

Equality analysis report

Use this report template to record your equality analysis. This report is a written record that demonstrates that you have shown *due regard* to the need to **eliminate unlawful discrimination, advance equality of opportunity and foster good relations** with respect to the personal characteristics protected by equality law. Due regard must be paid at formative stages of policy or service development, changes, or withdrawal.

To assist you in completing this report, please ensure you read the guidance notes in the Equality Analysis Toolkit and refer to the following Factsheets:

- Factsheet 1: Equality Profile of the Epping Forest District
- Factsheet 2: Sources of information about equality protected characteristics
- Factsheet 3: Glossary of equality related terms
- Factsheet 4: Common misunderstandings about the Equality Duty
- Factsheet 5: Frequently asked questions
- Factsheet 6: Reporting equality analysis to a committee or other decision making body

If you require further help, please contact the Performance Improvement Unit.

Step 1. About the policy, service change or withdrawal

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| Name of the policy, service or project: <i>be specific</i> | Provision of New Small Street Furniture Contractor for the installation of street furniture across the Epping Forest District. |
| Revised / new / withdrawal: | New |
| Intended aims / outcomes/ changes: | To successfully award the next term contract for the maintenance and installation of street furniture fixtures across the District |
| Relationship with other policies / projects: | |
| Name of senior manager for the policy / project: | Q Durrani |
| Name of policy / project manager: | A Hoadley |

Step 2. Decide if the policy, service change or withdrawal is equality relevant

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| Does the policy / project / service process involve, or have consequences for employees or other people? If yes, please state who will be affected. If yes, then the policy / project is equality relevant. | If yes, state which protected groups: Council Officers will monitor the contractor and inspect all street furniture as required to ensure safety of pedestrians/residents |
| If no, state your reasons for this decision. Go to step 7. <i>The majority of Council policies and projects are equality relevant because they affect employees or our communities in some way.</i> | If no, state reasons for your decision: |

Step 3. Gather evidence to inform the equality analysis

What evidence have you gathered to help you understand the impact of your policy or service change or withdrawal on people? What does your evidence say about the people with the protected characteristics? If there is no evidence available for any of the characteristics, please explain why this is the case, and your plans to obtain relevant evidence. Please refer to Factsheet 2 '*Sources of evidence for the protected characteristics*'

| <i>Characteristic</i> | <i>Evidence (name of research, report, guidance, data source etc)</i> | <i>What does this evidence tell you about people with the protected characteristics?</i> |
|--------------------------------------|---|---|
| Age | EFDC Equality Scheme 2012-16 Corporate Plan 2011 -15. Themes: Sustainable, Aspiring The Council's commitment to Equality and aspiration to make the District a great place to live, work, study and do business in | Some elderly patrons may require the use of a bench to sit on and street nameplates that are easily readable and bus shelters that give cover in bad weather. |
| Dependents / caring responsibilities | EFDC Equality Scheme 2012-16 Corporate Plan 2011 -15. The overarching theme to make the District a great place to live, work, study and do business in | Those with caring responsibilities may require a place to sit and rest. |
| Disability | EFDC Equality Scheme 2012-16 Corporate Plan 2011 -15. Themes: Safe, Sustainable, Health The overarching theme to make the District a great place to live, work, study and do business in | Being able to find a place to sit and that street signage is readable Ensure that the benches are in good condition and street signage is clearly readable |
| Gender reassignment | EFDC Equality Scheme 2012-16 Corporate Plan 2011 -15. Corporate commitment to Equality | There is limited information available to enable an assessment of the impact on this Characteristic. |
| Marriage and civil partnership | EFDC Equality Scheme 2012-16 Corporate Plan 2011 -15. The overarching theme to make the District a great place to live, work, study and do business in | There is limited information available to enable an assessment of the impact on this Characteristic. |
| Pregnancy and maternity | EFDC Equality Scheme 2012-16 Corporate Plan 2011 -15. The overarching theme to make the District a great place to live, work, study and do business in | Pregnant women may have difficulty in walking long distances so a bench will assist |
| Race / ethnicity | EFDC Equality Scheme 2012-16 | There is limited information available to enable an assessment of the |

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| | Corporate Plan 2011 -15. Corporate commitment to Equality The overarching theme to make the District a great place to live, work, study and do business in | impact on this Characteristic. |
| Religion or belief | EFDC Equality Scheme 2012-16 Corporate Plan 2011 -15. Corporate commitment to Equality The overarching theme to make the District a great place to live, work, study and do business in | There is limited information available to enable an assessment of the impact on this Characteristic. |
| Sex | EFDC Equality Scheme 2012-16 Corporate Plan 2011 -15. Corporate commitment to Equality The overarching theme to make the District a great place to live, work, study and do business in | There is limited information available to enable an assessment of the impact on this Characteristic. |
| Sexual orientation | EFDC Equality Scheme 2012-16 Corporate Plan 2011 -15. Corporate commitment to Equality The overarching theme to make the District a great place to live, work, study and do business in | There is limited information available to enable an assessment of the impact on this Characteristic. |

Steps 4 & 5 Analyse the activity, policy or change (*The duty to eliminate unlawful discrimination*)

Based on the evidence you have analysed, describe any actual or likely adverse impacts that may arise as a result of the policy decision. Where actual or likely adverse impacts have been identified, you should also state what actions will be taken to mitigate that negative impact, ie what can the Council do to minimise the negative consequences of its decision or action.

| <i>Characteristic</i> | <i>Actual or likely adverse impacts identified</i> | <i>Actions that are already or will be taken to reduce the negative effects identified</i> |
|--------------------------------------|---|--|
| Age | Some elderly patrons may require the use of a bench to sit on and street nameplates that are easily readable and bus shelters that give cover in bad weather. | Ensure that the benches are in good condition and street signage is clearly readable. |
| Dependents / caring responsibilities | Those with caring responsibilities may require a place to sit and rest and easy to read signage. | Ensure that the benches are in good condition and street signage is clearly readable |

| | | |
|--------------------------------|--|--|
| Disability | Those with caring responsibilities may require a place to sit and rest and easy to read signage | Ensure that the benches are in good condition and street signage is clearly readable |
| Gender reassignment | There is limited information available to enable an assessment of the impact on this Characteristic. | |
| Marriage and civil partnership | There is limited information available to enable an assessment of the impact on this Characteristic. | |
| Pregnancy and maternity | Pregnant women may have difficulty in walking long distances so benches need to be available.. | Seating needs to be available |
| Race / ethnicity | There is limited information available to enable an assessment of the impact on this Characteristic. | |
| Religion or belief | There is limited information available to enable an assessment of the impact on this Characteristic. | |
| Sex | There is limited information available to enable an assessment of the impact on this Characteristic. | |
| Sexual orientation | There is limited information available to enable an assessment of the impact on this Characteristic. | |

Step 6.

The duty to advance equality of opportunity

Can the policy, service or project help to advance equality of opportunity in any way?
If yes, provide details. If no, provide reasons. (Note: not relevant to marriage and civil partnership)

| <i>Characteristic</i> | <i>Ways that this policy, service or project can advance equality of opportunity</i> | <i>Why this policy, service or project cannot help to advance equality of opportunity:</i> |
|--------------------------------------|---|--|
| Age | Improvement in signage and seating . | |
| Dependents / caring responsibilities | Making sure seating is available and signage is readable.. | |
| Disability | Provision of bays for disabled badge holders, free parking across all car parks. | |
| Gender reassignment | Contractor compliance with equality legislation and monitoring of on-going commitment to equality of opportunities for staff and members of the public. | |
| Pregnancy and maternity | Ensure seating is available and safe. | |
| Race / ethnicity | Contractor compliance with equality legislation and monitoring of on-going commitment to equality of opportunities for staff | |

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| | and members of the public. | |
| Religion or belief | Contractor compliance with equality legislation and monitoring of on-going commitment to equality of opportunities for staff and members of the public. | |
| Sex | Contractor compliance with equality legislation and monitoring of on-going commitment to equality of opportunities for staff and members of the public. | |
| Sexual orientation | Contractor compliance with equality legislation and monitoring of on-going commitment to equality of opportunities for staff and members of the public. | |

The duty to foster good relations

Can the policy, service or project help to foster good relations in any way? If yes, provide details. If no, provide reasons. (*Note: not relevant to marriage and civil partnership*)

| <i>Characteristic</i> | <i>How this policy, service or project can foster good relations:</i> | <i>Why this policy, service or project cannot help to foster good relations:</i> |
|--------------------------------------|--|--|
| Age | Ability to ring the Council for information, | |
| Dependents / caring responsibilities | Monitoring of street furniture by Officers to ensure that those with caring responsibilities have places to sit and can easily read the signage. | |
| Disability | Seating and easy access to bus shelters and signage that is readable. | |
| Gender reassignment | Ability to observe contractors commitment to equality legislation and foster good relations | |
| Pregnancy and maternity | Seating and good signage readily available | |
| Race / ethnicity | Ability to monitor contractors commitment to equality legislation and foster good relations. | |
| Religion or belief | Ability to monitor contractors commitment to equality legislation and foster good relations. | |
| Sex | Ability to monitor contractors commitment to equality legislation and foster good relations. | |
| Sexual orientation | Ability to monitor contractors commitment to equality legislation and foster good relations. | |

Step 7. Documentation and Authorisation

| Summary of actions to be taken as a result of this analysis (add additional rows as required): | Name and job title of responsible officer | How and when progress against this action will be reported |
|--|--|--|
| <ol style="list-style-type: none"> 1. The actions/decisions have the potential to adversely affect the characteristic groups if the contractor fails to perform. This will be mitigated by ensuring that the contractors activities are managed and monitored by officers through the formal contractual arrangements 2. Equalities monitoring and reporting will be reviewed by officers and corrective measures reviewed periodically. 3. The opportunity to replace street name plates and signs will be taken to simplify the information on display, | Mrs A Hoadley Car Park and Street Furniture Manager | Regular reviews and on going monitoring updates to be provided to Assistant Director |

| | |
|--|---|
| Name and job title of officer completing this analysis: | Amanda Hoadley Car Parking and Street Furniture Manager |
| Date of completion: | |
| Name & job title of responsible officer: (If you have any doubts about the completeness or sufficiency of this equality analysis, advice and support are available from the Performance Improvement Unit) | Qasim (Kim) Durrani Assistant Director (Technical) Neighbourhoods |
| Date of authorisation: | |
| Date signed copy and electronic copy forwarded to PIU equality@eppingforestdc.gov.uk | |

Step 8. Report your equality analysis to decision makers:

Your findings from this analysis (and any previous analysis) must be made available to a decision making body when it is considering the relevant service or policy.

Therefore you must:

- reflect the findings from this analysis in a 'Due Regard Record' (template available), and attach it as an appendix to your report. The Record can be updated as your policy or service changes develop, and it exists as a log of evidence of due regard;
- Include this equality information in your verbal report to agenda planning groups or directly to portfolio holders and other decision making groups.

Your summary of equality analysis must include the following information:

- if this policy, service change or withdrawal is relevant to equality, and if not, why not;
- the evidence base (information / data / research / feedback / consultation) you used to help you understand the impact of what you are doing or are proposing to do on people with protected characteristics;
- what the evidence base (information / data / research / feedback / consultation) told you about people with protected characteristics;

- what you found when you used that evidence base to assess the impact on people with the protected characteristics;
- whether or not your policy or service changes could help to advance quality of opportunity for people with any of the protected characteristics;
- whether or not your policy or service changes could help to foster good relations between communities.