

Initial Screening Equality Impact Analysis Tool

Section 01	Details of Initial Equality Impact Screening Analysis
Financial Year and Quarter	2011/12 - Qtr 4
Name of policy, strategy, function, project, activity, or programme	<p>This is a capital projects scheme</p> <p>THE REMOVAL OF ASBESTOS: AT RIVERSIDE GARDENS BLOCKS A-Q (1-171) AND S-T (180-199)</p>
Q1 What are you looking to achieve?	<p>In 2010 a scheme was proposed to overhaul and upgrade the cold water storage tanks in the loft spaces of Riverside Gardens. During the planning stage it became apparent that the water tank lids contained asbestos materials that were in varying stages of disrepair. A full investigation was undertaken in all of the loft spaces which identified a number of concerns.</p> <p>The water tank lids have an asbestos cement layer which has over time, significantly deteriorated in condition causing widespread contamination of the loft space areas. In addition, there is significant Asbestos Insulation Board (AIB) contamination which appears to have originated from the installation of the roof soffit boards. There is further asbestos cement contamination originating from damaged and broken redundant flues that are present in various areas in the loft spaces.</p> <p>The spread of asbestos contamination is extensive and includes the contamination of non-asbestos 'friable' insulation materials such as man-made-mineral fibre (glass fibre) and foam insulations.</p> <p>These works need to be undertaken for the removal of asbestos cement tank lids which will subsequently be sealed with 1000 gauge polythene and gaffer tape to prevent any dust and debris falling into the tank. And the effective decontamination of the loft spaces of asbestos fibres prior to the replacement of the communal cold water storage tanks.</p>
Q2 Who in the main will benefit?	<p>These works will benefit the residents of Riverside Gardens both by allowing the installation of new cold water storage tanks and future maintenance of the roof spaces and any equipment within these areas.</p>

	Age	These works will benefit all residents and do not discriminate against any residents who may be in this protected characteristic.	L	=
	Disability	These works will benefit all residents and do not discriminate against any residents who may be in this protected characteristic.	L	=
	Gender reassignment	These works will benefit all residents and do not discriminate against any residents who may be in this protected characteristic.	L	=
	Marriage and Civil Partnership	These works will benefit all residents regardless of their marriage/civil partnership status.	L	=
	Pregnancy and maternity	These works will benefit all residents and do not discriminate against any residents who may be in this protected characteristic.	L	=
	Race	These works will benefit all residents regardless of their race.	L	=
	Religion/belief (including non-belief)	These works will benefit all residents regardless of their religion.	L	=
	Sex	These works will benefit all residents regardless of their sex.	L	=
	Sexual Orientation	These works will benefit all residents regardless of their sexual orientation.	L	=

Human Rights and Children's Rights

Will it affect Human Rights, as defined by the Human Rights Act 1998?

No

Will it affect Children's Rights, as defined by the UNCRC (1992)?

No

Q3 Does the policy, strategy, function, project, activity, or programme make a positive contribution to equalities?	<p>Yes</p> <p>The works will benefit all residents equally.</p>
Q4 Does the policy, strategy, function, project, activity, or programme actually or potentially contribute to or hinder equality of opportunity, and/or adversely impact human rights?	<p>No</p> <p>If the answer here is 'yes', then it is necessary to go ahead with a Full Equality Impact Analysis. You should also consider a Full Equality Impact Analysis if your decision is likely to be of high relevance to equality, and/or be of high public interest.</p>

Initial Screening Equality Impact Analysis Guidance

Section 01	Details of Initial Equalities Impact Screening Analysis
Name of policy, strategy, function, project, activity, or programme	<p>A Policy refers to an approved decision, principle plan or a set of procedures by Cabinet, or a Cabinet Member under delegated powers that affects the way that the Council conducts its business both internally and externally. A policy can include: strategies, guides, manuals and common practice.</p> <p>A Strategy refers to a systematic short term or a long term plan of action that is designed to achieve a specific business benefit or goal(s).</p> <p>A Function refers to any actions and/or activities designed to achieve a specific business benefit or goal.</p> <p>A Project defines how a temporary structure or scheme can achieve a specific business benefit or goal(s). A project can be implemented by setting up aims and objectives, resources, communication, budget needs and timelines.</p> <p>An Activity is a specific task (or a groups of tasks) which can also form as part of a 'function'.</p> <p>A Programme is a portfolio of activities and projects that are co-ordinated and managed as a unit such that they realise common outcomes and benefits.</p>

<p>Q1 What are you looking to achieve?</p>	<p>For example this might help to implement outcomes identified in policies such as the Single Equality Scheme, Disability Equality Scheme, other EIAs in your service department, or in another department that your service/service users also interact with and draw down services from, Corporate Plan, LAA Targets, CAA Aims, UDP, or JSNA.</p>
<p>Q2 Who in the main will benefit?</p>	<p>Hereafter, 'policy' means policy, strategy, function, project, activity, or programme</p> <p>Disability Service providers also have an anticipatory duty to make reasonable adjustments for disabled people. These two duties frequently overlap and it is sensible to consider them together. For example, can you:</p> <ul style="list-style-type: none"> ▪ Provide accessible communications? ▪ Change how you collate and use data? ▪ Revise how you involve service users? <p>Analyse the impact of the policy on the protected characteristics with due regard to the Public Sector Equality Duty.</p> <p>Use your reasoning in order to determine whether the policy will be of high, medium or low relevance to the protected characteristics. What do we mean by these terms?:</p> <p>High</p> <ul style="list-style-type: none"> ▪ The policy, strategy, function, project, activity, or programme is relevant to all or most parts of the general duty, and/or to human rights ▪ There is substantial or a fair amount of evidence that some groups are (or could be) differently affected by it ▪ There is substantial or a fair amount of public concern about it <p>Medium</p> <ul style="list-style-type: none"> ▪ The policy, strategy, function, project, activity, or programme is relevant to most parts of the general duty, and/or to human rights ▪ There is some evidence that some groups are (or could be) differently affected by it ▪ There is some public concern about it <p>Low</p> <ul style="list-style-type: none"> ▪ The policy, strategy, function, project, activity, or programme is not generally relevant to most parts of the

general duty, and/or to human rights

- There is little evidence that some groups are (or could be) differently affected by it
- There is little public concern about it

Use your reasoning to determine whether the impact will be positive, neutral, or negative. There are three possible outcomes:

- **Positive:** The EIA shows the policy is not likely to result in adverse impact for any protected characteristic and does advance equality of opportunity, and/or fulfils PSED in another way
- **Neutral:** The EIA shows the policy, strategy, function, project or activity is not likely to result in adverse impact for any protected characteristic and does not advance equality of opportunity, and/or fulfils PSED in another way
- **Negative:** The EIA shows the policy, strategy, function, project or activity is likely to have an adverse impact on a particular protected characteristic(s) and potentially does not fulfil PSED, or the negative impact will be mitigated through another means.

Should your policy not be applicable, you must note this and state why.

Human Rights, Children's Rights

Additionally, demonstrate here that the impact on **Human and/or Children's Rights** arising from the policy has been considered.

Human Rights

Public authorities have an obligation to act in accordance with the European Convention on Human Rights. These are:

- Article 2: [Right to life](#)
- Article 3: [Freedom from torture and inhuman or degrading treatment](#)
- Article 4: [Right to liberty and security](#)
- Article 5: [Freedom from slavery and forced labour](#)
- Article 6: [Right to a fair trial](#)
- Article 7: [No punishment without law](#)
- Article 8: [Respect for your private and family life, home and correspondence](#)
- Article 9: [Freedom of thought, belief and religion](#)
- Article 10: [Freedom of expression](#)
- Article 11: [Freedom of assembly and association](#)

	<ul style="list-style-type: none"> ▪ Article 12: Right to marry and start a family ▪ Article 14: Protection from discrimination in respect of these these rights and freedoms ▪ Article 1 of Protocol 1: Right to peaceful enjoyment of your property ▪ Article 2 of Protocol 1: Right to education ▪ Article 3 of Protocol 1: Right to participate in free elections <p>(Article 1 of Protocol 13 is: Abolition of the death penalty)</p> <p>Each of the above links takes you to explanations and examples provided by the EHRC. Further, the EHRC and the Ministry of Justice both provide guides for public authorities.</p> <p>Children’s Rights (UNCRC) All children and young people up to the age of 18 years have all the rights in the Convention. Some groups of children and young people - for example those living away from home, and young disabled people - have additional rights to make sure they are treated fairly and their needs are met.</p> <p>Every child in the UK has been entitled to over 40 specific rights. These include:</p> <ul style="list-style-type: none"> ▪ The right to life, survival and development ▪ The right to have their views respected, and to have their best interests considered at all times ▪ The right to a name and nationality, freedom of expression, and access to information concerning them ▪ The right to live in a family environment or alternative care, and to have contact with both parents wherever possible ▪ Health and welfare rights, including rights for disabled children, the right to health and health care, and social security ▪ The right to education, leisure, culture and the arts ▪ Special protection for refugee children, children in the juvenile justice system, children deprived of their liberty and children suffering economic, sexual or other forms of exploitation <p>The rights included in the convention apply to all children and young people, with no exceptions.</p> <p>The above and more information can be found at Direct Gov.</p>
<p>Q3 Does the policy, strategy, function,</p>	<p>Yes/No</p> <p>Use your evidence from Q2 to state why</p>

project, activity, or programme make a positive contribution to equalities?	
Q4 Does the policy, strategy, function, project, activity, or programme actually or potentially contribute to or hinder equality of opportunity and/or human rights?	Yes/No If the answer here is 'yes', then it is necessary to go ahead with a Full Equality Impact Analysis. You should also consider a Full Equality Impact Analysis if your decision is likely to be of high relevance to equality, and/or be of high public interest.