# **Integrated Impact Assessment (IIA)**

## **Stage 1 Scoping and Assessing for Relevance**

## **Section 1 Details of the Proposal**

| A. Title of Proposal:                                                                                                                                                                                                               | Kalemouth Suspension Bridge – Essential Repair Works                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| B. What is it?                                                                                                                                                                                                                      | A new Policy/Strategy/Practice  A revised Policy/Strategy/Practice  A new Project                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| C. Description of the proposal: (Set out a clear understanding of the purpose of the proposal being developed or reviewed (what are the aims, objectives and intended outcomes, including the context within which it will operate) | Essential repair works on Kalemouth Suspension Bridge. All timber elements are to be renewed and replaced so that the bridge can remain open for pedestrians and cyclists.  As part of this work the bridge will be access over the bridge will be formally redetermined to exclude motorised vehicles and as such 3T vehicles will no longer be able to cross the bridge.  The bridge is a Grade 'A' Listed structure and the works will be done in keeping with this protected status so that it can be viewed and enjoyed for many years to come. |
| D. Service Area: Department:                                                                                                                                                                                                        | Infrastructure and Environment                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| E. Lead Officer:<br>(Name and job title)                                                                                                                                                                                            | Paul Frankland<br>Engineering Manager                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |



Sanne Roberts - Heritage & Design Officer, HES

| F. Other Officers/Partners involved: (List names, job titles and organisations)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Sanne Roberts – Heritage & Design Officer, HES                      |
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| G. Date(s) IIA completed:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 6 Nov 2023                                                          |
| Section 2 Will there be any impac<br>policies?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | ets as a result of the relationship between this proposal and other |
| No (please delete as applicable)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                     |
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| If yes, - please state here:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                     |
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| Section 3 Legislative Requiremen                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | nts                                                                 |
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| Section 3 Legislative Requirements 3.1 Relevance to the Equality Dut  Do you believe your proposal has any rele                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | y: No                                                               |
| Section 3 Legislative Requirements 3.1 Relevance to the Equality Dut  Do you believe your proposal has any rele (If you believe that your proposal may have s                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | y: No vance under the Equality Act 2010?                            |



| B. Promotion of equality of opportunity? (Will your proposal help or hinder the Council with this)                                                   |  |
|------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| C. Foster good relations? (Will your proposal help to foster or encourage good relations between those who have different equality characteristics?) |  |

Which groups of people do you think will be or potentially could be, impacted by the implementation of this proposal? (You should consider employees, clients, customers / service users, and any other relevant groups)

Please tick below as appropriate, outlining any potential impacts on the undernoted equality groups this proposal may have and how you know this.

|                                                                                                                                                      | Impact       |                 |                    | Please explain the potential impacts and how you |  |
|------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|-----------------|--------------------|--------------------------------------------------|--|
|                                                                                                                                                      | No<br>Impact | Positive Impact | Negative<br>Impact | know this                                        |  |
| <b>Age</b> Older or younger people or a specific age grouping                                                                                        | Х            |                 |                    |                                                  |  |
| <b>Disability</b> e.g. Effects on people with mental, physical, sensory impairment, learning disability, visible/invisible, progressive or recurring | Х            |                 |                    |                                                  |  |
| Gender Reassignment/ Gender Identity<br>anybody whose gender identity or gender<br>expression is different to the sex assigned to<br>them at birth   | X            |                 |                    |                                                  |  |
| Marriage or Civil Partnership people who are married or in a civil partnership                                                                       | Х            |                 |                    |                                                  |  |

| Pregnancy and Maternity (refers to the period after the birth, and is linked to maternity leave in the employment context. In the non-work context, protection against maternity discrimination is for 26 weeks after giving birth), | Х |  |  |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|--|--|--|
| Race Groups: including colour, nationality, ethnic origins, including minorities (e.g. gypsy travellers, refugees, migrants and asylum seekers)                                                                                      | X |  |  |  |
| Religion or Belief: different beliefs, customs (including atheists and those with no aligned belief)                                                                                                                                 | Х |  |  |  |
| Sex women and men (girls and boys)                                                                                                                                                                                                   | Х |  |  |  |
| <b>Sexual Orientation</b> , e.g. Lesbian, Gay, Bisexual, Heterosexual                                                                                                                                                                | Х |  |  |  |

#### 3.3 Fairer Scotland Duty

This duty places a legal responsibility on Scottish Borders Council (SBC) to actively consider (give due regard) to how we can reduce inequalities of outcome caused by socioeconomic disadvantage when making <u>strategic</u> decisions.

The duty is set at a strategic level - these are the key, high level decisions that SBC will take. This would normally include strategy documents, decisions about setting priorities, allocating resources and commissioning services.

#### Is the proposal strategic? No

Yes / No (please delete as applicable)

If No go to Section 4



#### If yes, please indicate any potential impact on the undernoted groups this proposal may have and how you know this: **Impact** State here how you know this Positive Negative No Impact Impact **Impact** Low and/or No Wealth - enough money to meet basic living costs and pay bills but have no savings to deal with any unexpected spends and no provision for the future. Material Deprivation - being unable to access basic goods and services i.e. financial products like life insurance, repair/replace broken electrical goods, warm home, leisure and hobbies Area Deprivation - where you live (e.g. rural areas), where you work (e.g. accessibility of transport) Socio-economic Background - social class i.e. parents' education, employment and income Looked after and accommodated children and young people Carers paid and unpaid including family members

Homelessness

system

Addictions and substance use

Those involved within the criminal justice

#### 3.4 Armed Forces Covenant Duty (Education and Housing/ Homelessness proposals only)

This duty places a legal responsibility on Scottish Borders Council (SBC) to actively consider (give due regard) to the three matters listed below in Education and Housing/ Homelessness matters.

This relates to current and former armed forces personnel (regular or reserve) and their families.

# Is the Armed Forces Covenant Duty applicable?

If "Yes", please complete below

| Covenant Duty                                                                                                                                                    | How this has been considered and any specific provision made: |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------|
| The unique obligations of, and sacrifices made by, the armed forces;                                                                                             |                                                               |
| The principle that it is desirable to remove disadvantages arising for Service people from membership, or former membership, of the armed forces;                |                                                               |
| The principle that special provision for Service people may be justified by the effects on such people of membership, or former membership, of the armed forces. |                                                               |



#### **Section 4 Full Integrated Impact Assessment Required**

Select No if you have answered "No" to all of Sections 3.1 – 3.3.

**No** (please delete as applicable)

If yes, please proceed to Stage 2 and complete a full Integrated Impact Assessment

If a full impact assessment is not required briefly explain why there are no effects and provide justification for the decision.

This project involves the replacement of defective timbers on a rural suspension bridge, to allow it to remain open to pedestrians and cyclists. 3T motor vehicles will be prohibited from using the bridge due to its inability to safely carry that level of loading, alternative routes are available.

|                         | Paul Frankland      |
|-------------------------|---------------------|
| Signed by Lead Officer: |                     |
|                         | Engineering Manager |
| Designation:            |                     |
|                         | 6 Nov 2023          |
| Date:                   |                     |



| Counter Signature Director: |  |
|-----------------------------|--|
| Date:                       |  |