

# Equality Impact Assessment

## Context

1. under s.149 of the Equality Act 2010, when making decisions, Essex County Council must have regard to the Public Sector Equality Duty, ie have due regard to:
  - eliminating unlawful discrimination, harassment and victimisation, and other conduct prohibited by the Act,
  - advancing equality of opportunity between people who share a protected characteristic and those who do not,
  - fostering good relations between people who share a protected characteristic and those who do not, including tackling prejudice and promoting understanding.
2. The characteristics protected by the Equality Act are:
  - age
  - disability
  - gender reassignment
  - marriage/civil partnership
  - pregnancy/maternity
  - race
  - religion/belief
  - sex/gender
  - sexual orientation.
3. In addition to the above protected characteristics you should consider the cross-cutting elements of the proposed policy, namely the social, economic and environmental impact (including rurality) as part of this assessment. These cross-cutting elements are not a characteristic protected by law but are regarded as good practice to include.
4. The Equality Impact Assessment (EqIA) document should be used as a tool to test and analyse the nature and impact of either what we do or are planning to do in the future. It can be used flexibly for reviewing existing arrangements but in particular should enable identification where further consultation, engagement and data is required.
5. Use the questions in this document to record your findings. This should include the nature and extent of the impact on those likely to be affected by the proposed policy.
6. Where this EqIA relates to a continuing project, it must be reviewed and updated at each stage of the decision.
7. The EqIA will be published [online](#):
8. All **Cabinet Member Actions, Chief Officer Actions, Key Decisions** and **Cabinet Reports must be** accompanied by an EqIA.
9. For further information, refer to the EqIA guidance for staff.
10. For advice, contact:  
Shammi Jalota [shammi.jalota@essex.gov.uk](mailto:shammi.jalota@essex.gov.uk)  
Head of Equality and Diversity  
Corporate Law & Assurance  
Tel 0330 134592 or 07740 901114



## Section 1: Identifying details

Your function, service area and team: Highways Liaison Manager for Local Highways Panels, Design Services.

If you are submitting this EqlA on behalf of another function, service area or team, specify the originating function, service area or team:

Title of policy or decision: Zebra crossing – Stebbing Road, Felsted

Officer completing the EqlA: Rissa Long Tel: 07720 095412  
Email: [rissa.long@essexhighways.org](mailto:rissa.long@essexhighways.org)

Date of completing the assessment: 08/07/2019

## Section 2: Policy to be analysed

2.1	Is this a new policy (or decision) or a change to an existing policy, practice or project? - Yes
2.2	Describe the main aims, objectives and purpose of the policy (or decision): <b>To consider the progression of a zebra crossing that does not meet policy.</b>  What outcome(s) are you hoping to achieve (ie decommissioning or commissioning a service)? <b>To agree to the progression of this zebra crossing</b>
2.3	Does or will the policy or decision affect: <ul style="list-style-type: none"> <li>• service users</li> <li>• employees</li> <li>• the wider community or groups of people, particularly where there are areas of known inequalities?</li> </ul> <b>Yes</b>  Will the policy or decision influence how organisations operate? <b>No</b>
2.4	Will the policy or decision involve substantial changes in resources? <b>No</b>
2.5	Is this policy or decision associated with any of the Council's other policies and how, if applicable, does the proposed policy support corporate outcomes? <b>The LHPs deliver the following objectives in the Essex Vision:</b>  <b>We will put residents at the heart of the decisions we make:</b> it is our responsibility as elected representatives to take decisions on behalf of our communities. To ensure we make the best decisions we can, we will engage



	<p>with our residents and communities, gathering their views on the issues that matter most to them.</p>
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	<p><b>We will empower communities to help themselves:</b> individuals, families, and communities have an important role to play in taking responsibility for what happens in their area. For example, evidence suggests that if communities simply accept the first acts of anti-social behaviour and low level crime they can quickly attract escalating problems and decay.</p>
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### Section 3: Evidence/data about the user population and consultation<sup>1</sup>

As a minimum you must consider what is known about the population likely to be affected which will support your understanding of the impact of the policy, eg service uptake/usage, customer satisfaction surveys, staffing data, performance data, research information (national, regional and local data sources).

3.1	<p>What does the information tell you about those groups identified?</p> <p><b>As of the start of the 2018-19 school year there were 551 students enrolled at Felsted School which serves as the location for the zebra crossing. The ages of the students range from 13 to 18 with over 400 of these classed as boarding.</b></p>
3.2	<p>Have you consulted or involved those groups that are likely to be affected by the policy or decision you want to implement? If so, what were their views and how have their views influenced your decision?</p> <p><b>The request has been made directly by the School with the support of the local Parish Council and County Councillor.</b></p> <p><b>A formal consultation will be undertaken for the crossing prior to implementation as required by Law and ECC Policy.</b></p>
3.3	<p>If you have not consulted or engaged with communities that are likely to be affected by the policy or decision, give details about when you intend to carry out consultation or provide reasons for why you feel this is not necessary. Please include any reasonable adjustments, e.g. accessible formats, you will provide as part of the consultation process for disabled people:</p> <p><b>N/A</b></p>

<sup>1</sup> Data sources within EEC. Refer to Essex Insight:  
<http://www.essexinsight.org.uk/mainmenu.aspx?cookieCheck=true>  
with links to JSNA and 2011 Census.



## Section 4: Impact of policy or decision

Use this section to assess any potential impact on equality groups based on what you now know.

Description of impact	Nature of impact Positive, neutral, adverse (explain why)	Extent of impact Low, medium, high (use L, M or H)
Age	Positive – Highway Improvements benefit all roads users, including both vehicular and pedestrian. This zebra crossing scheme is predominantly aimed at the school pupils and improving their ability to safely traverse between the school buildings.	H
Disability – learning disability	Positive - People with Learning Disabilities will benefit from the improved safety and/or access improvements which this scheme would entail.	M
Disability – mental health issues	Positive - Although this scheme will have no specific impact on those with mental health issues, the improvements will enable the pupils to travel between the school buildings without concerns of traffic on the road delaying their journey. Thus potentially reducing the stress levels.	L
Disability – physical impairment	Positive. A zebra crossing will have a positive impact as it will enable mobility impaired pedestrians to cross the road more easily as currently there are no dropped kerbs where the pedestrians are crossing the road.	M
Disability – sensory impairment (visual, hearing and deafblind)	Positive. People with sensory impairments will benefit from a zebra crossing as this will include tactile paving which aids the visually impaired.	M
Gender/Sex	Neutral	L
Gender reassignment	Neutral	L



Marriage/civil partnership	Neutral	L
Pregnancy/maternity	Neutral	L
Race	Neutral	L
Religion/belief	Neutral	L
Sexual orientation	Neutral	L
<b>Cross-cutting themes</b>		
<b>Description of impact</b>	<b>Nature of impact</b> Positive, neutral, adverse (explain why)	<b>Extent of impact</b> Low, medium, high (use L, M or H)
Socio-economic	Neutral – A zebra crossing will have a neutral impact on soci economic status.	L
Environmental, eg housing, transport links/rural isolation	Positive – The schemes listed will improve the safety of and/or access to the highway network.	M



## Section 5: Conclusion

		Tick Yes/No as appropriate	
5.1	Does the EqlA in Section 4 indicate that the policy or decision would have a medium or high adverse impact on one or more equality groups?	No <input checked="" type="checkbox"/>	
		Yes <input type="checkbox"/>	If ' <b>YES</b> ', use the action plan at <b>Section 6</b> to describe the adverse impacts and what mitigating actions you could put in place.



## Section 6: Action plan to address and monitor adverse impacts

What are the potential adverse impacts?	What are the mitigating actions?	Date they will be achieved.





**Section 7: Sign off**

**I confirm that this initial analysis has been completed appropriately.  
(A typed signature is sufficient.)**

Signature of Head of Service:

Date:

Signature of person completing the EqlA: Rissa Long

Date: 11/07/2019

**Advice**

Keep your director informed of all equality & diversity issues. We recommend that you forward a copy of every EqlA you undertake to the director responsible for the service area. Retain a copy of this EqlA for your records. If this EqlA relates to a continuing project, ensure this document is kept under review and updated, eg after a consultation has been undertaken.

