 'level playing field'?
- State how you can maximise any positive impacts or advance equality of opportunity.
- If you do not have sufficient equality information, state how you can fill the gaps.

<sup>21</sup> **Monitoring:** The Equality Duty is an ongoing duty: policies must be kept under review, continuing to give 'due regard' to the duty. If an assessment of a broad proposal leads to more specific proposals, then further monitoring, equality assessment, and consultation are needed.

<sup>22</sup> **Outcome:**

- Make a frank and realistic assessment of the overall extent to which the negative impacts can be reduced or avoided by the mitigating measures. Also explain what positive impacts will result from the actions and how you can make the most of these.
- Make it clear if a change is needed to the proposal itself. Is further engagement, research or monitoring needed?
- Make it clear if, as a result of the analysis, the policy/proposal should be stopped.

<sup>23</sup> **Sign off:** You will need to ensure the EqIA is signed off by your Head of Service, agree whether the EqIA will be published, and agree when the next review date for the EqIA will be.