

## APPENDIX 2

### EQUALITIES IMPACT ASSESSMENT

#### EQUALITY ANALYSIS (EA)

<b>POLICY/PROPOSAL:</b>	<b>Health Eduators Contract</b>
<b>DEPARTMENT:</b>	<b>Care, Health and Wellbeing</b>
<b>TEAM:</b>	<b>Brent Health Matters</b>
<b>LEAD OFFICER:</b>	<b>Nipa Shah</b>
<b>DATE:</b>	<b>10/11/23</b>

*NB: Please ensure you have read the accompanying EA guidance and instructions in full.*

#### SECTION A – INITIAL SCREENING

1. Please provide a description of the policy, proposal, change or initiative, and a summary its objectives and the intended results.

Brent Health Matters is proposing to procure a Health Educator Service to deliver health promotion and awareness in the community, as part of the programme tackling health inequalities.

The Council requires the provision of Health educators as part of delivering the Brent Health Matters service which is provided by all stakeholders across Brent Integrated Care Partnership. Officers have considered whether the Health Educators service can be provided by the Council itself but have concluded that this is best provided by a contractor, preferably from the Voluntary sector in Brent. This is because a local provider from the voluntary sector is better placed to find and recruit local residents from diverse backgrounds, and be better equipped to train and manage the Health Educators based on the health inequality needs of residents living in each Brent Connects area. Recruiting local residents from diverse backgrounds is crucial for this programme as they can inreach the local communities.

2. Who may be affected by this policy or proposal?

The communities within Brent.

3. Is there relevance to equality and the council's public sector equality duty? Please explain why. If your answer is no, you must still provide an explanation.

Yes. This service will be provided to all communities and will aim to actively work to:

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity between people who share a “protected characteristic” and those who do not
- Foster good relations between people who share a protected characteristic and those who do not

4. Please indicate with an “X” the potential impact of the policy or proposal on groups with each protected characteristic. Carefully consider if the proposal will impact on people in different ways as a result of their characteristics.

Characteristic	Impact Positive	Impact Neutral/None	Impact Negative
Age	X		
Sex	X		
Race	X		
Disability *	X		
Sexual orientation		X	
Gender reassignment		X	
Religion or belief	X		
Pregnancy or maternity		X	
Marriage		X	

5. Please complete **each row** of the checklist with an “X”.

### **Screening Checklist**

	YES	NO
Have you established that the policy or proposal <i>is</i> relevant to the council's public sector equality duty?	X	
Does the policy or proposal relate to an area with known inequalities?	X	
Would the policy or proposal change or remove services used by vulnerable groups of people?	X	
Has the potential for negative or positive equality impacts been identified with this policy or proposal?	X	

**If you have answered YES to ANY of the above, then proceed to section B.**

**If you have answered NO to ALL of the above, then proceed straight to section D.**

### **SECTION B – IMPACTS ANALYSIS**

1. Outline what information and evidence have you gathered and considered for this analysis. If there is little, then explain your judgements in detail and your plans to validate them with evidence. If you have monitoring information available, include it here.

National data and the data collated locally was reviewed to understand the prevalence of health conditions such as diabetes and hypertension across communities in Brent. The Brent Health Matters programme team also hear about health and wellbeing issues faced by different communities through community engagement activities.

Both quantitative and qualitative data helped inform this analysis.

2. For each “protected characteristic” provide details of all the potential or known impacts identified, both positive and negative, and explain how you have reached these conclusions based on the information and evidence listed above. Where appropriate state “not applicable”.

### **AGE**

<b>Details of impacts identified</b>	The Health Educator Service will support people who have or are at risk of having long term health conditions across all age groups over 18 years of age.
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### **DISABILITY**

<b>Details of impacts identified</b>	The service will proactively reach out to people with disabilities, to ensure that they can be supported to manage their conditions while having a disability.
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### **RACE**

<b>Details of impacts identified</b>	Data shows that some health conditions are more prevalent among people from certain ethnic backgrounds. The service will proactively inreach people from those backgrounds to ensure that culturally appropriate support is provided.
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### **SEX**

<b>Details of impacts identified</b>	Data also shows that there is a link between sex and health, therefore the health educator service will tailor their service to ensure that a tailored approach is taken to support different sexes.
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### **SEXUAL ORIENTATION**

<b>Details of impacts identified</b>	The health educator service will provide an equitable service regardless of sexual orientation.
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### **PREGANCY AND MATERNITY**

<b>Details of impacts identified</b>	The health educator service will provide an equitable service regardless of their pregnancy.
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### **RELIGION OR BELIEF**

<b>Details of impacts identified</b>	Insights from community engagement activities show that religious beliefs and religion can influence people's health behaviour and lifestyles. Health Educators will work with various religious organisations and leaders to deliver appropriate positive health messaging.
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### **GENDER REASSIGNMENT**

<b>Details of impacts identified</b>	The health educator service will provide an equitable service regardless of their gender reassignment.
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### **MARRIAGE & CIVIL PARTNERSHIP**

<b>Details of impacts identified</b>	The health educator service will provide an equitable service regardless of their marital status.
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3. Could any of the impacts you have identified be unlawful under the Equality Act 2010?

No.

4. Were the participants in any engagement initiatives representative of the people who will be affected by your proposal and is further engagement required?

No.

5. Please detail any areas identified as requiring further data or detailed analysis.

None.

6. If, following your action plan, negative impacts will or may remain, please explain how these can be justified?

Not applicable.

7. Outline how you will monitor the actual, ongoing impact of the policy or proposal?

KPIs will be in place to ensure we are measuring ongoing impact.

### **SECTION C - CONCLUSIONS**

Based on the analysis above, please detail your overall conclusions. State if any mitigating actions are required to alleviate negative impacts, what these are and what the desired outcomes will be. If positive equality impacts have been identified, consider what actions you can take to enhance them. If you have decided to justify and continue with the policy despite negative equality impacts, provide your justification. If you are to stop the policy, explain why.

The service will have a positive or neutral impact on people with protected characteristics. The service will continue to monitor the people it interacts with on an ongoing basis to ensure that it is reaching out to all appropriate groups of people.

**SECTION D – RESULT**

Please select one of the following options. Mark with an “X”.

<b>A</b>	<b>CONTINUE WITH THE POLICY/PROPOSAL UNCHANGED</b>	<b>X</b>
<b>B</b>	<b>JUSTIFY AND CONTINUE THE POLICY/PROPOSAL</b>	
<b>C</b>	<b>CHANGE / ADJUST THE POLICY/PROPOSAL</b>	
<b>D</b>	<b>STOP OR ABANDON THE POLICY/PROPOSAL</b>	

**SECTION E - ACTION PLAN**

This will help you monitor the steps you have identified to reduce the negative impacts (or increase the positive); monitor actual or ongoing impacts; plan reviews and any further engagement or analysis required.

Action	Expected outcome	Officer	Completion Date

**SECTION F – SIGN OFF**

Please ensure this section is signed and dated.

<b>OFFICER:</b>	Sangeetha Ilanko
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<b>REVIEWING OFFICER:</b>	Angela Chaudhry
<b>HEAD OF SERVICE / Operational Director:</b>	