Appendix 4

Summary Report Template

Each of the numbered sections below must be completed

Interim report		Final report	✔	(Tick as appropriate)

1. **Title of proposal**

COVID-19 Related Council Decisions Cumulative Integrated Impact Assessment (IIA)

2. **What will change as a result of these decisions?**

Decisions were taken by the Council Incident Management Team (CIMT) prior to and during the COVID-19 lock-down. The majority relate to measures taken to protect public and staff health and to reduce the spread of COVID-19 within the framework of Scottish Government legislation and guidance. The decisions related to:

- closure of Council buildings, venues and public gatherings (e.g. libraries,

- working from home and social distancing

- suspension, reduction and changing services (e.g. waste collection, registration of births and deaths)

- implementing new services and mitigating actions (including hub schools and council resilience centres; direct payment in lieu of free school meals and to suspend debt recovery actions e.g. for council tax)

- governance changes

3. **Briefly describe public involvement in this proposal to date and planned**

None – emergency measures taken by the CIMT.

4. **Date of Cumulative IIA**

20 and 27 May 2020

5. **Who was present at the IIA? Identify facilitator, Lead Officer, report writer and any partnership representative present and main stakeholder (e.g. NHS, Council)**

Name	Job Title	Date of IIA training
Eleanor Cunningham	Lead Policy Officer	May 2018
Ruth Baxendale	Senior Policy and Insight Officer	IIA Trainer
Sarah Bryson	Planning and Commissioning Officer	IIA Trainer
Ciaran McDonald	Senior Policy and Insight Officer	December 2019
Fiona MacLeod	Senior Policy and Insight Officer	May 2018
Garry Sneddon	Senior Policy & Insight Officer	

6. Evidence available at the time of the IIA

Evidence	Available – detail source	Comments: what does the evidence tell you with regard to different groups who may be affected?
Data on populations in need		N/A for cumulative IIA. The purpose of the cumulative IIA is to consider whether any impacts arise as a result of the *cumulative effect* of smaller impacts identified within individual IIAs. These individual IIAs have considered the appropriate evidence in relation to the corresponding IIAs on Covid-19 related Council decisions.
Data on service uptake/access		As above - N/A for cumulative IIA
Data on socio-economic disadvantage e.g. low income, low wealth, material deprivation, area deprivation.		As above - N/A for cumulative IIA
Data on equality outcomes		As above - N/A for cumulative IIA

Evidence	Available – detail source	Comments: what does the evidence tell you with regard to different groups who may be affected?
Research/literature evidence	Yes – range of sources on the impact of COVID-19 e.g. Public Health England, COVID-19: understanding the impact on BME communities, June 2020 Improvement Service: *Poverty, Inequality and COVID-19*; Edinburgh Poverty Commission: *Poverty and Coronavirus in Edinburgh – Interim Report;* Covid-19 (Impact on Equalities and Human Rights): Scottish Parliament Equalities and Human Rights Committee 28 May 2020; Inequality and Covid-19, Institute for Fiscal Studies, 30/04/2020 The Impact of COVID-19 on LGBT Communities in	The infection rate, health outcomes, economic and social effects of the virus vary enormously, reflecting underlying health and social inequalities. Groups at higher risk of adverse impact include: older people (digital exclusion, loneliness), young people, women and certain BME groups; children and young people (impact on education and employment); females (domestic abuse; lone parents, more likely to have taken on domestic and caring responsibilities in the home following service closures; BME women are also at risk of domestic abuse and additionally face technology, language and literacy barriers); people with disabilities or long term conditions; people in or near poverty (re access to ICT, financial cushion via savings, access to shops, access to green space); LGBT groups, who already experience higher levels of loneliness and poor mental health and young gay men have a higher risk of suicide; people in insecure and poor housing, in shared accommodation, or who are homeless; refugees and asylum seekers.

Evidence	Available – detail source	Comments: what does the evidence tell you with regard to different groups who may be affected?
	the UK, April 2020	
Public/patient/client experience information		As above - N/A for cumulative IIA
Evidence of inclusive engagement of people who use the service and involvement findings		As above - N/A for cumulative IIA
Evidence of unmet need		See above – research/literature evidence
Good practice guidelines		As above - N/A for cumulative IIA
Carbon emissions generated/reduced data		As above - N/A for cumulative IIA
Environmental data		As above - N/A for cumulative IIA
Risk from cumulative impacts		Information on impacts for each set of decisions provided by the relevant Heads of Service have been used to undertake this cumulative impact assessment.
Other (please specify)		
Additional evidence required		

All evidence and data relevant to specific Covid-19 related Council decisions are listed in corresponding IIAs. All IIAs on Covid-19 related Council decisions received were used at the basis for this Cumulative Integrated Impact Assessment. The IIAs are listed at the end of this report.

7.   In summary, what impacts were identified and which groups will they affect?

Equality, Health and Wellbeing and Human Rights	Groups affected
Relevant general equality duty: advancing equality of opportunity (through direct funding provided to families	

who receive school meals, suspension of debt collection activities and additional capacity in advice and benefit teams); contributing to the elimination of discrimination and harassment through the provision of Council Resilience Centres set up to provide a range of supports to vulnerable individuals including to people suffering from harassment who were at risk of imminent threat.	
Positive	
1. The suspension of pay and display will facilitate access for people visiting to provide care and support, including bringing essential supplies; and allow the person to stay in the house and not have to move their vehicle; the hub schools enable key workers to provide care and support	1. People with mobility problems (e.g. older people and people with disabilities), people who have underlying health problems who need to shield
2. Homeless people (who may be from any protected characteristic group) and people with complex needs will benefit from the alternative sources of support via temporary accommodation and the Council Resilience Centres.	2. Homeless people (who may be from any protected characteristic group) and people with complex needs
3. People who are shielding, many of whom belong to groups with protected characteristics, were supported to ensure that they have essential provisions and medication.	3. People who are older or have long term health conditions
Negative	
1. The closure of Edinburgh Leisure, Adult Education and libraries will have led to the loss of access to supports, information and resources, company and activities – digital alternatives are not accessible to all	1. Older people, people with disabilities and underlying health conditions, mental health problems, minority ethnic groups, refugees and asylum seekers; people who are "digitally excluded" - may include older people, women from minority ethnic groups, people in poverty
2. School closures – increase in caring responsibilities for parents	2. Women form the majority of informal carers
3. The suspension of waste collection will lead to people using communal bins on pavements, but these are less accessible to people with mobility problems or who are frail.	3. Older people, people with disabilities

Environment and Sustainability including climate change emissions and impacts	Groups affected
Positive	
Reduction in vehicle emissions and reduction in fuel consumption in public buildings and those workplaces that were closed; increased use of green space.	All
Negative	
Reduction in recycling, increase in fly tipping and increase in domestic fuel; green space is not readily accessible to all people across the city.	People living in areas of deprivation

Economic including socio-economic disadvantage	Groups affected
Positive Accessible (locally based) crisis support available via Council Resilience Centres, including for those who are digitally excluded and crisis grants; enhanced capacity in the contact centre, with additional phone lines, and greater capacity in the advice and benefits teams, to provide quick and easy access to support for people at risk of poverty; paypoint arrangements introduced so that people don't need to use cash; hub schools, providing care and support for children of key workers (allowing them to maintain income) and for vulnerable children; accommodation and food for rough sleepers as well as support to access advice and welfare rights; deferred efforts to recover council tax and other debts; replacement funding for free school meals; suspension of pay and display which may facilitate access by car for essential journeys. Support to staff including ensuring that paid special leave was granted in cases of COVID-related absence, mitigating the financial impact on low paid staff and those with caring responsibilities - in many cases, these are women and so this action also mitigates the risk of widening the gender pay gap.	People vulnerable to falling into poverty – including people who live in areas of deprivation, in receipt of benefits, vulnerable families (e.g. young mothers, people experiencing domestic abuse, children at risk of statutory measures, disabled adult/child, minority ethnic families), homeless people and carers.

Negative	1. People who are "digitally excluded" - may include older people, women from minority ethnic groups, people in poverty;
Closure of libraries for those who use them to access the internet and web-based information, and support; and for those people who access hard copies of specialist resources which are not otherwise available; suspension of adult education classes for those who need support for literacy or people who are learning English as a second language (e.g. migrants, Syrian Resettlement Project); the suspension of waste and cleansing services has led to instances of fly-tipping, particularly in areas of deprivation; reduction in bus services will affect people who rely on public transport	2. Adults with low literacy/numeracy; people with English as a second language; refugees 3. People in areas of deprivation; low income, in receipt of benefits, pensions; vulnerable families; staff vulnerable to falling into poverty

8. **Is any part of this policy/ service to be carried out wholly or partly by contractors and how will equality, human rights including children's rights, environmental and sustainability issues be addressed?**

   This is only applicable for the Bethany Night Shelter and suspension of parking charges. No impacts on any rights or issues have been identified.

9. **Communication of changes (to children and young people and those affected by sensory impairment, speech impairment, low level literacy or numeracy, learning difficulties or English as a second language)**

   - The majority of decisions were communicated using existing means including using interpretation services where English is not an individual's first language and with the support of the Additional Support for Learning Team with individuals and their families.
   - For example, library services used notices on buildings, library account email, library web page, library social media and main Council web page and social media) and Parking Team Communications took account of full range of requirements including low level literacy or numeracy, learning difficulties or English as a second language, to explain that parking will be free of charge; range of media and simple messaging on machines, apps etc.
   - The Communications Team provided a range of inputs including links to external webpages e.g. to information on shielding as well as providing support to service areas, and regular communications with staff and Elected Members
   - Adult and Family Learning are maintaining contact with our learners through council websites, www.joininedinburgh.org social media accounts and paper copies of newsletters designed to share information and for learners to maintain contact with one another. Tutors are contacting literacy learners by phone; multi-lingual tutors/interpreters are used to contact ESOL learners who have no or low literacy in their first language.

10. Is the policy likely to result in significant environmental effects, either positive or negative? If yes, it is likely that a [Strategic Environmental Assessment](#) (SEA) will be required and the impacts identified in the IIA should be included in this.

Not applicable as these are short-term measures, taken during the respond phase.

11. Additional Information and Evidence Required

If further evidence is required, please note how it will be gathered. If appropriate, mark this report as interim and submit updated final report once further evidence has been gathered.

As noted above, these decisions relate to decisions taken during the respond phase. Learning from their implementation, including the adverse impacts identified and summarised above, and through service area debriefing sessions (e.g. Hub Schools) will inform the Adaptation and Renewal Programme (Policy and Sustainability, 28 May 2020).

12. How will monitor how this proposal affects different groups, including people with protected characteristics?

The Adaptation and Renewal Programme will have oversight of monitoring activities.

13. Specific to this IIA only, what recommended actions have been, or will be, undertaken and by when? (these should be drawn from 7 – 11 above) Please complete:

Specific actions (as a result of the IIA which may include financial implications, mitigating actions and risks of cumulative impacts)	Who will take them forward (name and job title	Deadline for progressing	Review date
The Adaptation and Renewal Programme Boards should consider lessons learned from this cumulative IIA as part of its consideration of wider service reform and endeavour to ensure equalities is mainstreamed throughout Council's recovery plan.	SROs for the Adaptation and Renewal Programme	June 2020	
An national expert advisory board on Social Renewal has been established to drive progress towards a fairer, more equal Scotland in the wake of the coronavirus pandemic. We will reflect on emerging findings and build these into our future work on poverty and inequality.	SROs for the Adaptation and Renewal Programme	Ongoing – as evidence emerges	

14. **How will you monitor how this policy, plan or strategy affects different groups, including people with protected characteristics?**

The Adaptation and Renewal Programme Boards will build in consideration of potential impacts on all groups.

15. **Sign off by Head of Service**

Name Laurence Rockey, Head of Strategy and Communications

Date June 2020

16. **Publication**

Completed and signed IIAs should be sent to

strategyandbusinessplanning@edinburgh.gov.uk to be published on the IIA directory on the Council website www.edinburgh.gov.uk/impactassessments

Appendix

Further details of the impacts of the decisions

Equality, Health and Wellbeing and Human Rights	Affected populations
Positive 1. **Bethany night shelter**: homeless people at risk of rough sleeping will have access to accommodation and food, linking into health, wellbeing, support and housing services 2. Regular replacement funding for **free school meals**: direct payment to families to buy food for meals that the children would have received at school. 3. **Hub schools**: by supporting key workers, there will be a greater staffing capacity to support people with health and social care needs; those children who are attending because they have been identified as vulnerable will be in a safe environment. 4. **Community Centre closures**: informal partnerships have formed in communities with information sharing on social media platforms evidencing increased 'neighbourly' support activities, connections and increased volunteering 5. **Council Resilience Centres** (CRCs) – ensure that accessible support is available for people in critical need. 6. **Libraries** (mitigating actions): increased access through technology to greater choice and improved accessibility (in some cases) to information, resources and engagement 7. **Parking** – suspension of pay and display: benefits people delivering essential goods, such as food and medicines, to older people; helps care workers park near to the person's house; and disabled people, without a blue badge, will be able to park free of charge near shops and local health centres; people who are shielding and/or who have symptoms will no longer need to leave the house to pay for parking or to move vehicles; reduces the number of parking places that need to be monitored so fewer Parking Attendants need to be deployed on street. 8. **Council tax and other debts** – suspension of efforts to recover debts – positive impact by relieving this element of financial pressure	1. Homeless people (will include a range of protected characteristics and people in poverty) 2, 3. Vulnerable children; children and families living in poverty 3. People supported by key workers (older, disabilities) 4. Older people, Young people Disabled people Minority Ethnic People Refugees and Asylum seekers LGBT 5. People in areas of deprivation; people in poverty; no digital access; complex needs; homeless 6. All groups with digital access 7. Older people; disabled people; religious groups; informal carers; Covid-19 patients; healthcare workers, care staff, parking attendants 8. People at risk of or experiencing poverty
Negative 1. **Adult and Family Learning, school lets, Edinburgh Leisure**: loss of access to services, supports and social contact, exacerbating isolation and poor mental health; loss of support to build language and communications skills to enable integration within local communities and communicate effectively with services; loss of opportunity for exercise and activity.	1. All age groups; older people; people with mental or physical health problems; adults (settled scots) unable to read or write in English; English as a Second Language

2. **Libraries**: the online alternatives to hard copies are not accessible to all –lack of digital skills/affordability of technology and internet access for some people leads to complete loss of access to library services; reduction in availability of specialist resources available only in hard copy: health, rights, law, community languages etc; increase in social isolation and reduction in support for mental wellbeing, community support, peer mentoring and neighbourhood networks; face to face Macmillan Cancer advice and support ceased.	(ESOL) provision for migrants and settled adults; Syrian refugees (Syrian Resettlement Project - English classes); BSL users; families and parents who want to develop learning strategies to support their children's learning.
3. **Community Centres:** loss of access to services that vulnerable people rely on, risking social isolation and negative impact on mental health and wellbeing	2. People who are "digitally excluded" - may include older people, women from minority ethnic groups, and people in poverty and people supported by Macmillan Cancer advice
4. **Waste and Cleansing**: suspension of special uplifts, glass recycling and garden waste collections (to focus available resources on regular waste collection services) applied to kerbside collections across the city; the closure of Household Waste Recycling Centres stopped people taking rubbish from their homes to local centres for disposal. These decisions affected all households, with areas of deprivation having a higher incidence of fly-tipping – mitigations in place via local response to deal with incidents as they arose.	3. All ages, vulnerable people 4. People living in areas of deprivation 5, 6, 7, 8: apply to all people
5. **Reduction in public transport** (a decision made by Lothian Buses and Edinburgh Trams) affected all users of these services	
6. **Closure of public buildings and play parks** meant cancellation of events and activities in cultural venues and museums and galleries, the closure of registrar offices, the closure of play parks and an increase in signage reminding people to observe physical distancing in public spaces including parks and promenades. These changes do not adversely affect any single protected group.	9. Older people, people with mobility problems 10. Staff who are lone parents, subject to domestic abuse, digitally excluded
7. **The closure of Nicolson Square Gardens** was a direct result of a request from local residents following concerns that people were observed not to be physically distancing. It is not a space that lends itself to exercise and therefore its closure is not detrimental to others who are seeking use of greenspace to exercise.	
8. The **suspension of wedding ceremonies** has caused emotional distress for some customers.	
9. **Parking** – suspension of pay and display: could increase demand for parking spaces and may mean that older and/or disabled blue badge holders are disadvantaged by being less likely to be able to park near their homes, shops or health care services. Previously, they had the advantage of parking without charge or time limit in public parking places over other motorists, but since anyone can now park in such a manner, this may disadvantage blue badge holders	

10. Staff working from home – not all staff are equipped or able to work effectively from home; potential adverse consequences of lockdown for people at risk or experiencing domestic abuse.	

Environment and Sustainability including climate change emissions and impacts	Affected populations
Positive 1. The restrictions in place as a result of COVID 19 have led to fewer vehicles travelling around the city, reducing emissions. 2. The closure of buildings through lockdown has reduced carbon emissions through lower fuel consumption for heating and lighting; reduction in the use of water; reduction in use of paper-based resources. 3. Reduction in deliveries from suppliers to council buildings e.g. libraries: drop in recycling material from packaging and carbon emissions from distribution. **Negative** 1. There has been a reduction in waste collected which is likely to lead to a reduction in recycling of materials. This is likely to impact adversely on progress towards our sustainability target. 2. Free parking could encourage people to travel by car unnecessarily, contributing to greenhouse gases and carbon emissions. 3. Free parking may also discourage people from walking or cycling for their daily exercise or for travel to essential work, by taking the car instead and may encourage non-essential car journeys which risk accidents and put additional strain on NHS services at such a crucial time. However, the volumes of traffic on roads at present are considerably lower than normal. 4. Minerals and natural resources (e.g. Cobalt) used for new and emerging technologies has environmental impacts.	All people

Economic including socio-economic disadvantage	Affected populations
Positive 1. **Hub schools** allow key workers to continue to work, ensuring an income and supporting delivery of healthcare.	1. Key workers and people supported by them. 2. Children and families living in poverty

2. Regular replacement funding for **free school meals**: direct payment to families to buy food for meals that the children would have received at school. 3. **Homeless people** at risk of rough sleeping: linking into statutory services, including advice and welfare rights 4. **Council Resilience Centres** (CRCs) provide access to support including an emergency cash payment for people in critical need who may be unable to access or use online services. 5. **Libraries**: move to online resources and use of social media - improved skills in use of technology (staff and customers) (increasingly essential for employability); E-issues and resources: no fines and no fees. 6. **Parking - suspension of pay and display**: will remove a financial barrier and enhance accessibility to shops and health services for older people, while people are being advised not to travel by public transport. It will also help reduce the cost of travelling by car for everyone, especially unemployed people or those on benefits, while undertaking essential travel. It will allow non-permit holding residents to park for free during the day, if they now need to work from home or are furloughed and will allow essential business employees to travel safely to work by car when the use of public transport is being discouraged 7. **Council tax and other debts** – suspension of efforts to recover debts – positive impact by relieving this element of financial pressure	3. Homeless people/ rough sleepers 4. People who are unemployed, or on benefits, vulnerable people, people living in deprived areas. 5. Libraries – people living in poverty 6. Older people, people with disabilities 7. People experiencing or at risk of poverty
Negative 1. **Adult and Family Learning classes and Library closures**: 34.6% adults using daytime, evening classes are from areas with high levels of deprivation; people on low incomes may not have access to devices to use online resources and learning opportunities – digital exclusion. Loss of public access PCs, with free internet and WiFi – essential for supporting employability and improving digital skills. 2. **Community centre closures**: loss of opportunity for those with fewer literacy/numeracy skills to access employment opportunities; loss of support for 16+ school leavers with reduced access to training and employability skills support; increasing food and fuel poverty for those spending more time in their home 3. **Council tax and other debts** – suspension of efforts to chase – potential medium-long term risk of increased individual debt and risk to revenue for provision of services as people fall out of payment patterns and cancel Direct Debits. 4. **Reduction in revenue** caused by lockdown, including through free parking – general risk to the Council and to charities who operate from community centres	1. Adults (settled Scots) unable to read or write in English; English as a Second Language (ESOL) provision for migrants and settled adults; Syrian refugees (Syrian Resettlement Project - English classes); BSL users; families and parents who want to develop learning strategies to support their children's learning. 2. People in areas of deprivation; low income, in receipt of benefits, pensions; People with low literacy/ numeracy; vulnerable families; staff vulnerable to falling into poverty

	3. People experiencing or at risk of poverty