

Creating a Meaningful Equalities Impact Assessment



Area Committee Process

Communities & Public Health

Neighbourhoods & Communities Service



Session objectives

By the end of the session, you will...

- Understand why **Equalities Impact Assessments** (EqIA) are important
- Feel confident in producing a meaningful EqIA
- Understand what to include and what to avoid in an EqIA
- Be able to identify potential issues and mitigations

Why we use Equalities Impact Assessments

- For your projects to be useful and fair to the communities we care about
- To **understand the impact, or likely impact of a proposal on different people** because of their characteristics and circumstances
- To give decision makers full awareness of **potential equality impacts**
- To provide a **solid evidence base about who is likely to be affected**
- To **acknowledge existing issues and barriers faced by equalities groups** (e.g., structural inequality, under/over-representation, worse outcomes for some groups etc.)
- To **identity mitigations** which could make a proposal/project more inclusive and accessible
- To inform the design / scope / details of a proposal or project before it's implemented
- Should be a **'living' document** updated throughout the life of a proposal/project
- Equalities Impact Assessment forms are not legally required (even for public bodies) but are universally used as the best 'working tool'

The Law

The **Equality Act 2010** makes it unlawful to discriminate against someone on the grounds of any of these **9 protected characteristics**:

- Age
- Disability
- Gender reassignment
- Marriage or civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation



Public Sector Equality Duty

Additional part of the Equality Act 2010 that only applies to public bodies (responsible for spending the public's money)

Bristol City Council has a duty to...

- **eliminate unlawful discrimination, harassment, victimisation** and any other conduct that is prohibited by or under this Act;
- **advance equality of opportunity** between persons who share a relevant protected characteristic and persons who do not share it;
- **foster good relations** between persons who share a relevant protected characteristic and persons who do not share it.

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Equalities Groups

- Specific named sub-groups within the broader categories of Protected Characteristics, which are agreed to experience historic and institutional discrimination and exclusion.

- ⑩ **Young people**
- ⑩ **Older people**
- ⑩ **Women and girls**
- ⑩ **Disabled people**
- ⑩ **Black, Asian, and minority ethnic people**
- ⑩ **LGBT+ people**

Think about...

- What specific groups do we need to consider within our work / projects.
- Consider sub-categories (different kinds of disability, ethnic background etc.) and how people with combined characteristics (e.g., young women) might have particular needs or experience particular kinds of disadvantage.

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Example: Things to include

| Protected Characteristics/ Other Relevant Characteristics Equalities groups | <p>1.1 Does the proposal deliver any positive benefits for people with protected characteristics or equalities groups? Outline any potential benefits of the proposal and how they can be maximised. Identify how the proposal will support our Public Sector Equality Duty to:</p> <ul style="list-style-type: none"> Eliminate unlawful discrimination for a protected group Advance equality of opportunity between people who share a protected characteristic and those who don't Foster good relations between people who share a protected characteristic and those who don't <p>Please also let us know how you intend to measure any potential benefits.</p> | <p>1.2 Does it contribute to eliminate unlawful discrimination, harassment and victimisation? Say how (see guidance)</p> | <p>1.3 Does it advance equality of opportunity? Say how (see guidance)</p> | <p>1.4 Does it foster good relations between people who share a protected characteristic and others – to improve good relations between different groups in the city? Say how (see guidance)</p> | <p>2.1 Does the proposal have any potentially adverse impacts?</p> <p>Consider sub-categories (different kinds of disability, ethnic background etc.) and how people with combined characteristics (e.g. young women) might have particular needs or experience particular kinds of disadvantage.</p> | <p>2.2 How can these impacts be mitigated or justified? If so, how?</p> |
|-----------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Sex Women & girls</p> | <p>Yes Young women and girls are welcomed and supported at the youth club. We are also discussing developing a new programme, aimed specifically at young women and girls. This programme would focus on bringing together disadvantaged girls and young women to build positive relationships with themselves and others, develop key life skills and foster mental wellbeing. This is dependent on us securing the necessary funding to run this project.</p> <p>We measure the number of young women and girls engaging with the youth club through our attendance registers and electronic database.</p> | <p>Through our youth club sessions, we bring people from different backgrounds and groups together and encourage positive attitudes towards race, gender, disability, sexual orientation, gender reassignment, age and religion and belief.</p> | <p>We actively encourage equality of opportunity at the youth club. People of all races, gender, disabilities, sexual orientations, gender identities, ages, socio-economic backgrounds, religions and beliefs are equally welcomed and supported at the club, and equally encouraged to participate in community club activities.</p> | <p>By bringing together all groups of people at the youth club, we allow them to share their experiences and skills, learn from each other, break down any barriers, reduce stereotypes, encourage empathy and understanding between different groups and encourage community cohesion.</p> | <ul style="list-style-type: none"> By focusing on young women and girls, there may be a risk of excluding young men and boys in activities. Young women and girls with differing needs may not have all of these accommodated. | <p>Ensure inclusive and representative activities are included in the youth programmes. Regular monitoring and reflection activities, with feedback from youth club users.</p> |
| <p>Disability Disabled people</p> | <p>Yes Disabled people are welcomed and supported at the youth club. We have disabled access via a ramp to the rear entrance of the building. We are also currently renewing the toilets in the building to include the installation of a new disabled toilet. Our outdoor sports court is easily accessible. All the rooms within the building are on one level and our tuck shop also has low level access for disabled people We measure the number of disabled people engaging with the youth club through our attendance registers and electronic database.</p> | <p>We actively encourage participation and promote awareness of disability positivity and discrimination. We use the Social Model of Disability throughout our work.</p> | <p>We are encouraging disability-led decision making around youth programmes and operations, as well as seeking promote opportunities which will benefit those traditionally discriminated against.</p> | | <p>Due to lack of awareness, there may be a possibility that not all disabled people will have their needs met – e.g., focussing on physical disability needs.</p> | |

Example: What to avoid

| Protected Characteristics/ Equalities groups | 1.1 Does the proposal deliver any positive benefits for people with protected characteristics or equalities groups? Tell us how you've designed your project to address any relevant needs for these groups of people. | 1.2 Does it contribute to eliminate unlawful discrimination, harassment and victimisation? Say how (see guidance) | 1.3 Does it advance equality of opportunity? Say how (see guidance) | 1.4 Does it foster good relations between people who share a protected characteristic and others – to improve good relations between different groups in the city? Say how (see guidance) | 2.1 Does the proposal have any potentially adverse impacts? | 2.2 How can these impacts be mitigated or justified? If so, how? |
|-------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|------------------------------------------------------------------|
| Race Black & Minority Ethnic people | The play area will be designed to attract all potential users. | No | No | | None are anticipated | N/A |
| Sexual Orientation and Gender Identity Lesbian, Gay, Bisexual and Transgender + people (LGBT+) | The play area will be designed to attract all potential users. | No | No | | None are anticipated | N/A |

Groups that may not be impacted by the project

| Protected Characteristic s/ Equalities groups | 1.1 Does the proposal deliver any positive benefits for people with protected characteristics or equalities groups? Tell us how you've designed your project to address any relevant needs for these groups of people. | 1.2 Does it contribute to eliminate unlawful discrimination, harassment and victimisation? Say how (see guidance) | 1.3 Does it advance equality of opportunity? Say how (see guidance) | 1.4 Does it foster good relations between people who share a protected characteristic and others – to improve good relations between different groups in the city? Say how (see guidance) | 2.1 Does the proposal have any potentially adverse impacts? | 2.2 How can these impacts be mitigated or justified? If so, how? |
|-----------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|
| Older people | This youth club project is not envisaged to deliver any specific benefits to older people. However, we would promote good relations with all in the community. | Yes, by actively raising awareness of barriers and discrimination faced by older people – particularly by potential youth club users. | Not directly. | By ensuring youth club users are engaged with the community – e.g., through local events and specific projects. | None are anticipated, but we would ensure any planned youth club activity does not adversely impact on older people or other community members. | Risk assessment and reflection; engaging with the community; publicise any youth club events that would impact the community in any way. |

Identifying Issues and Removing Barriers

Which people in equalities groups might be disproportionately affected?

What could go wrong if we don't consider their needs and circumstances?

What could we do to make things fairer?

Include the bigger picture – what are the existing issues that we know about that might have a bearing on your proposal?



Engaging with the community

When consulting or seeking feedback on your service which stakeholders do you contact?

- How are you speaking to people?
- How diverse are these stakeholders/ How representative of the wider community are these groups?
- Which local groups do you contact to gather views and intelligence about diverse communities?

Using the **Asset Based Community Development Approach** could help your community conversations.

Useful Information and Sources of Data

- [Bristol Equality Charter](#)
- [Bristol Quality of Life Survey](#)
- [The population of Bristol - bristol.gov.uk](#)
- [Social Model of Disability](#)
- [Anti-Racism Resources](#)
- [LGBT Inclusivity Toolkit and Resources](#)
- [Bristol Ward Area Data Profiles](#)
- [Protected characteristics | Equality and Human Rights Commission](#)
- [Asset Based Community Development – Engaging with your community](#)
- [Get involved in your community - bristol.gov.uk](#)

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Thank you

For any questions about the **Area Committee Process** or specifically **Equalities Impact Assessments**, please get in touch:

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