


Equality Impact Assessment (EqIA) (including Welsh Language & Socio-economic Duty)

November 2021

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|---|---|---------------------------------|-------------------------------|
| Name of Policy or Practice | Access barrier improvements – Saltney footbridge access to Wales Coast Path | | |
| Responsible Officer / Head of Department (responsible for the Policy or Practice) | Andrew Farrow, Chief Officer for Planning, Environment and Economy | | |
| Service / Department | Planning, Environment and Economy | Start Date of Assessment | 1 st November 2023 |

| Name of officer(s) (and partners) completing the EqIA | | |
|--|--------------------------------------|---|
| Name(s) | Job Title(s) | Signature(s) |
| Tom Woodall | Access & Natural Environment Manager |  |
| Helen Mrowiec | Sites Team Leader | |
| | | |

*Consider including only job titles when publishing

| Document Version | Revision Date | Briefly Describe the Changes |
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| EqIA Approved by Responsible Officer / Head of Department / Service / Committee | |
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| Date EqIA Concluded | |
| Name | |
| Job Title | |

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Introduction

This document is a multi-purpose tool ensuring the appropriate steps are taken to comply with the [Public Sector Equality Duty](#) Equality Impact Assessment legislation and to demonstrate that we have shown due regard to the need to reduce inequalities of outcome resulting from socio-economic disadvantage when taking strategic decisions under the [Socio-economic Duty](#) It also ensures that we take appropriate steps to comply with the requirements of the [Welsh Language Standards](#) (Section 44: Welsh Language Measure (Wales) 2011) to consider the impact of strategic and policy decisions on the language.

When we plan to introduce a new, or revise an existing, policy or practice, make changes or cuts to a service or make strategic decisions, we are required to consider if the decision would have a disproportionate impact on people sharing one or more [protected characteristic](#) or whether it could create inequalities of outcome around socio-economic disadvantage. Where this is likely to be the case, we must take appropriate action. The EqIA process is not intended to prevent us doing things but to ensure we have considered the impact. It helps us focus on the actions we can take to remove and/or mitigate any disproportionate or discriminatory impact and introduce measures to advance equality of opportunity.

To comply with the [General Duty](#) and [Socio-economic Duty](#), we must have 'due regard' (or consciously consider the need) to: eliminate discrimination, advance equality of opportunity and foster good relations and to the need to reduce the inequalities of outcome resulting from socio-economic disadvantage. The greater the relevance and potential impact, the higher the regard required by the duty. The General Duty will be more relevant to some functions than others and they may also be more relevant to some protected characteristics than others. Our duty must be exercised with rigour, an open mind and considered at a time when it can make a difference to our decisions. Policies with high relevance, such as strategic budgetary decisions, grant-making programmes, changes to service delivery (including withdrawal or reorganisation of services), and recruitment or pay policies should always be subject to an assessment for impact. For further guidance see [EHRC Assessing Impact Guidance](#) and [Socio-economic Duty Code of Practice](#). Our duty to comply with this legislation cannot be delegated.

This template should demonstrate the steps taken to carry out the assessment including relevant engagement/consultation, the information taken into account, the results of the assessment and any decisions taken in relation to those results. The EqIA should be published where it shows a substantial (or likely) impact on our ability to meet the General Duty.

Benefits of undertaking an EqIA:

- Gain a better understanding of those who may be impacted by the policy or practice
- Better meet differing needs and become more accessible and inclusive
- Enable planning for success – identifies potential pitfalls and unintended consequences before any damage is done
- Enable improved planning that will make decisions proactive rather than reactive, avoid having to reverse decisions which could have cost and reputational implications

- Demonstrate decisions are thought through and have taken into account the views of those affected
- Enable us to manage expectations by explaining the limitations within which we are working (eg, budget)
- Help avoid risks and improve outcomes for individuals
- Remove inappropriate or harmful practices and eliminate institutional discrimination
- Ensure we put Welsh and English Language on an equal footing and that decisions are made that safeguard and promote the use of the Welsh language

Whilst this document may seem lengthy, as well as containing the necessary steps in the process, it also contains guidance notes in the key areas to assist you in undertaking the EqIA. Additional links to further information are also included for assistance. Further information can be found on NHS/ WLGA PSED/ EIA [here](#).

Equality and Welsh Language Impact Assessment Steps

- Step 1 - Identify the Main Aims and Objectives of the Policy or Practice
- Step 2 - Data, Engagement and Assessing the Impact
- Step 3 - Procurement and Partnerships
- Step 4 - Dealing with Adverse or Unlawful Impact and Strengthening the Policy or Practice
- Step 5 - Decision to Proceed
- Step 6 - Actions and Arrangements for Monitoring Outcomes and Reviewing Data
- Step 7 - Publishing the Equality Impact Assessment

Important Note to Completing Officer(s):

It is important that the EqIA is completed when the policy or practice is being developed so that the findings from the EqIA can be used to influence and shape the policy or practice. It is recommended as a minimum, it is completed by a lead officer who is responsible for the policy or practice, a subject matter expert and a critical friend with at least one who has received formal EqIA training. This document needs to be presented to the decision makers along with the draft policy or practice as part of the decision making process.

Where you are developing a high level strategy or plan that does not contain sufficient detail to show how it will impact on individuals or groups (ie, where there will be plans and actions sitting beneath the strategy that will determine this), you should still undertake the full Equality Impact Assessment. You may also need to complete additional EqIA(s) on the plans and actions beneath the high level strategy. This will ensure you demonstrate that you have shown due regard to complying with the [General Duty](#), the [Public Sector Equality Duty](#), the [Welsh Language Standards](#) and the [Socio-economic Duty](#).

If your policy or practice is as a result of a UK, Welsh Government or Local Authority wide directive, you should still assess the impact of this locally to identify any differential impact due to local difference.

You should consider whether other events, eg, Covid-19, Brexit, Black Lives Matter, etc, have highlighted or exacerbated inequalities that need to be addressed as you work through the EqIA

STEP 1 – Identify the Main Aims and Objectives of the Policy or Practice

1. What is being assessed? *(Please double click on the relevant box(es) (X) and select 'checked' as appropriate)*

- New and revised policies, practices or procedures (which modify service delivery or employment practices)
- Service review or re-organisation proposals which affect the community and/or staff, eg, early years provision, care, education
- Efficiency or saving proposals, eg, resulting in a change in community facilities, activities, support or employment opportunities
- Setting budget allocations for new financial year and strategic financial planning
- Decisions affecting service users, employees or the wider community including (de)commissioning or revised services
- New project proposals affecting staff, communities or accessibility to the built environment, eg, new construction work or adaptations to existing buildings, moving to on-line services, self-service, changing location
- Large Scale Public Events
- Local implementation of National Strategy/Plans/Legislation (refer to any national EqIA and consider local impact)
- Strategic directive and intent, including those developed at Regional Partnership Boards and Public Service Boards which impact on a public bodies functions
- Medium to long term plans (for example, corporate plans, development plans, service delivery and improvement plans)
- Setting objectives (for example, well-being objectives, equality objectives, Welsh language strategy)
- Major procurement and commissioning decisions
- Decisions that affect the ability (including external partners) to offer Welsh language opportunities and services
- Other please explain in the box below:

2. What are the overall aims, objectives and intended outcomes of the policy or practice?

To improve accessibility to the Wales Coast Path in the Saltney footbridge area.

3. Who are the main consultative groups (stakeholders)?

Note: Consider communities of interest or place (where people are grouped together because of specific characteristics or where they live)
Town/Community Council
County members

North Wales Police (NWP)
Natural Resources Wales (NRW)
Sustrans
Individual service users from the disability sector
Flintshire Local Access Forum

4. Is the policy related to, influenced by, or affected by other policies or areas of work (internal or external), eg, strategic EqlAs if this is an operational EqlA and vice versa?

Note: Consider this in terms of statutory requirements, local policies, regional (partnership) decisions, national policies, welfare reforms.

Highways Act 1980
Wales Coast Path
Active Travel guidance
Rights of Way Improvements Plan
Illegal and antisocial behaviour
Equalities Act 2010

STEP 2 - Data, Engagement and Assessing the Impact

When completing this section, you need to consider if you have sufficient information with which to complete your EqlA, or whether you need to undertake a period of engagement/consultation before continuing. The legislation relating to the EqlA process requires you to **engage and involve people who represent the interests of those who share one or more of the protected characteristics and with those who have an interest in the way you carry out your functions**. The socio-economic duty also requires us to **take into account the voices of those in the community including those with lived experience of socio-economic disadvantage**. You should undertake engagement with communities of interest or communities of place to understand if they are more affected or disadvantaged by your proposals so that you can address inequalities of outcome. This needs to be proportionate to the policy or practice being assessed. Remember that stakeholders can also include our own staff as well as partner organisations.

Before carrying out particular engagement activities, you should first look to data from recent consultations, engagement and research. This could be on a recent related policy or recent assessments undertaken by colleagues or other sources, eg, [Is Wales Fairer?](#), [North Wales Background Data Document](#), InfoBase Cymru, WIMD¹. This can help to build confidence among groups and communities, who can see that what they have

¹ Wales Index of Multiple Deprivation

said is being acted on. If you have very little or no information from previous engagement that is relevant to this EqIA, you should undertake some engagement work with your stakeholders and with relevant representative groups to ensure that you do not unwittingly overlook the needs of each protected group. It is seldom acceptable to state simply that a policy will universally benefit/disadvantage everyone, and therefore individuals will be affected equally whatever their characteristics. The analysis should be more robust than this, demonstrating consideration of all of the available evidence and addressing any gaps or disparities. Specific steps may be required to address an existing disadvantage or meet different needs.

The Gunning Principles, established from past court cases, can be helpful in ensuring we apply fairness in engagement and consultation:

- Principle 1: Consultation must take place when the proposals are still at a formative stage. You must not have already made up your mind.
- Principle 2: Sufficient reasons must be put forward to allow for intelligent consideration and response. Have people been given the information and opportunity to influence?
- Principle 3: Adequate time must be given for consideration and response. Is the consultation long enough bearing in mind the circumstances?
- Principle 4: The product of consultation must be conscientiously taken into account when finalising the decision.

5. Have you complied with the duty to engage as described above and are you sufficiently informed to proceed?

Yes No *(please cross as appropriate X)*

6. If Yes, what engagement activities did you undertake and who with?

Consultants review of access barriers shared with NWP, NRW, Flintshire Local Access Forum and service users.
 Specific designs consulted with Service users, Sustrans NRW, NWP and relevant town and community and county councillors

7. If No, you may wish to consider pausing at this point while you undertake (further) engagement activities which you can include in the action plan below. Please incorporate any information obtained from this additional activity in the boxes in question 8.

| Action | Dates | Timeframe | Lead Responsibility | Information added to EqIA (✓) |
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8. **What information do you hold about the impact on each of the following characteristic and statutory considerations / duties from your experience of current service delivery and recent engagement or consultation?** Include any additional relevant data; research and performance management information; surveys; Government, professional body or organisation studies; Census data; Is Wales Fairer? (EHRC² data); information from initial screening; complaints/compliments; service user data and feedback; inspections/ audits; socio-economic data including WIMD³ data. You may wish to include sub-headings showing where each element of your data has come from, eg, national data, local data, organisation data, general or specific engagement exercises, etc. Remember to consider Intersectionality issues, that is, the relationship between overlapping social identities (or socio-economic groups) and protected characteristics.

Consider any positive or negative impact including trends in data, geography (urban or rural issues), demography, access issues, barriers, etc. Also include any areas where there are inequalities of outcome resulting from socio-economic disadvantage or other relevant issues identified by communities of interest or communities of place (ie, where stakeholders, service users, staff, representative bodies, etc. are grouped together because of specific characteristics or where they live) and any issues identified for people living in less favourable social and/or economic circumstances.

| Protected Characteristic /Group | Relevant Data | Positive and / or Negative Impact | Prompts (not an exhaustive list) Consider: |
|---------------------------------|---------------|-----------------------------------|--|
| Race | | No impact | How does your proposal take account of: Ethnicity Nationality Gypsies / Travellers Refugee / Asylum Seekers Migrants Barriers to accessing services Cultural issues Dietary requirements Language: interpreter provision Positive Action |

² Equality and Human Rights Commission

³ Wales Index of Multiple Deprivation

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| | | | <p>Co-production Awareness events United Nations Convention on the Elimination of All Forms of Racial Discrimination (UNCERD) Consider intersectionality issues</p> |
| Disability | Access Barrier Review Document. | Positive impact of project, although users of some mobility aids will be negatively affected. | <p>How does your proposal take account of the social model of disability? Consider barriers re Mobility / Dexterity Blind or Visually impaired Deaf or Hearing impaired Mental Health Learning difficulties Dementia Neurological difference / Autism Co-production Barriers to accessing service/ buildings/ facilities Communication methods Digital inclusion Carers Other Long Term Health Conditions United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) Consider intersectionality issues</p> |

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| <p>Sex</p> | | <p>No impact</p> | <p>How does your proposal take account of Men / Women Gender Identity Toilet facilities/baby changing Childcare Gender Pay Gap Sex workers <u>United Nations Convention on the Elimination of All Forms of Discrimination against Women (UNCEDAW)</u> Consider intersectionality issues Co- production</p> |
| <p>Age</p> | | <p>No impact</p> | <p>How does your proposal take account of age? consider Older People Children Young People Working Age People Young Families Demographics Digital inclusion Co-production NB: Where children / young people are affected complete the <u>Childrens Rights Checklist</u> <u>United Nations Convention on the Rights of the Child (UNCRC)</u> Caring responsibilities</p> |

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| | | | Consider intersectionality issues |
| Religion & Belief | | No impact | How does your proposal take account of religion, belief and non-belief? Consider Faith Communities Non Beliefs Dietary requirements Vegetarianism/Veganism Other philosophical beliefs Dress code/uniforms Religious festivals/activities Co-production Consider intersectionality issues |
| Sexual Orientation | | No impact | How does your proposal take account of sexual orientation? Gay Lesbian Bi-sexual Heterosexual Terminology Confidentiality about sexuality Consider intersectionality issues Same sex couples Next of Kin Co-production |
| Gender Reassignment | | No impact | How does your proposal take account of the trans community? A person who proposes to, |

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| | | | <p>starts or has changed their gender identity</p> <p>Transgender</p> <p>Appropriate language use, i.e. appropriate pronouns</p> <p>Gender neutral changing facilities and toilets</p> <p>Gender neutral language within policy</p> <p>Consider intersectionality issues</p> <p>Co-production</p> |
| Marriage & Civil Partnership | | No Impact | <p>Marital status</p> <p>Civil Partnership status</p> <p>Consider intersectionality issues</p> <p>Co-production</p> |
| Pregnancy & Maternity | | No impact | <p>Pregnant mothers</p> <p>Those entitled to maternity and paternity leave</p> <p>Foster/Adoption</p> <p>Breastfeeding mothers</p> <p>Gender neutral language within policy</p> <p>Consider intersectionality issues</p> |
| Welsh Language | | No impact | <p>Ensuring equal status of both Welsh and English languages.</p> <p>Availability of and access to services, activities and information.</p> <p>Technology</p> <p>Rights of individuals to ask for WL services.</p> <p>Impact on Welsh speaking</p> |

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| | | | <p>communities, including: Positive / negative effects on opportunities to use the Welsh Language. Possible changes to number/percentage of Welsh speakers Migration Job opportunities / Staffing changes. Training needs and opportunities Availability of Welsh medium education Consider intersectionality issues</p> |
| Socio Economic Considerations | | No impact | <p>People living in less favourable social and economic circumstances than others in the same society. Disadvantage may be exacerbated by many factors of daily life, not just urban or rural boundaries. Consider 'Intersectionality' issues - where identity compounds socio-economic status, e.g. single parents (often women), disabled people, some ethnic minority groups. Consider that the impact can be in a number of domains, for example: Inequalities in Education, Health, Living Standards.</p> |

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| | | | Work, Justice and Security and Participation. Examples https://gov.wales/socio-economic-duty-examples-inequalities-outcome |
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| Human Rights | | No impact | See Human Rights Articles . Consider intersectionality issues |
| Other (please state) | | No impact | Eg, Modern Slavery, Safeguarding, Other Covid effects, Carers, Ex-offenders, Veterans, Care Leavers, Substance Abuse, Homeless Consider intersectionality issues |

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| Human Rights Act 1998 | <ul style="list-style-type: none"> • Article 2 Right to life • Article 3 Freedom from torture and inhuman or degrading treatment • Article 4 Freedom from Slavery and forced labour • Article 5 Right to liberty and security • Article 6 Right to a fair trial • Article 7 No punishment without law | <ul style="list-style-type: none"> • Article 8 Respect for private life, family, home and correspondence • Article 9 Freedom of thought, belief and religion • Article 10 Freedom of expression • Article 11 Freedom of Assembly and association • Article 12 Right to marry and start a family • Article 13 Right to access effective remedy if rights are violated • Article 14 Protection from discrimination |
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9. Are there any data or information gaps and if so what are they and how do you intend to address them?

None

Note: If it is not possible to obtain this information now, you should include this in your action plan in Step 6 so that this information is available for future EqlAs.

10. If this EqlA is being updated from a previous version of a similar policy or practice, were the intended outcomes of the proposal last time achieved or were there other outcomes? (Please provide details, for example, was the impact confined to the people you initially thought would be affected, or were other people affected and if so, how?)

N/A

11. What does your proposal include to demonstrate you have given due regard to the Public Sector Equality Duty (to advance equality of opportunity; help to eliminate unlawful discrimination, harassment, or victimisation and foster good relations and wider community cohesion; as covered by the 3 aims of the General Duty in the Equality Act 2010)?

We have recognised the existing problems cause by A frame access barriers to some mobility aids and commissioned a report to understand the constraints and opportunities that can be employed to improve access. This resulted in recommendations to improve access with a radar lockable gate to improve access whilst still retain control and management of illegal vehicle use which does protect the wider community in terms of safety.

- 12. How does your proposal demonstrate you have given due regard to the need to address inequalities of outcome as a result of socio-economic disadvantage? (Please note that this is about closing inequality gaps rather than just improving outcomes for everyone.)**

N/A

- 13. How does your proposal ensure that you are working in line with the requirements of the Welsh Language Standards (Welsh Language Measure (Wales) 2011), to ensure the Welsh language is not treated less favourably than the English language, and to ensure people can use the Welsh Language when accessing public services. Also how to operate to ensure that every opportunity is taken to promote the Welsh language (beyond providing services bilingually) and to increase opportunities to use and learn the language in the community?**

N/A

- 14. What is the cumulative impact of this proposal on different protected groups when considering other key decisions affecting these groups made by the organisation? (You may need to discuss this with your Service Head or Cabinet Member to consider more widely if this proposal will affect certain groups more adversely because of other decisions the organisation is making, eg, financial impact/poverty, withdrawal of multiple services and whether this is disadvantaging the same groups, eg, disabled people, older people, single parents (who are mainly women), etc)**

This proposal does impact people with disability due to the control measure employed to combat illegal vehicle access. There is no access infrastructure which restricts illegal motorbike users whilst allowing legitimate users of mobility aids larger than a Class 2 mobility aid.

- 15. How does this proposal meet with the 7 goals of the Well-being of Future Generations (Wales) Act 2015 including to create a More Equal Wales? (Summarise findings if you may have already considered this as part of the screening process)**

For more information, please see: [Wellbeing of Future Generations \(Wales\) Act 2015](#)

The proposal seeks to balance maximising accessibility as far as possible, whilst also seeking to manage anti-social behaviour and the risk to public safety public safety.

A Prosperous Wales – the project supports improvements to the Wales Coast Path which has been calculated to be worth £18.3m to the economy

A Resilient Wales – the project provides a level of resilience against antisocial behaviour.

A More Equal Wales – provides improvement to provide improved accessibility, although it may not be able to accommodate all requirements due to public safety concerns.

A Healthier Wales – will provide the opportunity for the majority of users to enjoy the Wales Coast Path providing health and well being benefits.

A Wales of Cohesive Communities – the scheme seeks to balance the need for access in addition to public safety

A Wales of Vibrant Culture & Thriving Welsh Language – any signage that might be installed in the future will embrace the Welsh language.

A Globally Responsible Wales – the Wales Coast Path provides the opportunity for people to walk and cycle rather than use vehicles, making a positive contribution to reducing emissions linked to climate change.

16. **Describe any intended negative impact identified and explain why you believe this is justified** (for example, on the grounds of advancing equality of opportunity or fostering good relations between those who share a protected characteristic and those who do not or because of an objective justification¹ or positive action²)

It is important on the grounds of public safety for the wider community, to retain the barriers to illegal vehicle access, this does have a negative impact on those with disability who need to use wide mobility aids. The proposed works have a positive effect in that it increases the number who can access the path through the radar locked gates, although some will find it difficult.

Note¹: Objective Justification - gives a defence for applying a policy, rule or practice that would otherwise be unlawful direct or indirect discrimination. To rely on the objective justification defence, the employer, service provider or other organisation must show that its policy or rule was for a good reason – that is 'a proportionate means of achieving a legitimate aim'. A **legitimate aim** is the reason behind the discrimination which must not be discriminatory in itself and must be a genuine or real reason, eg, health, safety or welfare of individuals. If the aim is simply to reduce costs because it is cheaper to discriminate, this will not be legitimate. Consider if the importance of the aim outweighs any discriminatory effects of the unfavourable treatment and be sure that there are no alternative measures available that would meet the aim without too much difficulty (proportionate) and would avoid the discriminatory effect.

Note²: Positive Action - The Equality Act 2010 allows for positive action towards a specific group if there is sufficient evidence of need. For example, where an employer takes specific steps to improve equality in the workplace to address any imbalance of opportunity, lessen a disadvantage or increase participation in a particular activity, by, say, increasing the number of disabled people in senior roles where they are under-represented by targeting specific groups with job adverts or offering training to help create opportunities for certain groups. The public sector is expected to consider the use of positive action to help them comply with the Public Sector Equality Duty.

17. **Could any of the negative impacts identified amount to unlawful discrimination but are perceived to be unavoidable (eg, reduction in funding)?**

Yes No Not Sure *(Please double click on the relevant box (X) and select 'checked' as appropriate)*

18. **If you answered Yes or Not Sure to question 17, please state below, which protected group(s) or other groups this applies to and explain why (including likely impact or effects of this proposed change)**

Disability
To protect the wider community on the grounds of public safety due to the ongoing threat of illegal motobikes being used as part of 'county lines' drug routes into Wales.

19. **If you answered No to question 17, are there any barriers identified which amount to a differential impact for certain groups and what are they?**

STEP 3 - Procurement and Partnerships

The Public Sector Equality Duty (PSED) requires all public authorities to consider the needs of protected characteristics when designing and delivering public services, including where this is done in partnership with other organisations or through procurement of services. The Welsh Language Standards also require all public authorities to consider the effects of any policy decision, or change in service delivery, on the Welsh language, which includes any work done in partnership or by third parties. We must also ensure we consider the Socio-economic Duty when planning major procurement and commissioning decisions to consider how such arrangements can reduce inequalities of outcome caused by socio-economic disadvantage.

When procuring works, goods or services from other organisations (on the basis of a relevant agreement), we must have due regard to whether it would be appropriate :

- for the award criteria for that contract to include considerations to help meet the General Duty (to eliminate discrimination, promote equality of opportunity and foster good relations);
- to stipulate conditions relating to the performance of the contract to help meet the three aims of the General Duty.

This only applies to contractual arrangements that are "relevant agreements" which means either the award of a 'public contract' or the conclusion of a 'framework agreement', both of which are regulated by the Public Sector Directive (Directive 2004/18/EC) which regulates the specified EU thresholds. Further information can be found [here](#).

We must consider how such arrangements can improve equal opportunities and reduce inequalities of outcome due to protected characteristics and caused by socio-economic disadvantage, particularly on major procurement and commissioning decisions. The PSED applies to the work that private sector organisations undertake when delivering a public function on our behalf. We therefore need to ensure that those organisations exercise those functions by ensuring our procurement and monitoring of those services complies with the General Duty under Section 149 of the Equality Act 2010. In the same way, the Welsh Language Standards applies to any work undertaken on behalf of, and in the name of, public bodies that are themselves subject to the Standards, and so consideration should be given to how these requirements are monitored and communicated through the procurement documents. The Socio Economic Duty does not pass to a third party through procurement, commissioning or outsourcing. Therefore when we work in partnership with bodies not covered by the Socio Economic Duty, the duty only applies to us as the relevant public body.

20. Is this policy or practice to be carried out wholly or partly by contractors or in partnership with another organisation(s)?

Yes No (Please double click on the relevant box (X) and select 'checked' as appropriate)

If No, please proceed to Step 4

21. If Yes, what steps will you take to comply with the General Equality Duty, Human Rights and Welsh Language Legislation and the Socio-Economic Duty in regard to procurement and/or partnerships? Think about :

Procurement

- Setting out clear equality expectations in Tendering and Specification documentation, showing how promotion of equality may be built into individual procurement projects
- On what you based your decisions in the award process, including consideration of ethnical employment and supply chain code of practice
- Ensure that contract clauses cover the Equality Act 2010 (Statutory Duties) (Wales) Regulations 2011 and socio-economic requirements as well as Welsh Language Duties (remember that any duties from the Welsh Language Measure 2011 and Welsh Language Standards are also applicable to services provided on your behalf under contract by external bodies).
- Performance and Monitoring measures are included to monitor compliance, managing and enforcing contracts

Partnerships

Be clear about who is responsible for :

- Equality Monitoring relevant data
- Equality Impact Assessments
- Delivering the actions from the EqIA
- Ensuring that equality, human rights and Welsh Language legislation is complied with by all partners
- Demonstrating due regard to the Public Sector Equality Duty and the Socio-Economic duty

STEP 4 - Dealing with Adverse or Unlawful Impact and Strengthening the Policy or Practice

22. **When considering proportionality, does the policy or practice have a significantly positive or negative impact or create inequalities of outcome resulting from socio-economic disadvantage?** (Please give brief details)

| Significantly positive impact | Significantly negative impact |
|---|--|
| There is a positive impact as the amended access point design allows better accessibility for those less able. The access point retains control over ingress of motorbikes and therefore wider public safety. | There is still a residual negative impact to some with disability who cannot access through a radar lockable gate. |

23. **It is important that you record the mitigating actions you will take in developing your final policy/practice draft. Record here what measures or changes you will introduce to the policy or practice in the final draft which could reduce or remove any unlawful or negative impact or disadvantage and/or improve equality of opportunity/introduce positive change; or reduce inequalities of outcome resulting from socio-economic disadvantage?** (This could also inform the Action Plan in Q34)

| Unlawful or Negative Impact Identified | Mitigation / Positive Actions Taken in the Policy/Practice | Completed (✓) |
|---|--|---------------|
| Access issues through radar lockable gate | Review the situation and issues for a 6 month period | |
| | | |
| | | |

24. **Will these measures remove any unlawful impact or disadvantage?**

Yes No (Please double click on the relevant box (X) and select 'checked' as appropriate)

25. **If No, what actions could you take to achieve the same goal by an alternative means?**

| |
|-----------------|
| None identified |
|-----------------|

26. **What other measures or changes could you include to strengthen or change the policy/practice to demonstrate you have given due regard to the Public Sector Equality Duty?** (To advance equality of opportunity; help to eliminate unlawful discrimination,

harassment or victimisation; and foster good relations and wider community cohesion; as covered by the 3 aims of the General Duty in the Equality Act 2010)

None identified.

27. What other measures or changes could you include to strengthen or change the policy/practice to demonstrate you have given due regard to the need to reduce inequalities of outcome as a result of socio-economic disadvantage?

None identified.

28. What other measures or changes could you include to strengthen or change the policy/practice to demonstrate you have given due regard to the need to increase opportunities for people to use the Welsh language, to ensure the Welsh language is not treated less favourably than the English language as set out in the Welsh Language (Wales) Measure 2011 and to reduce or prevent any adverse effects that the policy/practice may have on the Welsh language?

N/A

29. Do you have enough information to make an informed judgement?

Yes No (Please double click on the relevant box (X) and select 'checked' as appropriate)

30. If you answered Yes, please justify:

Independent consultants review
Feedback received from users and communities affected

31. If you answered No, what information do you require and what do you need to do to make a decision?

(Note: Should data collection be included in the action plan (Step 6)?)

[You may need to stop here until you have obtained the additional information]

STEP 5 - Decision to Proceed

32. Using the information you have gathered in Steps 1 – 4 above, please state on the table below whether you are able to proceed with the policy or practice and if so, on what basis?

(Please double click on the relevant box (X) and select 'checked' as appropriate)

| Decision | |
|---|---|
| <input checked="" type="checkbox"/> Yes | Continue with policy or practice in its current form |
| <input type="checkbox"/> Yes | Continue with policy or practice but with amendments for improvement or to remove any areas of adverse impact identified in Step 4 |
| <input type="checkbox"/> Yes | Continue with the plan as any detrimental impact can be justified |
| <input type="checkbox"/> No | Do not continue with this policy or practice as it is not possible to address the adverse impact. Consider alternative ways of addressing the issues. |

33. Are there any final recommendations in relation to the outcome of this Equality Impact Assessment?

| |
|------|
| None |
|------|

STEP 6 - Actions and Arrangements for Monitoring Outcomes and Reviewing Data

The EqIA process is an ongoing one that doesn't end when the policy/practice and EqIA is agreed and implemented. There is a specific legal duty to monitor the impact of policies/practices on equality on an ongoing basis to identify if the outcomes have changed since you introduced or amended this new policy or practice. If you do not hold relevant data, then you should be taking steps to rectify this in your action plan. To review the EHRC guidance on data collection you can review their [Measurement Framework](#).

34. Please outline below any actions identified in Steps 1-5 or any additional data collection that will help you monitor your policy/practice once implemented:

| Action | Dates | Timeframe | Lead Responsibility | Add to Service Plan (✓) |
|--------|-------|-----------|---------------------|-------------------------|
| | | | | |

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35. Please outline below what arrangements you will make to monitor and review the ongoing impact of this policy or practice including timescales for when it should be formally reviewed:

| Monitoring and Review arrangements (including where outcomes will be recorded) | Timeframe & Frequency | Lead Responsibility | Add to Service Plan (✓) |
|--|----------------------------------|----------------------------|--------------------------------|
| Monitor the installation and review in 6 months | 30 th June | Tom Woodall | |
| | | | |
| | | | |

STEP 7 - Publishing the Equality Impact Assessment

Please arrange for this completed EqIA to be agreed by your Head of Service/Department and arrange for translation and publishing with a copy sent to the Equality Officer -Fiona Mocko. fiona.mocko@flintshire.gov.uk .