



Integrated Impact Assessment Guidance

Purpose of the Integrated Impact Assessment

Integrated Impact Assessment (IIA) is a way of **assessing predicted impacts of 'activity'**. We define 'activity' to be a policy, strategy, service, project or function, including commissioning and decommissioning decisions.

The IIA tool enables us to give **due regard** to the impacts of activity on:

1. **Equality and Human Rights**, including ensuring the Council meets the three aims of the [Public Sector Equality Duty](#) (see Section 3 of this document)
2. **Socio-economic and digital inequalities**
3. **Population health and health inequalities**
4. **Low carbon and sustainability**
5. **Community wealth building**, including the duty on local authorities to consider the impact of all their functions and decisions on crime and disorder in their local area in accordance with Section 17 of the **Crime and Disorder Act 1988**.

IMPORTANT:

- **IIA should begin as early as possible when you are changing or creating a new activity** - The earlier we begin the IIA, the better our decision making will be to ensure the needs of the most vulnerable groups are considered. IIA is more effective when it is undertaken with other team members, to share ideas and understanding, and also with other colleagues and partners who may be able to provide specialist contributions.
- **IIA must accompany the decision report** - Where a decision is required on the activity in question, via an officer with Delegated Authority, management group (i.e. Chief Officer Group) or a Committee/Cabinet, the IIA must accompany any report that is provided. It is essential that the decision maker(s) can access all information that has informed the recommendations in the report and can be assured that due regard had been given to all areas, and especially to equality, as required by the PSED.

The IIA prompts us to:

- **Be intelligence, insight and evidence led** – using data and intelligence to shape planned activity
- **Assess impact** – assess the potential positive, negative and neutral impacts of activity
- **Be equitable** – recognise that each person, or community, has different circumstances and allocate resources and opportunities needed for them to achieve an equal outcome
- **Be innovative and bold** - maximise opportunities to achieve additional benefits from planned activity and acknowledge and mitigate, where possible, any negative impacts.
- **Work collaboratively** - work together across the council, and with our partners and communities
- **Demonstrate due regard has been given to key Council commitments** - ensuring the predicted impacts of decisions are documented to enable transparent and evidence-based decision making.

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Why is this important?

- Authorities that fail to assess their equality impacts risk making poor and unfair decisions which may discriminate against particular groups and worsen inequality. If the impact of the decision on different groups is not considered and documented the decision may be open to **legal challenge** and deemed to not be compliant with the [Public Sector Equality Duty](#) (see Section 3 of this document).
- Activity that promotes equity, reduces inequalities and contributes to improved outcomes, has the potential to reduce financial burdens on the public sector in the longer term.
- Consideration of equality issues must influence our decisions, including how we act as employers; how we develop, evaluate and review policy; how we design, deliver and evaluate services, and how we commission and procure from others.

When is an IIA required?

1. If the **initial screening tool** signifies that an IIA is required
2. If a senior manager/team leader has identified an IIA is required
3. If you are creating a new activity, making significant changes to existing activity or if you are undertaking a commissioning, re-commissioning or decommissioning exercise.

Using the IIA tool and Guidance

If you haven't done so already, you can download the IIA **here**. You will need to save the tool to your relevant Teams site before you begin to complete it. To support the council's reporting processes in relation to IIA, please use the following naming convention:

IIA_(Name_of_activity)

As you work through the IIA tool, you will consider the impacts for each of the specific areas. The tool provides a drop-down menu for you to indicate what the impacts will be for the various groups (positive, negative, positive and negative, uncertain or not applicable) together with an area for you to explain:

- the impact the activity will have;
- how you propose to mitigate any negative impacts; and
- how to maximise positive impacts.

You should always acknowledge negative impacts and consider how they can be mitigated or eliminated, but it is recognised that sometimes this is not an option. Nevertheless, demonstrating that due consideration has been given is a vital part of the process.

In each section you will find hyperlinks to the relevant area of this guidance, where you will find useful references, examples and tips to support you to think comprehensively about where inequalities in communities may exist.

Completed IIAs

Once you have completed the IIA and it is signed off, please send the final document to:

ukspf@sunderland.gov.uk

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If you make changes to the document in the future, you will need to resend the updated version to the email above; there is no need to rename the document.

SECTIONS WITHIN THE IIA TOOL

Section 1: Details of the activity

The majority of Section 1 of the IIA Tool is self-explanatory and no instruction for completion is felt necessary. Colleagues may appreciate, however, some guidance on 1.6, 1.7 and 1.9.

1.6/1.7 External Providers

If some or part of the activity will be delivered by external providers, you must ensure that the relevant UKSPF procurement processes are followed. The outcomes of a well thought out IIA can inform any specification you need to draw up to ensure equitable approaches are embedded into service delivery.

1.9 Protected characteristics and key groups

Set out below is the rationale for assessing impacts of those with protected characteristics and key groups.

The Equality Act 2010 identifies nine protected characteristics. As a council, **Sunderland City Council** must demonstrate that we have given due regard to the protected characteristics in all council activity, including externally funded programmes. The protected characteristics are:

Age
Disability
Marriage and Civil Partnership
Pregnancy and Maternity (including breastfeeding)
Race
Religion or belief (including no belief)
Sex
Gender reassignment
Sexual Orientation

We also consider:

- Human rights – to consider whether the activity we undertake meets the principles of The Human Rights Act 1998 which sets out the fundamental rights and freedoms that everyone in the UK is entitled to
- Care experienced people – Council agreed a Notice of Motion in January 2023 to give due regard to care experienced people, who are an extremely vulnerable group, with varying and complex needs
- Other vulnerable groups and people with complex needs – the council recognises there are many groups, not directly covered by the Equality Act, who also experience inequalities because of their circumstances. These include, but are not restricted to, cared for children, veterans, carers, survivors of domestic abuse.
- Socio-economic deprivation – Council agreed a Notice of Motion in November 2021 agreeing to incorporate poverty and socio-economic disadvantages into equality impact assessments, equality plans, the wider decision-making process and all strategic planning.

Section 2: Data and Intelligence

In this section, you will want to demonstrate that your data and intelligence is robust and you will want to describe how this is driving the need for the activity you are undertaking. Some points to consider:

- Build a picture of what will be different through this activity (e.g. larger green spaces; reduced crime or antisocial behaviour; affordable housing; improved access to arts and culture)
- Provide a summary of the data and intelligence that has informed the need for the activity – who will benefit most from the activity? Who will benefit least?
- Consider whether data has been broken down into protected characteristics or vulnerable groups. You will be able to determine from this whether any groups are under-represented, positively or negatively impacted by the activity
- If data is not broken down by protected characteristics, could and should it be? Is this a gap? If so, does the proposed activity need to be paused to ensure further intelligence is gathered?
- Describe how you have engaged with residents and communities and how their views have shaped the activity
- Describe how you have engaged with other groups, i.e. employees, employers, trade unions, etc. and how their views have shaped the activity
- If you have not sought views of the people you are trying to reach, you will want to consider whether the proposed activity needs to be paused to do this?
- What will happen if you don't implement this activity?
- Will the activity impact on other services across Sunderland?

Section 3: Equality and Human Rights considerations

Through the Equality Act 2010, there is a legal requirement for the council to build equality considerations into all its activity. The Equality Act 2010 bans unfair treatment and promotes equal opportunities in the workplace and wider society against nine key protected characteristics: age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; and sexual orientation.

The Act also introduced the [Public Sector Equality Duty](#) (PSED) which requires the council to pay due regard to the need to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act
- 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 (this includes tackling prejudice and promoting understanding).

3.1 Eliminate discrimination, harassment and victimisation

- You should actively examine the current and proposed policies and practices to ensure that they are not discriminatory or otherwise unlawful under the Act.
- You need to consider if this can be linked to direct and indirect discrimination i.e. the 'difference' and 'detriment' may be due to someone being treated worse than others due to a protected characteristic (direct discrimination) or due to a policy, practice, rule etc. being applied in the same way for everybody but disadvantages a group of people who share a protected characteristic (indirect discrimination).
- Where a policy, practice or decision is unlawful subject to the duty, you will need to change it to avoid being liable for discrimination or other prohibited conduct under the Act and being successfully

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challenged for being in breach of its public law obligations not to act unlawfully.

3.2 Advance equality of opportunity between people who share a protected characteristic and those who do not

The Act explains that having due regard for advancing equality involves:

- Removing or minimising disadvantages suffered by people due to their protected characteristics
- Taking steps to meet the needs of people from protected groups where these are different from the needs of other people
- Encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

Examples of how people with protected characteristics experience disadvantage include:

- Being under-represented in community activities or services
- An over-representation in the take-up of benefits
- Disproportionately experiencing poor health, inadequate housing, vulnerability to crime or poor educational outcomes
- Under-represented in high paid jobs and professions and disproportionately over-represented in low-paid work.

3.3 Foster good relations between people who share a protected characteristic and those who do not

Fostering good relations involves having due regard to the need to:

- tackle prejudice, and
- promote understanding.

‘Foster’ means both:

- encouraging the development or growth of ideas and attitudes which result in good or improved relations between the individuals in different groups, and
- encouraging the maintenance or improvement of already good relations between individuals in the different groups.

3.13 Will the activity impact on an individual’s Human Rights as enshrined in UK law? Specifically:

- Right to life
- Freedom from torture
- Right to liberty and security
- Respect for your private and family life, home and correspondence
- Freedom of thought, belief and religion
- Freedom of expression
- Freedom of assembly and association
- Protection from discrimination in respect of these rights and freedoms
- Right to education.

3.4 – 3.14 Protected characteristics and other vulnerable groups

You will need to consider the impact of the activity on each of the protected characteristics and disadvantaged groups, and describe any mitigating actions you will take to redress the balance and implement a more **equitable approach** for specific groups. This might mean delivering a service in a different way for some people based on their needs in order for them to reach an equal outcome.

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Section 4: REDUCING SOCIO-ECONOMIC AND DIGITAL INEQUALITIES

The IIA lists each of the points below. To complete the assessment, please mark Yes or No as to whether there will be an impact for each of the points. If there is an impact, please describe this in the space provided for each of the points, including how you plan to mitigate negative impacts to promote equity, and how you will measure these anticipated impacts (linking back to Section 2: Data and Intelligence).

You do not need to provide information where no impacts are identified.

4.1 Impact on residents' financial circumstances

- a. Will people be worse off financially?
- b. If yes, who is likely to be affected?
- c. Will people not be able to access services due to increased costs?
- d. Will it impact on residents' standard of living?

4.2 Impact on housing, including type, range, affordability, quality and/or condition

- a. Sustainability and cost-effectiveness of housing
- b. Security of tenure
- c. Flexibility of accommodation for needs at different stages of life
- d. Housing needs of specific groups facing inequalities, including those with complex needs (e.g. people with long-term conditions, people with a disability, homeless or domestic abuse survivors).

4.3 Impact on digital inclusion or access

- a. Digital access for those most likely to be digitally excluded or where inequalities exist (e.g. older people, some disabled people, people on low income, poor literacy etc).

4.4 Impact on education, skills and lifelong learning

- a. Availability and accessibility to quality education or affordability of further education
- b. Early years development, readiness for school, literacy and numeracy levels, qualifications
- c. School improvement
- d. Education, skills and/or lifelong learning for those most vulnerable to poorer outcomes
- e. Digital skills.

4.5 Impact on employment, including quality and access

- a. Availability of work (including apprenticeships, placements and volunteering)
- b. Access to work (e.g. travel, flexibility, childcare)
- c. Employment gaps (those furthest away from the labour market or most excluded e.g. people with long-term conditions, those accessing secondary mental health services and people with a learning disability)
- d. Working conditions, wage levels and job security.

SECTION 5. IMPROVING POPULATION HEALTH AND REDUCING HEALTH INEQUALITIES

The IIA lists each of the points below. To complete the assessment, please mark Yes or No as to whether there will be an impact for each of the points. If there is an impact, please describe this in the space provided, including how you plan to mitigate negative impacts to promote equity, and how you will measure these anticipated impacts (linking back to Section 2: Data and Intelligence).

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You do not need to provide information where no impacts are identified.

5.1 Help promote healthy living and reduce health inequalities

- a. Focus on prevention to help people to stay healthy, happy and independent
- b. Taking an equitable approach to ensure fair access to services dependent on need
- c. Physical health
- d. Emotional /mental wellbeing
- e. Healthy behaviours (no smoking/substance misuse/gambling and safe alcohol consumption)
- f. Quality of life
- g. Access to healthy and sustainable food
- h. Avoiding over-concentration of hot food takeaways
- i. Places being healthy (e.g. communities or workplace).

5.2 Help promote safe and inclusive environments

- a. Building on community assets by recognising individual and community strengths that can be built upon to support good health and independence
- b. Working collaboratively, with everyone playing their part, sharing responsibility and working alongside communities and individuals
- c. Quality of life
- d. Places/workplaces that promote health, safety and welfare
- e. Places/workplaces that enable inclusion
- f. Places that discourage crime and antisocial behaviour and promote feelings of safety.

5.3 Impact on children, young people and families

- a. Provision of universal services/support for children, young people and families
- b. Provision of targeted services/support for children, young people and families
- c. The role of the family in providing the best start in life for their children.

5.4 Impact on natural and built surroundings

- a. Creating an environment that promotes or hinders physical activity
- b. Provision of and access to open and natural spaces
- c. Access to play spaces (formal or informal).

5.5 Impact on accessibility and active travel encouraging active behaviours

- a. Prioritising and encouraging walking (such as through shared spaces)
- b. Prioritising and encouraging cycling (for example by providing cycle lanes, secure cycle parking, showers for staff who cycle to work)
- c. Allowing people with mobility problems or a disability to access buildings and places
- d. Travel and access needs of disabled people
- e. Travel and access for people on low income.

5.6 Impact on living independently

- a. Enabling people to live well at home
- b. Supporting people to age well throughout their life.

Section 6: CARBON REDUCTION AND SUSTAINABILITY

The IIA lists each of the points below. To complete the assessment, please mark Yes or No as to whether there will be an impact for each of the points. If there is an impact, please describe this in the space

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provided, including how you plan to mitigate negative impacts to promote equity, and how you will measure these anticipated impacts (linking back to Section 2: Data and Intelligence).

You do not need to provide information where no impacts are identified.

6.1 Impact on carbon reduction or the use of renewable energy

- a. Energy consumption
- b. Renewable energy (e.g. solar, wind, heat pumps, geothermal, transfer to electric from gas/diesel)
- c. Carbon emissions and waste
- d. Clean technology, carbon net zero supply chains and understanding of sustainability
- e. Provision of energy efficient and well insulated homes
- f. Sustainable urban locations (e.g. re-using brownfield land)
- g. Biodiversity (including displacing or killing plants and animals)
- h. Carbon offset (e.g. planting trees or restoring land that will provide increased carbon storage)
- i. Air pollution
- j. Communities' carbon footprints
- k. Sustainable travel behaviour, including making fewer journeys or more public transport use.

6.2 Impact on the effects of climate change adaptation

- a. Loss of habitat due to land use changes, which also exacerbates climate change's negative impacts on biodiversity
- b. The increased risk of flooding and rises in sea levels
- c. The risk of severe droughts
- d. Protection against heatwaves and extreme heat
- e. Disaster response and preparedness.

6.3 Impact on reducing, re-using and recycling resources

- a. The local sourcing of goods (e.g. construction materials/food)
- b. Use of packaging and/or reuse or refurbishment of products
- c. Use of single use plastics
- d. Use of low carbon transport (e.g. hydrogen / electric vehicles for any movement of goods)
- e. Route optimisation / last mile delivery.

6.4 Impact on construction

- a. Construction impacts (e.g. dust, noise, vibration and odours)
- b. Sustainable design and construction techniques, including materials used and supply chain
- c. Access during construction.

Section 7: COMMUNITY WEALTH BUILDING

The IIA lists each of the points below. To complete the assessment, please mark Yes or No as to whether there will be an impact for each of the points. If there is an impact, please describe this in the space provided, including how you plan to mitigate negative impacts to promote equity, and how you will measure these anticipated impacts (linking back to Section 2: Data and Intelligence).

You do not need to provide information where no impacts are identified.

7.1 Impact on community wealth and social value

- a. Paying the Real Living Wage

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- b. Healthy workplaces
- c. Childcare and other care
- d. Voluntary and community sector growth and capacity building
- e. Local suppliers
- f. Social value (e.g. affordable workspace, community spaces, investment opportunities)
- g. Assets available for community use
- h. Ability to grow new local enterprise to meet local need
- i. Local people accessing employment and training opportunities
- j. Managed and affordable workspace for local businesses.

7.2 Impact on social inclusion, integration, and fostering good relations

- a. Fostering good relations between different groups (i.e. Prejudice and understanding between those who share protected characteristics and those who do not)
- b. Physical connections between communities, support networks
- c. Business growth or green business growth
- d. Use of local businesses.

7.3 Impact on crime reduction, anti-social behaviour and community safety

- a. Making an area safer and feel safer (e.g. street lighting)
- b. Address crime/anti-social behaviour in an area
- c. Designing out crime, e.g. the supply and use of alcohol and tobacco increasing the risk of crime/anti-social behaviour.

7.4 Impact on access to services

- a. Access to your specific service
- b. Availability of health and social care services
- c. Access to and navigation of key services such as transport, housing, education, cultural and leisure (including affordability)
- d. Quality of services provided and received.

SECTION 8 – KEY ACTIONS

Any key actions identified throughout the IIA should be recorded in the action plan provided. These actions are owned by you/your service. They can be stand alone or you may want to embed them into existing improvement plans. They should be reviewed through usual monitoring routes.