

Camden Council Equality Impact Assessment Form

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Before beginning this equality impact assessment (EqIA) form, you should use the [EqIA screening tool](#) to decide whether you need to complete an EqIA for your activity and read the [EqIA guidance](#).

The term “activities” is used by the Council to mean a range of things, such as policies, projects, functions, services, staff restructures, major developments or planning applications.

Most significant activities that affect Council stakeholders will require an EqIA when they are in the planning stage. Many will also require an EqIA to monitor their impact on equality over time or if there is a significant change that prompts a review, such as in local demographics.

EqIAs help the Council to fulfil its legal obligations under the Equality Act’s public sector equality duty. The duty requires the Council to have due regard¹ to the need to:

- eliminate unlawful behaviour, such as discrimination, harassment and victimisation;
- promote equality of opportunity between those who share a protected characteristic and those who don’t; and
- promote good relations between people who share a protected characteristic and those who don’t.

The way that we demonstrate that we have due regard for these three aims, and therefore that we are complying with the public sector equality duty, is by undertaking an EqIA.

EqIAs will almost certainly be required when a new activity affecting people who share the protected characteristics is being developed and when reviewing or changing such activities.

They will also be likely required before and during any staff re-organisations.

An EqIA should be started at the beginning of a new activity and developed in parallel with it. Activities such as services and projects should also be regularly reviewed for their impact.

An EqIA should be revisited and updated to determine whether any planned positive impacts have been achieved and whether any identified negative impacts have been mitigated. You can indicate the version of the EqIA below.

For more complex enquiries on EqIAs, in the first instance please contact equalities@camden.gov.uk where you will be able to receive dedicated support.

EqIAs should be signed off by the relevant sponsor, director or Head of Service.

¹ [Due regard](#) is a legal requirement and means that decision makers have to consider the equality implications of a proposal before a commissioning or policy decision has been made that may affect people who share each of the protected characteristics. Paying ‘due regard’ means giving a proportionate amount of resource to this analytical exercise relevant to the potential impact on equality.

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Title of the activity	
Officer accountable for the EqlA (e.g. director or project sponsor)	
Full name: Position: Directorate: Email:	
Lead person completing the EqlA (author)	
Full name: Position: Directorate: Email:	
Person reviewing the EqlA (reviewer)	
Full name: Position: Directorate: Email:	
Version number and date of update	

Step 1: Clarifying aims

1.a Is it a new activity or one that is under review or being changed?

- ☐ New
☐ Under review
☐ Being changed

1.b. Which groups are affected by this activity?

- ☐ Staff
☐ Residents
☐ Contractors
☐ Other (please detail):

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1.c Which Directorate does the activity fall under:

- ☐ Supporting People
☐ Supporting Communities
☐ Corporate Services
☐ More than one Directorate. Please specify:

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1.d Outline the aims/objectives/scope of the activity. (You should aim for a summary, rather than copying large amounts of text from elsewhere.)

Continue on next page if more space is needed.

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Step 2: Data and evidence

What data do you have about the people affected by the activity, for example those who use a service? Where did you get that data from (existing data gathered generally) or have you gone out and got it and what does it say about the protected characteristics and the other characteristics about which the council is interested?

Is there currently any evidence of discrimination or disadvantage to the groups?

What will the impact of the changes be?

You should try to identify any data and/or evidence about people who have a **combination, or intersection, of two or more characteristics**. For example, homeless women, older disabled people or young Black men.

2.a Consider any relevant data and evidence in relation to all Equality Act protected characteristics:

- ☐ Age
- ☐ Disability, including family carers²
- ☐ Gender reassignment³
- ☐ Marriage and civil partnership
- ☐ Pregnancy and maternity
- ☐ Race
- ☐ Religion or belief
- ☐ Sex
- ☐ Sexual orientation

Age

² This is the legal term in the Equality Act. In practice there are specific legal protections for a diverse range of people who have physical, mental and sensory impairments, long-term health conditions and/or neurodivergence, as well as carers who provide unpaid care for a friend or family member who cannot function without their support. Census and local datasets use the Equality Act definition and will include people who may not use the language of disability to describe themselves.

³ This is the legal term in the Equality Act. In practice there are specific legal protections for anyone whose gender identity does not match the sex they were assigned at birth. This means, for example, that people who are trans and people who are non-binary or gender fluid are considered a specific protected group under the Equality Act.

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Disability, including family carers

Gender reassignment

Marriage and civil partnership

Pregnancy and maternity

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Race

Religion or belief

Sex

Sexual orientation

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Intersectional Groups

2.b Consider evidence in relation to the additional characteristics that the Council is concerned about:

- ☐ Foster carers
- ☐ Looked after children/care leavers
- ☐ Low-income households
- ☐ Refugees and asylum seekers
- ☐ Parents (of any gender, with children aged under 18)
- ☐ People who are homeless
- ☐ Private rental tenants in deprived areas
- ☐ Single parent households
- ☐ Social housing tenants
- ☐ Any other, please specify

Foster carers

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Looked after children/care leavers

Low-income households

Refugees and asylum seekers

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Parents (of any gender, with children aged under 18)

People who are homeless

Private rental tenants in deprived areas

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Single parent households

Social housing tenants

Any other, please specify

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2.c Have you found any data or evidence about intersectionality. This could be statistically significant data on disproportionality or evidence of disadvantage or discrimination for people who have a combination, or intersection, of two or more characteristics.

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Step 3: Impact

Given the evidence listed in step 2, consider and describe what potential **positive and negative impacts** this work could have on people, related to their **protected characteristics** and the **other characteristics** about which the Council is interested.

Make sure you think about all three aims of the public sector equality duty. Have you identified any actual or potential discrimination against one or more groups? How could you have a positive impact on advancing equality of opportunity for a particular group? Are there opportunities within the activity to promote “good relations” – a better understanding or relationship between people who share a protected characteristic and others?

3.a Potential negative impact on protected characteristics

Protected Characteristic	Is there potential negative impact? (Yes or No)	Explain the potential negative impact
Age		
Disability including carers		
Gender reassignment		
Marriage/civil partnership		

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Protected Characteristic	Is there potential negative impact? (Yes or No)	Explain the potential negative impact
Pregnancy/ maternity		
Race		
Religion or belief		
Sex		
Sexual orientation		

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3.b Potential positive impact on protected characteristics

Protected Characteristic	Is there potential positive impact? (Yes or No)	Explain the potential positive impact
Age		
Disability including carers		
Gender reassignment		
Marriage/civil partnership		

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Protected Characteristic	Is there potential positive impact? (Yes or No)	Explain the potential positive impact
Pregnancy/ maternity		
Race		
Religion or belief		
Sex		

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Protected Characteristic	Is there potential positive impact? (Yes or No)	Explain the potential positive impact
Sexual orientation		

3.c Potential negative impact on other characteristics

Characteristic	Is there potential negative impact? (Yes or No)	Explain the potential negative impact
Foster carers		
Looked after children/care leavers		

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Characteristic	Is there potential negative impact? (Yes or No)	Explain the potential negative impact
Low-income households		
Refugees and asylum seekers		
Parents (of any gender, with children aged under 18)		

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Characteristic	Is there potential negative impact? (Yes or No)	Explain the potential negative impact
People who are homeless		
Private rental tenants in deprived areas		
Single parent households		

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Characteristic	Is there potential negative impact? (Yes or No)	Explain the potential negative impact
Social housing tenants		
Any other, please specify		

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3.d Potential positive impact on other characteristics

Characteristic	Is there potential positive impact? (Yes or No)	Explain the potential positive impact
Foster carers		
Looked after children/care leavers		
Low-income households		

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Characteristic	Is there potential positive impact? (Yes or No)	Explain the potential positive impact
Refugees and asylum seekers		
Parents (of any gender, with children aged under 18)		
People who are homeless		

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Characteristic	Is there potential positive impact? (Yes or No)	Explain the potential positive impact
Private rental tenants in deprived areas		
Single parent households		
Social housing tenants		
Any other, please specify		

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3.e Consider intersectionality.⁴ Given the evidence listed in step 2, consider and describe any potential **positive and negative impacts** this activity could have on people who have a **combination, or intersection, of two or more characteristics**. For example, people who are young, trans and homeless, disabled people on low incomes, or Asian women.

⁴ Intersectionality refers to the interconnected nature of social categorisations such as race, class, and gender as they apply to a given individual or group, regarded as creating overlapping and interdependent systems of discrimination or disadvantage.

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Step 4: Engagement - co-production, involvement or consultation with those affected

4.a How have the opinions of people potentially affected by the activity, or those of organisations representing them, informed your work?

List the groups you intend to engage and reference any previous relevant activities, including relevant formal consultation? ⁵	If engagement has taken place, what issues were raised in relation to one or more of the protected characteristics or the other characteristics about which the Council takes an interest, including multiple or intersecting impacts for people who have two or more of the relevant characteristics?

⁵ This could include our staff networks, advisory groups and local community groups, advice agencies and charities.

Step 4 Engagement Continued:

April/May 2025 – Early-stage informal consultation: Letters sent to 435 households (directly impacted blocks: Cartmel, Coniston, Stanhope Parade, Children's Centre, plus surrounding blocks). Meetings/briefings held with the Children's Centre to explain our preferred option is redevelopment, what this means for those impacted, and our commitment to continuity of service and re-providing the centre near or on-site.

June/July 2025 – Continued informal consultation: Two drop-ins, walk & talk, door knocking, and on - line engagement on current issues and the potential for redevelopment. We reached 56% of those directly impacted and 7% of surrounding blocks.

Ethnicities: Low participation from Black/Asian/Mixed Multiple Ethnic groups

Age and Sex: Low participation from 18–34 and 65+ and males

Low-income households: Concerns raised about the housing offer, right to return, clarity on early buyback, shared equity, and decant options.

Disabilities: Low participation, possibly due to health or access issues.

General feedback: Noise, dust, overlooking, being kept informed, green spaces, tree preservation, play spaces, ASB, and the need for new homes.

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List the groups you intend to engage and reference any previous relevant activities, including relevant formal consultation? ⁵	If engagement has taken place, what issues were raised in relation to one or more of the protected characteristics or the other characteristics about which the Council takes an interest, including multiple or intersecting impacts for people who have two or more of the relevant characteristics?

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List the groups you intend to engage and reference any previous relevant activities, including relevant formal consultation? ⁵	If engagement has taken place, what issues were raised in relation to one or more of the protected characteristics or the other characteristics about which the Council takes an interest, including multiple or intersecting impacts for people who have two or more of the relevant characteristics?

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4.b. Where relevant, record any engagement you have had with other teams or directorates within the Council and/or with external partners or suppliers that you are working with to deliver this activity. This is essential where the mitigations for any potential negative impacts rely on the delivery of work by other teams.

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Step 5: Informed decision-making

5. Having assessed the potential positive and/or negative impact of the activity, what do you propose to do next?

Please select one of the options below and provide a rationale (for most EqlAs this will be box 1). Remember to review this and consider any additional evidence from the operation of the activity.

1. Change the activity to mitigate potential negative impacts identified and/or to include additional positive impacts that can address disproportionality or otherwise promote equality or good relations.	<p>Revise the activity to mitigate negative impacts identified during early-stage consultation. Specifically:</p> <p>Ethnicity: Increase targeted outreach to Black, Asian, and Mixed ethnic groups. Age & sex: Enhance engagement strategies for ages 18–34, those aged 65+, and males. Low-income households: Provide clearer information on housing offers, right to return, early buy-back deadlines, shared equity, and decant options. Disabilities: Address barriers to participation due to physical or mental health</p> <p>See next page for measures to address these.</p>
2. Continue the work as it is because there is no potential negative impacts have been found	

Step 5: Informed Decision Making

Section 1- continued

Measures to promote equalities/good relationships such as:

- Appoint block representatives to boost engagement.
- Provide translation support (e.g. Bengali, Somali) at events.
- Offer freepost address and prepaid envelopes for feedback.
- Enable phone feedback via hunt group for those with mobility or mental health needs.
- Engage youth and community groups through lead architects.
- Collaborate with green/play space teams for inclusive design.
- Liaise with housing teams to clarify right to return, buy-back deadlines, shared equity, and decant options.
- Conduct one-to-one outreach with community organisations.
- Work with elderly services (eg Third Age Project, Social Care Team).
- Use housing needs survey to inform accessible/adapted housing design.
- Draft a Local Lettings Plan Agreement.

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<p>3. Justify and continue the work despite negative impacts (please provide justification – this must be a proportionate means of achieving a legitimate aim)</p>	
<p>4. Stop the work because discrimination is unjustifiable and there is no obvious way to mitigate the negative impact</p>	

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Step 6: Action planning

6. You must address any negative impacts identified in steps 3 and/or 4. Please demonstrate how you will do this or record any actions already taken to do this.

Please remember to add any positive actions you can take that further any potential or actual positive impacts identified in step 3 and 4.

Make sure you consult with or inform others who will need to deliver actions.

Action	Due	Owner

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Action	Due	Owner

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Step 7: EqlA Advisor

Ask a colleague, preferably in another team or directorate, to 'sense check' your approach to the EqlA and ask them to review the EqlA form before completing it.

They should be able to clearly understand from what you have recorded here the process you have undertaken to assess the equality impacts, what your analysis tells you about positive and negative actual or potential impact, and what decisions you have made and actions you have identified as a result.

They may make suggestions for evidence or impacts that you have not identified. If this happens, you should consider revising the EqlA form before completing this version and setting a date for its review.

If you feel you could benefit from further advice, please contact the Equalities service at equalities@camden.gov.uk

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Step 8: Sign-off

EqlA author <i>Louise Trewavas</i>	Name Job title Date
EqlA advisor / reviewer <i>S. O'N</i>	Name Job title Date
Senior accountable officer <i>M. White</i>	Name Job title Date