

EQUALITY IMPACT ASSESSMENT (EQIA): SCREENING FORM

Introduction to the EQIA screening process

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
2. **Gathering Evidence & Stakeholder Engagement**
Collect data to evidence the type of barriers people face to accessing services (research, consultations, complaints and/or consult with equality groups)
3. **Assessment & Differential Impacts**
Reaching an informed decision on whether or not there is a differential impact on equality groups, and at what level
4. **Outcomes, Action & 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 publically reported
5. **Monitoring, Evaluation & 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.

1. IDENTIFY THE POLICY, PROJECT, SERVICE REFORM OR BUDGET OPTION:

a) Name of the Policy, Project, Service Reform or Budget Option to be screened

South East Glasgow Surface Water Management Plan

b) Reason for Change in Policy or Policy Development

The wider South East Glasgow Implementation of Surface Water Management (SEG | SWMP) works are promoted to align with the Metropolitan Glasgow Strategic Drainage Partnership (MGSDP) Vision and Guiding Principles. This partnership aims to '*transform how the city region thinks about and manages rainfall to end uncontrolled flooding and improve water quality*' to better serve existing communities, unlock potential development sites and build greater resilience to long-term climate change.

c) List main outcome focus and supporting activities of the Policy, Project, Service Reform or Budget Option

A combination of Sustainable Urban Drainage and supporting infrastructure will provide the strategic surface water drainage to alleviate the risk of flooding in the South East of Glasgow and significantly reduce the amount of surface water discharging to the combined sewer network. This will include:

- Creation of attenuation basins and drainage infrastructure
- Installation of rain gardens
- Retrofitting of SuDS
- Daylighting of sections of the Spittal Burn
- Improved amenity and outdoor teaching space for Crofffoot Primary School.
- Establishment of a new woodland at King's Park South to reduce surface water sheet runoff from area of steeply sloped grass.

The activities will result in the following outcomes:

- Outcome 1: Reduction in flood risk and improvement in water quality
- Outcome 2: Multi-functional open space; improved commuter links; and enhanced play and teaching space at Crofffoot Primary
- Outcome 3: Habitat enhancement

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- Outcome 4: Operations shall enable economic growth in local businesses; promote investment in housing for vacant sites; education and use of open spaces for exercise and recreational uses.

d) Name of officer completing assessment (signed and date)

V1 Ciaran Ferry Date: 22 March 2019

e) Assessment Verified by (signed and date)

David Hay

2. GATHERING EVIDENCE & 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.

Please name any research, data, consultation or studies referred to for this assessment:	Please state if this reference refers to one or more of the protected characteristics: <ul style="list-style-type: none"> ➤ 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, 	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.
1. GCC Briefing paper 2011 Census release 2A : Glasgow City Council http://www.glasgow.gov.uk/chtphandler.ashx?id=16943	Ethnicity, Religion, Disability	No specific consultation will be carried out. This project has been developed in

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		line with the City Development Plan (CDP). The CDP incorporated extensive community participation which has fed into the development of this activity.
2. Scottish Household Survey : Scottish Government	Age, Gender, Disability,	No specific consultation will be carried out but aspects feed in to the consultation within the scope of this project.
3. The position of Scotland's Equality Groups Revisiting resilience in 2011 : Scottish Government http://www.gov.scot/resource/doc/1124/0121151.pdf	Gender, Disability, Ethnicity, Religion, Age	No specific consultation will be carried out but aspects feed in to the consultation within the scope of this project.
4. Scottish Government Equality Outcomes : Ethnicity Evidence Review 2013 http://www.gov.scot/Resource/0042/00423305.pdf	Ethnicity	No specific consultation will be carried out but aspects feed in to the consultation within the scope of this project.
5. Transport and Travel in Scotland 2014 : Transport Scotland http://www.transport.gov.scot/sites/default/files/documents/rrd_reports/uploaded_reports/j389989/j389989.pdf	Gender, Age	No specific consultation will be carried out but aspects feed in to the consultation within the scope of this project.
6. The Scottish Health Survey : Equality Groups : Scottish Government	Gender, Disability, Ethnicity, Religion, Age,	No specific consultation will

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	Sexual orientation	be carried out but aspects feed in to the consultation within the scope of this project.
7. Economic inequality predict biodiversity loss : GM Mikkelson , A Gonzalez , GD Peterson (2007)	Gender	No specific consultation will be carried out but aspects feed in to the consultation within the scope of this project.
8. Community Green : Using local spaces to tackle inequality and improve health – CABA Space http://www.designcouncil.org.uk/sites/default/files/asset/document/community-green-full-report.pdf	Ethnicity	No specific consultation will be carried out but aspects feed in to the consultation within the scope of this project.
9. Scottish Government's Housing Policy paper 2011 Implications for equality groups :	Ethnicity, Age, Disability	No specific consultation will be carried out but aspects feed in to the consultation within the scope of this project.
<p>Specific Consultation undertaken for the project</p> <ul style="list-style-type: none"> - Leaflet mailshot to 800 householders in South East Glasgow area. - Public consultation events completed & report finalised. - Direct consultation with staff and pupils at Croftfoot Primary School - Stakeholder consultation events completed & report finalised - Almost 40 local stakeholders attended events. - Planning Application Process – statutory public consultations through planning applications 	Gender, Age, Ethnicity, Disability.	Designs shaped to reflect input from the community events.

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- CAR Licence with SEPA

During the construction period there is ongoing engagement with the local community and where issues arise (for example access routes being temporary closed for construction) measures are put in place to mitigate any disruption. Works within Croftfoot Primary School are also scheduled to take place during school holiday periods to minimise disruption to pupils and staff.

3. ASSESSMENT & DIFFERENTIAL IMPACTS

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

Protected Characteristic	Specific Characteristics	Positive Impact (it could benefit an equality group)	Negative Impact – (it could disadvantage an equality group)	Socio Economic / Human Rights Impacts
SEX/ GENDER	Women	<p>People will experience a positive outcome from the increased accessibility to green / blue space and opportunity for physical activity in an area with increased safety and enhanced physical environment.</p> <p>Residents and business owners will benefit from the reduction in flood risk, which will result in a financial gain due to lower insurance premiums and costs associated with flood damages.</p>	No known evidence of negative impact.	<p>The social economic impact from the project may reduce insurance costs for properties in the area, as well as reducing costs associated with flood damages.</p> <p>There is no anticipated human rights impact as a result of the project.</p>
	Men	As above	As above	
	Transgender			
RACE*	White	As above	As above	
<i>Further information on the breakdown below each of these headings, as per</i>	Mixed or Multiple Ethnic Groups			
	Asian			

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<i>census, is available here.</i> <i>For example Asian includes Chinese, Pakistani and Indian etc</i>	African			
	Caribbean or Black			
	Other Ethnic Group			
DISABILITY	Physical disability	<p>The works at Croftfoot Primary School will possibly include installation of a disabled access ramp to the main entrance of the building. This will provide a positive impact to physically disabled pupils, staff and visitors.</p>	As above	
<i>A definition of disability under the Equality Act 2010 is available here.</i>	Sensory Impairment (sight, hearing,)	<p>People will experience a positive outcome from the increased accessibility to green / blue space and opportunity for physical activity in an area with increased safety and enhanced physical environment.</p> <p>Residents and business owners will benefit from the reduction in flood risk, which will result in a financial gain due to lower insurance premiums and costs associated with flood damages.</p>	Visually impaired people may have issues crossing the road where raingardens are installed, as they will be expecting to step onto carriageway and will actually step onto an unexpected surface.	
	Mental Health	As above		
	Learning Disability	As above		

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LGBT	Lesbians	As above	As above	
	Gay Men			
	Bisexual			
AGE	Older People (60 +)	As above	As above	
	Younger People (16-25)			
	Children (0-16)	School children attending Croftfoot Primary School will experience a positive impact from upgraded play equipment and outdoor teaching space.	As above	
MARRIAGE & CIVIL PARTNERSHIP	Women	<p>People will experience a positive outcome from the increased accessibility to green / blue space and opportunity for physical activity in an area with increased safety and enhanced physical environment.</p> <p>Residents and business owners will benefit from the reduction in flood risk, which will result in a financial gain due to lower insurance premiums and costs associated with flood damages.</p>	As above	
	Men	As above		
	Lesbians		As above	

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	Gay Men			
PREGNANCY & MATERNITY	Women	As above	As above	
RELIGION & BELIEF** A list of religions used in the census is available here .	All	As above	As above	

* For reasons of brevity race is not an exhaustive list, and therefore please feel free to augment the list above where appropriate; to reflect the complexity of other racial identities.

** 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. A list of religions used in the census is available [here](#).

Summary of Protected Characteristics Most Impacted

It is anticipated that all protected characteristics will experience a positive impact from the project. Particularly pupils, staff, visitors and families associated with Croftfoot Primary School.

Summary of Socio Economic Impacts

The social economic impact from the project may reduce insurance costs for properties in the area, as well as reducing costs associated with flood damages.

Summary of Human Rights Impacts

There is no anticipated Human Rights Impact as a result of the project being carried out. Any complaint or comment received from an aggrieved party would be handled by DRS Project Management & Design.

4. OUTCOMES, ACTION & 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?	Not at this stage
Does the project, policy or strategy require to be amended to have a positive impact?	Not at this stage
Does a Full Impact Assessment need to be undertaken?	Not at this stage

Actions: Next Steps

(i.e. is there a strategic group that can monitor any future actions)

Further Action Required/ Action To Be Undertaken	Lead Officer and/or Lead Strategic Group	Timescale for Resolution of Negative Impact (s) / Delivery of Positive Impact (s)
Council Officers will be involved in implementation of this activity including monitoring of progress and future evaluation. This will be reported to Senior Management and Committee as appropriate.	DRS – Flood Risk Management	End of construction –Autumn 2020

Public Reporting

All completed EQIA Screenings are required to be publically available on the [Council EQIA Webpage](#) once they have been signed off by the relevant manager, and/or Strategic, Policy, or Operational Group. (See [EQIA Guidance](#): Pgs. 11-12)

5. MONITORING OUTCOMES, EVALUATION & 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 Strategic, Policy, or Operational Group 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 take to mitigate impacts.

Individual services are responsible for conducting the impact assessment for their area, staff from **Corporate Strategic Policy and Planning** will be available to provide support and guidance.

Legislation

Equality Act (2010) - the Equality Act 2010 (Specific Duties) Scotland Regulations 2012

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 has 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.

Further information: [Equality Act Guidance](#)

As noted the Equality Act 2010 simplifies the current laws and puts them all together in one piece of legislation. In addition the **Specific Duties (Scotland Regulations 2012)** require local authorities to do the following to enable better performance of the general equality duty:

- report progress on mainstreaming the general equality duty
- publish equality outcomes and report progress in meeting those
- impact assess new or revised policies and practices as well as making arrangements to review existing policies and practices gather, use and publish employee information
- publish gender pay gap information and an equal pay statement
- consider adding equality award criteria and contract conditions in public procurement exercises.

Further information: [Understanding Scottish Specific Public Sector Equality Duties](#)

Fairer Scotland Duty

Authorities should also consider Socio-Economic Impacts where appropriate. Further information: [Fairer Scotland Duty Interim Guidance](#)

Enforcement

Judicial review of an authority can be taken by any person, including the Equality and Human Rights Commission (EHRC) or a group of people, with an interest, in respect of alleged failure to comply with the general equality duty. Only the EHRC can enforce the specific duties. A failure to comply with the specific duties may however be used as evidence of a failure to comply with the general duty.