

## Equality & Health Impact Assessment (EqHIA)

### Document control

|                                   |  |
|-----------------------------------|--|
| <b>Title of activity:</b>         | School Streets   |
| <b>Lead officer:</b>              | Sam Antione – Project Manager<br>Highways, Traffic and Parking, Neighbourhoods Directorate   |
| <b>Approved by:</b>               | Nicolina Cooper – Group Manager<br>Highways, Traffic and Parking, Neighbourhoods Directorate   |
| <b>Date completed:</b>            | 24/08/2020. Reviewed 17/11/2021  |
| <b>Scheduled date for review:</b> | If the orders are made permanent it should be monitored and reviewed if amendments are requested after the date the orders are made permanent. |

|   |     |
|---|-----|
| <b>Did you seek advice from the Corporate Policy &amp; Diversity team?</b>  | No  |
| <b>Did you seek advice from the Public Health team?</b>   | Yes |
| <b>Does the EqHIA contain any confidential or exempt information that would prevent you publishing it on the Council's website?</b> | No  |

**Please submit the completed form via e-mail to [EqHIA@havering.gov.uk](mailto:EqHIA@havering.gov.uk) thank you.**

# 1. Equality & Health Impact Assessment Checklist

Please complete the following checklist to determine whether or not you will need to complete an EqHIA and ensure you keep this section for your audit trail. If you have any questions, please contact [EqHIA@havering.gov.uk](mailto:EqHIA@havering.gov.uk) for advice from either the Corporate Diversity or Public Health teams. Please refer to the Guidance in Appendix 1 on how to complete this form.

## About your activity

|   |                          |  |
|---|--------------------------|--|
| 1 | <b>Title of activity</b> | School Streets   |
| 2 | <b>Type of activity</b>  | <p>School Streets are promoted by the Mayor of London as part of the Transport Strategy and more recently Transport for London (TfL) in response to the Covid pandemic. Funding was made available by TfL to promote the introduction of School Streets to encourage a modal shift away from car use and encourage more walking, cycling and scooting to school to help reduce the environmental impact of pollution at school pick up and drop off times, reduce congestion and improve safety for children.</p>  |
| 3 | <b>Scope of activity</b> | <p>The aims of the project plans are to introduce School Streets outside of schools that have been identified to meet the criteria as set out in TfL's Streetspace plan. The schools were assessed for funding through Transport for London's Streetspace plan on the following key principles:</p> <ul style="list-style-type: none"> <li>• Road danger was a recognised and significant issue prior to the COVID-19 outbreak</li> <li>• Where there was a recognised and significant problem with crowding outside school prior to the COVID-19 outbreak.</li> <li>• Where a large number of complaints had been received, and or a Councillor had highlighted safety concerns raised by residents</li> <li>• Where there are two or more schools in close proximity to one another.</li> <li>• Schools with narrow footways posing a safety risk to children.</li> <li>• Schools with large intake/multi form entry, that even with a staggered start/finish times crowding outside is still likely.</li> </ul> <p>The shortlisted schools were evaluated by Transport Planning, the Education, Achievement and Learning Service and the Highways, Traffic and Parking Service.</p> |

|    |  |   |   |  |
|----|--|---|---|--|
| 4a | Are you changing, introducing a new, or removing a service, policy, strategy or function?  | Yes   | If the answer to <u>any</u> of these questions is 'YES', please continue to question 5. | If the answer to <u>all</u> of the questions (4a, 4b & 4c) is 'NO', please go to question 6. |
| 4b | Does this activity have the potential to impact (either positively or negatively) upon people (9 protected characteristics)?                     | Yes   |   |  |
| 4c | Does the activity have the potential to impact (either positively or negatively) upon any factors which determine people's health and wellbeing? | Yes   |   |  |
| 5  | If you answered YES:   | <b>Please complete the EqHIA in Section 2 of this document.</b> Please see Appendix 1 for Guidance. |   |  |
| 6  | If you answered NO:  |   |   |  |

|                      |  |
|----------------------|--|
| <b>Completed by:</b> | Omar Tingling / Sam Antione – Project Manager<br>Highways, Traffic and Parking, Neighbourhoods Directorate |
| <b>Date:</b>         | 17/11/2021   |

## 2. The EqHIA – How will the strategy, policy, plan, procedure and/or service impact on people?

|  |
|--|
| <b>Background/context:</b>   |
| <p>School Street schemes offer a proactive solution for school communities to tackle air pollution, poor health and road danger reduction. A School Street scheme will encourage a healthier lifestyle and active travel to school for families and lead to a better environment for everyone.</p> <p>Any of the schools in Havering that are located in suitable area on the road network can have a school street introduced.</p> <p>They can be enforced using physical restrictions such as temporary bollards, like water filled barriers or large planters on wheels.</p> <p>Though it is preferable to use camera enforcement to minimise reliance on 3rd parties such as school staff, or other Council Services and to minimise disruption to local residents and the schools themselves. This also makes enforcing the scheme more effective and</p> |

likely to have a permanent impact on changing behaviour and a modal shift in transport habits.

When considering a School Street candidate, the following key principles apply:

- Road danger was a recognised and significant issue prior to the COVID-19 outbreak
- Where there was a recognised and significant problem with crowding outside school prior to the COVID-19 outbreak.
- Where a large number of complaints had been received, and or a Councillor had highlighted safety concerns raised by residents
- Where there are two or more schools in close proximity to one another.
- Schools with narrow footways posing a safety risk to children.
- Schools with large intake/multi form entry, that even with a staggered start/finish times crowding outside is still likely.

In light of the COVID-19 outbreak, Transport for London is encouraging applications for funding to deliver School Streets across London. The funding that will be made available will cover a percentage of the cost for schemes in the short to medium term.

*\*Expand box as required*

### **Who will be affected by the activity?**

All road users will have access prohibited to School Street zones for a short period of time in the morning and afternoon at school drop off and pick up times unless they are exempt from the prohibition.

Each School Street zone is designed to protect the main entrances for the schools. The zone will pedestrianize the immediate area and be terminated at suitable junctions that allow for traffic to avoid the zones during the times of prohibition. All entry and exit points will be clearly signposted.

The enforcement will only be for vehicles entering the zone during the times of prohibition and will not restrict any vehicle exiting if they were already parked in the zone. This means residents and their visitors needing to exit during the times of restriction will not be unduly penalised.

Exemptions will be for all children with disabled badges and or their parent / guardians if they are also registered as disabled and have a valid blue badge. All vehicles registered to a property in the zones will also qualify for an exemption.

Any school travel assistance vehicles provided by Education and Learning Services for children unable to attend school without it will also be included in the exemptions.

Teachers and school staff will not be included as they are not considered essential vehicles. Nor will any Council Service vehicles such as waste and recycling. Emergency vehicles will be automatically granted an exemption and will not need to register.

Exemptions are to be kept to an absolute minimum, as to allow too many vehicles to drive through a School Street zone undermines the intent of the schemes by reintroducing road danger which puts the safety of children at risk.

*\*Expand box as required*

**Protected Characteristic - Age:** Consider the full range of age groups

|  |   |  |
|--|---|--|
| <i>Please tick (✓) the relevant box:</i> |   | <b>Overall impact:</b>   |
| <b>Positive</b>                          | ✓ | <p>Older adults should do some type of physical activity every day. Any type of activity is good for you. The more you do the better.</p> <p>Adults aged 65 and over should:</p> <ul style="list-style-type: none"> <li>• aim to be physically active every day. Any activity is better than none. The more you do the better, even if it's just light activity</li> <li>• do activities that improve strength, balance and flexibility on at least 2 days a week</li> <li>• do at least 150 minutes of moderate intensity activity a week or 75 minutes of vigorous intensity activity if you are already active, or a combination of both</li> <li>• reduce time spent sitting or lying down and break up long periods of not moving with some activity</li> </ul> <p><i>*Expand box as required</i></p> |
| <b>Neutral</b>                           |   |  |
| <b>Negative</b>                          |   |  |

**Evidence:**

NHS physical activity guidelines for older people:

<https://www.nhs.uk/live-well/exercise/physical-activity-guidelines-older-adults/#what-counts-as-light-activity>

*\*Expand box as required*

**Sources used:**

NHS

*\*Expand box as required*

**Protected Characteristic - Disability:** Consider the full range of disabilities; including physical mental, sensory and progressive conditions

|  |   |   |
|--|---|---|
| <i>Please tick (✓) the relevant box:</i> |   | <b>Overall impact:</b>  |
| <b>Positive</b>                          | ✓ | Adults in possession of a valid disabled badge that are responsible for |

|  |  |  |
|--|--|--|
| <b>Neutral</b>   |  | children enrolled in the schools will be eligible to register for an exemption. If a child is registered for a blue badge, their parent(s) and other immediate relatives like a grandparent(s) will also be eligible for an exemption. This will be evaluated on a case by case basis to include other relatives than those described, but will be limited to avoid abuse. |
| <b>Negative</b>  |  |  |
| <i>*Expand box as required</i>   |  |  |
| <b>Evidence:</b><br><br>Blue badges and the school pupil register.                       |  |  |
| <i>*Expand box as required</i>   |  |  |
| <b>Sources used:</b><br><br>Documents provided by the blue badge holder and the schools. |  |  |
| <i>*Expand box as required</i>   |  |  |

| Protected Characteristic - Sex/gender: Consider both men and women |   |   |
|--|---|---|
| <i>Please tick (✓) the relevant box:</i>                           |   | <b>Overall impact:</b><br><br>A School Street scheme does not positively or negatively affect any person based on their gender. |
| <b>Positive</b>  |   |   |
| <b>Neutral</b>   | ✓ |   |
| <b>Negative</b>  |   |   |
| <i>*Expand box as required</i>                                     |   |   |
| <b>Evidence:</b><br><br>N/A  |   |   |
| <i>*Expand box as required</i>                                     |   |   |
| <b>Sources used:</b><br><br>N/A                                    |   |   |
| <i>*Expand box as required</i>                                     |   |   |

**Protected Characteristic - Ethnicity/race:** Consider the impact on different ethnic groups and nationalities

|  |                                     |  |
|--|-------------------------------------|--|
| <i>Please tick (✓) the relevant box:</i> |                                     | <b>Overall impact:</b><br><br>A School Street scheme does not positively or negatively affect any person based on the ethnic group they identify with.<br><br><i>*Expand box as required</i> |
| <b>Positive</b>                          | <input type="checkbox"/>            |  |
| <b>Neutral</b>                           | <input checked="" type="checkbox"/> |  |
| <b>Negative</b>                          | <input type="checkbox"/>            |  |

**Evidence:**

N/A

*\*Expand box as required*

**Sources used:**

N/A

*\*Expand box as required*

**Protected Characteristic - Religion/faith:** Consider people from different religions or beliefs including those with no religion or belief

|  |                                     |   |
|--|-------------------------------------|---|
| <i>Please tick (✓) the relevant box:</i> |                                     | <b>Overall impact:</b><br><br>A School Street scheme does not positively or negatively affect any person who identifies with belief or nonbelief in a religion.<br><br><i>*Expand box as required</i> |
| <b>Positive</b>                          | <input type="checkbox"/>            |   |
| <b>Neutral</b>                           | <input checked="" type="checkbox"/> |   |
| <b>Negative</b>                          | <input type="checkbox"/>            |   |

**Evidence:**

N/A

*\*Expand box as required*

**Sources used:**

N/A

*\*Expand box as required*

**Protected Characteristic - Sexual orientation:** Consider people who are heterosexual, lesbian, gay or bisexual

|  |                                     |  |
|--|-------------------------------------|--|
| <i>Please tick (✓) the relevant box:</i> |                                     | <b>Overall impact:</b><br><br>A School Street scheme does not positively or negatively affect any person's sexual orientation. |
| <b>Positive</b>                          | <input type="checkbox"/>            |  |
| <b>Neutral</b>                           | <input checked="" type="checkbox"/> |  |
| <b>Negative</b>                          | <input type="checkbox"/>            |  |

*\*Expand box as required*

**Evidence:**

N/A

*\*Expand box as required*

**Sources used:**

N/A

*\*Expand box as required*

**Protected Characteristic - Gender reassignment:** Consider people who are seeking, undergoing or have received gender reassignment surgery, as well as people whose gender identity is different from their gender at birth

|  |                                     |  |
|--|-------------------------------------|--|
| <i>Please tick (✓) the relevant box:</i> |                                     | <b>Overall impact:</b><br><br>A School Street scheme does not positively or negatively affect any person who chooses to change their gender. |
| <b>Positive</b>                          | <input type="checkbox"/>            |  |
| <b>Neutral</b>                           | <input checked="" type="checkbox"/> |  |
| <b>Negative</b>                          | <input type="checkbox"/>            |  |

*\*Expand box as required*



|                                |  |
|--------------------------------|--|
| <b>Evidence:</b>               |  |
| N/A                            |  |
| <i>*Expand box as required</i> |  |
| <b>Sources used:</b>           |  |
| N/A                            |  |
| <i>*Expand box as required</i> |  |

| Protected Characteristic - Marriage/civil partnership: Consider people in a marriage or civil partnership |                                     |  |
|---|-------------------------------------|--|
| <i>Please tick (✓) the relevant box:</i>  |                                     | <b>Overall impact:</b><br><br>A School Street scheme does not positively or negatively affect any person who is married or in a civil partnership.<br><br><i>*Expand box as required</i> |
| <b>Positive</b>   | <input type="checkbox"/>            |  |
| <b>Neutral</b>  | <input checked="" type="checkbox"/> |  |
| <b>Negative</b>   | <input type="checkbox"/>            |  |
| <b>Evidence:</b>  |                                     |  |
| N/A   |                                     |  |
| <i>*Expand box as required</i>  |                                     |  |
| <b>Sources used:</b>  |                                     |  |
| N/A   |                                     |  |
| <i>*Expand box as required</i>  |                                     |  |

| Protected Characteristic - Pregnancy, maternity and paternity: Consider those who are pregnant and those who are undertaking maternity or paternity leave |                                     |   |
|---|-------------------------------------|---|
| <i>Please tick (✓) the relevant box:</i>  |                                     | <b>Overall impact:</b><br><br>Exercising during your pregnancy is safe and healthy. You can do most types of exercise in pregnancy, including running, Pilates, weights, yoga and swimming. |
| <b>Positive</b>   | <input checked="" type="checkbox"/> |   |
| <b>Neutral</b>  | <input type="checkbox"/>            |   |

|                 |  |  |                                |
|-----------------|--|--|--------------------------------|
| <b>Negative</b> |  |  | <i>*Expand box as required</i> |
|-----------------|--|--|--------------------------------|

**Evidence:**

**NHS exercise tips for pregnancy**

Do not exhaust yourself. You may need to slow down as your pregnancy progresses or if your maternity team advises you to. If in doubt, consult your maternity team.

As a general rule, you should be able to hold a conversation as you exercise when pregnant. If you become breathless as you talk, then you're probably exercising too strenuously.

If you were not active before you got pregnant, do not suddenly take up strenuous exercise. If you start an aerobic exercise programme (such as running, swimming, cycling or aerobics classes), tell the instructor that you're pregnant and begin with no more than 15 minutes of continuous exercise, 3 times a week. Increase this gradually to daily 30-minute sessions.

**Tommy's charity**

Tommy's provide evidence based, expert and user led, accessible pregnancy information to support expectant parents in understanding what they can do to support a safe and healthy pregnancy.

*\*Expand box as required*

**Sources used:**

<https://www.nhs.uk/conditions/pregnancy-and-baby/pregnancy-exercise/>  
<https://www.tommys.org/our-organisation/our-research/healthy-pregnancy>

*\*Expand box as required*

**Socio-economic status:** Consider those who are from low income or financially excluded backgrounds

|  |                                     |  |
|--|-------------------------------------|--|
| <i>Please tick (✓) the relevant box:</i> |                                     | <b>Overall impact:</b><br><br>A School Street scheme does not positively or negatively affect any person who is from a low income family or a financially excluded background. |
| <b>Positive</b>                          | <input type="checkbox"/>            |  |
| <b>Neutral</b>                           | <input checked="" type="checkbox"/> |  |
| <b>Negative</b>                          | <input type="checkbox"/>            |  |

*\*Expand box as required*

**Evidence:**

N/A

*\*Expand box as required*

**Sources used:**

N/A

*\*Expand box as required*

**Health & Wellbeing Impact:** Consider both short and long-term impacts of the activity on a person’s physical and mental health, particularly for disadvantaged, vulnerable or at-risk groups. Can health and wellbeing be positively promoted through this activity? Please use the Health and Wellbeing Impact Tool in Appendix 2 to help you answer this question.

|   |   |   |
|---|---|---|
| <i>Please tick (✓) all the relevant boxes that apply:</i> |   | <b>Overall impact:</b>  |
| <b>Positive</b>   | ✓ | School Street schemes offer a proactive solution for school communities to tackle air pollution, poor health and road danger reduction. A School Street scheme will encourage a healthier lifestyle and active travel to school for families and lead to a better environment for everyone. |
| <b>Neutral</b>  |   |   |
| <b>Negative</b>   |   |   |

*\*Expand box as required*

**Do you consider that a more in-depth HIA is required as a result of this brief assessment?** Please tick (✓) the relevant box

Yes  No

**Evidence:**

**Road danger reduction**

Statistics from the Department of Transport reveal that 14% of children killed on Great Britain’s roads in 2018 were between the morning school run (7-9am) and 23% after school between 3-5pm. A [report](#) from insurer Admiral shows a 43% fall of road collisions during the holidays at school run time.

**Health Benefits**

The latest [Chief Medical Official Report](#), shows that “*children in England are among the most overweight in Europe: 24% of children start primary school overweight or obese, rising to 33% by the time they leave primary school.*” Exercising vigorously at least once a day is key to a long lasting good health and this could be so easily achieved by having an active journey to school. Active travel also has the potential to transcend poor health inequality as the distribution of obesity in children is strongly linked to levels of deprivation.

**Mental Health**

Physical activity leads to chemical changes in the brain that trigger a positive mood and a feel good mind-set. Combining this with an activity children generally enjoy, like cycling or scooting, with their mates or chatting away on the way to school would result in pupils having a great start of the day, already focused and ready to learn. Cycling to school also increases self-confidence as children would have to put in practice a skill they have learnt as well as exercising self-control.

## **Air quality**

The government recently published a [Review of Interventions to Improve Outdoor Air Quality and Public Health](#). The report confirms that children's long term health is at risk. As vulnerable receptors, their lungs development is particularly at risk with damages that will stay with them for the rest of their lives. Pollution also worsens asthma, and increases risks of allergies; it impacts on the brain by reducing attentiveness and memory. It has been linked to depression, anxiety and attention deficit disorder as well as raising the risk of heart disease later in life.

*\*Expand box as required*

### **Sources used:**

Schoolstreets.org.uk  
Department for Transport  
Transport for London  
Public Health England  
Chief Medical Officer

*\*Expand box as required*

### 3. Outcome of the Assessment

The EqHIA assessment is intended to be used as an improvement tool to make sure the activity maximises the positive impacts and eliminates or minimises the negative impacts. The possible outcomes of the assessment are listed below and what the next steps to take are:

Please tick (✓) what the overall outcome of your assessment was:

|   |   |   |  |
|---|---|---|--|
| ✓ | 1. The EqHIA identified <u>no significant concerns</u> OR the identified <u>negative concerns</u> have already been <u>addressed</u>  | ➔ | <b>Proceed with implementation</b> of your activity  |
|   | 2. The EqHIA identified some <u>negative impact</u> which still needs to be <u>addressed</u>  | ➔ | <b>COMPLETE SECTION 4:</b><br><b>Complete action plan</b> and finalise the EqHIA   |
|   | 3. The EqHIA identified some <u>major concerns</u> and showed that it is <u>impossible to diminish negative impacts</u> from the activity to an acceptable or even lawful level | ➔ | <b>Stop and remove</b> the activity or <b>revise</b> the activity <b>thoroughly</b> .<br><b>Complete an EqHIA on the revised proposal.</b> |

## 4. Action Plan

The real value of completing an EqHIA comes from the identifying the actions that can be taken to eliminate/minimise negative impacts and enhance/optimize positive impacts. In this section you should list the specific actions that set out how you will address any negative equality and health & wellbeing impacts you have identified in this assessment. Please ensure that your action plan is: more than just a list of proposals and good intentions; sets ambitious yet achievable outcomes and timescales; and is clear about resource implications.

| Protected characteristic / health & wellbeing impact | Identified Negative or Positive impact | Recommended actions to mitigate Negative impact* or further promote Positive impact | Outcomes and monitoring** | Timescale | Lead officer |
|--|--|---|---------------------------|-----------|--------------|
|  |  |   |                           |           |              |
|  |  |   |                           |           |              |
|  |  |   |                           |           |              |

**Add further rows as necessary**

\* You should include details of any future consultations and any actions to be undertaken to mitigate negative impacts

\*\* Monitoring: You should state how the impact (positive or negative) will be monitored; what outcome measures will be used; the known (or likely) data source for outcome measurements; how regularly it will be monitored; and who will be monitoring it (if this is different from the lead officer).

## 5. Review

In this section you should identify how frequently the EqHIA will be reviewed; the date for next review; and who will be reviewing it.

**Review:**

**Scheduled date of review:**

**Lead Officer conducting the review:**

*\*Expand box as required*

**Please submit the completed form via e-mail to [EqHIA@havering.gov.uk](mailto:EqHIA@havering.gov.uk) thank you.**

# Appendix 1. Guidance on Undertaking an EqHIA

**This Guidance can be deleted prior to publication.**

## What is it?

The Equality & Health Impact Assessment (EqHIA) is a tool to ensure that your activity meets the needs of individuals and groups that use your service, whilst at the same time ensuring a person's chance of leading a healthy life is the same wherever they live and whoever they are. We want to ensure that the activities of the Council are 'fit for purpose' and meet the needs of Havering's increasingly diverse communities and employees. This robust and systematic EqHIA process ensures that any potential detrimental effects or discrimination is identified, removed, or mitigated and positive impacts are enhanced.

## When to Assess:

An EqHIA should be carried out when you are changing, removing or introducing a new service, policy, strategy or function; for simplicity, these are referred to as an "activity" throughout this document. It is best to conduct the assessment as early as possible in the decision-making process.

### Guidance: Equality & Health Impact Assessment Checklist

The Checklist in Section 1 asks the key questions,

**4a) Are you changing, introducing a new, or removing a service, policy, strategy or function?**

**4b) Does this activity (policy/strategy/service/decision) have the potential to impact (either positively or negatively) upon people (9 protected characteristics)?**

**4c) Does this activity (policy/strategy/service/decision) have the potential to impact (either positively or negatively) upon any factors which determine people's health and wellbeing?**

- If the answer to ANY of the questions 4a, 4b or 4c of the Checklist is 'YES' then you must carry out an assessment. e.g. Proposed changes to Contact Centre Opening Hours  
'YES' = you need to carry out an EqHIA
- If the answer to ALL of the questions, 4a or 4b of the Checklist is NO, then you do not need to carry out an EqHIA assessment. e.g. Quarterly Performance Report  
'NO' = you DO NOT need to carry out an EqHIA. Please provide a clear explanation as to why you consider an EqHIA is not required for your activity.

## Using the Checklist

The assessment should take into account all the potential impacts of the proposed activity, be it a major financial decision, or a seemingly simple policy change. Considering and completing this EqHIA will ensure that all Council plans, strategies, policies, procedures, services or other activity comply with relevant statutory obligations and responsibilities. In particular it helps the Council to meet its legal obligation under the [Equality Act 2010 and the Public Sector Equality Duty](#) and its public health duties under the [Health and Social Care Act 2012](#).



## Having Due Regard

To have due regard means that in making decisions and in its other day-to-day activities, the Council must consciously consider the need to:

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity between different groups
- Foster good relations between different groups
- Reduce inequalities in health outcomes

## Combining Equality and Health Impact Assessment:

[Equality Impact Assessments \(EIAs\)](#) provide a systematic way of ensuring that legal obligations are met. They assess whether a proposed policy, procedure, service change or plan will affect people different on the basis of their 'protected characteristics' and if it will affect their human rights. Currently there are **nine protected characteristics** (previously known as 'equality groups' or 'equality strands'): age, disability, sex/gender, ethnicity/race, religion/faith, sexual orientation, gender reassignment, marriage/civil partnership, and pregnancy/ maternity/paternity.

An activity does not need to impact on all 9 protected characteristics – impacting on just one is sufficient justification to complete an EqHIA.

[Health Impact Assessments \(HIAs\)](#) consider the potential impact of any change or amendment to a policy, service, plan, procedure or programme on the health and wellbeing of the population. HIAs help identify how people may be affected differently on the basis of where they live and potential impacts on health inequalities and health equity by assessing the distribution of potential effects within the population, particularly within vulnerable groups. 'Health' is not restricted to medical conditions, or the provision of health services, but rather encompasses the wide range of influences on people's health and wellbeing. This includes, but is not limited to, experience of discrimination, access to transport, housing, education, employment - known as the 'wider determinants of health'.

This [Equality and Health Impact Assessment \(EqHIA\)](#) brings together both impact assessments into a single tool which will result in a set of recommendations to eliminate discrimination and inequality; enhance potential positive impacts and mitigate where possible for negative impacts. In conducting this EqHIA you will need to assess the impact (positive, neutral or negative) of your activity on individuals and groups with **protected characteristics** (this includes staff delivering your activity), **socio-economic status** and **health & wellbeing**. Guidance on what to include in each section is given on the next pages.

### Guidance: What to include in background/context

In this section you will need to add the background/context of your activity, i.e. what is the activity intending to do, and why?

Make sure you include the scope and intended outcomes of the activity being assessed; and highlight any proposed changes. Please include a brief rationale for your activity and any supporting evidence for the proposal. Some questions to consider:

- What is the aim, objectives and intended outcomes?
- How does this activity meet the needs of the local population?
- Has this activity been implemented in another area? What were the outcomes?
- Is this activity being implemented as per best practice guidelines?
- Who were the key stakeholders in this activity?

\*Note that the boxes will expand as required

## Guidance: Who will be affected by the activity?

The people who will be affected may be

**Residents:** pay particular attention to vulnerable groups in the population who may be affected by this activity

**Businesses/ manufacturing / developers / small, medium or large enterprises**

**Employees:** e.g. Council staff for an internal activity, other statutory or voluntary sector employees, local businesses and services

\*Note that the boxes will expand as required

## Guidance: What to include in assessing a Protected Characteristic e.g. AGE

Please tick (✓) the relevant box:

**Positive**

**Neutral**

**Negative**

**Overall impact:** In this section you will need to consider and note what impact your activity will have on individuals and groups (including staff) with protected characteristics based on the data and information you have. You should note whether this is a positive, neutral or negative impact.

**It is essential that you note all negative impacts. This will demonstrate that you have paid 'due regard' to the Public Sector Equality Duty if your activity is challenged under the Equality Act.**

\*Note that the boxes will expand as required

**Evidence:** In this section you will need to document the evidence that you have used to assess the impact of your activity.

When assessing the impact, please consider and note how your activity contributes to the three aims of the Public Sector Equality Duty (PSED) as stated in the section above.

It is essential that you note the full impact of your activity, so you can demonstrate that you have fully considered the equality implications and have paid 'due regard' to the PSED should the Council be challenged.

- If you have identified a **positive impact**, please note this.
- If you think there is a **neutral impact** or the impact is not known, please provide a full reason why this is the case.
- If you have identified a **negative impact**, please note what steps you will take to mitigate this impact. If you are unable to take any mitigating steps, please provide a full reason why. All negative impacts that have mitigating actions must be recorded in the **Action Plan**.
- **Please ensure that appropriate consultation with affected parties has been undertaken and evidenced**

**Sources used:** In this section you should list all sources of the evidence you used to assess the impact of your activity. This can include:

- Service specific data
- Population, demographic and socio-economic data. Suggested sources include:
  - o Service user monitoring data that your service collects
  - o [Havering Data Intelligence Hub](#)
  - o [Office for National Statistics \(ONS\)](#)

If you do not have any relevant data, please provide the reason why.

\*Note that the boxes will expand as required

## Guidance: What to include in assessing Health & Wellbeing Impact:

Please tick (✓) all the relevant boxes that apply:

|                 |  |
|-----------------|--|
| <b>Positive</b> |  |
| <b>Neutral</b>  |  |
| <b>Negative</b> |  |

**Overall impact:** In this section you will need to consider and note whether the proposal could have an overall impact on, or implications for, people’s health and wellbeing or any factors which determine people’s health.

How will the activity help address inequalities in health?

Include here a brief outline of what could be done to enhance the positive impacts and, where possible, mitigate for the negative impacts.

\*Note that the boxes will expand as required

**Do you consider that a more in-depth HIA is required as a result of this brief assessment?** Please tick (✓) the relevant box

Yes       No

**Evidence:** In this section you will need to outline in more detail how you came to your conclusions above:

- What is the nature of the impact?
- Is the impact **positive** or **negative**? It is possible for an activity to have **both positive and negative impacts**. Consider here whether people will be able to access the service being offered; improve or maintain healthy lifestyles; improve their opportunities for employment/income; whether and how it will affect the environment in which they live (housing, access to parks & green space); what the impact on the family, social support and community networks might be
- What can be done to mitigate the negative impacts and/or enhance the positive impacts?
- If you think there is a **neutral impact**, or the impact is not known, please provide a brief reason why this is the case.
- What is the likelihood of the impact? Will the impact(s) be in weeks, months or years? In some cases the short-term risks to health may be worth the longer term benefits.
- Will the proposal affect different groups of people in different ways? A proposal that is likely to benefit one section of the community may not benefit others and could lead to inequalities in health.

**Please use the Health & Wellbeing Impact Tool in Appendix 2 as a guide/checklist to assess the potential wider determinants of health impacts.**

This tool will help guide your thinking as to what factors affect people’s health and wellbeing, such as social support, their housing conditions, access to transport, employment, education, crime and disorder and environmental factors. It is not an exhaustive list, merely a tool to guide your assessment; there may be other factors specific to your activity.

Some questions you may wish to ask include:

- Will the activity impact on people’s ability to socialise, potentially leading to social isolation?
- Will the activity affect a person’s income and/or have an effect on their housing status?
- Is the activity likely to cause the recipient of a service more or less stress?
- Will any change in the service take into account different needs, such as those with learning difficulties?
- Will the activity affect the health and wellbeing of persons not directly related to the service/activity, such as carers, family members, other residents living nearby?
- If there is a short-term negative effect, what will be done to minimise the impact as much as possible?

- Are the longer-term impacts positive or negative? What will be done to either promote the positive effects or minimise the negative effects?
- Do the longer term positive outcomes outweigh the short term impacts?

\*Note that the boxes will expand as required

**Sources used:** In this section you should list all sources of the evidence you used to assess the impact of your activity. This could include, e.g.:

Information on the population affected

- Routinely collected local statistics (e.g. quality of life, health status, unemployment, crime, air quality, educational attainment, transport etc.)
- Local research/ Surveys of local conditions
- Community profiles

Wider Evidence

- Published Research, including evidence about similar proposals implemented elsewhere (e.g. Case Studies).
- Predictions from local or national models
- Locally commissioned research by statutory/voluntary/private organisations

Expert Opinion

- Views of residents and professionals with local knowledge and insight

\*Note that the boxes will expand as required

## Guidance: Outcome of the Assessment

On reflection, what is your overall assessment of the activity?

The purpose of conducting this assessment is to offer an opportunity to think, reflect and **improve** the proposed activity. It will make sure that the Council can evidence that it has considered its due regard to equality and health & wellbeing to its best ability.

It is not expected that all proposals will be immediately without negative impacts! However, where these arise, what actions can be taken to mitigate against potential negative effects, or further promote the positive impacts?

Please tick one of the 3 boxes in this section to indicate whether you think:

1. all equality and health impacts are adequately addressed in the activity – proceed with your activity pending all other relevant approval processes
2. the assessment identified some negative impacts which could be addressed – please complete the Action Plan in Section 4.
3. If the assessment reveals some significant concerns, this is the time to stop and re-think, making sure that we spend our Council resources wisely and fairly. There is no shame in stopping a proposal.

\*Note that the boxes will expand as required

## Guidance: Action Plan

For each protected characteristic/health & wellbeing impact where an impact on people or their lives has been identified, complete one row of the action plan. You can add as many further rows as required.

State whether the impact is Positive or Negative

Briefly outline the actions that can be taken to mitigate against the negative impact or further enhance a positive impact. These actions could be to make changes to the activity itself (service, proposal, strategy etc.) or to make contingencies/alterations in the setting/environment where the activity will take place.

For example, might staff need additional training in communicating effectively with people with learning difficulties, if a new service is opened specifically targeting those people? Is access to the service fair and equitable? What will the impact on other service users be? How can we ensure equity of access to the service by all users? Will any signage need changing? Does the building where the service being delivered comply with disability regulations?

## Guidance: Review

Changes happen all the time! A service/strategy/policy/activity that is appropriate at one time, may no longer be appropriate as the environment around us changes. This may be changes in our population, growth and makeup, legislative changes, environmental changes or socio-political changes.

Although we can't predict what's going to happen in the future, a review is recommended to ensure that what we are delivering as a Council is still the best use of our limited resources. The timescale for review will be dependent on the scale of the activity.

A major financial investment may require a review every 2-3 years for a large scale regeneration project over 10-15 years.

A small policy change may require a review in 6 months to assess whether there are any unintended outcomes of such a change.

Please indicate here how frequently it is expected to review your activity and a brief justification as to why this timescale is recommended.

## Appendix 2. Health & Wellbeing Impact Tool

Will the activity/service/policy/procedure affect any of the following characteristics? Please tick/check the boxes below

The following are a range of considerations that might help you to complete the assessment.

| Lifestyle YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>  | Personal circumstances YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>  | Access to services/facilities/amenities YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>   |
|--|---|---|
| <input type="checkbox"/> Diet<br><input checked="" type="checkbox"/> Exercise and physical activity<br><input type="checkbox"/> Smoking<br><input type="checkbox"/> Exposure to passive smoking<br><input type="checkbox"/> Alcohol intake<br><input type="checkbox"/> Dependency on prescription drugs<br><input type="checkbox"/> Illicit drug and substance use<br><input type="checkbox"/> Risky Sexual behaviour<br><input type="checkbox"/> Other health-related behaviours, such as tooth-brushing, bathing, and wound care   | <input type="checkbox"/> Structure and cohesion of family unit<br><input type="checkbox"/> Parenting<br><input type="checkbox"/> Childhood development<br><input type="checkbox"/> Life skills<br><input type="checkbox"/> Personal safety<br><input type="checkbox"/> Employment status<br><input type="checkbox"/> Working conditions<br><input type="checkbox"/> Level of income, including benefits<br><input type="checkbox"/> Level of disposable income<br><input type="checkbox"/> Housing tenure<br><input type="checkbox"/> Housing conditions<br><input type="checkbox"/> Educational attainment<br><input type="checkbox"/> Skills levels including literacy and numeracy   | <input type="checkbox"/> to Employment opportunities<br><input type="checkbox"/> to Workplaces<br><input type="checkbox"/> to Housing<br><input type="checkbox"/> to Shops (to supply basic needs)<br><input type="checkbox"/> to Community facilities<br><input type="checkbox"/> to Public transport<br><input type="checkbox"/> to Education<br><input type="checkbox"/> to Training and skills development<br><input type="checkbox"/> to Healthcare<br><input type="checkbox"/> to Social services<br><input type="checkbox"/> to Childcare<br><input type="checkbox"/> to Respite care<br><input type="checkbox"/> to Leisure and recreation services and facilities  |
| Social Factors YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>   | Economic Factors YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>  | Environmental Factors YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>   |
| <input checked="" type="checkbox"/> Social contact<br><input type="checkbox"/> Social support<br><input checked="" type="checkbox"/> Neighbourliness<br><input checked="" type="checkbox"/> Participation in the community<br><input type="checkbox"/> Membership of community groups<br><input checked="" type="checkbox"/> Reputation of community/area<br><input type="checkbox"/> Participation in public affairs<br><input type="checkbox"/> Level of crime and disorder<br><input type="checkbox"/> Fear of crime and disorder<br><input type="checkbox"/> Level of antisocial behaviour<br><input type="checkbox"/> Fear of antisocial behaviour<br><input type="checkbox"/> Discrimination<br><input type="checkbox"/> Fear of discrimination<br><input type="checkbox"/> Public safety measures<br><input checked="" type="checkbox"/> Road safety measures | <input type="checkbox"/> Creation of wealth<br><input type="checkbox"/> Distribution of wealth<br><input type="checkbox"/> Retention of wealth in local area/economy<br><input type="checkbox"/> Distribution of income<br><input type="checkbox"/> Business activity<br><input type="checkbox"/> Job creation<br><input type="checkbox"/> Availability of employment opportunities<br><input type="checkbox"/> Quality of employment opportunities<br><input type="checkbox"/> Availability of education opportunities<br><input type="checkbox"/> Quality of education opportunities<br><input type="checkbox"/> Availability of training and skills development opportunities<br><input type="checkbox"/> Quality of training and skills development opportunities<br><input type="checkbox"/> Technological development<br><input checked="" type="checkbox"/> Amount of traffic congestion | <input checked="" type="checkbox"/> Air quality<br><input type="checkbox"/> Water quality<br><input type="checkbox"/> Soil quality/Level of contamination/Odour<br><input checked="" type="checkbox"/> Noise levels<br><input type="checkbox"/> Vibration<br><input type="checkbox"/> Hazards<br><input type="checkbox"/> Land use<br><input type="checkbox"/> Natural habitats<br><input type="checkbox"/> Biodiversity<br><input type="checkbox"/> Landscape, including green and open spaces<br><input type="checkbox"/> Townscape, including civic areas and public realm<br><input checked="" type="checkbox"/> Use/consumption of natural resources<br><input type="checkbox"/> Energy use: CO2/other greenhouse gas emissions<br><input type="checkbox"/> Solid waste management<br><input type="checkbox"/> Public transport infrastructure |