

Equality Impact Assessment Initial Screening Tool with Guidance

This document has been produced to help you assess the likelihood of impacts on equality groups – including where people are represented in more than one strand – with regard to your new or proposed policy, strategy, function, project or activity. It has been designed to complement the e-learning tool for Equalities Impact Assessments and to help with your business planning process, as well as to ensure that your policy/project does not incur a delay due to lack of equalities consideration.

Initial Screening Equality Impact Assessment Tool

Section 01	Details of Initial Equalities Impact Screening Assessment			
Financial Year and Quarter	2011-12			
Name of policy, strategy, function, project, activity, or programme	2011-12 Corporate Subscriptions Report State whether new or existing Existing Note: If your proposed strategy will require you to complete an organisational change assessment report, please refer to the organisational change assessment (OCA) documentation accessed via the Smart HR web pages for additional guidance on assessing impact on staff.			
Q1 What are you looking to achieve?	What are the main aims, objectives and/or purpose of the policy, strategy, function, project, activity, or programme, or programme? These subscriptions are for the benefit of members, officers and ultimately the residents. The aim is to improve the administration of the Borough.			
Q2 Who in the main will benefit?	Consider the impact across the six strands, including where people or groups are represented in more than one strand. Use this to determine whether your policy, strategy, function, project, activity, or programme, or programme is positive, neutral or negative, and of high, medium, or low relevance to equality. (Refer to guidance)			
	Race	+ / -	L/M/H	Reasoning/comment, including N/A and impact on due regard to the need to:
	N/A			<ul style="list-style-type: none"> ▪ Eliminate unlawful racial discrimination;

				<ul style="list-style-type: none"> ▪ Promote equal opportunities; and ▪ Promote good relations between people from different ethnic groups. <p>Answer: These subscriptions have no direct bearing on issues surrounding race.</p>
	Disability N/A	+ / -	L/M/H	<p>Reasoning/comment, including N/A and impact on due regard to the need to:</p> <ul style="list-style-type: none"> ▪ Promote equality of opportunity between disabled persons and other persons; ▪ Eliminate discrimination that is unlawful under the Act; ▪ Eliminate harassment of disabled persons that is related to their disabilities; ▪ Promote positive attitudes towards disabled persons; ▪ Encourage participation by disabled persons in public life; and ▪ Take steps to take account of disabled persons' disabilities, even where that involves treating disabled persons more favourably than other persons. <p>Answer: These subscriptions have no direct bearing on issues surrounding disability.</p>
	Gender N/A	+ / -	L/M/H	<p>Reasoning/comment, including N/A and impact on due regard to the need to:</p> <ul style="list-style-type: none"> ▪ Eliminate unlawful sex discrimination and harassment (including for transsexual people); and ▪ Promote equality of opportunity between men and women. <p>Answer: These subscriptions have no direct bearing on issues surrounding gender.</p>
	Age N/A	+ / -	L/M/H	<p>Reasoning/comment, including N/A and impact on the Council's Age Equality Scheme, which sets out LBHF's commitment to age equality for people of all ages, including children and younger people and older people, across employment and service delivery.</p> <p>The Employment Equality (Age) Regulations 2006 make it unlawful to discriminate on the grounds of age in the areas of employment and vocational training and apply to employees, independent contractors and</p>

				<p>contracted workers. Age discrimination law does not currently apply to goods and services, though human rights law may give some protection in these areas.</p> <p>Answer: These subscriptions have no direct bearing on issues surrounding age.</p>
	Sexual Orientation N/A	+ / -	L/M/H	<p>Reasoning/comment, including N/A and impact on duties under the Equality Act (Sexual Orientation) Regulations 2007, prohibiting discrimination on the grounds of sexual orientation in the provision of goods, facilities and services, in education and in the exercise of public functions. The Regulations make it unlawful to:</p> <ul style="list-style-type: none"> ▪ Refuse to provide goods, facilities and services on grounds of sexual orientation; ▪ Provide goods, facilities and services of a different quality on grounds of sexual orientation; ▪ Provide goods, facilities and services in a different manner on grounds of sexual orientation; and ▪ Provide goods, facilities and services on different terms on grounds of sexual orientation. <p>Answer: These subscriptions have no direct bearing on issues surrounding sexual orientation.</p>
	Religion/belief (including non-belief) N/A	+ / -	L/M/H	<p>Reasoning/comment, including N/A and impact on duties under the Equality Act 2006, making it unlawful (subject to certain exemptions) to discriminate on the grounds of religion or belief (including non-belief) in the following areas:</p> <ul style="list-style-type: none"> ▪ The provision of goods, facilities and services; ▪ The disposal and management of premises; ▪ Education; and ▪ The exercise of public functions. <p>In addition, legislation implementing the European Union's Equality Framework Directive 2000 came into force in December 2003, making it</p>

	<p>unlawful to discriminate against anyone directly or indirectly on the grounds of faith.</p> <p>Answer: These subscriptions have no direct bearing on issues surrounding religion/belief.</p>
<p>Q3 Does the policy, strategy, function, project, activity, or programme make a positive contribution to equalities?</p>	<p>Will it affect Human Rights, as defined by the Human Rights Act 1998? Yes / No</p> <p>Answer: NO (Note: Human Rights will not be relevant in every case but must be considered. If unsure, seek advice from the Opportunities Manager)</p> <p>Does this provide an opportunity to promote equality?</p> <p>Answer: NO</p>
<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>	<p>Yes/No</p> <p>Answer: NO</p> <p>If the answer here is 'yes', then it is necessary to go ahead with a Full Equality Impact Assessment.</p>

Initial Screening Equality Impact Assessment Guidance

Section 01	Details of Initial Equalities Impact Screening Assessment
Name of policy, strategy, function,	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

<p>project, activity, or programme</p>	<p>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>Consider the impact across the six strands:</p> <ul style="list-style-type: none"> ▪ Race (including colour, nationality, ethnic or national origins) ▪ Gender (including pregnancy and maternity, gender reassignment) ▪ Disability (including mobility and sensory impairments, people with life-limiting illness) ▪ Age (including children and young people, and older people) ▪ Sexual Orientation (heterosexual, homosexual, bisexual people) ▪ Religion / belief (including non-belief) <p>Additionally, demonstrate here that the impact on human rights arising from the policy, strategy, function, project, activity, or programme, has been considered (see below for list of rights).</p> <p>Race Equality Duty Requires due regard to the need to:</p> <ul style="list-style-type: none"> ▪ Eliminate unlawful racial discrimination; ▪ Promote equal opportunities; and

- Promote good relations between people from different ethnic groups.

Public authorities are expected to have 'due regard' to the three parts of the duty to promote race equality. This means that the weight given to race equality should be proportionate to its relevance to a particular function. This may mean giving greater consideration and resources to functions or policies that have the most effect on the public or employees. Relevance is about how much a function affects people, as members of the public or as employees of the authority. For example, a local authority may decide that race equality is more relevant to raising educational standards than to its work on highway maintenance. Note also that 'due regard' does not mean that race equality is less important when the ethnic minority population is small.

Gender Equality Duty

Requires due regard to the need to:

- Eliminate unlawful sex discrimination and harassment (including for transsexual people); and
- Promote equality of opportunity between men and women

Public authorities are expected to have 'due regard' to the two parts of the duty to promote gender equality. As above, the weight given to race, disability, or gender equality needs to be in proportion to its relevance. In practice this means that in order to meet the duties, public bodies will need to prioritise action to address the most significant areas of race, disability, gender inequality in their remit and focus their efforts where they can have most impact.

Disability Equality Duty

Requires due regard to the need to:

- Promote equality of opportunity between disabled persons and other persons;
- Eliminate discrimination that is unlawful under the Act;
- Eliminate harassment of disabled persons that is related to their disabilities;
- Promote positive attitudes towards disabled persons;
- Encourage participation by disabled persons in public life; and
- Take steps to take account of disabled persons' disabilities, even where that involves treating disabled persons more favourably than other persons

Public authorities are expected to have 'due regard' to the six parts of the duty to promote disability equality. As above, the weight given to race, disability, or gender equality needs to be in proportion to its relevance. In practice this means that in order to meet the duties, public bodies will need to prioritise action to address the most significant areas of race, disability, gender inequality in their remit and focus their efforts where they can have most impact.

Age

The Council's Age Equality Scheme sets out LBHF's commitment to age equality for people of all ages, including children and younger people and older people, across employment and service delivery. The Employment Equality (Age) Regulations 2006 make it unlawful to discriminate on the grounds of age in the areas of employment and vocational training and apply to employees, independent contractors and contracted workers. Age discrimination law does not currently apply to goods and services, though human rights law may give some protection in these areas. If you are unsure whether this applies, contact the Opportunities Manager.

Sexual Orientation

The Equality Act (Sexual Orientation) Regulations 2007 prohibit discrimination on the grounds of sexual orientation in the provision of goods, facilities and services, in education and in the exercise of public functions. The Regulations make it unlawful to:

- Refuse to provide goods, facilities and services on grounds of sexual orientation;
- Provide goods, facilities and services of a different quality on grounds of sexual orientation;
- Provide goods, facilities and services in a different manner on grounds of sexual orientation; and
- Provide goods, facilities and services on different terms on grounds of sexual orientation.

The Regulations also apply to pupil admissions and access to education services.

Religion / Belief (inc. non-belief)

The Equality Act 2006 makes it unlawful (subject to certain exemptions) to discriminate on the grounds of religion or belief (including non-belief) in the following areas:

- The provision of goods, facilities and services;
- The disposal and management of premises;
- Education; and
- The exercise of public functions.

In addition, legislation implementing the European Union's Equality Framework Directive 2000 came into force in December 2003, making it unlawful to discriminate against anyone directly or indirectly on the grounds of faith.

Reasoning/Comment (inc N/A)

In this section you should outline your reasoning behind your scores of low/medium/high, and use this section when a particular equality strand may not be relevant.

Human Rights

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

- [Right to life](#)
- [Freedom from torture and inhuman or degrading treatment](#)
- [Right to liberty and security](#)
- [Freedom from slavery and forced labour](#)
- [Right to a fair trial](#)
- [No punishment without law](#)
- [Respect for your private and family life, home and correspondence](#)
- [Freedom of thought, belief and religion](#)
- [Freedom of expression](#)
- [Freedom of assembly and association](#)
- [Right to marry and start a family](#)
- [Protection from discrimination in respect of these these rights and freedoms](#)
- [Right to peaceful enjoyment of your property](#)
- [Right to education](#)
- [Right to participate in free elections](#)

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.

Use your reasoning in order to determine whether the impact will be high, medium or low. What do we mean by these terms?:

High

- 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

Medium

- The policy, strategy, function, project, activity, or programme is relevant to most parts of the

	<p>general duty, and/or to human rights</p> <ul style="list-style-type: none"> ▪ 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
<p>Q3 Does the policy, strategy, function, project, activity, or programme make a positive contribution to equalities?</p>	<p>Yes/No</p> <p>If the answer here is 'yes', use your evidence from Q2 to state why</p>
<p>Q4 Does the policy, strategy, function, project, activity, or programme actually or potentially contribute to or hinder equality of opportunity and/or human rights?</p>	<p>Yes/No</p> <p>If the answer here is 'yes', then it is necessary to go ahead with an Equality Impact Assessment (see further down this document). Your reasoning behind Q2 will help you determine this.</p>