

Appendix D- EQIA assessment

Enfield Equality Impact Assessment (EqIA)

Introduction

The purpose of an Equality Impact Assessment (EqIA) is to help Enfield Council make sure it does not discriminate against service users, residents and staff, and that we promote equality where possible. Completing the assessment is a way to make sure everyone involved in a decision or activity thinks carefully about the likely impact of their work and that we take appropriate action in response to this analysis.

The EqIA provides a way to systematically assess and record the likely equality impact of an activity, policy, strategy, budget change or any other decision.

The assessment helps us to focus on the impact on people who share one of the different nine protected characteristics as defined by the Equality Act 2010 as well as on people who are disadvantaged due to socio-economic factors. The assessment involves anticipating the consequences of the activity or decision on different groups of people and making sure that:

- unlawful discrimination is eliminated
- opportunities for advancing equal opportunities are maximised
- opportunities for fostering good relations are maximised.

The EqIA is carried out by completing this form. To complete it you will need to:

- use local or national research which relates to how the activity/ policy/ strategy/ budget change or decision being made may impact on different people in different ways based on their protected characteristic or socio-economic status;
- where possible, analyse any equality data we have on the people in Enfield who will be affected e.g. equality data on service users and/or equality data on the Enfield population;
- refer to the engagement and/ or consultation you have carried out with stakeholders, including the community and/or voluntary and community sector groups and consider what this engagement showed us about the likely impact of the activity/ policy/ strategy/ budget change or decision on different groups.

The results of the EqIA should be used to inform the proposal/ recommended decision and changes should be made to the proposal/ recommended decision as a result of the assessment where required. Any ongoing/ future mitigating actions required should be set out in the action plan at the end of the assessment.

The completed EqIA should be included as an appendix to relevant EMT/ Delegated Authority/ Cabinet/ Council reports regarding the service activity/ policy/ strategy/ budget change/ decision. Decision-makers should be confident that a robust EqIA has taken place, that any necessary mitigating action has been taken and that there are robust arrangements in place to ensure any necessary ongoing actions are delivered.

SECTION 1 – Equality Analysis Details

Title of service activity / policy/ strategy/ budget change/ decision that you are assessing	School streets
Lead officer(s) name(s) and contact details	Craig Nicol
Team/ Department	Health Streets
Executive Director	Sarah Carey
Cabinet Member	Cllr Ian Barnes
Date of EqIA completion	July 2021

SECTION 2 – Summary of Proposal

Please give a brief summary of the proposed service change / policy/ strategy/ budget change/project plan/ key decision

Please summarise briefly:

What is the proposed decision or change?

What are the reasons for the decision or change?

What outcomes are you hoping to achieve from this change?

Who will be impacted by the project or change - staff, service users, or the wider community?

A 'School Street' is when the roads immediately surrounding a school are closed to motor traffic. They operate Monday to Friday in term time, during set times at drop-off and pick-up. School Streets remain open to pedestrians, cyclists and exempt vehicles such as local business owners, residents and the emergency services.

The council are committed to reducing road danger, pollution and health inequality in and around our schools where the boroughs young people are most vulnerable.

1. These proposals will create a safer and cleaner entrance to the school. These measures will enable more active forms of travel as part of the wider Healthy Streets programme.
2. These interventions are targeting traffic and road danger reduction near the school gates, to protect our vulnerable children.
3. They support the reduction in air and noise pollution.

4. In addition, they encourage the uptake of active modes of travel; such as scooting, walking and cycling enabling a few more minutes of quality time on the journey to school, leading to healthier communities.
5. Active modes of travel also help to tackle childhood obesity and can improve attention and retention in the classroom.

This scheme also delivers against the Transport for London healthy street objectives by:

- ✓ Improving clean air.
- ✓ Supporting pedestrians from all walks of life.
- ✓ Making access easier.
- ✓ Reduce noise pollution
- ✓ Encouraging people to walk, cycle and use public transport
- ✓ Making people feel safe
- ✓ Enabling people to see and do more
- ✓ People feel relaxed

SECTION 3 – Equality Analysis

This section asks you to consider the potential differential impact of the proposed decision or change on different protected characteristics, and what mitigating actions should be taken to avoid or counteract any negative impact.

According to the Equality Act 2010, protected characteristics are aspects of a person's identity that make them who they are. The law defines 9 protected characteristics:

1. Age
2. Disability
3. Gender reassignment.
4. Marriage and civil partnership.
5. Pregnancy and maternity.
6. Race
7. Religion or belief.
8. Sex
9. Sexual orientation.

At Enfield Council, we also consider socio-economic status as an additional characteristic.

“Differential impact” means that people of a particular protected characteristic (e.g. people of a particular age, people with a disability, people of a particular gender, or people from a particular race and religion) will be significantly more affected by the change than other groups. Please consider both potential positive and negative impacts, and, where possible, provide evidence to explain why this group might be particularly affected. If there is no differential impact for that group, briefly explain why this is not applicable.

Please consider how the proposed change will affect staff, service users or members of the wider community who share one of the following protected characteristics.

Age

This can refer to people of a specific age e.g. 18-year olds, or age range e.g. 0-18 year olds.

Will the proposed change to service/policy/budget have a **differential impact [positive or negative]** on people of a specific age or age group (e.g. older or younger people)?

Please provide evidence to explain why this group may be particularly affected.

Positive impact – During the timed closures (1hr in the morning and afternoon) streets will be calmer, quieter and safer. Reductions in noise and air pollution will benefit the wider neighbourhood, whilst the reduction in vehicle movements will encourage more active travel in our young people.

Mitigating actions to be taken

N/A

Disability

A person has a disability if they have a physical or mental impairment which has a substantial and long-term adverse effect on the person's ability to carry out normal day-day activities.

This could include:

Physical impairment, hearing impairment, visual impairment, learning difficulties, long-standing illness or health condition, mental illness, substance abuse or other impairments.

Will the proposed change to service/policy/budget have a **differential impact [positive or negative]** on people with disabilities?

Please provide evidence to explain why this group may be particularly affected.

Positive – All consideration has been given to residents / parents & carers and young students who may have disabilities. Disabled badge holders within the closure area are exempt from the vehicle restrictions during the hours of operation. Blue badgen holder should follow the exemption application process.

We have worked with the senior leadership team at all schools to ensure we can identify children with additional needs and parents of able-bodied children that may need additional support and access needs. **This requires ongoing monitoring with schools.**

Mitigating actions to be taken

Continue to monitor the access requirements of people who may have a disability and require access to the school.

Gender Reassignment

This refers to people who are proposing to undergo, are undergoing, or have undergone a process (or part of a process) to reassign their sex by changing physiological or other attributes of sex.

Will this change to service/policy/budget have a **differential impact [positive or negative]** on transgender people?

Please provide evidence to explain why this group may be particularly affected.

No differential impact - the scheme is gender neutral and should not affect anyone from this protected group.

Mitigating actions to be taken

N/A

Marriage and Civil Partnership

Marriage and civil partnerships are different ways of legally recognising relationships. The formation of a civil partnership must remain secular, whereas a marriage can be conducted through either religious or civil ceremonies. In the U.K both marriages and civil partnerships can be same sex or mixed sex. Civil partners must be treated the same as married couples on a wide range of legal matters.

Will this change to service/policy/budget have a **differential impact [positive or negative]** on people in a marriage or civil partnership?

Please provide evidence to explain why this group may be particularly affected

No differential impact - the scheme should not affect anyone from this protected group.

Mitigating actions to be taken

N/A

Pregnancy and maternity

Pregnancy refers to the condition of being pregnant or expecting a baby. Maternity refers to the period after the birth and is linked to maternity leave in the employment context. In the non-work context, protection against maternity discrimination is for 26 weeks after giving birth, and this includes treating a woman unfavourably because she is breastfeeding.

Will this change to service/policy/budget have a **differential impact [positive or negative]** on pregnancy and maternity?

Please provide evidence to explain why this group may be particularly affected

Negative – In some circumstances a pregnant person may find it difficult to walk shorty distances.

Mitigating actions to be taken

Closure points are designed to enclosure the school gates only, having a minimal impact on the distance of road covered.

Race

This refers to a group of people defined by their race, colour, and nationality (including citizenship), ethnic or national origins.

Will this change to service/policy/budget have a **differential impact [positive or negative]** on people of a certain race?

Please provide evidence to explain why this group may be particularly affected

No differential impact - the scheme should not affect anyone from this protected group.

Mitigating actions to be taken

N/A

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Religion and belief
Religion refers to a person's faith (e.g. Buddhism, Islam, Christianity, Judaism, Sikhism, Hinduism). Belief includes religious and philosophical beliefs including lack of belief (e.g. Atheism). Generally, a belief should affect your life choices or the way you live.
Will this change to service/policy/budget have a differential impact [positive or negative] on people who follow a religion or belief, including lack of belief?
Please provide evidence to explain why this group may be particularly affected.
No differential impact - the scheme should not affect anyone from this protected group.
Mitigating actions to be taken
N/A

Sex
Sex refers to whether you are a man or woman.
Will this change to service/policy/budget have a differential impact [positive or negative] on men or women?
Please provide evidence to explain why this group may be particularly affected.
No differential impact - the scheme should not affect anyone from this protected group.
Mitigating actions to be taken
N/A

Sexual Orientation

This refers to whether a person is sexually attracted to people of the same sex or a different sex to themselves. Please consider the impact on people who identify as heterosexual, bisexual, gay, lesbian, non-binary or asexual.

Will this change to service/policy/budget have a **differential impact [positive or negative]** on people with a sexual orientation?

Please provide evidence to explain why this group may be particularly affected.

No differential impact - the scheme should not affect anyone from this protected group.

Mitigating actions to be taken

N/A

Socio-economic deprivation

This refers to people who are disadvantaged due to socio-economic factors e.g. unemployment, low income, low academic qualifications or living in a deprived area, social housing or unstable housing.

Will this change to service/policy/budget have a **differential impact [positive or negative]** on people who are socio-economically disadvantaged?

Please provide evidence to explain why this group may be particularly affected.

Positive – Car ownership could be potentially lower in people who are socio-economically disadvantaged, and therefore may benefit from alternative routes that promote active travel and connecting to the public transport network

Mitigating actions to be taken.

N/A

SECTION 4 – Monitoring and Review

How do you intend to monitor and review the effects of this proposal?

Who will be responsible for assessing the effects of this proposal?

1. Traffic surveys are commissioned to understand the level of traffic and predict pollution levels, so that this can be benchmarked and checked during the operation of the scheme.
2. School participate in the STARS (Sustainable, travel, active, responsible, safe) is a Transport for London accredited road safety programme which allows us to track and monitor how children travel to school and how involved in behaviour change the school is.

An objective of a STARS accredited school with a school street is to achieve and maintain gold status, which equates to 90% of pupils travelling actively.

STARS activities have a significant impact on increasing the number of families using sustainable and active travel.

Schools also internally promote walking and cycling events to encourage active travel. This is monitored and rewarded by the school.

3. Perception surveys and consultations are undertaken to establish how people feel about the changes and if this has affected how they feel the environment may have changed or how their travel habits may have changed.

SECTION 5 – Action Plan for Mitigating Actions.

Identified Issue	Action Required	Lead officer	Timescale/By When	Costs	Review Date/Comments
Disability	Continue to monitor the access requirements of people who may have a disability and require access to the school.	Craig Nicol	ongoing	Time	