

# Equality Impact Assessment [version 2.9]



|  |   |
|--|---|
| Title: Closure of Gaol Ferry Footbridge for full Structural and Maintenance refurbishment in June 2022   |   |
| <input type="checkbox"/> Policy <input type="checkbox"/> Strategy <input type="checkbox"/> Function <input checked="" type="checkbox"/> Service<br><input type="checkbox"/> Other [please state] | <input type="checkbox"/> New<br><input checked="" type="checkbox"/> Already exists / review <input type="checkbox"/> Changing |
| Directorate: Growth and Regeneration   | Lead Officer name: Chris Dooley   |
| Service Area: Highways and Transportation  | Lead Officer role: Structures Manager   |

## Step 1: What do we want to do?

The purpose of an Equality Impact Assessment is to assist decision makers in understanding the impact of proposals as part of their duties under the Equality Act 2010. Detailed guidance to support completion can be found here [Equality Impact Assessments \(EqIA\) \(sharepoint.com\)](#).

This assessment should be started at the beginning of the process by someone with a good knowledge of the proposal and service area, and sufficient influence over the proposal. It is good practice to take a team approach to completing the equality impact assessment. Please contact the [Equality and Inclusion Team](#) early for advice and feedback.

### 1.1 What are the aims and objectives/purpose of this proposal?

Briefly explain the purpose of the proposal and why it is needed. Describe who it is aimed at and the intended aims / outcomes. Where known also summarise the key actions you plan to undertake. Please use [plain English](#), avoiding jargon and acronyms. Equality Impact Assessments are viewed by a wide range of people including decision-makers and the wider public.

#### **Overall Background**

Gaol Ferry footbridge is an extremely well-used footbridge and is comparatively of a lightweight lattice steel construction, this structure has been subject to a high degree of general overall condition depreciation that would normally have been expected, of this structure type and construction. The bridge is now in a very poor structural condition and requires a full closure to replace structural steel cross members and diagonal cross bracing to also replace all timber bearers fully and also many localised steel lattice works repairs.

#### **Impact to the General Public during programmed works**

In the past BCC have managed to partially close the bridge longitudinally and keep the bridge partially open, but this also lead to numerous conflicts between cyclists and pedestrians. The extensive structural works now required will require a full closure of bridge as some structural cross members will need full replacement or extensive repair. Options to install a temporary bridge have been considered and set aside as the cost and engineering complexity negate this being a viable option. To undertake this option, we would need to build bespoke abutments either side thus closing Cumberland Road and Coronation Rd and more than double the cost of the project.

Therefore this option is not viable. Piling in both the carriageways of Coronation Road and Cumberland Road, Service diversion to facilitate this and also ground investigations for the design of any piling design solution.

A floating pontoon was also considered, but again this would not be a viable option due to the tidal range of the river within the New Cut.

#### **Project Progress to Date**

Traffic count census and survey journey investigations were undertaken in late January 2022 by our Engagement and Active Travel colleagues in order to determine the general split, numbers and various modes of transport of the footbridge users, different journey types, times, commencing journey location, frequency and reasons for commute, all to enable BCC to determine and quantify the full negative impact of the closure of this footbridge. This was also to inform Network Management and the overall Project team of the most appropriate diversion route, and the required advance warning signage also identify other alternative available diversion routes.

This information will also help to inform the Council on the overall impact of this bridge closure and to further reasonably mitigate this in order to begin early comms to the general public and all relevant Stakeholders of this forthcoming bridge closure in June 2022.

## 1.2 Who will the proposal have the potential to affect?

|  |   |   |
|--|---|---|
| <input checked="" type="checkbox"/> Bristol City Council workforce | <input checked="" type="checkbox"/> Service users                             | <input checked="" type="checkbox"/> The wider community |
| <input type="checkbox"/> Commissioned services                     | <input checked="" type="checkbox"/> City partners / Stakeholder organisations |   |
| Additional comments:   |   |   |

## 1.3 Will the proposal have an equality impact?

Could the proposal affect access levels of representation or participation in a service, or does it have the potential to change e.g. quality of life: health, education, or standard of living etc.?

If 'No' explain why you are sure there will be no equality impact, then skip steps 2-4 and request review by Equality and Inclusion Team.

If 'Yes' complete the rest of this assessment, or if you plan to complete the assessment at a later stage please state this clearly here and request review by the Equality and Inclusion Team.

|  |                                    |                 |
|--|------------------------------------|-----------------|
| <input checked="" type="checkbox"/> <b>Yes</b> | <input type="checkbox"/> <b>No</b> | [please select] |
|--|------------------------------------|-----------------|

The proposed refurbishment works to Gaol Ferry Footbridge are urgent and would be statutory in relation to ensuring the safety of the public as users of the footbridge.

The proposed diversion route is all at grade and on footways, diverting pedestrians and cyclists Eastward via Coronation Road, over Bedminster Old Bridge, Westward via Commercial Road, then continuing Westward onto Cumberland Road.

The diversion route will be clearly signed well in advance of the footbridge closure and full advance notices and clear communications will be put out in the public domain prior to the footbridge closure in early June.

## Step 2: What information do we have?

### 2.1 What data or evidence is there which tells us who is, or could be affected?

Please use this section to demonstrate an understanding of who could be affected by the proposal. Include general population data where appropriate, and information about people who will be affected with particular reference to protected and other relevant characteristics: <https://www.bristol.gov.uk/people-communities/measuring-equalities-success>.

Use one row for each evidence source and say which characteristic(s) it relates to. You can include a mix of qualitative and quantitative data e.g. from national or local research, available data or previous consultations and engagement activities.

Outline whether there is any over or under representation of equality groups within relevant services - don't forget to benchmark to the local population where appropriate. Links to available data and reports are here [Data, statistics and intelligence \(sharepoint.com\)](#). See also: [Bristol Open Data \(Quality of Life, Census etc.\)](#); [Joint Strategic Needs Assessment \(JSNA\)](#); [Ward Statistical Profiles](#).

For workforce / management of change proposals you will need to look at the diversity of the affected teams using available evidence such as [HR Analytics: Power BI Reports \(sharepoint.com\)](#) which shows the diversity profile of council teams and service areas. Identify any over or under-representation compared with Bristol economically active citizens for different characteristics. Additional sources of useful workforce evidence include the [Employee Staff Survey Report](#) and [Stress Risk Assessment Form](#)

| Data / Evidence Source<br>[Include a reference where known] | Summary of what this tells us  |                |              |                |      |                    |      |                    |      |        |      |      |      |          |      |                       |      |               |      |                     |      |                     |      |       |      |                      |      |               |      |            |      |                   |      |                |      |      |      |     |      |           |      |                |      |                              |      |                                 |      |                         |      |                              |      |                           |      |                       |      |                 |      |                 |      |             |      |               |      |  |  |
|---|--|----------------|--------------|----------------|------|--------------------|------|--------------------|------|--------|------|------|------|----------|------|-----------------------|------|---------------|------|---------------------|------|---------------------|------|-------|------|----------------------|------|---------------|------|------------|------|-------------------|------|----------------|------|------|------|-----|------|-----------|------|----------------|------|------------------------------|------|---------------------------------|------|-------------------------|------|------------------------------|------|---------------------------|------|-----------------------|------|-----------------|------|-----------------|------|-------------|------|---------------|------|--|--|
| Traffic Census taken in January 2022 of footbridge users    | Peak time usage, Heat Map shown on Appendix 2  |                |              |                |      |                    |      |                    |      |        |      |      |      |          |      |                       |      |               |      |                     |      |                     |      |       |      |                      |      |               |      |            |      |                   |      |                |      |      |      |     |      |           |      |                |      |                              |      |                                 |      |                         |      |                              |      |                           |      |                       |      |                 |      |                 |      |             |      |               |      |  |  |
| Consultation with BCC Network Management                    | Diversion route chosen is only sensible route  |                |              |                |      |                    |      |                    |      |        |      |      |      |          |      |                       |      |               |      |                     |      |                     |      |       |      |                      |      |               |      |            |      |                   |      |                |      |      |      |     |      |           |      |                |      |                              |      |                                 |      |                         |      |                              |      |                           |      |                       |      |                 |      |                 |      |             |      |               |      |  |  |
| Quality of Life Survey 2021                                 | <p>16% of disabled people and 14% of carers say accessibility issues stop them from getting involved in the local community, and there are significant differences by equalities group in the extent to which Bristol citizens walk to work</p> <table border="1" data-bbox="528 533 1430 1962"> <thead> <tr> <th data-bbox="528 533 948 577">Characteristic</th> <th data-bbox="948 533 1430 577">% Percentage</th> </tr> </thead> <tbody> <tr><td data-bbox="528 577 948 622">16 to 24 years</td><td data-bbox="948 577 1430 622">43.3</td></tr> <tr><td data-bbox="528 622 948 667">50 years and older</td><td data-bbox="948 622 1430 667">13.8</td></tr> <tr><td data-bbox="528 667 948 712">65 years and older</td><td data-bbox="948 667 1430 712">12.0</td></tr> <tr><td data-bbox="528 712 948 757">Female</td><td data-bbox="948 712 1430 757">23.7</td></tr> <tr><td data-bbox="528 757 948 801">Male</td><td data-bbox="948 757 1430 801">17.2</td></tr> <tr><td data-bbox="528 801 948 846">Disabled</td><td data-bbox="948 801 1430 846">17.9</td></tr> <tr><td data-bbox="528 846 948 891">White Minority Ethnic</td><td data-bbox="948 846 1430 891">28.0</td></tr> <tr><td data-bbox="528 891 948 936">White British</td><td data-bbox="948 891 1430 936">19.1</td></tr> <tr><td data-bbox="528 936 948 981">Asian/Asian British</td><td data-bbox="948 936 1430 981">25.1</td></tr> <tr><td data-bbox="528 981 948 1025">Black/Black British</td><td data-bbox="948 981 1430 1025">12.6</td></tr> <tr><td data-bbox="528 1025 948 1070">White</td><td data-bbox="948 1025 1430 1070">20.3</td></tr> <tr><td data-bbox="528 1070 948 1115">No religion or faith</td><td data-bbox="948 1070 1430 1115">22.6</td></tr> <tr><td data-bbox="528 1115 948 1160">Single parent</td><td data-bbox="948 1115 1430 1160">17.1</td></tr> <tr><td data-bbox="528 1160 948 1205">Two parent</td><td data-bbox="948 1160 1430 1205">13.8</td></tr> <tr><td data-bbox="528 1205 948 1249">No qualifications</td><td data-bbox="948 1205 1430 1249">14.1</td></tr> <tr><td data-bbox="528 1249 948 1294">Owner Occupier</td><td data-bbox="948 1249 1430 1294">15.8</td></tr> <tr><td data-bbox="528 1294 948 1339">BAME</td><td data-bbox="948 1294 1430 1339">23.1</td></tr> <tr><td data-bbox="528 1339 948 1384">LGB</td><td data-bbox="948 1339 1430 1384">30.5</td></tr> <tr><td data-bbox="528 1384 948 1429">Christian</td><td data-bbox="948 1384 1430 1429">16.8</td></tr> <tr><td data-bbox="528 1429 948 1473">Other religion</td><td data-bbox="948 1429 1430 1473">18.5</td></tr> <tr><td data-bbox="528 1473 948 1518">Mixed/Multiple ethnic groups</td><td data-bbox="948 1473 1430 1518">31.3</td></tr> <tr><td data-bbox="528 1518 948 1563">Rented from housing association</td><td data-bbox="948 1518 1430 1563">19.5</td></tr> <tr><td data-bbox="528 1563 948 1608">Rented from the council</td><td data-bbox="948 1563 1430 1608">13.6</td></tr> <tr><td data-bbox="528 1608 948 1653">Rented from private landlord</td><td data-bbox="948 1608 1430 1653">34.4</td></tr> <tr><td data-bbox="528 1653 948 1697">Non degree qualifications</td><td data-bbox="948 1653 1430 1697">17.4</td></tr> <tr><td data-bbox="528 1697 948 1742">Degree qualifications</td><td data-bbox="948 1697 1430 1742">22.5</td></tr> <tr><td data-bbox="528 1742 948 1787">Part-time carer</td><td data-bbox="948 1742 1430 1787">16.3</td></tr> <tr><td data-bbox="528 1787 948 1832">Full-time carer</td><td data-bbox="948 1787 1430 1832">12.9</td></tr> <tr><td data-bbox="528 1832 948 1877">Carer (All)</td><td data-bbox="948 1832 1430 1877">15.5</td></tr> <tr><td data-bbox="528 1877 948 1921">Parents (All)</td><td data-bbox="948 1877 1430 1921">14.2</td></tr> <tr> <td data-bbox="528 1921 948 1962"></td> <td data-bbox="948 1921 1430 1962"> <i>Source: Quality of Life in Bristol 2021-</i><br/> <u>22</u> </td> </tr> </tbody> </table> | Characteristic | % Percentage | 16 to 24 years | 43.3 | 50 years and older | 13.8 | 65 years and older | 12.0 | Female | 23.7 | Male | 17.2 | Disabled | 17.9 | White Minority Ethnic | 28.0 | White British | 19.1 | Asian/Asian British | 25.1 | Black/Black British | 12.6 | White | 20.3 | No religion or faith | 22.6 | Single parent | 17.1 | Two parent | 13.8 | No qualifications | 14.1 | Owner Occupier | 15.8 | BAME | 23.1 | LGB | 30.5 | Christian | 16.8 | Other religion | 18.5 | Mixed/Multiple ethnic groups | 31.3 | Rented from housing association | 19.5 | Rented from the council | 13.6 | Rented from private landlord | 34.4 | Non degree qualifications | 17.4 | Degree qualifications | 22.5 | Part-time carer | 16.3 | Full-time carer | 12.9 | Carer (All) | 15.5 | Parents (All) | 14.2 |  | <i>Source: Quality of Life in Bristol 2021-</i><br><u>22</u> |
| Characteristic  | % Percentage   |                |              |                |      |                    |      |                    |      |        |      |      |      |          |      |                       |      |               |      |                     |      |                     |      |       |      |                      |      |               |      |            |      |                   |      |                |      |      |      |     |      |           |      |                |      |                              |      |                                 |      |                         |      |                              |      |                           |      |                       |      |                 |      |                 |      |             |      |               |      |  |  |
| 16 to 24 years  | 43.3   |                |              |                |      |                    |      |                    |      |        |      |      |      |          |      |                       |      |               |      |                     |      |                     |      |       |      |                      |      |               |      |            |      |                   |      |                |      |      |      |     |      |           |      |                |      |                              |      |                                 |      |                         |      |                              |      |                           |      |                       |      |                 |      |                 |      |             |      |               |      |  |  |
| 50 years and older  | 13.8   |                |              |                |      |                    |      |                    |      |        |      |      |      |          |      |                       |      |               |      |                     |      |                     |      |       |      |                      |      |               |      |            |      |                   |      |                |      |      |      |     |      |           |      |                |      |                              |      |                                 |      |                         |      |                              |      |                           |      |                       |      |                 |      |                 |      |             |      |               |      |  |  |
| 65 years and older  | 12.0   |                |              |                |      |                    |      |                    |      |        |      |      |      |          |      |                       |      |               |      |                     |      |                     |      |       |      |                      |      |               |      |            |      |                   |      |                |      |      |      |     |      |           |      |                |      |                              |      |                                 |      |                         |      |                              |      |                           |      |                       |      |                 |      |                 |      |             |      |               |      |  |  |
| Female  | 23.7   |                |              |                |      |                    |      |                    |      |        |      |      |      |          |      |                       |      |               |      |                     |      |                     |      |       |      |                      |      |               |      |            |      |                   |      |                |      |      |      |     |      |           |      |                |      |                              |      |                                 |      |                         |      |                              |      |                           |      |                       |      |                 |      |                 |      |             |      |               |      |  |  |
| Male  | 17.2   |                |              |                |      |                    |      |                    |      |        |      |      |      |          |      |                       |      |               |      |                     |      |                     |      |       |      |                      |      |               |      |            |      |                   |      |                |      |      |      |     |      |           |      |                |      |                              |      |                                 |      |                         |      |                              |      |                           |      |                       |      |                 |      |                 |      |             |      |               |      |  |  |
| Disabled  | 17.9   |                |              |                |      |                    |      |                    |      |        |      |      |      |          |      |                       |      |               |      |                     |      |                     |      |       |      |                      |      |               |      |            |      |                   |      |                |      |      |      |     |      |           |      |                |      |                              |      |                                 |      |                         |      |                              |      |                           |      |                       |      |                 |      |                 |      |             |      |               |      |  |  |
| White Minority Ethnic                                       | 28.0   |                |              |                |      |                    |      |                    |      |        |      |      |      |          |      |                       |      |               |      |                     |      |                     |      |       |      |                      |      |               |      |            |      |                   |      |                |      |      |      |     |      |           |      |                |      |                              |      |                                 |      |                         |      |                              |      |                           |      |                       |      |                 |      |                 |      |             |      |               |      |  |  |
| White British   | 19.1   |                |              |                |      |                    |      |                    |      |        |      |      |      |          |      |                       |      |               |      |                     |      |                     |      |       |      |                      |      |               |      |            |      |                   |      |                |      |      |      |     |      |           |      |                |      |                              |      |                                 |      |                         |      |                              |      |                           |      |                       |      |                 |      |                 |      |             |      |               |      |  |  |
| Asian/Asian British   | 25.1   |                |              |                |      |                    |      |                    |      |        |      |      |      |          |      |                       |      |               |      |                     |      |                     |      |       |      |                      |      |               |      |            |      |                   |      |                |      |      |      |     |      |           |      |                |      |                              |      |                                 |      |                         |      |                              |      |                           |      |                       |      |                 |      |                 |      |             |      |               |      |  |  |
| Black/Black British   | 12.6   |                |              |                |      |                    |      |                    |      |        |      |      |      |          |      |                       |      |               |      |                     |      |                     |      |       |      |                      |      |               |      |            |      |                   |      |                |      |      |      |     |      |           |      |                |      |                              |      |                                 |      |                         |      |                              |      |                           |      |                       |      |                 |      |                 |      |             |      |               |      |  |  |
| White   | 20.3   |                |              |                |      |                    |      |                    |      |        |      |      |      |          |      |                       |      |               |      |                     |      |                     |      |       |      |                      |      |               |      |            |      |                   |      |                |      |      |      |     |      |           |      |                |      |                              |      |                                 |      |                         |      |                              |      |                           |      |                       |      |                 |      |                 |      |             |      |               |      |  |  |
| No religion or faith  | 22.6   |                |              |                |      |                    |      |                    |      |        |      |      |      |          |      |                       |      |               |      |                     |      |                     |      |       |      |                      |      |               |      |            |      |                   |      |                |      |      |      |     |      |           |      |                |      |                              |      |                                 |      |                         |      |                              |      |                           |      |                       |      |                 |      |                 |      |             |      |               |      |  |  |
| Single parent   | 17.1   |                |              |                |      |                    |      |                    |      |        |      |      |      |          |      |                       |      |               |      |                     |      |                     |      |       |      |                      |      |               |      |            |      |                   |      |                |      |      |      |     |      |           |      |                |      |                              |      |                                 |      |                         |      |                              |      |                           |      |                       |      |                 |      |                 |      |             |      |               |      |  |  |
| Two parent  | 13.8   |                |              |                |      |                    |      |                    |      |        |      |      |      |          |      |                       |      |               |      |                     |      |                     |      |       |      |                      |      |               |      |            |      |                   |      |                |      |      |      |     |      |           |      |                |      |                              |      |                                 |      |                         |      |                              |      |                           |      |                       |      |                 |      |                 |      |             |      |               |      |  |  |
| No qualifications   | 14.1   |                |              |                |      |                    |      |                    |      |        |      |      |      |          |      |                       |      |               |      |                     |      |                     |      |       |      |                      |      |               |      |            |      |                   |      |                |      |      |      |     |      |           |      |                |      |                              |      |                                 |      |                         |      |                              |      |                           |      |                       |      |                 |      |                 |      |             |      |               |      |  |  |
| Owner Occupier  | 15.8   |                |              |                |      |                    |      |                    |      |        |      |      |      |          |      |                       |      |               |      |                     |      |                     |      |       |      |                      |      |               |      |            |      |                   |      |                |      |      |      |     |      |           |      |                |      |                              |      |                                 |      |                         |      |                              |      |                           |      |                       |      |                 |      |                 |      |             |      |               |      |  |  |
| BAME  | 23.1   |                |              |                |      |                    |      |                    |      |        |      |      |      |          |      |                       |      |               |      |                     |      |                     |      |       |      |                      |      |               |      |            |      |                   |      |                |      |      |      |     |      |           |      |                |      |                              |      |                                 |      |                         |      |                              |      |                           |      |                       |      |                 |      |                 |      |             |      |               |      |  |  |
| LGB   | 30.5   |                |              |                |      |                    |      |                    |      |        |      |      |      |          |      |                       |      |               |      |                     |      |                     |      |       |      |                      |      |               |      |            |      |                   |      |                |      |      |      |     |      |           |      |                |      |                              |      |                                 |      |                         |      |                              |      |                           |      |                       |      |                 |      |                 |      |             |      |               |      |  |  |
| Christian   | 16.8   |                |              |                |      |                    |      |                    |      |        |      |      |      |          |      |                       |      |               |      |                     |      |                     |      |       |      |                      |      |               |      |            |      |                   |      |                |      |      |      |     |      |           |      |                |      |                              |      |                                 |      |                         |      |                              |      |                           |      |                       |      |                 |      |                 |      |             |      |               |      |  |  |
| Other religion  | 18.5   |                |              |                |      |                    |      |                    |      |        |      |      |      |          |      |                       |      |               |      |                     |      |                     |      |       |      |                      |      |               |      |            |      |                   |      |                |      |      |      |     |      |           |      |                |      |                              |      |                                 |      |                         |      |                              |      |                           |      |                       |      |                 |      |                 |      |             |      |               |      |  |  |
| Mixed/Multiple ethnic groups                                | 31.3   |                |              |                |      |                    |      |                    |      |        |      |      |      |          |      |                       |      |               |      |                     |      |                     |      |       |      |                      |      |               |      |            |      |                   |      |                |      |      |      |     |      |           |      |                |      |                              |      |                                 |      |                         |      |                              |      |                           |      |                       |      |                 |      |                 |      |             |      |               |      |  |  |
| Rented from housing association                             | 19.5   |                |              |                |      |                    |      |                    |      |        |      |      |      |          |      |                       |      |               |      |                     |      |                     |      |       |      |                      |      |               |      |            |      |                   |      |                |      |      |      |     |      |           |      |                |      |                              |      |                                 |      |                         |      |                              |      |                           |      |                       |      |                 |      |                 |      |             |      |               |      |  |  |
| Rented from the council                                     | 13.6   |                |              |                |      |                    |      |                    |      |        |      |      |      |          |      |                       |      |               |      |                     |      |                     |      |       |      |                      |      |               |      |            |      |                   |      |                |      |      |      |     |      |           |      |                |      |                              |      |                                 |      |                         |      |                              |      |                           |      |                       |      |                 |      |                 |      |             |      |               |      |  |  |
| Rented from private landlord                                | 34.4   |                |              |                |      |                    |      |                    |      |        |      |      |      |          |      |                       |      |               |      |                     |      |                     |      |       |      |                      |      |               |      |            |      |                   |      |                |      |      |      |     |      |           |      |                |      |                              |      |                                 |      |                         |      |                              |      |                           |      |                       |      |                 |      |                 |      |             |      |               |      |  |  |
| Non degree qualifications                                   | 17.4   |                |              |                |      |                    |      |                    |      |        |      |      |      |          |      |                       |      |               |      |                     |      |                     |      |       |      |                      |      |               |      |            |      |                   |      |                |      |      |      |     |      |           |      |                |      |                              |      |                                 |      |                         |      |                              |      |                           |      |                       |      |                 |      |                 |      |             |      |               |      |  |  |
| Degree qualifications                                       | 22.5   |                |              |                |      |                    |      |                    |      |        |      |      |      |          |      |                       |      |               |      |                     |      |                     |      |       |      |                      |      |               |      |            |      |                   |      |                |      |      |      |     |      |           |      |                |      |                              |      |                                 |      |                         |      |                              |      |                           |      |                       |      |                 |      |                 |      |             |      |               |      |  |  |
| Part-time carer   | 16.3   |                |              |                |      |                    |      |                    |      |        |      |      |      |          |      |                       |      |               |      |                     |      |                     |      |       |      |                      |      |               |      |            |      |                   |      |                |      |      |      |     |      |           |      |                |      |                              |      |                                 |      |                         |      |                              |      |                           |      |                       |      |                 |      |                 |      |             |      |               |      |  |  |
| Full-time carer   | 12.9   |                |              |                |      |                    |      |                    |      |        |      |      |      |          |      |                       |      |               |      |                     |      |                     |      |       |      |                      |      |               |      |            |      |                   |      |                |      |      |      |     |      |           |      |                |      |                              |      |                                 |      |                         |      |                              |      |                           |      |                       |      |                 |      |                 |      |             |      |               |      |  |  |
| Carer (All)   | 15.5   |                |              |                |      |                    |      |                    |      |        |      |      |      |          |      |                       |      |               |      |                     |      |                     |      |       |      |                      |      |               |      |            |      |                   |      |                |      |      |      |     |      |           |      |                |      |                              |      |                                 |      |                         |      |                              |      |                           |      |                       |      |                 |      |                 |      |             |      |               |      |  |  |
| Parents (All)   | 14.2   |                |              |                |      |                    |      |                    |      |        |      |      |      |          |      |                       |      |               |      |                     |      |                     |      |       |      |                      |      |               |      |            |      |                   |      |                |      |      |      |     |      |           |      |                |      |                              |      |                                 |      |                         |      |                              |      |                           |      |                       |      |                 |      |                 |      |             |      |               |      |  |  |
|   | <i>Source: Quality of Life in Bristol 2021-</i><br><u>22</u>   |                |              |                |      |                    |      |                    |      |        |      |      |      |          |      |                       |      |               |      |                     |      |                     |      |       |      |                      |      |               |      |            |      |                   |      |                |      |      |      |     |      |           |      |                |      |                              |      |                                 |      |                         |      |                              |      |                           |      |                       |      |                 |      |                 |      |             |      |               |      |  |  |
| Statistical Ward Profiles                                   | Gaul Ferry Bridge connects South Bristol to the city centre so whilst it is located in the Central Ward of Bristol it is also particularly important for people living in Southville and adjacent Wards.   |                |              |                |      |                    |      |                    |      |        |      |      |      |          |      |                       |      |               |      |                     |      |                     |      |       |      |                      |      |               |      |            |      |                   |      |                |      |      |      |     |      |           |      |                |      |                              |      |                                 |      |                         |      |                              |      |                           |      |                       |      |                 |      |                 |      |             |      |               |      |  |  |

|                             |  |
|-----------------------------|--|
|                             | <ul style="list-style-type: none"> <li>• Central Ward has: <ul style="list-style-type: none"> <li>○ a very high proportion of 16-24 year olds</li> <li>○ higher than average household with no cars or vans</li> <li>○ 30.1% Black Asian and minority ethnic population (16% city average)</li> <li>○ Average levels of disability and life expectancy</li> </ul> </li> <li>• Southville Ward has: <ul style="list-style-type: none"> <li>○ Higher than average population of 25-39 year olds</li> <li>○ Average number of households with cars/vans</li> <li>○ Average good health but statistically lower life expectancy</li> </ul> </li> </ul> |
| <b>Additional comments:</b> |  |

## 2.2 Do you currently monitor relevant activity by the following protected characteristics?

|  |   |   |
|--|---|---|
| <input checked="" type="checkbox"/> Age                            | <input checked="" type="checkbox"/> Disability          | <input checked="" type="checkbox"/> Gender Reassignment |
| <input checked="" type="checkbox"/> Marriage and Civil Partnership | <input checked="" type="checkbox"/> Pregnancy/Maternity | <input checked="" type="checkbox"/> Race                |
| <input checked="" type="checkbox"/> Religion or Belief             | <input checked="" type="checkbox"/> Sex                 | <input checked="" type="checkbox"/> Sexual Orientation  |

## 2.3 Are there any gaps in the evidence base?

Where there are gaps in the evidence, or you don't have enough information about some equality groups, include an equality action to find out in section 4.2 below. This doesn't mean that you can't complete the assessment without the information, but you need to follow up the action and if necessary, review the assessment later. If you are unable to fill in the gaps, then state this clearly with a justification.

For workforce related proposals all relevant characteristics may not be included in HR diversity reporting (e.g. pregnancy/maternity). For smaller teams diversity data may be redacted. A high proportion of not known/not disclosed may require an action to address under-reporting.

## 2.4 How have you involved communities and groups that could be affected?

You will nearly always need to involve and consult with internal and external stakeholders during your assessment. The extent of the engagement will depend on the nature of the proposal or change. This should usually include individuals and groups representing different relevant protected characteristics. Please include details of any completed engagement and consultation and how representative this had been of Bristol's diverse communities. See <https://www.bristol.gov.uk/people-communities/equalities-groups>.

Include the main findings of any engagement and consultation in Section 2.1 above.

If you are managing a workforce change process or restructure please refer to [Managing change or restructure \(sharepoint.com\)](#) for advice on consulting with employees etc. Relevant stakeholders for engagement about workforce changes may include e.g. staff-led groups and trades unions as well as affected staff.

|  |
|--|
| <p>There will be full advance notification signage at key node points from the South in Southville, Ashton Gate and Bedminster, all South of the river as was indicated on the HEAT Map traffic census, which will allow users of the bridge to find alternative route across the New Cut such as using Vauxhall footbridge further to the West on the New Cut or by using other transportation modes, public or private.</p> <p>There will also be clear public notification given in the local Press and to all the identified stakeholders to give prior advance notice of the proposed works, what exactly is being done and also why it is being done. The wording of this narrative will be agreed in good time with our Comms and PR colleagues.</p> <p>We are intending to gain the views of any local interested groups including schools and other organisation such as Friends of the New Cut (FRANC) , to gain local consensus agreement as to the proposed new painting colour scheme for the footbridge to have this decision made in the local realm.</p> |
|--|

This can be done by using either options questionnaires on site or to consult with the local schools or interested groups.

We will also liaise with local equalities led groups such as WECIL, Bristol Disability Equality Forum, The Care Forum and Bristol Older Peoples Forum to cascade messaging about the proposed detour to their membership and wider networks.

## 2.5 How will engagement with stakeholders continue?

Explain how you will continue to engage with stakeholders throughout the course of planning and delivery. Please describe where more engagement and consultation is required and set out how you intend to undertake it. Include any targeted work to seek the views of under-represented groups. If you do not intend to undertake it, please set out your justification. You can ask the Equality and Inclusion Team for help in targeting particular groups.

Through usual channels, Site meeting with local groups, Project Manager to monitor ICASE and Fixmystreet queries and complaints on a weekly basis. Site Notices will also give contacts for BCC and Contractor to deal with any site-specific issues and problems to allow these to be dealt with at source.

## Step 3: Who might the proposal impact?

Analysis of impacts must be rigorous. Please demonstrate your analysis of any impacts of the proposal in this section, referring to evidence you have gathered above and the characteristics protected by the Equality Act 2010. Also include details of existing issues for particular groups that you are aware of and are seeking to address or mitigate through this proposal. See detailed guidance documents for advice on identifying potential impacts etc. [Equality Impact Assessments \(EqIA\) \(sharepoint.com\)](#)

### 3.1 Does the proposal have any potentially adverse impacts on people based on their protected or other relevant characteristics?

Consider sub-categories (different kinds of disability, ethnic background etc.) and how people with combined characteristics (e.g. young women) might have particular needs or experience particular kinds of disadvantage.

Where mitigations indicate a follow-on action, include this in the 'Action Plan' Section 4.2 below.

#### GENERAL COMMENTS (highlight any potential issues that might impact all or many groups)

The proposed pedestrian/cyclist and wheelchair user diversion route has been measured to be 1,152m to get to the same point at the other side of the footbridge on Cumberland Road, if you were to use Gaol Ferry Footbridge. Whilst this is a long diversion route it will be fully along the existing even footways and will all be at the same level and on a mostly flat route. Additionally the alternative route will be well-lit, frequently used and visible so we do not think there should be any reduction in real or perceived safety for groups who are more likely to experience harassment and antisocial behaviour.

Any problems or concerns can be dealt with through usual channels, Site meeting with local groups, Project Manager to monitor ICASE and Fixmystreet queries and complaints on a weekly basis. Site Notices will also give contacts for BCC and Contractor to deal with any site-specific issues and problems to allow these to be dealt with at source.

#### PROTECTED CHARACTERISTICS

|                          |   |
|--------------------------|---|
| <b>Age: Young People</b> | Does your analysis indicate a disproportionate impact? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>  |
| Potential impacts:       | The longer diversion route is likely to disproportionately impact younger citizens because of their higher representation in the locality   |
| Mitigations:             | Monitor situation as work progresses and take proportionate action as required  |
| <b>Age: Older People</b> | Does your analysis indicate a disproportionate impact? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>  |
| Potential impacts:       | Some older people (whether or not they are disabled) will be disproportionately impacted by the diversions due to slower walking speeds and mobility impairments. Older people who are less comfortable using digital services will require other / traditional communication channels to advise them of works. |
| Mitigations:             | Monitor situation as work progresses and take proportionate action as required  |
| <b>Disability</b>        | Does your analysis indicate a disproportionate impact? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>  |

|  |   |
|--|---|
| Potential impacts:   | Longer diversion route is likely to have a disproportionate impact on disabled people including people with sight or hearing loss, neurodiverse conditions and other 'hidden' disability as well as mobility impairments. |
| Mitigations:   | Monitor situation as work progresses and take proportionate action as required. Ensure communication about work is in a range of accessible and easy to understand formats.   |
| <b>Sex</b>   | Does your analysis indicate a disproportionate impact? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>  |
| Potential impacts:   |   |
| Mitigations:   |   |
| <b>Sexual orientation</b>  | Does your analysis indicate a disproportionate impact? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>  |
| Potential impacts:   | No  |
| Mitigations:   | No  |
| <b>Pregnancy / Maternity</b>   | Does your analysis indicate a disproportionate impact? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>  |
| Potential impacts:   | Longer diversion route will have a disproportionate impact on people who are pregnant with limited mobility, and families with babies and young children.   |
| Mitigations:   | Monitor situation as work progresses and take proportionate action as required  |
| <b>Gender reassignment</b>   | Does your analysis indicate a disproportionate impact? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>  |
| Potential impacts:   | No  |
| Mitigations:   | No  |
| <b>Race</b>  | Does your analysis indicate a disproportionate impact? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>  |
| Potential impacts:   | No  |
| Mitigations:   | No  |
| <b>Religion or Belief</b>  | Does your analysis indicate a disproportionate impact? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>  |
| Potential impacts:   | No  |
| Mitigations:   | No  |
| <b>Marriage &amp; civil partnership</b>  | Does your analysis indicate a disproportionate impact? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>  |
| Potential impacts:   | No  |
| Mitigations:   | No  |
| <b>OTHER RELEVANT CHARACTERISTICS</b>  |   |
| <b>Socio-Economic (deprivation)</b>  | Does your analysis indicate a disproportionate impact? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>  |
| Potential impacts:   | no  |
| Mitigations:   | no  |
| <b>Carers</b>  | Does your analysis indicate a disproportionate impact? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>  |
| Potential impacts:   | Longer diversion route is likely to have a disproportionate impact on carers (see quality of life evidence above)   |
| Mitigations:   | As above re accessible communications and other mitigations   |
| <b>Other groups</b> [Please add additional rows below to detail the impact for other relevant groups as appropriate e.g. Asylums and Refugees; Looked after Children / Care Leavers; Homelessness] |   |
| Potential impacts:   | No  |
| Mitigations:   | No  |

### 3.2 Does the proposal create any benefits for people based on their protected or other relevant characteristics?

Outline any potential benefits of the proposal and how they can be maximised. Identify how the proposal will support our Public Sector Equality Duty to:

- ✓ Eliminate unlawful discrimination for a protected group
- ✓ Advance equality of opportunity between people who share a protected characteristic and those who don't
- ✓ Foster good relations between people who share a protected characteristic and those who don't

Benefits could be by close consultation with local interest groups positive benefits could be fostered to build up good relations with all local interested parties to aid for good relations during works.

## Step 4: Impact

### 4.1 How has the equality impact assessment informed or changed the proposal?

What are the main conclusions of this assessment? Use this section to provide an overview of your findings. This summary can be included in decision pathway reports etc.

If you have identified any significant negative impacts which cannot be mitigated, provide a justification showing how the proposal is proportionate, necessary, and appropriate despite this.

#### Summary of significant negative impacts and how they can be mitigated or justified:

Although there is likely to be disproportionate impact for some groups the proposal is justified on the basis of operational need. The diversion route is relatively long, but with good prior notifications, appropriate advance warning and diversion route direction and information signage as well as good prior PR and comms most people will be well aware of these works and will know of the proposed diversion route and can make plans to change their journeys accordingly.

#### Summary of positive impacts / opportunities to promote the Public Sector Equality Duty:

Good positive engagement with local groups will help the work go smoothly and hopefully will help to mitigate the negative impact the closure of this footbridge will cause.

### 4.2 Action Plan

Use this section to set out any actions you have identified to improve data, mitigate issues, or maximise opportunities etc. If an action is to meet the needs of a particular protected group please specify this.


| Improvement / action required  | Responsible Officer | Timescale       |
|--|---------------------|-----------------|
| Agree Diversion route and diversion and information signage required | Tyrone Chappell     | April /May 2022 |
| Agree COMMS and PR Release with Mayors Office                        | Tyrone Chappell     | April /May 2022 |
| Local Group engagement, including schools and FRANCS                 | Tyrone Chappell     | Ongoing         |

### 4.3 How will the impact of your proposal and actions be measured?

Weekly Audit by Project Manger (Tyrone Chappell) of ICASE and Fixmy Street complaints and ensuring appropriate and proportionate action is taken to mitigate as far as is reasonably possible.

## Step 5: Review

The Equality and Inclusion Team need at least five working days to comment and feedback on your EqIA. EqIAs should only be marked as reviewed when they provide sufficient information for decision-makers on the equalities impact of the proposal. Please seek feedback and review from the [Equality and Inclusion Team](#) before requesting sign off from your Director<sup>1</sup>.

|  |  |
|--|--|
| <b>Equality and Inclusion Team Review:</b><br><i>Reviewed by Equality and Inclusion Team</i> | <b>Director Sign-Off:</b><br> |
| Date: 5/4/2022   | Date: 05/04/2022   |

<sup>1</sup> Review by the Equality and Inclusion Team confirms there is sufficient analysis for decision makers to consider the likely equality impacts at this stage. This is not an endorsement or approval of the proposal.