

# Midlothian Council Equality Impact Assessment Form



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**Lead contact:**

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## **Section A: Introduction**

### **1. Title of policy, procedure or function being assessed**

Penicuik Heritage Regeneration project

### **2. Divisions/organisations/groups involved in doing this Equality Impact Assessment**

Education, Communities & Economy

### **3. Date started:**

July 2016

### **Date completed:**

August 2016

## **Section B: Information**

### **4. Please describe the Policy, Procedure or Function you are impact assessing**

Heritage regeneration project for Penicuik town centre. Key elements of the project are historic building regeneration, shopfront improvement, public realm improvement and education/awareness & training initiatives

### **5. What information and consultation data do you have to inform your assessment? What does it tell you?**

Data sourced from Penicuik Neighbourhood Profile 2014. Supporting information gathered from local Communities Officer and local community representatives.

## 6. Do you need more information or more consultation/engagement data?

- Do you need anything more:
  - i. to do this Equality Impact Assessment (EQIA)
  - ii. to monitor or assess, in future, the impact of the policy/procedure or function you are EQIAing on people with different equalities characteristics
- Lack of data is not a sufficient reason to conclude there is no impact. It is insufficient to state that a policy will affect everyone equally without having considered the different barriers some people may encounter.

We need to monitor involvement in the training and education/awareness activities, and the views of the town centre by protected characteristic groups. We also need to ensure all digital, visual, written and oral material produced through the project is accessible to as many characteristic groups as possible.

## Section C: Assessment

Midlothian Council equality impact assesses on **all** of the characteristics in the shaded area below, so you should consider all of these in your assessment. If you want you can consider other groups as well.

**Race** (this includes ethnic or national origins, colour and nationality)

**Disability** (e.g. physical disabilities, sensory impairments, learning disabilities, mental health conditions or long-term illnesses)

**Sex**(male/female)

**Age** (all ages)

**Sexual Orientation** (gay man, gay woman/lesbian, bisexual, heterosexual/straight)

**Religion or belief** (including having no religion or belief)

**Pregnancy and maternity** (having just had a baby or being pregnant)

**Gender reassignment** or transgender status (a person who is proposing to undergo is undergoing or has undergone a process to change their sex)

**Marriage and Civil Partnership**

**People experiencing poverty or at risk of poverty:** (poverty may be simply defined as not having enough money to meet one's basic daily needs or to have the things that most people in the UK take for granted).

**As you answer questions 7i. to 7iv. over the page:**

**a) Think about the policy, practice or function you are assessing and**

- people with the above characteristics
- people associated with them (e.g. a parent or carer)
- people mistakenly assumed to have the above characteristics

Remember to consider impacts on staff as well as communities and customers.

**b) Consider whether the above people are likely to have different needs, or be affected in different ways by what you are doing/proposing. e.g.**

- People may need, or benefit from, information provided in a particular format, like large print or easyread.
- A queuing system which relies on people standing for long periods will make it very difficult for some people to use the service.
- Charging more for a service is likely to affect people from several of the groups in the shaded area above, as on average they have a lower income.
- Targeting an area of high poverty could leave people experiencing poverty outside the area even worse off in comparison

**c) Consider the General Equality Duty requirements to pay due regard to the need to:**

- eliminate discrimination, victimization, harassment or other local conduct that is prohibited under the Equality Act 2010 in relation to the characteristics listed in shaded area at the top of this page (except poverty)
- advance equality of opportunity between and foster good relations between people who share a characteristic in the shaded area and those who do not (except marriage and civil partnership and poverty)

**7i. Note any positive impacts on the above equalities groups**

1. Accessibility improvements for those with physical disabilities/ limitations and sensory impairments
2. Widen access to information about the historic environment for those with sensory impairments and non-English speakers
3. Provide access to training opportunities for young people in poverty or at risk of poverty

**7ii. Note any negative impacts on equalities groups**

None

**7iii. How significant would this negative impact be, and what kind of numbers would be affected?**

N/A

**7iv. Note any opportunities for making a positive impact on equalities groups.**

Targeting of some training opportunities at young people experiencing poverty or at risk of poverty.

Increasing accessibility to the historic core of the town centre for those with physical disabilities/limitations and sensory impairments.

Widening access to information about the historic environment to those with sensory impairments and non-English speakers

**Section D: Actions and Outcomes**

Questions 8 and 9 below ask about actions which have been taken, or will be taken **as a result** of this Equality Impact Assessment (EQIA). Any pre-existing actions should be included in earlier sections.

**8. Note any actions you will be taking as a result of this EQIA:**

Think about what you can do to:

- minimise or remove any negative impacts, and
- maximise the opportunities for positive impacts

Ensure all digital, written, visual and oral information produced through the project is accessible to all.

Explore ways to target training opportunities at young people experiencing poverty or at risk of poverty.

**9. Please note any actions you have already taken as a result of this EQIA here.**

The actions set out in Q8 have been incorporated into the funding bid documents.

**10. How will you track/monitor that the actions you mentioned in 8. have been achieved?**

e.g. by adding them to a work plan, service plan etc.

They will be added to the work plan and the monitoring strategy for the project.

**11.If you have decided not to take any action please note why this is, and any justification, here.**

A significant negative impact, even if it affects only a small number of people, should be addressed.

Intentionally Blank

**12.Is a more detailed assessment recommended?**

No