

**Stage 1 Equality Impact Assessment – Initial Screening**

<b>Assessor(s) Name(s):</b>	Holly Jones
<b>Directorate/School name:</b>	Neighbourhoods
<b>Date of Completion:</b>	19/11/2022

**Name of Policy/Strategy/Service/Function Proposal**

Dark Skies Initiative

**The Aims, Objectives and Expected Outcomes:**

1. This Report seeks Cabinet approval for the council to provide key support for an International Dark Skies Association (IDA) accredited Dark Skies Park status application in the Area of Outstanding Natural Beauty in the south-west of the Island and the following associated actions:
  - (a) Replacement of street lighting within the area included in the application within a set programme of works.
  - (b) The approval of a comprehensive lighting code within the jurisdiction of the Community. This could take the form of Supplementary Planning Guidance similar to other British Dark Skies Areas.
  - (c) Ensure annual monitoring and reporting on the success in light pollution control as well as the maintenance of a sky brightness measurement program is carried out.
2. The approval of the Dark Skies Park status application will have several benefits for the Isle of Wight, including:
  - (a) **It helps attracts more visitors**
  - (b) **It brings economic benefits to surrounding communities**
  - (c) **Night skies get darker**
  - (d) **It may support biodiversity in the area**

Please delete as appropriate:

- This is a new policy/strategy/service/council/school function proposal

Key Questions to Consider in Assessing Potential Impact	
Will the policy /strategy/service/council/school function proposal have a negative impact on any of the protected characteristics or other reasons that are relevant issues for the local community and/or staff?	No
Has previous consultation identified this issue as important or highlighted negative impact and/or we have created a “legitimate expectation” for consultation to take place? A legitimate expectation may be created when we have consulted on similar issues in the past or if we have ever given an indication that we would consult in such situations	No
Do different groups of people within the local community have different needs or experiences in the area this issue relates to?	No
Could the aims of these proposals be in conflict with the council's/school's general duty to pay due regard to the need to eliminate discrimination, advance equality of opportunity and to foster good relations between people who share a protected characteristic and people who do not?	No
Will the proposal have a significant effect on how services, council or schools function/s is/are delivered?	No
Will the proposal have a significant effect on how other organisations operate?	No
Does the proposal involve a significant commitment of resources?	No
Does the proposal relate to an area where there are known inequalities?	No
<p>If you answer <b>Yes</b> to any of these questions, it will be necessary for you to proceed to a full Equality Impact Assessment after you have completed the rest of this initial screening form.</p> <p>If you answer <b>No</b> to all of these questions, please provide appropriate evidence using the table below and complete the evidence considerations box and obtain sign off from your Head of Service/Headteacher.</p>	

Protected Characteristics	Positive	Negative	No impact	Reasons
Age			x	Lighting is being replaced rather than removed, therefore no impacts on any groups are expected.
Disability			x	The lighting temperature will change, meaning the colour of the light will change, but not the brightness. This means that the new lighting is not expected to impact any partially sighted people.
Gender Reassignment			x	
Marriage & Civil Partnership			x	
Pregnancy & Maternity			x	
Race			x	
Religion / Belief			x	
Sex (male / female)			x	
Sexual Orientation			x	

Are there aspects of the proposal that contribute to or improve the opportunity for equality?	No
<i>If answered Yes, describe what these are and how they may be promoted or enhanced</i>	

**Evidence Considered During Screening**

As this proposal relates solely to replacing lighting in one area of the Island with lighting of a similar type, this is unlikely to have an impact on any of the above-named characteristics.

Head of Service/Headteacher sign off & date:	
Legal sign off & date:	

A signed version is to be kept by your team and also an electronic version can be published on the council's / school's website (follow the link from the EIA page on the intranet) unless it relates to staffing/specific individuals. In which case, it should only be kept by your team.

## Stage 2 Full Equality Impact Assessment

Assessor(s)Name(s):	
Directorate/School name:	
Date of Completion:	

### Name of Policy/Strategy/Service/Function Proposal

### The Aims, Objectives and Expected Outcomes:

*Using the information provided in your initial screening, write a brief description of your policy, strategy, service, council or school function under assessment. It is important to focus on the reasons for a new or changed approach and what it intends to achieve. Include who the main beneficiaries or users are and the main groups of people with protected characteristics who are affected. State how this proposal fits with the council's corporate priorities/school's priorities.*

Please delete as appropriate:

- This is a new policy/strategy/service/council/school function proposal
- This is a proposed change/review to/removal of an existing policy/strategy/service/council/school function (*check whether the original decision was equality impact assessed*)

### Scope of the Equality Impact Assessment

*Include any links to a previous equality impact assessment or work delivered by another Directorate/service/school or partner organisation. Describe the approach to be taken in data collection, stakeholder involvement and state who the stakeholders are.*

*Establish your monitoring and review arrangements.*

*Sources of evidence may include:*

- *Service monitoring reports including equality monitoring data*
- *User feedback*
- *Population data – IW Facts and Figures (add link)*
- *Complaints data*
- *Published research, local or national*
- *Feedback from consultations and focus groups*
- *Feedback from individuals or organisations, other council departments, partner organisations etc*

*Set out any data gaps that may need to be addressed and how you plan to address them and include in your action plan.*

### Analysis and assessment

*Given the available information, what is the actual or likely impact on minority, disadvantaged, vulnerable and socially excluded groups? Is this impact positive or negative or a mixture of both? In particular set out how the council/school as a public body has met its duty to pay regard to eliminate unlawful discrimination, harassment and victimisation and advance the equality of opportunity and to foster good relations between people who share a protected characteristic and people who do not.*

*Detail what concerns were identified during any consultation exercises together with any positive impact that has been identified and how this can be promoted or enhanced. Are there any concerns from consultation and data gathering that have not been taken on board, if so, please justify and explain the reason for this.*

*Does the proposal have the potential to cause unlawful discrimination (for example is it possible that the proposal may exclude certain groups of people from obtaining services or limit their participation in any aspect of public life?)*

*Set out in light of the consultation and data gathering what changes, if any you will make to the proposal*

*What can be done to reduce the effects of any negative impacts? Where negative impact cannot be completely diminished, can this be justified and is it lawful?*

## Recommendations

*Please summarise the main recommendations arising from the assessment. If it is not possible to diminish negative impacts to an acceptable or even a lawful level the recommendation should be that the proposal or the relevant part of it should not proceed.*

**Action/Improvement Plan**

The table below should be completed using the information from your equality impact assessment to produce an action plan for the implementation of the proposals to:

1. Remove or lower the negative impact, and/or
2. Ensure that the negative impact is legal under anti-discriminatory law, and/or
3. Provide an opportunity to promote equality, equal opportunity and improve relations within equality target groups, i.e. increase the positive impact

Area of impact	Is there evidence of negative positive or no impact?	Could this lead to adverse impact and if so why?	Can this adverse impact be justified on the grounds of promoting equality of opportunity for one group or any other reason?	Please detail what measures or changes you will put in place to remedy any identified impact  (NB: please make sure that you include actions to improve all areas of impact whether negative, neutral or positive)
Age				
Disability				
Gender Reassignment				
Marriage & Civil Partnership				
Pregnancy & Maternity				
Race				
Religion / Belief				



Area of impact	Is there evidence of negative positive or no impact?	Could this lead to adverse impact and if so why?	Can this adverse impact be justified on the grounds of promoting equality of opportunity for one group or any other reason?	Please detail what measures or changes you will put in place to remedy any identified impact  (NB: please make sure that you include actions to improve all areas of impact whether negative, neutral or positive)
Sex (male or female)				
Sexual Orientation				
HR & workforce issues				
Human Rights implications if relevant				
<p>Please remember - actions should have SMART targets and be reported to the Diversity Board (this should be done via your Directorate representative) or school board and incorporated into your service/team/school Plans and /or objectives of key staff</p>				

Summary	
Date of Assessment:	
Head of Service/Director/Headteacher sign off & date:	
Legal sign off & date:	
Review date	
Date published	

<b>Publishing checklist</b>	<b>Yes</b>	<b>No</b>
<ul style="list-style-type: none"> <li>• <i>Plain English – will your EIA make sense to the public?</i></li> <li>• <i>Acronyms – check you have explained any specialist names or terminology</i></li> <li>• <i>Evidence – will your evidence stand up to scrutiny; can you justify your conclusions?</i></li> <li>• <i>Stakeholders and verification – have you included a range of views and perspectives to back up you analysis?</i></li> <li>• <i>Gaps and information – have you identified any gaps in services or information that need to be addressed in the action plan?</i></li> <li>• <i>Success stories – have you included any positive impacts that have resulted in change for the better?</i></li> <li>• <i>Action plan – is action plan SMART? Have you informed the relevant people to ensure the action plan is carried out?</i></li> <li>• <i>Review have you included a review date and a named person to carry it out?</i></li> <li>• <i>Challenge – has your equality impact assessment been taken to Diversity Board/Call Over/school arenas for challenge?</i></li> <li>• <i>Signing off – has your Head of Service/Director/Headteacher signed off your EIA?</i></li> <li>• <i>Basics – have you signed and dated your EIA and named it for publishing?</i></li> <li>• <i>A signed version to be kept by your team for review and electronic version to be uploaded on to the council’s/school’s website</i></li> </ul>		