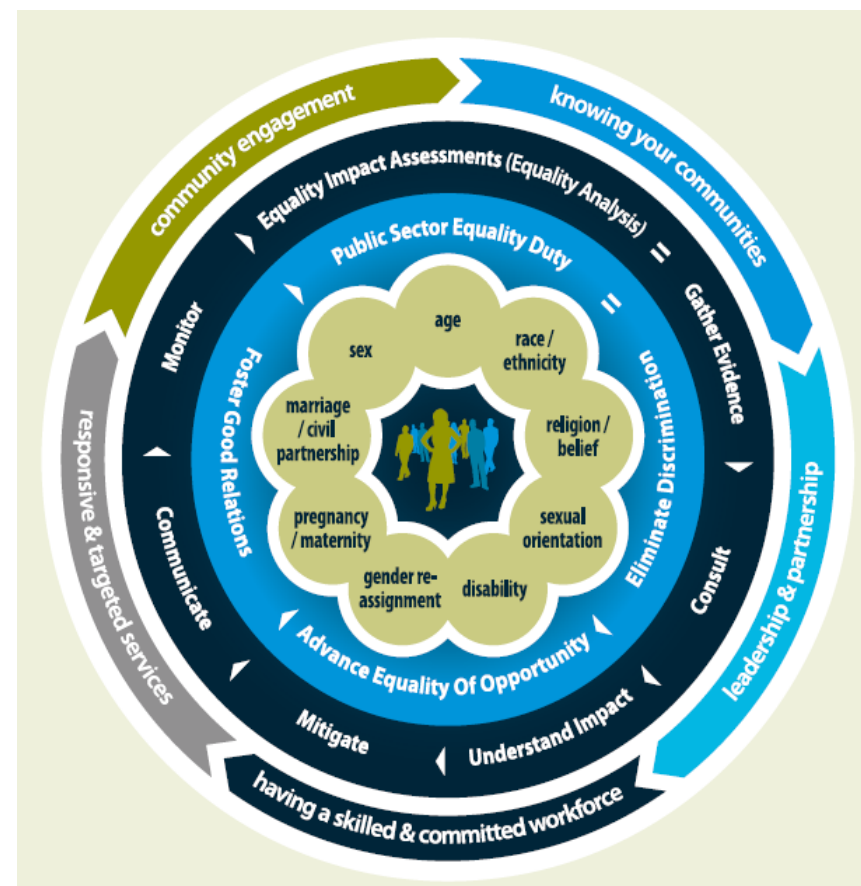


# Equality Impact Assessment (EqIA) – South West Herts Growth & Transport Plan

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 staff and service-users<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 completed **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. It 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.



Full guidance notes to help you are embedded in this form – see the End Notes or hover the mouse over the numbered notes. If your project/proposal relates primarily to staff – e.g. a restructure – there is a specific EqIA template for this [here](#)

Please share your initial EqIA with the equalities team, [equalities@hertfordshire.gov.uk](mailto:equalities@hertfordshire.gov.uk) and the final/updated version at the end of the project. Key EqIAs should be reviewed by the relevant Head of Service. Examples of EqIAs can be seen in the [EqIA Library](#).

You should first consider whether you need to complete this full EqIA – the end-notes may help you and you can get advice from the Equalities Team. If you do not, you will need to document somewhere – e.g. in a report to departmental management board or Member Panel – your decision not to fully assess the impact on equality, including the reasons why you reached this decision.  
**If there is any potential for an impact on service users or staff, you should complete this full EqIA.**

## 1. Who is completing the EqIA<sup>4</sup> and why is it being done?

<b>Title of service / proposal / project / strategy / procurement you are assessing<sup>5</sup></b>	South West Herts Growth and Transport Plan. This covers the areas within and surrounding Watford and Dacorum district, particularly Hemel Hempstead.
<b>Names of those involved in completing the EqIA</b>	Judy Cameron-Rollo with assistance from Lesley Davis
<b>Head of Service or Business Manager</b>	Mike Younghusband
<b>Team/Department</b>	ENV (SPE) and Highways
<b>Lead officer contact details</b>	Rupert Thacker
<b>Focus of EqIA – what are you assessing?<sup>6</sup></b> What are the aims of the service, proposal, project? What outcomes do you want to achieve? What are the reasons for the proposal or change? Do you need to reference/consider any related projects?	A growth and transport plan (GTP) is a daughter document of the fourth local transport plan (LTP4). There are five planned GTPs for Hertfordshire, each will comprise a detailed package of transport projects for an area of the county, based on the evidence of need in a given location. These plans are a new strategic method of helping communities grow economically and sustainably and look at the transport issues in a holistic manner not merely planning to build new roads to accommodate the added housing growth which will add to congestion and hinder economic growth. These Plans are detailed documents. They are also necessary as bidding tools and as a method of planning ahead for sustainable transport provision. The transport schemes include a variety of different measures, some reconfigure the road system, whilst others are geared to overcoming traffic congestion and encouraging people to walk, cycle and use passenger transport. For example park and ride schemes, a cycle flyover and new cycle routes, they will impact on every resident in the growth area and this EqIA will consider whether planned schemes may have a negative or positive effect on people from different protected characteristics and equality groups and mitigate if an unforeseen issue arises.

<p><b>Stakeholders</b> Who will be affected? Which protected characteristics (<i>see end-notes 11-20</i>) is it most relevant to? Consider the public, service users, partners, staff, Members, etc</p>	<p>Everyone who travels within and through, and lives in Hemel and Watford will be affected by different schemes including:</p> <ul style="list-style-type: none"> <li>– Hertfordshire County Council</li> <li>– Partner organisations</li> <li>– People who live, work or visit the areas covered</li> <li>– Young people</li> <li>– Older people with limited mobility</li> <li>– Disabled people</li> <li>– People who may not speak English well.</li> <li>– Elected Members will also be affected as they represent the voters in the areas.</li> <li>– Businesses and public services that operate in the areas covered</li> </ul>
---	--

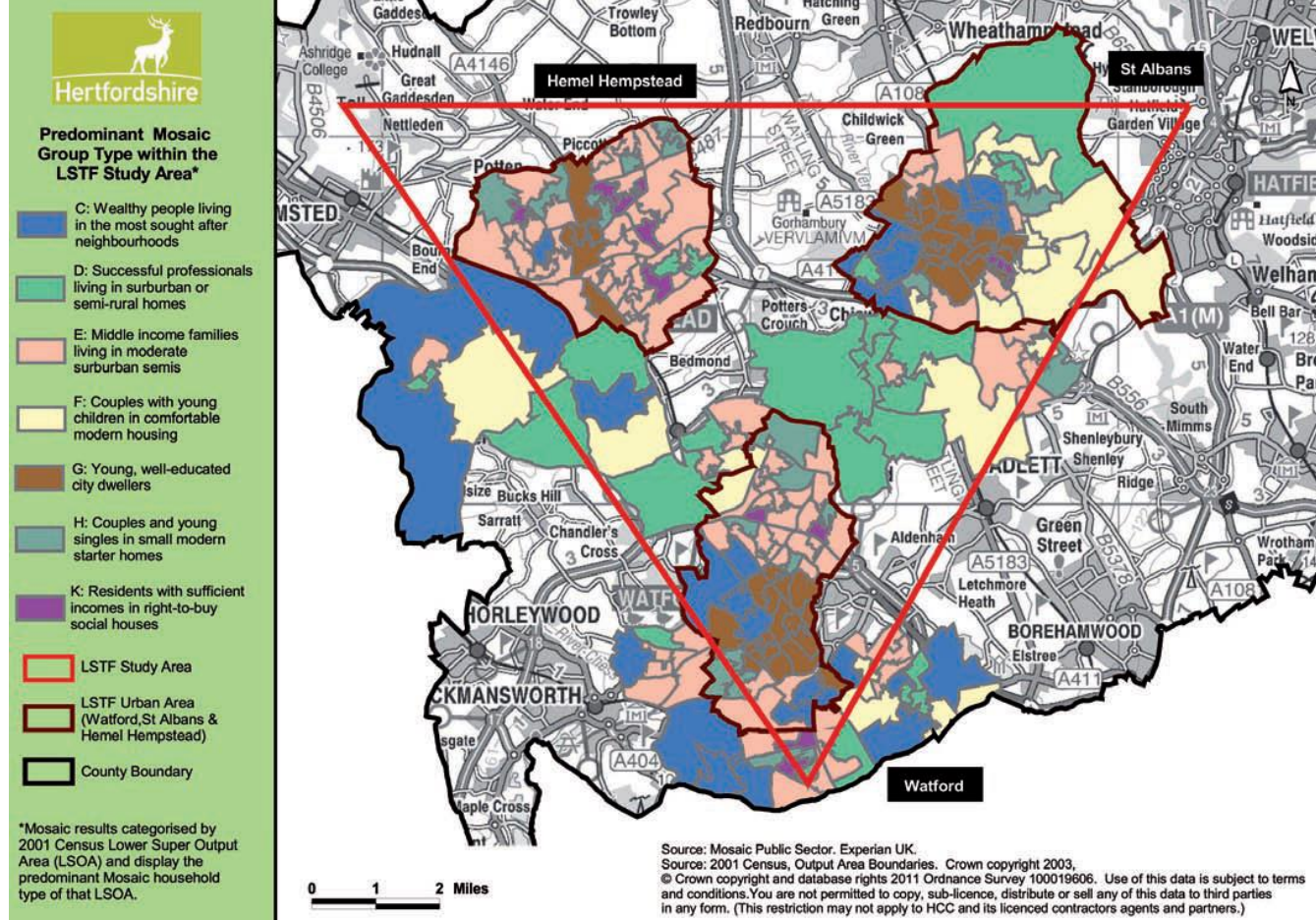
**2. List of data sources used for this EqlA** (*include relevant national/local data, research, monitoring information, service user feedback, complaints, audits, consultations, EqlAs from other projects or other local authorities, etc.*)

*A range of useful local data on our communities can be found on [Herts Insight](#) and on the [Equalities Hub](#)*

<p><b>Title and brief description</b> (of data, research or engagement – include hyperlinks if available)</p>	<p><b>Date</b></p>	<p><b>Gaps in data</b> Consider any gaps you need to address and add any relevant actions to the action plan in Section 4.</p>
<p><b>Evidence packs for Watford and Hemel Hempstead which feed into the SW growth and transport plan. (available on HCC’s collaboration tool)</b></p>	<p><b>March 2017</b></p>	
<p><b>Previous consultations and EqlAs for the fourth local transport plan (LTP). This SW growth and transport plan is one of five LTP daughter documents (this is the first one) which propose actual schemes rather than broad strategy and policy.</b></p>	<p><b>2016-17</b></p>	
<p><b>Diversity profiles on Herts Insight and the Equalities Hub on HCC’s intranet which highlight groups which are older, younger, of difference race and ethnicity, speaking English less well. Also disabled people who may be blind or sight impaired, have hearing loss, physically disabled or learning disabled or a combination of disabilities.</b></p>		

Detailed mosaic analysis of Hemel Hempstead and Watford which HCC undertook as part of the Local Sustainable Transport Bid. In appendices 2 and 4 of the Large Project Business Case. (see map in row below)

Dec 2011



This highlights the major 'types' of households within the Hemel Hempstead and Watford areas (as listed in the left hand side column).



### 3. Analysis and assessment: review of information, impact analysis and mitigating actions

Protected characteristic group	<p><b>What do you know<sup>7</sup>? What do people tell you<sup>8</sup>?</b></p> <p>Summary of data and feedback about service users and the wider community/ public</p> <ul style="list-style-type: none"> <li>• <b>Who uses the service?</b></li> <li>• <b>Who doesn't and why?</b></li> <li>• <b>Feedback/complaints?</b></li> <li>• <b>Any differences in outcomes? Why?</b></li> </ul>	<p><b>What does this mean – what are the potential impacts of the proposal(s)<sup>9</sup>?</b></p> <p>- Consider positive and negative impacts - On service users / the public - <i>AND, where relevant, staff*</i></p> <p><i>* if your proposals relate mainly to a staff restructure or reorganisation, you should use the template <a href="#">here</a></i></p>	<p><b>What can you do<sup>10</sup>?</b></p> <p>What reasonable mitigations to reduce or avoid the impact can you propose?</p> <p>How will you communicate/engage or provide services differently to create a 'level playing field' – e.g. consultation materials in easy read or hold targeted engagement events</p> <p><i>If there is no current way of mitigating any negative impacts, clearly state that here and consider other actions you could take in the action plan in section 4.</i></p>
Age <sup>11</sup>	<p><b>Age Profile:</b></p> <p><b>Watford: 31% under 25, 13% over 65 Dacorum: 30% are under 25, 16% are over 65</b></p> <p>Older people are less likely to drive, so any proposed transport schemes that will enable them to get from home to their destination are very important. For older people this is more likely to be a passenger transport scheme.</p> <p>Young people may not be able to afford the fares, and would be interested to know about concessions.</p>	<p>There are measures in the Plan which will encourage the use of public transport, in conjunction with walking.</p> <p>Any promotion of concessionary fares and special deals will directly impact on this group.</p> <p>Analysis carried out on behalf of the GLA and published in 2016 shows the health effects of air pollution are seen disproportionately in the most vulnerable and deprived communities. Therefore to develop schemes that promote clean transport and create less road emissions per person is beneficial to all.</p>	<p>There needs to be targeted engagement events for this Growth and Transport Plan consultation. E.g. ensure older people, younger people, people of different protected characteristics and disabled people are represented and their views are listened to and taken notice of.</p> <p>It might be useful to contact specialist organisations such as Age Concern, The Youth Council with a view to gathering views of their service users Contact groups directly during the consultation process, for example Age Concern and the Youth Council.</p>
Disability <sup>12</sup>	<p><b>Physical Disability: Over 5,300 people in Watford have some degree of physical disability</b></p>	<p>Previous evidence from focus groups has shown conflicts on passenger transport between wheelchair users and pushchairs on buses. Also</p>	<p>As above, ensure that disabled groups have a voice and can comment about the schemes. For example there may be better ways of designing the schemes to make them more</p>

Protected characteristic group	<p><b>What do you know<sup>7</sup>? What do people tell you<sup>8</sup>?</b></p> <p>Summary of data and feedback about service users and the wider community/ public</p> <ul style="list-style-type: none"> <li>• <b>Who uses the service?</b></li> <li>• <b>Who doesn't and why?</b></li> <li>• <b>Feedback/complaints?</b></li> <li>• <b>Any differences in outcomes? Why?</b></li> </ul>	<p><b>What does this mean – what are the potential impacts of the proposal(s)<sup>9</sup>?</b></p> <p>- Consider positive and negative impacts - On service users / the public - <i>AND, where relevant, staff*</i></p> <p><i>* if your proposals relate mainly to a staff restructure or reorganisation, you should use the template <a href="#">here</a></i></p>	<p><b>What can you do<sup>10</sup>?</b></p> <p>What reasonable mitigations to reduce or avoid the impact can you propose?</p> <p>How will you communicate/engage or provide services differently to create a 'level playing field' – e.g. consultation materials in easy read or hold targeted engagement events</p> <p><i>If there is no current way of mitigating any negative impacts, clearly state that here and consider other actions you could take in the action plan in section 4.</i></p>
	<p><b>compared to over 9,000 in Dacorum.</b></p> <p><b>Learning disability – approx. 2,100 people have a learning disability in Watford compared to 3,400 in Dacorum.</b></p>	<p>difficulties for some disabled people and their carers to access buses and trains,</p>	<p>inclusive.</p> <p>The Royal National Institute for the Blind (RNIB) and HAD in Welwyn Garden City might be a good source of information regarding accessible design schemes for people who are blind or partially sighted or have other sensory requirements..</p> <p>We are aware of the possible need to have information available in Easy Read format to support the needs of people with disabilities including those with a Learning Disability</p>
<p><b>Gender reassignment<sup>13</sup></b></p>	<p>Not relevant</p>		
<p><b>Pregnancy and maternity<sup>14</sup></b></p>	<p>Heavily pregnant women and people with pushchairs, and/or with young children will find it harder to travel especially if they do not have their own transport.</p>	<p>Previous evidence from focus groups has shown conflicts between wheelchair users and pushchairs on buses.</p>	<p>When awarding bus contracts HCC should ensure the bus companies have policies and training in place to address this. For example who has priority to spaces if there is only one on the bus, and how is it implemented by the driver. Likewise with trains, HCC should familiarise itself with train operating companies accessibility policies and keep</p>

Protected characteristic group	<b>What do you know<sup>7</sup>? What do people tell you<sup>8</sup>?</b> Summary of data and feedback about service users and the wider community/ public <ul style="list-style-type: none"> <li>• <b>Who uses the service?</b></li> <li>• <b>Who doesn't and why?</b></li> <li>• <b>Feedback/complaints?</b></li> <li>• <b>Any differences in outcomes? Why?</b></li> </ul>	<b>What does this mean – what are the potential impacts of the proposal(s)<sup>9</sup>?</b> - Consider positive and negative impacts - On service users / the public - <i>AND, where relevant, staff*</i>  <i>* if your proposals relate mainly to a staff restructure or reorganisation, you should use the template <a href="#">here</a></i>	<b>What can you do<sup>10</sup>?</b> What reasonable mitigations to reduce or avoid the impact can you propose?  How will you communicate/engage or provide services differently to create a 'level playing field' – e.g. consultation materials in easy read or hold targeted engagement events  <i>If there is no current way of mitigating any negative impacts, clearly state that here and consider other actions you could take in the action plan in section 4.</i>
			updated on Department for Transport accessibility guidelines.  <i>Note: this will be fed back to the relevant teams but is out of scope for the South West Herts GTP specifically.</i>
<b>Race<sup>15</sup></b>	<b>Race and Ethnicity:</b>  Watford: 62% white British, 17.9% Asian/Asian-British, 10% white non-British 5.8% black/black-British. Dacorum: 86% white British, 4.7% Asian/Asian-British, 4.8% white non-British 2.1% black/black-British.	Language could be a barrier to seeking information on travel and this consultation.  Information on travelling needs to be available in another language if requested. Computer applications can help. Prior to consultation, officers need to consider whether the statistics show that a community has alternative language requirements, although officially the percentage of people who cannot speak English at all is very low.	Engaging with various community organisations would provide us with information about local needs.  There is a translation and interpreting service including a telephone interpreting service available for residents in accessing HCC services.
<b>Religion or belief<sup>16</sup></b>	<b>Religion and belief –</b> <b>Watford</b> 54%: Christian, 10%: Islam, 1%: Jewish, 5%: Hindu. <b>Dacorum</b> 58%: Christian, 2%: Islam, 1%: Hindu.	Possibly no direct relevance other than understanding how faith groups socialise in the community and being aware of special dates which may impact on the consultation.	A number of different approaches will be used to ensure appropriate engagement with members of our diverse religious communities. These include: Referring to HCC diversity calendar for 2018 to check there are no conflicts with engagement events For example Ramadan as nearly 10% of

Protected characteristic group	<b>What do you know<sup>7</sup>?</b> <b>What do people tell you<sup>8</sup>?</b> Summary of data and feedback about service users and the wider community/ public <ul style="list-style-type: none"> <li>• <b>Who uses the service?</b></li> <li>• <b>Who doesn't and why?</b></li> <li>• <b>Feedback/complaints?</b></li> <li>• <b>Any differences in outcomes? Why?</b></li> </ul>	<b>What does this mean – what are the potential impacts of the proposal(s)<sup>9</sup>?</b> - Consider positive and negative impacts - On service users / the public - <i>AND, where relevant, staff*</i>  <i>* if your proposals relate mainly to a staff restructure or reorganisation, you should use the template <a href="#">here</a></i>	<b>What can you do<sup>10</sup>?</b> What reasonable mitigations to reduce or avoid the impact can you propose?  How will you communicate/engage or provide services differently to create a 'level playing field' – e.g. consultation materials in easy read or hold targeted engagement events  <i>If there is no current way of mitigating any negative impacts, clearly state that here and consider other actions you could take in the action plan in section 4.</i>
			Watford residents and 2% of the Dacorum population is Muslim.
<b>Sex/Gender<sup>17</sup></b>	No direct relevance other than that older women are less likely to drive and fall into category 14 above (pregnancy and maternity)		
<b>Sexual orientation<sup>18</sup></b>	No relevance		
<b>Marriage and civil partnership<sup>19</sup></b>	No relevance		
<b>Carers<sup>20</sup></b>	Carers would need to be included in consultation due to their specific needs as their needs could often be overlooked due to the nature of their work	Carers might miss out on any engagement event and therefore may not be able to provide their feedback	Ensure Carers UK are consulted. They have regular mail outs that can be used to let people know about the consultation.



<b>Protected characteristic group</b>	<b>What do you know<sup>7</sup>? What do people tell you<sup>8</sup>?</b> Summary of data and feedback about service users and the wider community/ public <ul style="list-style-type: none"> <li>• Who uses the service?</li> <li>• Who doesn't and why?</li> <li>• Feedback/complaints?</li> <li>• Any differences in outcomes? Why?</li> </ul>	<b>What does this mean – what are the potential impacts of the proposal(s)<sup>9</sup>?</b> - Consider positive and negative impacts - On service users / the public - <i>AND, where relevant, staff*</i>  <i>* if your proposals relate mainly to a staff restructure or reorganisation, you should use the template <a href="#">here</a></i>	<b>What can you do<sup>10</sup>?</b> What reasonable mitigations to reduce or avoid the impact can you propose?  How will you communicate/engage or provide services differently to create a 'level playing field' – e.g. consultation materials in easy read or hold targeted engagement events  <i>If there is no current way of mitigating any negative impacts, clearly state that here and consider other actions you could take in the action plan in section 4.</i>
<b>Other relevant groups<sup>21</sup></b> Consider if there is a potential impact (positive or negative) on areas such as health and wellbeing, crime and disorder, Armed Forces community.	For all groups – more active travel is better for health and wellbeing and creates more vibrant communities where people feel safer because there are more people about. People with a history of mental illness can benefit also.		

**Opportunity to advance equality of opportunity and/or foster good relations<sup>22</sup>**

*Promote the SW Herts G&T Plan to community groups in the area. This plan will assist in promoting growth and transport opportunities in the area. We would be looking to use any existing events / meetings happening around the same time which will make the impact more significant. Work in partnership with organisations such as Disability Watford, Community Action Dacorum, Age Concern to name a few.*

**Conclusion of your analysis and assessment** - select one of the outcomes below<sup>23</sup> and summarise why you have selected i, ii, iii or iv; what you think the **most important** impacts are; and the key actions you will take.

OUTCOME AND NEXT STEPS	SUMMARY
i. <b>No equality impacts identified</b> - No major change required to proposal	

Protected characteristic group	<b>What do you know<sup>7</sup>? What do people tell you<sup>8</sup>?</b> Summary of data and feedback about service users and the wider community/ public <ul style="list-style-type: none"> <li>• <b>Who uses the service?</b></li> <li>• <b>Who doesn't and why?</b></li> <li>• <b>Feedback/complaints?</b></li> <li>• <b>Any differences in outcomes? Why?</b></li> </ul>	<b>What does this mean – what are the potential impacts of the proposal(s)<sup>9</sup>?</b> - Consider positive and negative impacts - On service users / the public - <i>AND, where relevant, staff*</i>  <i>* if your proposals relate mainly to a staff restructure or reorganisation, you should use the template <a href="#">here</a></i>	<b>What can you do<sup>10</sup>?</b> What reasonable mitigations to reduce or avoid the impact can you propose?  How will you communicate/engage or provide services differently to create a 'level playing field' – e.g. consultation materials in easy read or hold targeted engagement events  <i>If there is no current way of mitigating any negative impacts, clearly state that here and consider other actions you could take in the action plan in section 4.</i>
<b>ii. Minimal equality impacts identified</b> <ul style="list-style-type: none"> <li>- Adverse impacts have been identified, but have been objectively justified (provided you do not unlawfully discriminate)</li> <li>- Ensure decision makers consider the cumulative effect of how a number of decisions impact on equality</li> <li>- No major change required to proposal</li> </ul>	<i>Whilst some of the schemes in the SW Herts GTP involve road building, many of the schemes are aimed at people who do not necessarily have access to a car. The passenger transport improvements should benefit everyone including older or disabled people and need to be promoted to encourage use and modal shift. Many of the Active Travel schemes (i.e. schemes for pedestrians or cyclists) may not be ideally suited to older or disabled groups, but there maybe alternatives that could be promoted, for example recumbent bikes, buddy schemes; think out of the box and consider how to be inclusive with these schemes. Consider a walking audit with a disabled person. For example people with poor eyesight will have requirements that help them manoeuvre on pavements and cross roads, these need research.</i>		
<b>iii. Potential equality impacts identified</b> <ul style="list-style-type: none"> <li>- Take 'mitigating action' to change the original policy/proposal, remove barriers or better advance equality</li> <li>- Set out clear actions in the action plan in section 4.</li> </ul>			
<b>iv. Major equality impacts identified</b> <ul style="list-style-type: none"> <li>- The adverse effects are not justified, cannot be mitigated or show unlawful discrimination</li> <li>- You must stop and remove the policy <b>[you should consult with Legal Services]</b></li> <li>- Ensure decision makers understand the equality impact</li> </ul>			

<b>Protected characteristic group</b>	<b>What do you know<sup>7</sup>? What do people tell you<sup>8</sup>?</b> Summary of data and feedback about service users and the wider community/ public <ul style="list-style-type: none"> <li>• <b>Who uses the service?</b></li> <li>• <b>Who doesn't and why?</b></li> <li>• <b>Feedback/complaints?</b></li> <li>• <b>Any differences in outcomes? Why?</b></li> </ul>	<b>What does this mean – what are the potential impacts of the proposal(s)<sup>9</sup>?</b> - Consider positive and negative impacts - On service users / the public - <i>AND, where relevant, <b>staff</b>*</i>  <i>* if your proposals relate mainly to a staff restructure or reorganisation, you should use the template <a href="#">here</a></i>	<b>What can you do<sup>10</sup>?</b> What reasonable mitigations to reduce or avoid the impact can you propose?  How will you communicate/engage or provide services differently to create a 'level playing field' – e.g. consultation materials in easy read or hold targeted engagement events  <i>If there is no current way of mitigating any negative impacts, clearly state that here and consider other actions you could take in the action plan in section 4.</i>
---------------------------------------	--	--	---

**YOU SHOULD INCLUDE THE SUMMARY ANALYSIS ABOVE IN THE 'Equalities Implications' SECTION OF ANY REPORT(S) THAT GO TO DEPT. MANAGEMENT BOARDS / MEMBER PANELS / CABINET, AS WELL AS APPENDING A COPY OF THE EqIA**

#### 4. Prioritised Action Plan<sup>24</sup>

Impact identified and group(s) affected	Action planned Include actions relating to: • mitigation measures • getting further research • getting further data/consultation	Expected outcome	Measure of success	Lead officer and timeframe
NB: These actions must now be transferred to service or business plans and monitored/reviewed to ensure they achieve the outcomes identified.				
Older people	<p><b>Find out the key groups in the area, contact them and find out how the consultation information can be incorporated into their calendar of events or promoted through their communication channels.</b></p> <p><b>Consider how the schemes can be designed to be more inclusive, for example how could park and ride schemes be made suitable for older people without a car. Consider the use of Community Transport at P&amp;R.</b></p> <p><b>Talk to highways engineers to ask them about designing schemes for all and undertaking Equalities Impact Assessments on HCC Highways schemes. Ensure that design guidance – Roads in Herts and Manual for Streets are used.</b></p>	<p><b>Information about the needs of older people in the area which might have been obtained by consulting through various local organisations either in person or through a questionnaire.</b></p>	<p><b>Feedback and suggestions to feed into the SW Growth Plan</b></p>	

	Look at the LTP4 consultation responses (available in early 2018), to see what equality groups are saying about LTP4 and if it impacts on the SW GTP			
Younger people	As above and contact the Youth Council for further data. Look at the LTP4 consultation responses (available in early 2018), to see what youth groups are saying.	As above.	As above	
Disabled people	Consult directly with Disability Watford and Community Action Dacorum as part of the public consultation. Look at the LTP4 consultation responses (available in early 2018), to see what equality groups are saying about LTP4 and if it impacts on the SW GTP	As above	As above	
Minority Ethnic groups	Find out about dates in the <a href="#">diversity calendar</a> for 2018 and ensure no public consultation events clash with special days. Look at the LTP4 consultation responses (available in early 2018), to see what equality groups are saying about LTP4 and if it impacts on the SW GTP	As above	As above	



**This EqIA has been signed off by:**

**Lead Equality Impact Assessment officer:**

**Date:**

**Head of Service or Business Manager:**

**Date:**

**Review date:**

Please now send the completed EqIA to [equalities@hertfordshire.gov.uk](mailto:equalities@hertfordshire.gov.uk)

**Please also ensure that the EqIA is referenced in and included as an appendix to reports to Management Boards Cabinet Panels and Cabinet so that decision makers can consider equality impacts before making decisions.**

## Guidance end-notes

---

<sup>1</sup> The following principles explain what we must do to fulfil our duties under the Equality Act when considering the effect of existing and new policies/practices/services on equality. 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 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 can comply with the duty, are required in contracts to comply with it, and do comply in practice. It is a duty that cannot be delegated.
- **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 in the Equality Act 2010

HCC 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 11-20 for details of the nine-protected characteristics). This applies to policies, services (including commissioned services), and our employees. **If you are creating an 'arms-length' company**, seek advice from the Equality Team or Legal.

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 equality groups
  - Taking steps to meet the needs of equality groups
  - Encouraging equality groups 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(s) 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 personal/employee data – EqIAs are public documents. They are published with Cabinet and Panel papers and public consultations and are available on request.

<sup>4</sup> **Who completes the EqIA:** The person who is making the decision or advising the decision-maker about a policy. It is better to do this as a team, with people involved who understand the implementation of the policy.

---

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

<sup>6</sup> **Focus of EqIA:** A member of the public should have a good understanding of the policy or service and any proposals after reading this section. Please use plain English and write any acronyms in full first time. Also explain if there is a particular focus to your equality analysis:

- What are the main aims or purpose of the policy, practice, service or function? How does it fit with other services?
- What outcomes do you want to achieve, why and for whom? e.g. what do you want to provide, what will change/improve?
- Which aspects are most important to equality and should be the focus of your attention?
- You should state all teams/organisations involved in implementing, carrying out or delivering the policy, practice or service
- What are the **reason(s)** for the proposal or change (financial, service, legal etc)? The Act requires us to make these clear.

<sup>7</sup> **Data & Information:** Your EqIA needs to be informed by data. You should consider the following:

- What data 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>8</sup> **What have people told you about the service, function, area?**

- Use service user feedback, complaints, audits, and/or the results of specific consultation/engagement
- Are there patterns or differences in what people from different groups tell you?
- Remember, you must engage/consult appropriately and in an inclusive way with those likely to be affected to fulfil the equality duty.
- You can read HCC's [Consultation](#) and [Engagement](#) toolkits for full advice on this
- For practical tips and advice on consulting with people from protected groups, see this ['How-to' guide](#)

<sup>9</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 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 HCC in our [Equality Strategy](#)?

---

<sup>10</sup> **Consider actions relating to the following:**

- 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 / 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>11</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>12</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 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>13</sup> **Gender Reassignment:** In the Act a transgender person is someone who proposes to, starts or has completed a process to change his or her gender. A person does **not** need to be under medical supervision to be protected. Consider transgender people, transsexual people and transvestites.

<sup>14</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>15</sup> **Race/Ethnicity:** Apart from the common ethnic groups, consideration should also be given to Gypsy, Roma and Irish Travellers communities, people of other nationalities outside Britain who reside here, refugees and asylum seekers and speakers of other languages.

<sup>16</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 belief(s).

<sup>17</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>18</sup> **Sexual Orientation:** The Act protects bisexual, heterosexual, gay and lesbian people.

<sup>19</sup> **Marriage and Civil Partnership:** consider married people and civil partners – e.g. do same sex couple in a civil partnership have the same rights and benefits as married people?

<sup>20</sup> **Carers:** From April 2015, carers (people who provide unpaid care to a friend or relative) have been entitled to an assessment of their own needs in the same way as those they care for. Although not a 'protected characteristic' HCC Diversity Board has agreed that the impact of proposals on carers should also be considered.

<sup>21</sup> **Other relevant groups:** You should consider the impact on our service users in other related areas, such as health and wellbeing, crime and disorder (e.g. people experiencing domestic abuse), community relations and socio-economic status (e.g. homelessness or low incomes). If the proposal is likely to have an impact on service users in these areas, HCC Public Health and the County Community Safety Unit may be able to help. Also consider whether your policy

---

or decision will impact current or former Armed Forces personnel living and working in Hertfordshire. The Council is committed to the Hertfordshire Community Covenant, a commitment from public and private organisations in the county to support the active and retired Armed Forces community.

<sup>22</sup> **Equality of opportunity and good relations:** summarise anything that will have a potential positive impact over and above the work of your project – e.g. engaging with the community may help raise awareness and community understanding of the needs of certain groups.

<sup>23</sup> **Conclusion**

- 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>24</sup> **Action Planning:** 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 equality assessment and consultation are needed.