

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

Central Scotland Green Network Concordat

b) Reason for Change in Policy or Policy Development

The develop the continuing working relationship between Glasgow City Council, Central Scotland Green Network and its charitable arm, Central Scotland Green Network Trust.

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

To obtain CSGNT assistance in the development, funding and delivery of woodland management, expansion and access improvements to derive greater community, health and habitat value from our woodlands.

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

Pete Miller 17/07/19

e) Assessment Verified by (signed and date)

Rachel Smith 17/07/19

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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.
Mikkelson et al finds that among countries the number of species that are threatened or declining increases substantially with the Gini ratio of income inequality.	Tackling Poverty and Financial Exclusion	
Research by CAFE into greenspace and ethnicity has indicated that locally led green space improvements (such as those outlined in the implementation plan) foster	Race and/or ethnicity, Empowering Communities	Initial engagement has taken place in relation to the potential for woodland management and access improvements at Carts to Castlemilk, and in relation to

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<p>community pride and create spaces people feel safe and confident using, addressing current disparities.</p>		<p>wider landscape management and access improvements at Pollok Country Park- this exercise is still ongoing.</p>
<p>TCV Green Gyms have a proven impact on participants' health & wellbeing and they're an incredibly effective way to create and develop healthy and sustainable places and communities – a priority outlined in “Fair. Society, Healthy Lives” (the Marmot Review) a highly influential strategic review of health inequalities- woodlands, and woodland management, provide an opportunity for green gyms to be hosted</p>		<p>Health Inequalities</p>
<p>Research from The New Economics Foundation, amongst others, demonstrated that Forest Schools had the following benefits:</p> <ul style="list-style-type: none"> • Confidence: children had the freedom, time and space to learn and demonstrate independence • Social skills: children gained increased awareness of the consequences of their actions on peers through team activities such as sharing tools and participating in play • Communication: language development was prompted by the children’s sensory experiences • Motivation: the woodland tended to 	<p>Age</p>	

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<p>fascinate the children and they developed a keenness to participate and the ability to concentrate over longer periods of time</p> <ul style="list-style-type: none"> • characterised by the development of physical stamina and gross and fine motor skills • Knowledge and understanding: the children developed an interest in the natural surroundings and respect for the environment 		
<p>Initial Findings from a study by Loughborough University found that Forest School approach benefitted Early Years learning by contributing to the development of collaborative learning skills, by encouraging children to work with others on challenging outdoor activities. Well managed woodlands in cities provide the venue for Forest Schools to take place near to children’s homes and other educational facilities and by providing additional venues can allow scope for increased provision of Early Years places.</p>	<p>➤ pregnancy and maternity</p>	
<p>One UK study, carried out by King’s College London and published in January 2018, found that exposure to trees, the sky and birdsong in city woodlands improved mental wellbeing.</p>	<p>➤ Mental Health</p>	

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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			
	Men			
	Transgender			
RACE*	White			
<p><i>Further information on the breakdown below each of these headings, as per census, is available here.</i></p> <p><i>For example Asian includes Chinese, Pakistani and Indian etc</i></p>	Mixed or Multiple Ethnic Groups	<p>Projects delivered as a result of this approach will have a positive impact on all citizens of Glasgow including all protected groups. Research by CABE into greenspace and ethnicity has indicated that locally led green space improvements (such as those outlined in the implementation plan) foster community pride and create spaces people feel safe and confident</p>		

		using, addressing current disparities. http://www.designcouncil.org.uk/sites/default/files/asset/document/community-green-full-report.pdf		
	Asian			
	African			
	Caribbean or Black			
	Other Ethnic Group			
DISABILITY	Physical disability	Improvements to access arrangements such as footpaths can have a positive effect by removing barriers to access for citizens with a physical disability.		
<i>A definition of disability under the Equality Act 2010 is available here.</i>	Sensory Impairment (sight, hearing,)	Improvements to access arrangements such as footpaths can have a positive effect by removing barriers to access for citizens with a sensory impairment.		
	Mental Health	One UK study, carried out by King's College London and published in January 2018, found that exposure to trees, the sky and birdsong in		

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		cities improved mental wellbeing. Access to well managed woodlands could have a positive effect on citizens at risk of experiencing mental ill health.		
	Learning Disability			
LGBT	Lesbians			
	Gay Men			
	Bisexual			
AGE	Older People (60 +)	Improvements to access arrangements such as footpaths can have a positive effect by removing barriers to access for older citizens who are more likely to experience physical or sensory disability.		
	Younger People (16-25)			
	Children (0-16)	Research by New Economics Foundation and Loughborough University has highlighted the positive educational and social impacts for Children where managed		

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		woodlands can host Forest Schools.		
MARRIAGE & CIVIL PARTNERSHIP	Women			
	Men			
	Lesbians			
	Gay Men			
PREGNANCY & MATERNITY	Women	The availability of locations, within managed woodlands, where Forest Kindergartens can be sited, can play a role in increasing the availability of places in early years education and childcare, which can have a positive effect on parents, including women who have experienced pregnancy and maternity.		
RELIGION & BELIEF** A list of religions used in the census is available here .	See note			

*
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.

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** 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](#).

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Summary of Protected Characteristics Most Impacted

The potential benefits to citizens with a mental health disability, Children and Women who have experienced pregnancy and maternity, though increased access to woodlands, and through increased availability of suitable locations for Forest Schools and Kindergartens.

Summary of Socio Economic Impacts

It is noted that a number of our major existing GCC woodlands on the boundary of the city are closely adjacent to neighbourhoods mapped as most deprived Decile on SIMD mapping, with potential benefits of improved woodland management having the potential to disproportionately benefit these communities.

Summary of Human Rights Impacts

N/a

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

<p style="text-align: center;">Actions: Next Steps</p> <p style="text-align: center;">(i.e. is there a strategic group that can monitor any future actions)</p>		
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)
<p>The project is to be presented to the Environment, Sustainability & Carbon Reduction City Policy Committee 27th August 2018</p> <p>Potential impact upon all customers should be considered throughout the project.</p>	<p>Rachel Smith</p>	<p>Timescales for delivery of positive Impacts will be identified as part of the next stage</p>

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

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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.

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