

# Equality & Health Impact Assessment (EqHIA)

## Document control

<b>Title of activity:</b>	<i>Home to School Transport Policy and protocol</i>
<b>Lead officer:</b>	<i>Jodie Gutteridge   Corporate Policy &amp; Performance Lead</i>
<b>Approved by:</b>	<i>Trevor Cook   AD Education</i>
<b>Scheduled date for next review:</b>	One year after when the policy is reviewed.

<b>Did you seek advice from the Corporate Policy &amp; Diversity team?</b> Please note that the Corporate Policy & Diversity and Public Health teams require at least <b>5 working days</b> to provide advice on EqHIAs.	Yes
<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> See Publishing Checklist.	No

Please note that EqHIAs are **public** documents and unless they contain confidential or sensitive commercial information 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	Title of activity	<i>Home to School Transport Policy and Protocol</i>			
2	Type of activity	<i>Policy</i>			
3	Scope of activity	<i>To explore the impact of the Home to School Transport Policy on the various domains. This is sourced from the HTS Transport consultation, parents/guardians feedback of the service through the transport team and complaints service.</i>			
4a	Are you changing, introducing a new, or removing a service, policy, strategy or function?	Yes	If the answer to <u>either</u> of these questions is 'YES', please continue to question 5.		
4b	Does this activity have the potential to impact (either positively or negatively) upon people from different backgrounds.	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	Please use the <a href="#">Screening tool</a> before you answer this question.	If you answer '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.
5	If you answered YES:	Please complete the EqHIA in Section 2 of this document. Please see Appendix 1 for Guidance.			
6	If you answered NO:	N/A			

Completed by:	<i>Jodie Gutteridge/Paul Young</i>
Date:	<i>11/09/2023 revised March 2024</i>

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

### Background/context:

This policy outlines the support and assistance available for children and young people travelling between home and school/college. Support and guidance may be provided by the council based on the different [eligibility criteria](#), which is dependent on the age of the student.

Most children and young people will access school/college supported by their family /carer without additional assistance from the Council. Where assistance is given, it should be part of a plan that encourages children and young people to become more independent and resilient in their future lives, while encouraging sustainable forms of travel, including walking, cycling, scooting and the use of public transport.

The purpose of the home to school transport service is to enable eligible students to get to and from school for free.

*There is no statutory obligation to provide free travel assistance to those who are Post 16*

The child is entitled to free school meals as a guide to low-income families (such as parents are in receipt of maximum working tax credits) and their nearest suitable school is:

- Beyond 2 miles (for children over the age of 8 and under 11)
- Between 2-6 miles (if aged 11-16)
- Between 2 and 15 (if the nearest school is preferred on the ground of religion or belief (aged 11-16))

*\*Expand box as required*

### Who will be affected by the activity?

Those Children, young people and their families, with special educational needs and who are eligible for home to school travel arrangements.

*\*Expand box as required*

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

Please tick (✓) the relevant box:		<b>Overall impact:</b>
<b>Positive</b>		The number of people that live in Havering has increased over the last decade from 237,232 in 2011 to 262,052 in 2021. This is a 10.5% increase compared to a 7.7% increase across London and a 6.6% increase across England.
<b>Neutral</b>	✓	
<b>Negative</b>		<p>The population of Havering is anticipated to grow by 15k (5.6%) from 266k in 2022 to 281k in 2032.</p> <p>The number of children aged under 18 has seen an increase of 15.2% (from 50,827 to 58,550), greatly outpacing the 4.8% and 3.9% increases in London and England, respectively. Havering now has a higher proportion of children aged 0-17 (22.3%) than 80% of local authorities in England. This increase is slightly lower than the latest ONS projections (2018). The ONS predicts that the 0-17 population will grow to 61,350 by 2031. The demand for transport has grown significantly and within the last year has increased from 600 to 800 requests</p> <p><a href="#">Create your own tables, Table Tool – Explore education statistics – GOV.UK (explore-education-statistics.service.gov.uk)</a></p> <p><i>*Expand box as required</i></p>
<b>Evidence:</b> <p style="text-align: right;"><i>*Expand box as required</i></p>		
<b>Sources used:</b> <p>Census 2021 Home to School Transport Statistics on Requests</p> <p><a href="#">Joint Strategic Needs Assessment 2022</a></p> <p style="text-align: right;"><i>*Expand box as required</i></p>		

**Protected Characteristic - Disability:** Consider the full range of disabilities; including physical, mental, sensory, progressive conditions and learning difficulties. Also consider neurodivergent conditions e.g. dyslexia and autism.

Please tick (✓) the relevant box:

Positive

✓

Neutral

Negative

### Overall impact:

In Havering an estimated 38,449 residents reported having a disability in 2021. This is an age-standardised proportion (ASP) of 15.3%, which is slightly lower than London (15.6%) and lower than England (17.7%). In Havering, an ASP of 6.6% reported that their day-to-day activities were limited a lot and 8.7% reported their day-to-day activities were limited a little, due to a disability.

29,742 households in Havering had at least one person with a disability. Of these households, 6,181 had two or more members with a disability.

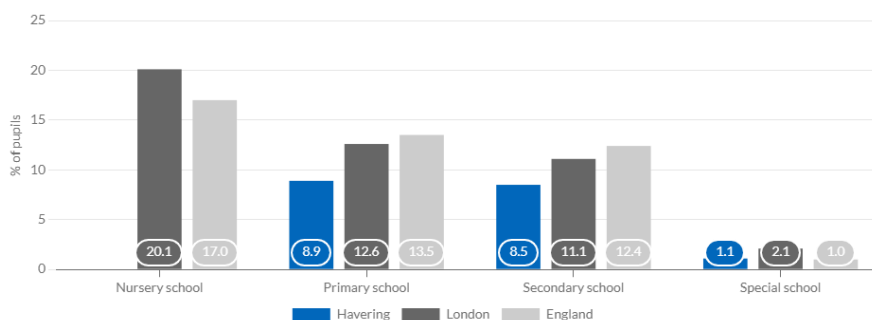
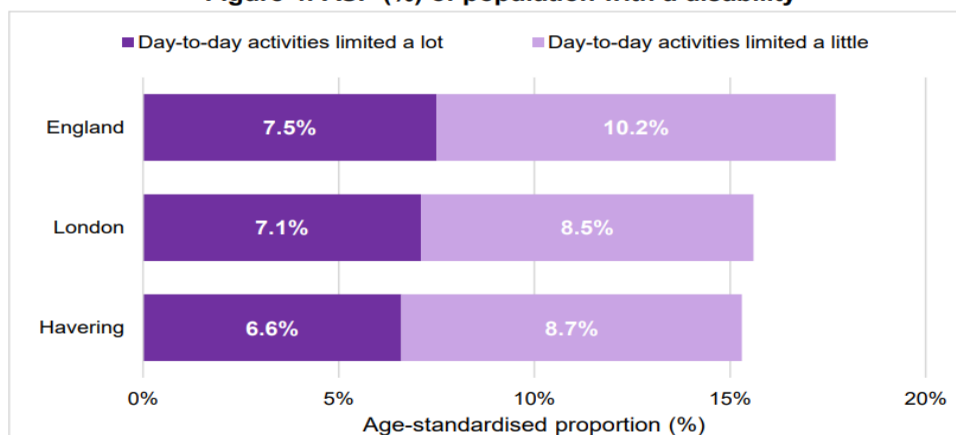
Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them. An Education, Health and Care (EHC) plan details the education, health and social care support that is to be provided to a child or young person who has Special Educational Needs (SEN) or a disability. Havering has 8.9% primary school age children, 8.5% Secondary school children and 1.1% Special School children who are getting SEN Support.

By implementing this policy, it is anticipated that those children, young people and their families with special educational needs will have a positive outcome. This is because their needs will be looked at and the appropriate measures will be put into place to accommodate them.

*\*Expand box as required*

### Evidence:

**Figure 4: ASP (%) of population with a disability**



\*Expand box as required

**Sources used:**

Census 2021

<https://www.haveringdata.net/wp-content/uploads/2023/02/Census-2021-Topic-Summary-Health-Disability-and-Unpaid-Care.pdf>

Home to School Transport Consultation Analysis 2024

<https://www.haveringdata.net/children-and-young-people/#/view-report/07853ccb32274062987962b7d4e602b3/iaFirstFeature/G3>

\*Expand box as required

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

Please tick (✓)  
the relevant box:

**Positive****Overall impact:**

Havering has 135,668 females (52%) and 126,384 males (48%) in the borough. 93.67% of Havering residents identify as the same gender as when they were born.

**Neutral**

✓

49% of pupils in Havering schools are female and 51% are male. This falls in line with the makeup of the borough.

**Negative**

The policy sets out the council's policy to offer free travel to their place of education for those children with special educational needs. It is not considered likely that there will be a disproportionate impact of these proposals on this protected characteristic group.

\*Expand box as required

**Evidence:****All persons**

Havering (2021)

**262,052****Females**

Havering (2021)

**135,668****Males**

Havering (2021)

**126,384**

Population by sex for Havering (2021)

Females



52%

Males



48%

Gender Identity	Number	Percentage
Gender identity the same as sex registered at birth	196,462	93.67%
Gender identity different from sex registered at birth but no specific identity given	528	0.25%
Trans woman	228	0.11%
Trans man	212	0.10%
Non-binary	60	0.03%
All other gender identities	39	0.02%
Not answered	12,201	5.82%
Total	209,730	100.00%

Source: Office for National Statistics (ONS), Census 2021; Produced by: Havering PHI

*\*Expand box as required*

## Sources used:

<https://www.haveringdata.net/wp-content/uploads/2023/03/Topic-Summary-Sexual-orientation-and-gender-identity.pdf>

Home to school Consultation Analysis 2024

[www.Haveringdata.net](http://www.Haveringdata.net)

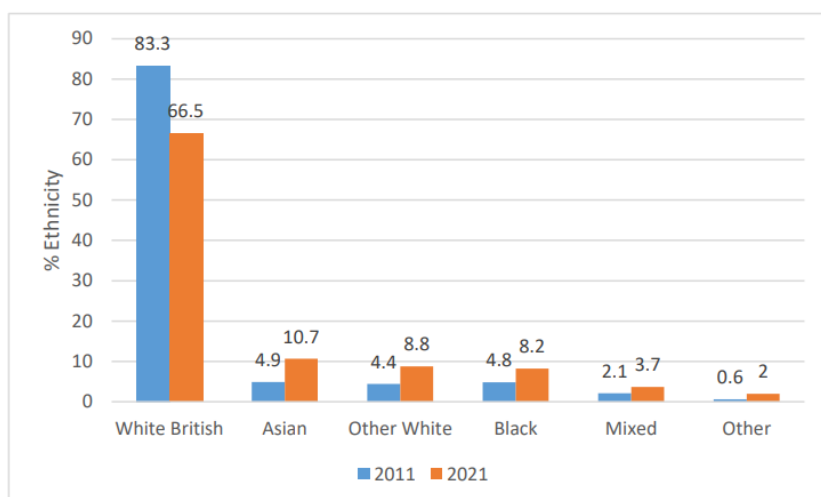
Census 2021  
School Census

*\*Expand box as required*

Protected Characteristic – Ethnicity / race / nationalities: Consider the impact on different minority ethnic groups and nationalities		
Please tick (✓) the relevant box:		<b>Overall impact:</b>
Positive		<p>Havering is becoming more diverse. In 2021 census, White British remains the most common ethnic group in Havering, with 66.5% (174,232) of the population, down from 83.3% (197,615) in 2011. The next most common ethnic group is Asian, accounting for 10.7% (28,150) of the population, up from 4.9% (11,545) in 2011.</p>
Neutral	✓	
Negative		<p>In 2021, 87.8% (230,091) of usual Havering residents identified with at least one UK national identity (English, Welsh, Scottish, Northern Irish, British and Cornish). This is a decrease from 93.6% (222,066) in 2011. The figure for London in 2021 is 73.1% and England 90.3%. People who identified with at least one UK and one non-UK identity accounted for 1.8% (4,843) of the Havering population in 2021; this is an increase from 0.7% (1,680) in 2011. Those selecting a non-UK identity only accounted for 10.3% (27,118) of the Havering population in 2021, which is an increase from 5.7% (13,486) in 2011. Among those who described a non-UK national identity, the most common response was those describing “Romanian” as their national identity 2.0% (5,346) up from 0.2% (434) in 2011. The most common responses in 2011 were Irish 0.9% (2,037) and Lithuanian 0.5% (1,147).</p> <p>Looking at the latest School Census, 74.36% of all students in Havering Schools spoke English as their first language. Romanian (4.10%), Urdu (2.04%) and Lithuanian (1.70%) were the next 3 common languages spoken in Havering schools.</p> <p>90.1% of residents aged 3 and over describe their main language as English, next main languages Romanian 2.3% and Lithuanian 0.9%. 4.8% of households have no members where their main language is English.</p> <p>Although there are a number of residents who identify as non-uk, it is not considered likely that introducing this policy will have a disproportionate impact on this protected characteristic group, as the policy sets out the council's policy to offer free travel to their place of education for those children with special educational needs. We do offer a translation service within Havering through ‘The language shop’ so the policy will be able to be interpreted should it be required.</p>
<p style="text-align: right;"><i>*Expand box as required</i></p>		
Evidence:		

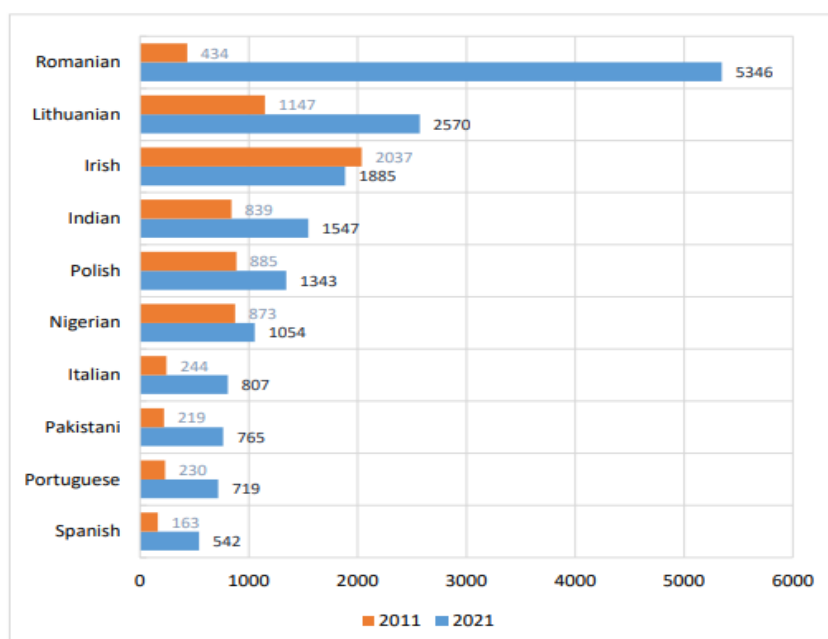


**Figure 1 – Havering population in 2011 and 2021 by main ethnic group**



Source: Office for National Statistics (ONS), Census 2011 & 2021; Produced by: Havering PHI

**Figure 6 – Top 10 national identity excluding British**



*\*Expand box as required*

## Sources used:

Census 2021  
School Census

*\*Expand box as required*

Protected Characteristic – Religion / faith: Consider people from different religions or beliefs, including those with no religion or belief		
Please tick (✓) the relevant box:		<b>Overall impact:</b>  The religion question is voluntary in the Census, but 94.5% of usual residents answered the question in 2021. The most commonly reported religion in Havering is Christian, with 52.2% of the total population in 2021 describing themselves as Christian. This is a reduction from 65.6% in 2011. No religion was the second most common response, with 30.6% identifying in this category, up from 22.6% in 2011. Other religions accounted for 11.7% of the total Havering population, which is an increase from 5.1% in 2011.  The policy sets out the council's policy to offer free travel to their place of education for those children with special educational needs. It is not considered likely that there will be a disproportionate impact of these proposals on this protected characteristic group.
Positive		
Neutral	✓	
Negative		
<i>*Expand box as required</i>		
<b>Evidence:</b>		
<i>*Expand box as required</i>		
<b>Sources used:</b>  Census 2021		
<i>*Expand box as required</i>		

Protected Characteristic - Sexual orientation: Consider people who are heterosexual, lesbian, gay or bisexual		
Please tick (✓) the relevant box:		<b>Overall impact:</b>  The Census question on sexual orientation was a voluntary question asked of those aged 16 years and over. The number of people responding was very high with 93% (195,099) of Havering residents answering the question. In total, 91.07% (191,007) of Havering residents identified as straight or heterosexual. In total, 1.95% (4,092) Havering residents identified as one of the LGB+ orientations ("Gay or Lesbian", "Bisexual" or "Other sexual orientation"). In total, 6.98% (14,631) Havering residents did not answer the question.  The policy sets out the council's policy to offer free travel to their place of education for those children with special educational needs. It is not considered likely that there will be a disproportionate impact of these proposals on this protected characteristic group.
Positive		
Neutral	✓	
Negative		
<i>*Expand box as required</i>		
<b>Evidence:</b>		

**Figure 1: Detailed breakdown of sexual orientation in Havering for residents aged 16 and over**

Sexual Orientation	Number	Percentage
Straight or Heterosexual	191,007	91.07%
Gay or Lesbian	1,993	0.95%
Bisexual	1,540	0.73%
Pansexual	436	0.21%
Asexual	56	0.03%
Queer	21	0.01%
All other sexual orientations	46	0.02%
Not answered	14,631	6.98%
<b>Total</b>	<b>209,730</b>	<b>100.00%</b>

Source: Office for National Statistics (ONS), Census 2021; Produced by: Havering PHI

*\*Expand box as required*

### Sources used:

Census 2021

<https://www.haveringdata.net/wp-content/uploads/2023/03/Topic-Summary-Sexual-orientation-and-gender-identity.pdf>

*\*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

Please tick (✓) the relevant box:

**Positive**

**Neutral**

**Negative**

✓

### Overall impact:

The Census question on gender identity was also a voluntary question, asked of those aged 16 years and over. It was added to provide the first official data on the size of the transgender population in England and Wales. The question asked was "Is the gender you identify with the same as your sex registered at birth?" The number of people responding was very high with 94.2% (197,529) Havering residents answering the question. In total, 93.67% (196,462) Havering residents answered "Yes" and 0.51% (1,067) answered "No". 5.82% (12,201) Havering residents did not answer the question.

The policy sets out the council's policy to offer free travel to their place of education for those children with special educational needs. It is not considered likely that there will be a disproportionate impact of these proposals on this protected characteristic group.

*\*Expand box as required*

### Evidence:

**Figure 3: Detailed breakdown of gender identity in Havering for residents aged 16 and over**

Gender Identity	Number	Percentage
Gender identity the same as sex registered at birth	196,462	93.67%
Gender identity different from sex registered at birth but no specific identity given	528	0.25%
Trans woman	228	0.11%
Trans man	212	0.10%
Non-binary	60	0.03%
All other gender identities	39	0.02%
Not answered	12,201	5.82%
Total	209,730	100.00%

Source: Office for National Statistics (ONS), Census 2021; Produced by: Havering PHI

*\*Expand box as required*

### Sources used:

Census 2021

<https://www.haveringdata.net/wp-content/uploads/2023/03/Topic-Summary-Sexual-orientation-and-gender-identity.pdf>

*\*Expand box as required*

### Protected Characteristic – Marriage / civil partnership: Consider people in a marriage or civil partnership

Please tick (✓) the relevant box:

Positive

☐

Neutral

☒

Negative

☐

### Overall impact:

The policy sets out the council's policy to offer free travel to their place of education for those children with special educational needs. It is not considered likely that there will be a disproportionate impact of these proposals on this protected characteristic group.

*\*Expand box as required*

### Evidence:

*\*Expand box as required*

### Sources used:

*\*Expand box as required*

Protected Characteristic - Pregnancy, maternity and paternity: Consider those who are pregnant and those who are taking maternity or paternity leave		
Please tick (✓) the relevant box:		<b>Overall impact:</b>  The policy sets out the council's policy to offer free travel to their place of education for those children with special educational needs. It is not considered likely that there will be a disproportionate impact of these proposals on this protected characteristic group.    <i>*Expand box as required</i>
Positive		
Neutral	✓	
Negative		
<b>Evidence:</b>  <i>*Expand box as required</i>		
<b>Sources used:</b>  <i>Expand box as required</i>		

Socio-economic status: Consider those who are from low income or financially excluded backgrounds		
Please tick (✓) the relevant box:		<b>Overall impact:</b>  59.5% of residents in Havering have a job, an increase from 58.9% in 2011.  3.6% of residents are unemployed, which is
Positive	✓	
Neutral		

<p><b>Negative</b></p>		<p>the fourth lowest rate in London but an improvement from the rate of 5.0% in 2011.</p> <p>21.0% of residents are retired - the highest rate in London, which is in line with or high older person population.</p> <p>Median gross weekly pay of people living in Havering (£705pw) is below the London average (£728pw) but significantly higher than the England average (£613pw). However, earnings of people who work in Havering (£614; who may or may not actually live in the borough) are very similar to the England average. This suggests that residents who work outside the borough, e.g. commute into central London, attract a higher rate of pay than peers who work locally.</p> <p>27,000 adult residents in the borough are income deprived overall, and there is significant variation across Havering.</p> <p>19.72% (8371) of Havering pupils receive free school meals.</p> <p>The proposal to not charge for Post 16 travel will benefit those on low income and still ensure their child continues to attend college. This makes Havering different to neighboring boroughs who do charge and will only be a positive impact on families</p> <p>Being on a low income or financially excluded doesn't necessarily mean those eligible children will be disadvantaged by this policy, in fact being eligible for a personal transport budget could assist the family by offering the means to purchase a family vehicle. However, they may not have access to a computer or smart phone in order to complete all the necessary forms and the family would need to ensure that their family budget doesn't compromise the ability to ensure the child is in attendance at school.</p> <p><i>*Expand box as required</i></p>
<p><b>Evidence:</b></p>		

**Table 1 Reasons for economic inactivity, Havering, London and England, 2021**

Reason for economic inactivity	England and Wales	London	Havering
Economically inactive: Long-term sick or disabled	4.2%	3.6%	3.1%
Economically Inactive: Looking after home or family	4.8%	6.0%	5.1%
Economically inactive: Other	3.1%	4.1%	3.0%
Economically inactive: Retired	21.6%	12.9%	21.0%
Economically inactive: Student	5.6%	7.2%	4.6%

Source: Office for National Statistics (ONS), Census 2021; Produced by: Havering Insight Team

Phase (All)

FSM	Pupils	%
-1	8371	19.72%
0	34081	80.28%
<b>Grand Total</b>	<b>42452</b>	<b>100.00%</b>

*\*Expand box as required*

### Sources used:

Census 2021  
Cabinet Report May 2024  
School Census

<https://www.haveringdata.net/wp-content/uploads/2023/02/Topic-Summary-Economic-Activity-and-Travel-to-work-Final-Version.pdf>

[\*Joint Strategic Needs Assessment\*](#)

**Health & Wellbeing Impact:** Please use the Health and Wellbeing Impact Tool on the next page to help you answer this question.

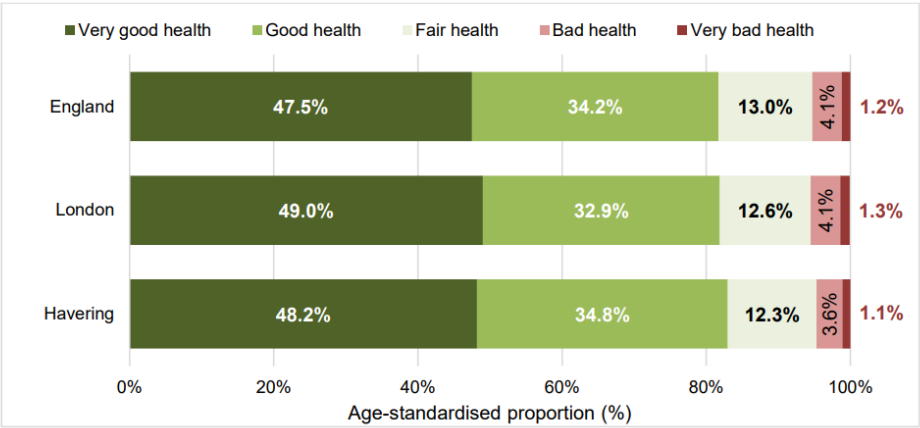
Consider both short and long-term impacts of the activity on a person's physical and mental health, particularly for disadvantaged, vulnerable or at-risk groups. Can health and wellbeing be positively promoted through this activity?

Please tick (✓) all the relevant boxes that apply:		<b>Overall impact:</b>  In Havering an estimated 219,777 residents had 'good' or 'very good' health in 2021. This is an age standardised proportion (ASP) of 83.0%, which is higher than London (81.9%) and England (81.7%). However, in Havering, an ASP of 48.2% residents had 'very good' health compared to 49% in London.  22.78% of those residents who completed the ONS
<b>Positive</b>		
<b>Neutral</b>	✓	
<b>Negative</b>		

		<p>annual population survey in 2020/21 self-reported their wellbeing as high anxiety.</p> <p>The process to gain free travel for those children with special educational needs is long, this may impact upon some families with high anxiety to ensure the process is in place before the school starts.</p> <p>The policy sets out the council's policy to offer free travel to their place of education for those children with special educational needs. It is not considered likely that there will be a disproportionate impact of these proposals on this protected characteristic group.</p> <p style="text-align: right;"><i>*Expand box as required</i></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>
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**Evidence:**

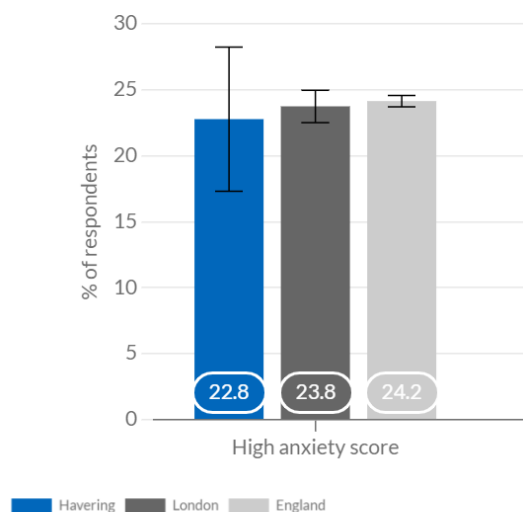
**Figure 1: ASP (%) reported health of the population**



Source: Office for National Statistics (ONS), Census 2021; Produced by: Havering PHI



### Self-reported wellbeing (2020/21)



*\*Expand box as required*

### Sources used:

<https://www.haveringdata.net/wp-content/uploads/2023/02/Census-2021-Topic-Summary-Health-Disability-and-Unpaid-Care.pdf>

*\*Expand box as required*

### 3. Health & Wellbeing Screening 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.

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

## 4. 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:

	<p>1. The initial screening exercise showed a strong indication that there will be no impacts on people and need to carry out an EqHIA.</p> <p>2. The EqHIA identified <u>no significant concerns</u> OR the identified <u>negative concerns</u> have already been <u>addressed</u></p>	➔	<p><b>Proceed with implementation of your activity</b></p>
✓	<p>3. The EqHIA identified some <u>negative impact</u> which still needs <u>to be addressed</u></p>	➔	<p><b>COMPLETE SECTION 5:</b> <b>Complete action plan</b> with measures to mitigate the and finalise the EqHIA</p>
	<p>4. 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</p>	➔	<p><b>Stop and remove the activity or revise the activity thoroughly.</b> <b>Complete an EqHIA on the revised proposal.</b></p>

## 5. Action Plan

The real value of completing an EqHIA comes from identifying the actions that can be taken to eliminate/minimise **negative** impacts and enhance/optmise positive impacts. In this section you should list the specific actions that set out how you will mitigate or reduce any **negative** equality and/or health & wellbeing impacts, identified in this assessment. Please ensure that your action plan is: more than just a list of proposals and good intentions; if required, will amend the scope and direction of the change; 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
Disability	Positive	Individual needs will be looked at and the appropriate measures will be put into place to accommodate them.			
Socio-Economic	Negative	Potential to not have access to internet, computer or phone so we should look to accept applications through other means other than online I.e. provide paper copies as and when required	Applications can be accepted through any means		

## 6. 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:** This EqHIA will be reviewed within a year from launch of the new Policy

**Scheduled date of review:** May 2025

**Lead Officer conducting the review:** Jodie Gutteridge

*\*Expand box as required*

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