

## Equality & Health Impact Assessment (EqHIA)

### Document control

<b>Title of activity:</b>	<i>Consultation on the draft Children &amp; Young People Education Place Planning Plan 2023-2027</i>
<b>Lead officer:</b>	Pooneeta Mahadeo, School Organisation Manager, Learning & Achievement, Children's Services
<b>Approved by:</b>	Trevor Cook, Assistant Director of Education, Learning & Achievement, Children's Services
<b>Date completed:</b>	10/07/2023
<b>Scheduled date for review:</b>	September 2026

Please note that the Corporate Policy & Diversity and Public Health teams require at least **5 working days** to provide advice on EqHIAs.

<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>	No
<b>Does the EqHIA contain any confidential or exempt information that would prevent you publishing it on the Council's website?</b>	No

Please note that EqHIAs are **public** documents and must be made available on the Council's [EqHIA webpage](#).

**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>	<i>Consultation on the draft Children &amp; Young People Education Place Planning Plan (C&amp;YPEPPP) 2023-2027</i>		
2	<b>Type of activity</b>	<i>Strategy</i>		
3	<b>Scope of activity</b>	<i>The scope of the activity is to assess the impact of the draft Children &amp; Young People Education Place Planning Plan 2023-2027, allowing all education stakeholders to contribute to the proposals that will ensure that Havering, as the Strategic Commissioner of Education Provision across all types of education phases monitors the supply and demand for early years, primary, secondary, post-16, special and alternative provision across the borough, making certain that there is sufficient capacity to meet demand by planning for the growth.</i>		
4a	<b>Are you changing, introducing a new, or removing a service, policy, strategy or function?</b>	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	<b>Does this activity have the potential to impact (either positively or negatively) upon people (9 protected characteristics)?</b>	Yes		
4c	<b>Does the activity have the potential to impact (either positively or negatively) upon any factors which determine people's health and wellbeing?</b>	Yes		
5	<b>If you answered YES:</b>	<b>Please complete the EqHIA in Section 2 of this document.</b> Please see Appendix 1 for Guidance.		
6	<b>If you answered NO:</b>			

<b>Completed by:</b>	<i>Pooneeta Mahadeo, School Organisation Manager, Organisation &amp; Place planning Manager, Education , Children's Services</i>
<b>Date:</b>	<i>10/07/2023</i>

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

<b>Background/context:</b>
<p>All Local Authorities including Havering have a statutory duty to provide sufficient schools places to all children that live in the borough.</p> <p>The plan/strategy provides an overarching framework and evidence-base for determining when and where education provision may be needed in the future. It sets out the council's policy for school organisation and plans to ensure there is sufficient capacity to meet demand for early years, primary, secondary, post-16, special school and alternative education provision across the borough. It also highlights the forecast number of children and young people in Havering and breaks this down to smaller geographical areas (planning areas within these) to show where there may be a need for more or fewer school places.</p> <p>In our role as Commissioner of Education Provision and working in partnership with education providers, the plan also details a set of our principles and planning guidelines which will be used to consider, evaluate and commission individual proposals to address any identified any surplus or deficit of places where growth has been projected.</p>

<b>Who will be affected by the activity?</b>
<ul style="list-style-type: none"> <li>• All parents/carers of pupils resident in Havering</li> <li>• All pupils attending a Havering school or College</li> <li>• All Education providers</li> <li>• Havering residents especially those who are residents near schools and in areas of population growth and projected demand of school places</li> <li>• All voluntary organisations who provide alternative education in the borough</li> <li>• All Governing body members of maintained schools</li> <li>• Local Governing members of academies</li> <li>• Members of Academy Trust boards</li> <li>• The Diocese of Brentwood and Chelmsford</li> </ul>

<b>Protected Characteristic - Age:</b> Consider the full range of age groups	
<i>Please tick (✓) the relevant box:</i>	<b>Overall impact:</b> The Children & Young People Education Place Planning Plan will have a positive impact on children and young people of school age

<b>Positive</b>	<input checked="" type="checkbox"/>	living in Havering and will support the effective delivery of the Local Authority's Children's Services vision for every child in the borough "to enable all children and families in the borough to lead happy, healthy lives, where all children get a good start in life and live in a borough where families and communities look after themselves and each other.
<b>Neutral</b>	<input type="checkbox"/>	
<b>Negative</b>	<input type="checkbox"/>	
<p><b>Evidence:</b> The plan highlights that 'In Havering, we have seen an increase of 52% in the number of births between calendar years 2002 to 2016. This includes a 19% increase in the birth rate from 2012 to 2016. However since the birth rate peaked in 2016, we have seen a year on year reduction in the birth rate in Havering, with the birth rate decreasing by 11% between 2016 to 2021.'</p> <p>The Plan details how we will ensure sufficiency of early years, primary, secondary, SEND, post 16 and alternative provision places for years to come.</p>		
<p><b>Sources used:</b></p> <ul style="list-style-type: none"> <li>• Birth data received from the ONS.</li> <li>• Population projections produced by the GLA</li> <li>• Historic pupil data obtained from the school census</li> <li>• Housing development data obtained from the London Development Database and our planning department.</li> <li>• School Roll Projections</li> <li>• Consultation survey report on the draft CYPEPPP</li> <li>• Census 2021</li> </ul>		

<b>Protected Characteristic - Disability:</b> Consider the full range of disabilities; including physical mental, sensory and progressive conditions		
<i>Please tick (✓) the relevant box:</i>		<p><b>Overall impact:</b> Positive for children with special educational needs and disabilities (SEND) who will have school places that meet their educational needs. Making appropriate local provision available is positive for children with special educational needs.</p> <p>The Havering's High needs strategy outlines a number of proposed actions that will ensure that children, young people with SEND and their families have the right support at the right time including delivering an ongoing programme to create more additionally resourced provisions (ARPs) in mainstream settings and develop a new Social Emotional and Mental Health (SEMH)/Autistic Spectrum Disorder (ASD) 60 place free school.</p> <p>In addition we are in the initial stages of exploring a new all through free school to meet the needs of children and young people aged 5-19 years who have complex or severe ASD, SEMH and SLD needs by 2025.</p>
<b>Positive</b>	<input checked="" type="checkbox"/>	
<b>Neutral</b>	<input type="checkbox"/>	
<b>Negative</b>	<input type="checkbox"/>	

**Evidence:** The CYPEPPP shows that there is an increase in the number of children in mainstream Primary and Secondary schools with an EHCP.

With the continued growth of children with an EHCP, it is not sustainable to continue placing them in a mainstream setting and therefore it is essential that we implement further specialist SEND places.

**Sources used:**

- Havering’s High needs strategy 2017-2022
- Projected school population
- School Census data
- Consultation survey report on the draft CYPEPPP

**Protected Characteristic - Sex/gender: Consider both men and women**

*Please tick (✓) the relevant box:*

<b>Positive</b>	✓
<b>Neutral</b>	
<b>Negative</b>	

**Overall impact:** The overall impact on is positive for both men and women. Most of our education provision from early years right through to post 16 including special schools and alternative provision is largely co-educational.

**Evidence:** All our early years, primary, special and post-16 provision are co-educational. 4 out of the 18 secondary schools in the borough are single sex, (two boys and two girls).

None of the commissioning options proposed for the creation of additional places included the expansion or establishment of a single sex school.

There was a small number responses received during the consultation regarding single sex schools or co-educational provision- most of these referenced the fewer school sixth form options available to boys in Havering. Sixth form provision does not need to be local and students can travel at 16+ to access the post 16 setting of their choice/best suited to their needs. As such, having two less school sixth forms available to boys in Havering is not expected to be a barrier.

**Sources used:**

- School Census data
- Consultation survey report on the draft CYPEPPP

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

<i>Please tick (✓) the relevant box:</i>		<p><b>Overall impact:</b> The overall impact on this protected characteristic is neutral. National legislation determines that education establishments including schools cannot discriminate on ethnicity or racial grounds.</p> <p>Creating additional school places will enable us to meet our vision of ensuring that every child has access to a good local school providing an opportunity for every young person in the borough to thrive, thereby securing outcomes that are above the national average.</p>
<b>Positive</b>		
<b>Neutral</b>	✓	
<b>Negative</b>		

**Evidence:** According to the Census 2021, London remains the most ethnically diverse region of England and saw an 8.1% percentage point decrease in people who identified as White British from 44.9% in 2011 to 36.8% in 2021. Havering also followed this trend with a 16.8% percentage point decrease from 83.3% in 2011 to 66.5% in 2021. Havering and Bromley are the least diverse London Boroughs with both having a White British population of 66.5%. This compares with 74.4% for England, but is significantly higher than the 36.8% figure for London.

However, all our education provision is fully inclusive. Ethnicity or race is not a factor when considering the commissioning of education provision.

In terms of those who completed the equalities data, 76% identified they were white British. This is higher than the 2021 census.

**Sources used:**

- School Census data
- Consultation survey report on the draft CYPEPPP
- Census 2021

**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>		<p><b>Overall impact:</b> The overall impact on people from different religions or beliefs including those with no religion or belief is positive. National legislation determines that schools cannot discriminate on religion grounds. However, it should be recognised that faith schools are their own admission authority but are still expected to comply with the School Admissions Code.</p> <p>Creating additional places including in faith schools will enable us to meet our objective of providing access to a good local school for every Havering child.</p>
<b>Positive</b>	✓	
<b>Neutral</b>		
<b>Negative</b>		

**Evidence:** The diversity across Havering is further demonstrated by the varying school sizes, governance arrangements and the number of voluntary aided schools. In addition, there are a number of Alternative Provision and Independent settings within Havering.

Where faith based schools are concerned, we will seek to work collaboratively with our education partners, this includes the Dioceses and other relevant religious organisations.

A small number of stakeholders expressed concerns over the limitations of 6th form based religious criteria preventing non-religious or pupils of differing religions from applying for those 6th form places.

Sixth form provision does not need to be local and students can travel at 16+ to access the post 16 setting of their choice/best suited to their needs. As such, having some school sixth forms with a religious criteria is not expected to be a barrier to post 16 learning.

**Sources used:**

- School Roll Projections
- School Census data
- Consultation survey report on the draft CYPEPPP

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

<i>Please tick (✓) the relevant box:</i>		<p><b>Overall impact:</b> The overall impact on this protected characteristic is neutral. All our education provision is fully inclusive</p> <p>Ensuring there is sufficient capacity to meet demand for early years, primary, secondary, post-16 and special school places across the borough will enable us fulfil our statutory duty.</p>
<b>Positive</b>	<input type="checkbox"/>	
<b>Neutral</b>	<input checked="" type="checkbox"/>	
<b>Negative</b>	<input type="checkbox"/>	

**Evidence:** 81% of our surveyed participants who responded to our equality and diversity monitoring form during the consultation stated that they were heterosexuals. No issues regarding sexual orientation were raised during the consultation.

Sexual orientation is not considered as a factor when commissioning educational provision or in the determination of sufficiency of education provision.

**Sources used:** Consultation survey report on the draft CYPEPPP

**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>		<p><b>Overall impact:</b> The overall impact on this protected characteristic is neutral. All our education provision is fully inclusive</p>
<b>Positive</b>	<input type="checkbox"/>	

<b>Neutral</b>	<input checked="" type="checkbox"/>	Ensuring there is sufficient capacity to meet demand for early years, primary, secondary, post-16 and special school places across the borough will enable us fulfil our statutory duty.
<b>Negative</b>	<input type="checkbox"/>	
<p><b>Evidence:</b> 91% of all respondents who completed the equality monitoring form identified that their current gender was the same assigned at birth.</p> <p>Gender reassignment is not considered as a factor when commissioning educational provision or in the determination of sufficiency of education provision.</p>		
<p><b>Sources used:</b> Consultation survey for the draft CYPEPPP</p>		

<b>Protected Characteristic - Marriage/civil partnership:</b> Consider people in a marriage or civil partnership		
<i>Please tick (✓) the relevant box:</i>		<p><b>Overall impact:</b> The overall impact on this protected characteristic is neutral. All our education provision is fully inclusive</p> <p>Ensuring there is sufficient capacity to meet demand for early years, primary, secondary, post-16 and special school places across the borough will enable us fulfil our statutory duty.</p>
<b>Positive</b>	<input type="checkbox"/>	
<b>Neutral</b>	<input checked="" type="checkbox"/>	
<b>Negative</b>	<input type="checkbox"/>	
<p><b>Evidence:</b> Majority of respondents (62%) who completed the equalities monitoring form stated that they were in a marital relationship.</p> <p>No issues regarding marriage/civil partnership were raised during the consultation. Gender reassignment is not considered as a factor when commissioning educational provision or in the determination of sufficiency of education provision</p>		
<p><b>Sources used:</b> Consultation survey report on the draft CYPEPPP</p>		

<b>Protected Characteristic - Pregnancy, maternity and paternity:</b> Consider those who are pregnant and those who are undertaking maternity or paternity leave		
<i>Please tick (✓) the relevant box:</i>		<p><b>Overall impact:</b> The overall impact on this protected characteristic is neutral. All our education provision is fully inclusive</p>
<b>Positive</b>	<input type="checkbox"/>	



<b>Neutral</b>	<input checked="" type="checkbox"/>	Ensuring there is sufficient capacity to meet demand for early years, primary, secondary, post-16 and special school places across the borough will enable us fulfil our statutory duty.
<b>Negative</b>	<input type="checkbox"/>	
<p><b>Evidence:</b> 2% of the surveyed participants were either pregnant or have given birth in the last 26 weeks. No issues regarding pregnancy, undertaking maternity or paternity leave were raised during the consultation.</p> <p>Being pregnant or undertaking maternity/ paternity leave is not considered as a factor when commissioning educational provision or in the determination of sufficiency of education provision.</p>		
<p><b>Sources used:</b> Consultation survey report on the draft CYPEPPP</p>		

<p><b>Socio-economic status:</b> Consider those who are from low income or financially excluded backgrounds</p>		
<p><i>Please tick (✓) the relevant box:</i></p>		<p><b>Overall impact:</b> The overall impact on those who are from low income or financially excluded backgrounds is positive</p> <p>By creating more SEND places to meet demand through new schools and SEND units will help us realise our vision to ensure the growing SEND need is met and that every child has access to a great education.</p>
<b>Positive</b>	<input checked="" type="checkbox"/>	
<b>Neutral</b>	<input type="checkbox"/>	
<b>Negative</b>	<input type="checkbox"/>	
<p><b>Evidence:</b></p> <p>Social mobility remains a serious issue and the changes seen in Havering’s population influenced by historically increased births, housing developments and economic migration, mean that the Council's provision of school places, and in particularly SEND places for which there is a growing demand, must also respond to meet the changing needs of residents.</p> <p>The Joseph Roundtree Foundation report on ‘Special educational needs and their link to poverty’ explores the links between SEND and poverty. The report shows that poverty is both a cause and an effect of SEND.</p> <p>Therefore, supporting all phases of our education provision to develop a strong strategy and increasing access to only good/outstanding provision will ensure that all children have the best possible start in life, which will enable them achieve and reach their full potential.</p>		
<p><b>Sources used:</b></p> <ul style="list-style-type: none"> <li>Joseph Roundtree Foundation – ‘Special educational needs and their link to poverty’</li> </ul>		

<b>Health &amp; Wellbeing Impact:</b> 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>Positive</b>	<input checked="" type="checkbox"/>
<b>Neutral</b>	<input type="checkbox"/>
<b>Negative</b>	<input type="checkbox"/>
<p><b>Overall impact:</b> The overall impact on health and wellbeing is positive. The Commissioning Plan sets out how we will carry out our statutory duty to ensure there are sufficient school places available for children and young people in the right areas and at the right time to meet demand, whilst maintaining a focus on high quality education as well as enabling a culture of high performing and financially sustainable schools. This includes both maintained and academy schools.</p> <p><b>Do you consider that a more in-depth HIA is required as a result of this brief assessment?</b> Please tick (✓) the relevant box</p> <p style="text-align: right;">Yes <input type="checkbox"/> No <input checked="" type="checkbox"/></p>	
<p><b>Evidence:</b> Our vision for Education and Learning is to ensure that every child will go to a school rated by Ofsted as 'Good' or better, and provide an opportunity for every young person in the borough to thrive, thereby securing outcomes that are above the national average.</p>	
<p><b>Sources used:</b> Draft Children &amp; Young People Education Place Planning Plan 2023-2027</p>	

### 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> <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> . <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.

<b>Protected characteristic / health &amp; wellbeing impact</b>	<b>Identified Negative or Positive impact</b>	<b>Recommended actions to mitigate Negative impact* or further promote Positive impact</b>	<b>Outcomes and monitoring**</b>	<b>Timescale</b>	<b>Lead officer</b>
<b>Age</b>	Positive	Future consultations to enhance positive impact	Any individual proposals arising from the plan will be consulted upon and feedback taken into consideration before any commissioning decisions are made	2023-2027	Pooneeta Mahadeo
<b>Sex/gender</b>	Positive	Future consultations to enhance positive impact	Any individual proposals arising from the plan will be consulted upon and feedback taken into consideration before any commissioning decisions are made	2023-2027	Pooneeta Mahadeo
<b>Religion/faith</b>	Positive	Future consultations to enhance positive impact	Any individual proposals arising from the plan will be consulted upon and feedback taken into	2023-2027	Pooneeta Mahadeo

			consideration before any commissioning decisions are made		
<b>Disability</b>	Positive	Further SEND school places are delivered	More SEND places available in Havering	2023-2027	Pooneeta Mahadeo

**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:** September 2026

**Scheduled date of review:** September 2026

**Lead Officer conducting the review:** Pooneeta Mahadeo

*\*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:	<p><b>Overall impact:</b> 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.</p>
<b>Positive</b>	How will the activity help address inequalities in health?
<b>Neutral</b>	Include here a brief outline of what could be done to enhance the positive impacts and, where possible, mitigate for the negative impacts.
<b>Negative</b>	<p style="text-align: right; font-size: small;">*Note that the boxes will expand as required</p> <p><b>Do you consider that a more in-depth HIA is required as a result of this brief assessment?</b> Please tick (✓) the relevant box</p> <p style="text-align: right;">Yes <input type="checkbox"/>      No <input type="checkbox"/></p>

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