EQUALITY IMPACT ASSESSMENT (EQIA): SCREENING FORM

Introduction to the EQIA screening process

A successful EQIA screening will look at 5 key areas:

1. Identify the Policy, Project, Service Reform or Budget Option to be assessed

A clear definition of what is being screened and its aims

2. Gathering Evidence & Stakeholder Engagement

Collect data to evidence the type of barriers people face to accessing services (research, consultations, complaints and/or consult with equality groups)

3. Assessment & Differential Impacts

Reaching an informed decision on whether or not there is a differential impact on equality groups, and at what level

4. Outcomes, Action & Public Reporting

Develop an action plan to make changes where a negative impact has been assessed. Ensure that both the assessment outcomes and the actions taken to address negative impacts are publically reported

5. Monitoring, Evaluation & Review

Stating how you will monitor and evaluate the **Policy**, **Project**, **Service Reform or Budget Option** to ensure that you are continuing to achieve the expected outcomes for all groups.

1. IDENTIFY THE POLICY, PROJECT, SERVICE REFORM OR BUDGET OPTION:

d) As	ssessment Verified by (signed and date)	
Norri	ie Campbell, September 2018	

2. GATHERING EVIDENCE & STAKEHOLDER ENGAGEMENT

The best approach to find out if a policy, etc is likely to impact positively or negatively on equality groups is to look at existing research, previous consultation recommendations, studies or consult with representatives of those groups. You should list below any data, consultations (previous relevant or future planned), or any relevant research or analysis that supports the Policy, Project, Service Reform or Budget Option being undertaken.

Please name any research, data, consultation or studies referred to for this assessment:	Please state if this reference refers to one or more of the protected characteristics: > disability, > race and/or ethnicity, > religion or belief (including lack of belief), > gender, > gender reassignment, > sexual orientation > marriage and civil partnership, > pregnancy and maternity,	Do you intend to set up your own consultation? If so, please list the main issues that you wish to address if the consultation is planned; or if consultation has been completed, please note the outcome(s) of consultation.
The WMP is reviewed annually to take account of elected member feedback and comment. LES attend SCOTS Roads Winter Sub Group to discuss innovation and best practice with other winter practitioners. Through the prioritisation of roads, footways and cycle ways, the gritting service is delivered to all bus routes, school access routes (including the dropping off points for assisted support needs buses), shopping centres, access routes for emergency services, access roads to park and ride stations.	The efficient and effective winter gritting service has a positive impact on all citizens.	This year, the WMP provided for an elected member consultation (every two years). The outcome was an additional segregated cycle way pilot will be undertaken.
The Severe Weather Protocol (SWP) is being		

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developed to take account of lessons learned from the severe winter weather 2017-18. The SWP will take account of gritting and snow clearing priorities for the Glasgow Family so that informed decisions can be made on how to prioritise LES resources.	
At a local level, there are snow wardens in each of the 56 neighbourhoods. Snow wardens are neighbourhood improvement volunteers who have been trained in gritting and snow clearing and have been provided with PPE, snow shovels and rock salt. The snow wardens augment LES in neighbourhoods by gritting and clearing snow at locations the snow warden has decided are	
important, e.g vulnerable, elderly and infirm residents.	
Also, to support gritting self-help, LES provides free small quantities of salt to residents so they can treat their own area or any other location they wish.	
LES provides a winter story map online to support self-help, the gritting/snow clearing do's and don'ts, winter driving information.	

3. ASSESSMENT & DIFFERENTIAL IMPACTS

Use the table below to provide some **narrative** where you think the **Policy, Project, Service Reform or Budget Option** has either a positive impact (contributes to promoting equality or improving relations within an equality group) or a negative impact (could disadvantage them) and note the reason for the change in policy or the reason for policy development, based on the evidence you have collated.

Protected Characteristic	Specific Characteristics	Positive Impact – it could benefit an equality group	Good Practice/ Promotes Equality or improved relations	Negative Impact – it could disadvantage an equality group	Reason for Change in Policy or Policy Development
SEX/ GENDER	Women	√ 			The provision of an effective and efficient winter maintenance service.
	Men	V			As above
	Transgender	√			As above
RACE*	White	V			As above
Further information on the breakdown	Mixed or Multiple Ethnic Groups	V			As above
below each of these headings, as per	Asian	V			As above
census, is available here.	African	√			As above
For example Asian includes Chinese,	Caribbean or Black	V			As above
Pakistani and Indian etc	Other Ethnic Group	V			As above
DISABILITY	Physical disability	V			As above
A definition of disability under the	Sensory Impairment (sight, hearing,)	V			As above
Equality Act 2010 is available <u>here.</u>	Mental Health	√			As above

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Learning Disability	V			As above
Lesbians	V			As above
Gay Men	V			As above
Bisexual	V			As above
Older People (60 +)	V			As above
Younger People	V			As above
Children (0-16)	V			As above
Women	V			As above
Men	V			As above
Lesbians	V			As above
Gay Men	V			As above
Women	V			As above
	V			As above
See note				
	Lesbians Gay Men Bisexual Older People (60 +) Younger People (16-25) Children (0-16) Women Men Lesbians Gay Men Women	Learning Disability Lesbians Gay Men Bisexual Older People (60 +) Younger People (16-25) Children (0-16) Women Men Lesbians Gay Men ✓ Women ✓ Women	Learning Disability Lesbians Gay Men Bisexual Older People (60 +) Younger People (16-25) Children (0-16) Women Men Lesbians Gay Men ✓ Women ✓ Women	Learning Disability Image: Control of the

^{*} For reasons of brevity race is not an exhaustive list, and therefore please feel free to augment the list above where appropriate; to reflect the complexity of other racial identities.

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4. OUTCOMES, ACTION & PUBLIC REPORTING

SCREENING ASSESSMENT OUTCOME ACTIONS

Screening Outcome	Yes /No Or /Not At This Stage	Further Action Required/ Action To Be Undertaken	Lead Officer and/or Lead Strategic Group	Timescale for Resolution of Negative Impact/ Delivery of Positive Impact
Was a significant level of negative impact arising from the project, policy or strategy identified?	Not at this stage	Annual review of WMP	Christine Francis	Annually or sooner if further lessons are to be learned from severe weather.
Does the project, policy or strategy require to be amended to have a positive impact?	No			
Does a Full Impact Assessment need to be undertaken?	Not at this stage	Implementation of service will be monitored.		
If none of the above is required, please recommend the next steps to be taken. (i.e. is there a strategic group		The winter maintenance service will continue to be monitored to identify any potential equality issue.		Ongoing.
that can monitor any future impacts as part of implementation?)				

PUBLIC REPORTING OF SCREENING ASSESSMENT

All completed EQIA Screenings are required to be publically available on the Council website once they have been signed off by the relevant manager, and/or Strategic, Policy, or Operational Group. (See EQIA Guidance: Pgs. 11-12)

5. MONITORING OUTCOMES, EVALUATION & REVIEW

The Equalities Impact Assessment (EQIA) screening is not an end in itself but the start of a continuous monitoring and review process. The relevant Strategic, Policy, or Operational Group responsible for the delivery of the Policy, Project, Service Reform or Budget Option, is also responsible for monitoring and reviewing the EQIA Screening and any actions that may have been take to mitigate impacts.

Individual services are responsible for conducting the impact assessment for their area, staff from **Corporate Strategic Policy and Planning** will be available to provide support and guidance.

Legislation

Equality Act (2010) - the Equality Act 2010 (Specific Duties) Scotland Regulations 2012

The 2010 Act consolidated previous equalities legislation to protect people from discrimination on grounds of:

- race
- sex
- being a transsexual person (transsexuality is where someone has changed, is changing or has proposed changing their sex called 'gender reassignment' in law)
- sexual orientation (whether being lesbian, gay, bisexual or heterosexual)
- disability (or because of something connected with their disability)
- religion or belief
- having just had a baby or being pregnant
- being married or in a civil partnership, and
- age.

Further information: **Equality Act Guidance**

As noted the Equality Act 2010 simplifies the current laws and puts them all together in one piece of legislation. In addition the **Specific Duties** (Scotland Regulations 2012) require local authorities to do the following to enable better performance of the general equality duty:

- report progress on mainstreaming the general equality duty
- publish equality outcomes and report progress in meeting those
- impact assess new or revised policies and practices as well as making arrangements to review existing policies and practices gather, use and publish employee information
- publish gender pay gap information and an equal pay statement
- consider adding equality award criteria and contract conditions in public procurement exercises.

Further information: <u>Understanding Scottish Specific Public Sector Equality Duties</u>

Enforcement

Judicial review of an authority can be taken by any person, including the Equality and Human Rights Commission (EHRC) or a group of people, with an interest, in respect of alleged failure to comply with the general equality duty. Only the EHRC can enforce the specific duties. A failure to comply with the specific duties may however be used as evidence of a failure to comply with the general duty.