# Equality Impact Assessment (EQIA) Screening Form – V2 Template – November 2024

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.

1. **Gathering Evidence and Stakeholder Engagement**

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

1. **Assessment and Differential Impacts**

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

1. **Outcomes, Action and 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 publicly reported.

1. **Monitoring, Evaluation and 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.

## Section 1: Identify the Policy, Project, Service Reform or Budget Option

|  |  |
| --- | --- |
| **Name of the Policy, Project, Service Reform or Budget Option to be screened** | Community Safety Projects - developed and delivered with CSP partners to meet identified need in Fenland. |
| **Reason for change in Policy or Policy Development** | Annual review |
| **List main outcome focus and supporting activities of the Policy, Project, Service Reform or Budget Option** | The Council’s community safety team delivers community safety projects to help achieve the objectives of the council and Community Safety Partnership (CSP). The projects are linked to the key themes of the Fenland CSP. All delivery is appropriate to the target audience and is pre-planned to ensure the communication is effectively received including to our minority or marginalised groups. This is achieved through the partnership of the CSP and links with locally based organisations. |
| **Name of officer completing assessment (signed and date)** | Rosie Cooke Community Safety & Projects Officer 24/12/2024 |
| **Assessment verified by (signed and date)** | 12/02/2025 |

|  |
| --- |
| **If applicable, please provide further details about the name and description of policy being analysed***Briefly summarise the policy including any key information such as aims, context etc; note timescales and milestones for new policies; use plain language – NO JARGON; refer to other documents if required*Projects deliver key themed community safety messages as identified by the Community Safety Partnership to meet local need. Project materials are translated into a range of languagesThe projects raise awareness of key safety messages. These are shared across a diverse community and statutory organisations.• Actively encourage participation from marginalised groups through CSP partners and community stakeholders • Venues chosen for accessibility for all users• Scheduling project activity using steers from groups with local knowledge• Provision of translated material that reflect target groups as well as wider Fenland community• Projects free at point of access to Fenland residents• Any discriminatory language or practices not accepted by project partners or participants |

## Section 2: Gathering Evidence and 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.

**Reminder** – protected characteristics include age, disability, race and/or ethnicity, religion or belief (including lack of belief), gender, gender reassignment, sexual orientation, marriage and civil partnership, pregnancy and maternity.

|  |  |  |
| --- | --- | --- |
| **Name any research, data, consultation or studies referred to for this assessment** | **State if this reference refers to one or more of the protected characteristics**  | **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.** |
| All stakeholders. | Inclusive to all groups | See below: |
| **Information used for customer analysis**Feedback from participants and supporting partners is sought to measure the impact of project delivery through a variety of means:In person, through group work, paper questionnaires, telephone/text options and on-line surveys. The feedback is then mapped against the CSP objectives and used to shape future project planning and steer delivery that is relevant to the Fenland community. | Inclusive to all groups | This is an ongoing process during project planning, delivery and when a project has commenced. For example, feedback from 20234/34 projects that has been used to steer future delivery.Safety Zone 2024 Feedback from schools - they would like to be notified regarding dates of future sessions of summer sessions in the autumn/winter term, in order to allocate resources. This suggestion was taken on board and actioned.Feedback from partnership agencies – Delivery of safety zone in areas with large cohorts of schools would benefit from delivery over 3 days rather than 2, in order to ensure smaller groups of children accessing the activities so their engagement was better managed and partners also had a positive experience. Domestic abusive projectFeedback commented that providing DA material in translated languages to employers, PSH and community locations would be beneficial to increase awareness of the support and advice. This was sourced and is shared on an annual basis to ensure that migrant communities have access to the information they need to access DA support. |
| FCSP Action Sex Discrimination Act 1975Equalities act 2010Race Relations Act 1976Disability Discrimination Act 1995 Plan  | Inclusive to all groups |  |

|  |
| --- |
| **If applicable, please provide further Information about stakeholder engagement or detail used for customer analysis***Note relevant consultation; who took part and key findings; refer to, or attach other documents if needed; include dates where possible*Feedback from participants and supporting partners is sought to measure the impact of project delivery through a variety of means:In person, through group work, paper questionnaires, telephone/text options and on-line surveys. The feedback is then mapped against the CSP objectives and used to shape future project planning and steer delivery that is relevant to the Fenland community. |

## Section 3: Assessment and Differential Impacts

Use the table below to provide some narrative where you think the Policy, Project, Service Reform or Budget Optionhas 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.

Please note that:

* a Positive Impact could benefit an equality group and a negative impact could disadvantage an equality group
* for reasons of brevity race is not an exhaustive list – please edit the list if appropriate to reflect the complexity of other racial identities
* a definition of disability under the Equality Act 2010 is available on the [gov.uk website](https://www.gov.uk/definition-of-disability-under-equality-act-2010)
* there are too many faith groups to provide a list, therefore, please input the faith group e.g., Muslims, Buddhists, Jews, Christians, Hindus, etc. Consider the different faith groups individually when considering positive or negative impacts

| **Protected Characteristic** | **Specific Characteristics** | **Positive Impact** | **Neutral** | **Negative Impact** | **Socio Economic/Human Rights Impacts** |
| --- | --- | --- | --- | --- | --- |
| Sex or Gender | Women  |  | **X** | No negative impact was identified. | Signposting to support with benefits or cost of living applications |
|  | Men |  | **X** | No negative impact was identified. | Signposting to support with benefits or cost of living applications |
|  | Transgender |  | **X** | No negative impact was identified. | Signposting to support with benefits or cost of living applications |
| Race | White  |  | **X** | No negative impact was identified. | Signposting to support with benefits or cost of living applications |
|  | Mixed or Multiple Ethnic Groups | Provision of translated services.Events are advertised in community centres used by Mixed or Multiple Ethnic Groups | **X** | No negative impact was identified. | Signposting to support with benefits or cost of living applications |
|  | Asian |  | **X** | No negative impact was identified. | Signposting to support with benefits or cost of living applications |
|  | African |  | **X** | No negative impact was identified. | Signposting to support with benefits or cost of living applications |
|  | Caribbean or Black |  | **X** | No negative impact was identified. | Signposting to support with benefits or cost of living applications |
|  | Other Ethnic Group |  | **X** | No negative impact was identified. | Signposting to support with benefits or cost of living applications |
| Disability | Physical disability | Accessible venues used as standard. | **X** | No negative impact was identified. | Signposting to support with benefits or cost of living applications |
|  | Sensory Impairment (e.g. sight, heading) | Accessible venues usedPromotional material is screened by comms to ensure this meets accessibility in this area. | **X** | No negative impact was identified. | Signposting to support with benefits or cost of living applications |
|  | Mental health |  | **X** | No negative impact was identified. | Signposting to support with benefits or cost of living applications |
|  | Learning disability |  | **X** | No negative impact was identified. | Signposting to support with benefits or cost of living applications |
| LGBT | Lesbians |  | **X** | No negative impact was identified. | Signposting to support with benefits or cost of living applications |
|  | Gay Men |  | **X** | No negative impact was identified. | Signposting to support with benefits or cost of living applications |
|  | Bisexual |  | **X** | No negative impact was identified. | Signposting to support with benefits or cost of living applications |
| Age | Older people (60+) |  | **X** | No negative impact was identified. | Signposting to support with benefits or cost of living applications |
|  | Younger people (18-25) |  | **X** | No negative impact was identified. | Signposting to support with benefits or cost of living applications |
|  | Children (0-16) |  | **X** | No negative impact was identified. | Signposting to support with benefits or cost of living applications |
| Marriage and Civil Partnership | Women |  | **X** | No negative impact was identified. | Signposting to support with benefits or cost of living applications |
|  | Men |  | **X** | No negative impact was identified. | Signposting to support with benefits or cost of living applications |
|  | Lesbians |  | **X** | No negative impact was identified. | Signposting to support with benefits or cost of living applications |
| Pregnancy and Maternity | Women |  | **X** | No negative impact was identified. | Signposting to support with benefits or cost of living applications |
| Religion and belief | See below |  | **X** | No negative impact was identified. | Signposting to support with benefits or cost of living applications |

|  |  |
| --- | --- |
| Summary of Protected Characteristics most impacted | N/A Data is not collected |
| Summary of Socio-Economic impacts | N/A |
| Summary of Human Rights impacts | N/A |
| Summary Explanation of the scoring against the protected characteristics |  Aim: To raise awareness and increase resilience within the Fenland community. Linking into statutory bodies and third sector partners who share resources and disseminate key messages to the Fenland residents and offer support directly to targeted groups, i.e. children/young people, seniors, Lesbian, gay, bisexual and transgender (LGBTQ+) & migrant communities. |

Section 4: Outcomes, Actions and Public Reporting

|  |  |
| --- | --- |
| **Screening Outcome** | **Yes, No or not at this stage** |
| Was a significant level of negative impact arising from the project, policy or strategy identified? | No |
| 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? | No |

|  |
| --- |
| **If applicable, please state the overall outcome of the assessment, impacts and customer analysis** |

## Section 5: Monitoring outcomes, evaluation and 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 Service 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 taken to mitigate impacts.

|  |  |
| --- | --- |
| Arrangements for Monitoring | Annually or in response to local need/changes to legislation.  |
| Timing of the current review  | Community safety EIA – annually |
| Next scheduled review | 15/12/2025 |

|  |
| --- |
| **If applicable, please provide details of the arrangements for future monitoring:***Note when analysis will be reviewed; include any equality indicators and performance against those indicators*Feedback from stakeholders and participants in community safety projects are consulted before, during and when the projects commences to review and steer future planning, delivery and future projects.  |

|  |
| --- |
| **If applicable, please provide details of any supporting data/ research linked to monitoring arrangements** (both FDC & Partners)**:**Community Safety Partnership consultation and feedbackFSCP Action Sex Discrimination Act 1975Equalities act 2010Race Relations Act 1976Disability Discrimination Act 1995 Plan  |

## Legislation

**Equality Act (2010) – the Equality Act 2010 (Specific Duties)**

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 is 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.