

EQUALITY IMPACT ASSESSMENT (EIA) FORM

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| Name of Policy: | East Cambridgeshire Youth Strategy and Action Plan |
| Lead Officer (responsible for assessment): | Lewis Bage, Liz Knox and Angela Parmenter |
| Department: | Communities and Partnerships, Environmental Services, Housing and Community Advice |
| Others Involved in the Assessment (i.e. peer review, external challenge): | |
| Date EIA Completed: | 22.02.2021 |

What is an Equality Impact Assessment (EIA)?

As part of any effective policy development process, it is important to consider any potential risks to those who will be affected by the policy's aims or by its implementation. The Equality Impact Assessment (EIA) process helps us to assess the implications of our decisions on the whole community, to eliminate discrimination, tackle inequality, develop a better understanding of the community we serve, target resources efficiently, and adhere to the transparency and accountability element of the Public Sector Equality Duty.

The word 'policy', in this context, includes the different things that the Council does. It includes any policy, procedure or practice - both in employment and service delivery. It also includes proposals for restructuring, redundancies and changes to service provision.

- (a) **What is the policy trying to achieve?** i.e. What is the aim/purpose of the policy? Is it affected by external drivers for change? What outcomes do we want to achieve from the policy? How will the policy be put into practice?

The strategy endeavors to ensure that young people in East Cambridgeshire are engaged and contributing to local decisions that may affect them so that they are connected, healthy, safe, respected and are aware of the support and resources available to them to maximise their potential

- (b) **Who are its main beneficiaries?** i.e. who will be affected by the policy?

Local young people aged 5-18, organisations/agencies engaged with local young people

- (c) **Is the EIA informed by any information or background data (quantitative or qualitative)? i.e. consultations, complaints, applications received, allocations/take-up, satisfaction rates, performance indicators, access audits, census data, benchmarking, workforce profile etc.**

Primary research was carried out with young people and mapping exercises conducted with stakeholders. The consultation sought to capture the views of all young people in the district aged 5-18 and was sent to a wide variety of organisations that are engaged with young people in order to seek maximum participation and representation. Following phase 1 of consultation, it was recognised that there may be gaps in representation therefore further engagement phases were conducted with young people via a range a organisations and schools, including schools and organisations engaged with young people with disabilities in order to hear their views. An action within the action plan is to share findings with organisations, and schools will be informed that the consultation identified that there was a feeling that the teaching of tolerance to young people in schools could be improved and for schools to address this within their own plans.

(d) Does this policy have the potential to cause a positive or negative impact on different groups in the community, on the grounds of any of the protected characteristics? (please tick all that apply)

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| Ethnicity | X | Age | X |
| Gender | X | Religion and Belief | X |
| Disability | X | Sexual Orientation | X |
| Gender Reassignment | X | Marriage & Civil Partnership | X |
| Pregnancy & Maternity | X | Caring Responsibilities | X |

Please explain any impact identified: i.e. What do you already know about equality impact or need? Is there any evidence that there is a higher or lower take-up by particular groups? Have there been any demographic changes or trends locally? Are there any barriers to accessing the policy or service?

The strategy seeks to identify and address issues faced by all local young people and aims to benefit young people in a positive way through the implementation of the action plan

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| (e) Does the policy have a differential impact on different groups? | YES/NO/Na |
| (f) Is the impact <i>adverse</i> (i.e. less favourable)? | YES/NO/Na |
| (g) Does it have the potential to disadvantage or discriminate unfairly against any of the groups in a way that is unlawful? | YES/NO/Na |
- (h) How have you engaged stakeholders in gathering evidence or testing the policy proposals?** Who was involved, how and when where they engaged? Does the evidence show potential for differential impact? How will you mitigate any negative impacts? Where there is the potential for an adverse impact that cannot be addressed immediately, these should be highlighted in your recommendations and objectives at the end of the EIA.

Primary research carried out with young people and mapping exercises conducted with stakeholders

* The Consultation Register is available to assist staff in consulting with the Council's stakeholders.

(i) Summarise the findings of your research and/or consultation (please use a separate sheet if necessary).

Findings detailed in strategy sections titled 'Issues Identified' and 'What is being done?'

(j) What are the risks associated with the policy in relation to differential impact and unmet needs/requirements? i.e. reputation, financial, breach of legislation, service exclusion, lack of resources, lack of cooperation, insufficient budget etc.

Without the implementation of this strategy and action plan, some of the issues identified through consultation may not be addressed and the benefits not received

(k) Use the information gathered in the earlier stages of your EIA to make a judgement on whether there is the potential for the policy to result in unlawful discrimination or a less favourable impact on any group in the community, and what changes (if any) need to be made to the policy.

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| Option 1: | No major change - the evidence shows that the policy is robust and no potential for discrimination. | X |
| Option 2: | Adjust the policy - to remove barriers or to better promote equality. | |

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| Option 3: | Continue the policy - despite potential for adverse impact or missed opportunity to promote equality, provided you have satisfied yourself that it does not unlawfully discriminate. | |
| Option 4: | Stop and remove the policy – if the policy shows adverse effects that cannot be justified. | |

(I) Where you have identified the potential for adverse impact, what action can be taken to remove or mitigate against the potential for the policy to unlawfully discriminate or impact less favourably on one or more communities in a way that cannot be justified? Include key activities that are likely to have the greatest impact (max. 6). Identified actions should be specified in detail for the first year but there may be further longer term actions which need to be considered. To ensure that your actions are more than just a list of good intentions, include for each: the person responsible for its completion, a timescale for completion, any cost implications and how these will be addressed. It is essential that you incorporate these actions into your service plans.

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| N/A |
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This completed EIA will need to be countersigned by your Head of Service. **Please forward completed and signed forms to the HR Manager.**

Signatures:

Completing Officer: Lewis Bage, Liz Knox and Angela Parmenter **Date:** 22.02.2021

Head of Service: Lewis Bage, Liz Knox and Angela Parmenter **Date:** 22.02.2021