

# EQUALITY IMPACT ASSESSMENT

TITLE: Unlawful Eviction and Harassment Policy for Private Rented Sector Housing

#### **VERSION CONTROL**

| Date                          | Version   | Author      | Description of<br>Changes |
|-------------------------------|-----------|-------------|---------------------------|
| 11 <sup>th</sup> January 2022 | DRAFT 1.0 | John Howard | None                      |
| -                             |           |             |                           |
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OFFICIAL



# CHESHIRE EAST COUNCIL - EQUALITY IMPACT ASSESSMENT

Stage 1 Description: Fact finding (about your policy / service /

| Department                                                                                                                                                                                                                                                                                            |                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Lead officer responsible for assessment      |             | John Howard                     |                                                                                                  |
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| Service                                                                                                                                                                                                                                                                                               | 5                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Other members of team undertaking assessment |             | Claire Grice<br>Philip Jennings |                                                                                                  |
| Date                                                                                                                                                                                                                                                                                                  | 11 <sup>th</sup> January 2022                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Version                                      |             | DRAFT 1.0                       |                                                                                                  |
| Type of document (mark as appropriate)                                                                                                                                                                                                                                                                | Strategy                                                                                                                                                   | Plan                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Function                                     | Policy<br>√ | Procedure                       | Service                                                                                          |
| Is this a new/ existing/ revision of<br>an existing document (please mark<br>as appropriate)                                                                                                                                                                                                          | New<br>√                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Existing                                     |             | Revision                        |                                                                                                  |
| Title and subject of the impact<br>assessment (include a brief<br>description of the aims, outcomes,<br>operational issues as appropriate<br>and how it fits in with the wider<br>aims of the organisation)<br>Please attach a copy of the<br>strategy/ plan/ function/ policy/<br>procedure/ service | by a landlord or so<br>property that they h<br>A small number of<br>to leave their prope<br>Unlawful eviction of<br>would always advo<br>would deem this a | The term "unlawful eviction" is an umbrella expression for what is likely to be a number of unlawful acts committee<br>by a landlord or someone acting with them, or on their behalf, which excludes the occupier from residential<br>property that they have a continuing right to occupy.<br>A small number of landlords/agents sometimes resort to using unlawful eviction and/or harassment to force tena<br>to leave their properties.<br>Unlawful eviction can normally be prevented through mediation with the landlord, and Cheshire East Council (CE<br>vould always advocate this approach unless there are other mitigating factors, such as violence or threats, which<br>vould deem this approach unsuitable. However, where there are occasions when the landlord continues to harac-<br>preven unlawfully evict a tenant despite advice and information that they may be committing a criminal offence,<br>approximation of the prevented through the tenant despite advice and information that they may be committing a criminal offence,<br>approximation of the prevented through the tenant despite advice and information that they may be committing a criminal offence,<br>approximation of the prevented through the tenant despite advice and information that they may be committing a criminal offence,<br>approximation of the prevented through the tenant despite advice and information that they may be committing a criminal offence,<br>approximation of the prevented through the tenant despite advice and information that they may be committing a criminal offence,<br>approximation of the prevented tenant despite advice and information that they may be committing a criminal offence,<br>approximation of the tenant despite advice and information the tenant despite advice advice and information tenant despite advice advice advice advice advice advice advi |                                              |             |                                 | esidential<br>nt to force tenants<br>ast Council (CEC)<br>or threats, which<br>ntinues to harass |



|                                                                                                                                                                   | <ul> <li>When such events occur, they have a severely disruptive effect on the households involved, possibly leading to unintentional homelessness. This is turn will have a financial impact on CEC who will have to find temporary accommodation such as bed and breakfast accommodation for those occupants. Successful implementation of this Policy will therefore see a reduction in homelessness and in costs to CEC.</li> <li>This Policy is reflected in the strategic aims of CEC, including the Housing Strategy 2018-2023 and the Homelessness and Rough Sleeping Strategy 2021-2025.</li> <li>A key priority in the Housing Strategy 2018-23 is to 'Challenge Poor Quality Housing' in the private rented sector, including the targeting of the worst management and poorest housing standards, as well as promoting the responsibilities of landlords.</li> <li>A key action within the Homelessness and Rough Sleeping Strategy 2021-2025 is to develop CEC's relationships with private landlords, enabling communication and positive working relationships.</li> </ul> |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Who are the main stakeholders and<br>have they been engaged with?<br>(e.g. general public, employees,<br>Councillors, partners, specific<br>audiences, residents) | If yes, who did you engage with? Please state below:<br>(i.e. if risk increases, vulnerability increases etc. services should include methods of adaptation to meet<br>these increased needs without creating client uncertainty, or loss of services).<br>Name any groups/ stakeholders that you have involved or consulted with during the Equality Impact<br>Assessment. Provide a brief summary of how they have been involved and what they said – positive or<br>negative.<br>For example, asking disabled people about access issues and gender groups about gender specific<br>issues before a service is introduced. Involving people with protected characteristics in training, policy<br>review, satisfaction surveys etc.<br>Local stakeholders are private renters, private landlords, Police, Local Elected Members.<br>No consultation with these groups has been carried out.                                                                                                                                                                                            |



| What consultation method(s) did you use?                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Stage 2 Initial Screening                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Who is affected and what<br>evidence have you considered to<br>arrive at this analysis?<br>(This may or may not include the<br>stakeholders listed above) | Such as a 'Process Map' of your service (assessment of customer journey through service) / analysis of complaints / analysis of patient satisfaction surveys and feedback from focus groups /consultations / national & local statistics and audits etc.<br>List what other information you have reviewed.                                                                                                                                                                                                                                                           |
|                                                                                                                                                           | During the summer of 2021 it was identified that CEC needed an effective Unlawful Eviction Policy, following a number of cases. This also highlighted a particular need for more protection for migrant workers, a vulnerable group open to unlawful eviction, to promote help, and tackle any rogue landlords.                                                                                                                                                                                                                                                      |
| Who is intended to benefit and how?                                                                                                                       | Cheshire East has a relatively high concentration of migrant workers in the Crewe area, many of whom live in private rented accommodation, especially in Houses of Multiple Occupation (HMOs). CEC recognises that migrant workers can be subject to poorer living conditions and experience exploitation due to limited knowledge of their rights as renters in the UK. Often issues will be undetected due to non-reporting, and challenges exist around literacy, language barriers, and a lack of awareness of the housing rights of non-UK nationals.           |
|                                                                                                                                                           | The Council aims to tackle these issues through increased awareness-raising within communities and workplaces, as well as improved website information, by specifically carrying out promotion and marketing of housing, homelessness and Homechoice services. This will mean that the Housing Options Team is better promoted among hard-to-reach groups and those with accessibility issues. The CEC website will be kept up to date with good quality information and useful links (ensuring access to translated documents and services for those needing them). |
|                                                                                                                                                           | Anyone in the cohort of private renters may be open to harassment because of age, disability, gender, race, religion, nationality, or sexuality (as extended to all new protected characteristics and protected groups within the 2010 Equality Act). For example, there is evidence nationally of some landlords exploiting vulnerable tenants if the tenant wishes to stay in the landlord's property.                                                                                                                                                             |



| Could there be a different<br>or outcome for some grou                                                                                                                                  |                        | No.            |                                                                                                                 |             |               |                                |                              |          |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|----------------|-----------------------------------------------------------------------------------------------------------------|-------------|---------------|--------------------------------|------------------------------|----------|
| Does it include making de<br>based on individual<br>characteristics, needs or<br>circumstances?                                                                                         | cisions                | No.            |                                                                                                                 |             |               |                                |                              |          |
| Are relations between diffe<br>groups or communities lik<br>be affected?<br>(eg will it favour one partic<br>group or deny opportunitie<br>others?)                                     | cular                  |                | ntended that community relations are im statutory services such as CEC and the                                  |             | that cor      | nmunication improves between t | enants, lar                  | idlords, |
| Is there any specific target<br>action to promote equality<br>there a history of unequal<br>outcomes (do you have er<br><u>evidence to prove otherwi</u><br>Is there an actual or poten | /? Is<br>nough<br>se)? | Impro<br>incre | at the moment but this will be monitored<br>ovements in the promotion of services an<br>ase equality of access. | mong hard-t | o-reach       |                                |                              | will     |
| Age                                                                                                                                                                                     | Y                      | <b>N</b><br>√  | Marriage & civil partnership                                                                                    | Y           | ,<br>N<br>√   | Religion & belief              | Y                            | N<br>√   |
| Disability                                                                                                                                                                              | Y                      | N<br>√         | Pregnancy & maternity                                                                                           | Y           | N<br>         | Sex                            | Y                            | N<br>√   |
| Gender reassignment                                                                                                                                                                     | Y                      | N              | Race                                                                                                            | Y           | N             | Sexual orientation             | Y                            | N        |
|                                                                                                                                                                                         |                        |                | our findings? (quantitative and qualita<br>s document, i.e., graphs, tables, chart                              |             | √<br>e provic | le additional information that | Consul<br>involve<br>carried | ment     |



|                                                     |                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                 |                                | Yes | No           |  |
|-----------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|-----|--------------|--|
| Age                                                 | home or if they would                                                                                                                                                                                                                                                        | dentify private renters to see if olde<br>d prefer to live in a different type of<br>vices. Cheshire Homechoice will a<br>cisions.                                                                              | home or need to access to      |     | N            |  |
| Disability                                          | services and an up-to                                                                                                                                                                                                                                                        | ng Disability Benefit recipients can<br>b-date assessment of their needs c<br>hinded of their obligations under dis                                                                                             | arried out by health staff.    |     |              |  |
| Gender reassignment                                 | CEC expects landlore<br>their tenancy agreem                                                                                                                                                                                                                                 | ds to ensure that individuals transit<br>ient.                                                                                                                                                                  | ioning have protection through |     | V            |  |
| Marriage & civil partnership                        | them for support. It is accommodation is ma                                                                                                                                                                                                                                  | Families depend on extended networks and often try to live near relatives and rely on them for support. It is important that their accommodation is in the right area and that the accommodation is maintained. |                                |     |              |  |
| Pregnancy & maternity                               | This group may benefit from the stability of adequate private accommodation making access to local hospital/health services easier. The Policy will see lesser disruption to people's lives.                                                                                 |                                                                                                                                                                                                                 |                                |     | V            |  |
| Race                                                | There is a duty on CEC to promote race equality and good race relations. It will be possible to signpost families who have/are experiencing racism to relevant services, such as Police. The Unlawful Eviction Policy will tackle racist abuse of tenants by their landlord. |                                                                                                                                                                                                                 |                                |     | V            |  |
| Religion & belief                                   | The Unlawful Eviction Policy will tackle discrimination and abuse of tenants by their landlord due to the tenant's beliefs.                                                                                                                                                  |                                                                                                                                                                                                                 |                                |     | $\checkmark$ |  |
| Sex                                                 | tenant wishes to stay                                                                                                                                                                                                                                                        | me landlords Nationally are exploit<br>in the landlord's property, and the<br>if it is encountered locally.                                                                                                     |                                |     | V            |  |
| Sexual orientation                                  | reporting. CEC is awa                                                                                                                                                                                                                                                        | to-reach group and often issues wil<br>are of this and one of the objective<br>g and communication.                                                                                                             |                                |     | V            |  |
| Proceed to full impact assessment?<br>(Please tick) | Yes                                                                                                                                                                                                                                                                          | No $$                                                                                                                                                                                                           | Date                           |     | - 1          |  |





| Lead officer sign off    | John Howard | Date | 11 <sup>th</sup> January 2022 |
|--------------------------|-------------|------|-------------------------------|
| Head of service sign off |             | Date |                               |

If yes, please proceed to Stage 3. If no, please publish the initial screening as part of the suite of documents relating to this issue



Stage 3 Identifying impacts and evidence

This section identifies if there are impacts on equality, diversity and cohesion, what evidence there is to support the conclusion and what further action is needed

| Protected<br>characteristics    | Is the policy (function etc)<br>likely to have an adverse impact<br>on any of the groups?<br>Please include evidence<br>(qualitative & quantitative) and<br>consultations<br>List what negative impacts were recorded in<br>Stage 1 (Initial Assessment). | Are there any positive<br>impacts of the policy<br>(function etc) on any of<br>the groups?<br>Please include evidence<br>(qualitative & quantitative)<br>and consultations<br>List what positive impacts were<br>recorded in Stage 1 (Initial<br>Assessment). | Please rate the impact<br>taking into account any<br>measures already in place<br>to reduce the impacts<br>identified<br><i>High:</i> Significant potential impact;<br>history of complaints; no mitigating<br>measures in place; need for<br>consultation<br><i>Medium:</i> Some potential impact;<br>some mitigating measures in place, lack<br>of evidence to show effectiveness of<br>measures<br><i>Low:</i> Little/no identified impacts;<br>heavily legislation-led; limited public<br>facing aspect | Further action<br>(only an outline needs to<br>be included here. A full<br>action plan can be<br>included at Section 4)<br>Once you have assessed the impact of<br>a policy/service, it is important to identify<br>options and alternatives to reduce or<br>eliminate any negative impact. Options<br>considered could be adapting the policy<br>or service, changing the way in which it<br>is implemented or introducing balancing<br>measures to reduce any negative<br>impact. When considering each option<br>you should think about how it will reduce<br>any negative impact, how it might<br>impact on other groups and how it might<br>impact on relationships between groups<br>and overall issues around community<br>cohesion. You should clearly<br>demonstrate how you have considered<br>various options and the impact of these.<br>You must have a detailed rationale<br>behind decisions and a justification for<br>those alternatives that have not been<br>accepted. |
|---------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Age                             |                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Disability                      |                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Gender reassignment             |                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Marriage & civil<br>partnership |                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |



| Pregnancy and      |                                                                                |       |   |
|--------------------|--------------------------------------------------------------------------------|-------|---|
| maternity          |                                                                                |       |   |
| Race               |                                                                                |       |   |
| Religion & belief  |                                                                                |       |   |
| Sex                |                                                                                |       |   |
| Sexual orientation |                                                                                |       |   |
| _                  | e carried out wholly or partly by oth<br>with equality legislation (e.g. tende | <br>- | - |



Stage 4 Review and Conclusion ASSESSMENT

| Specific actions to be taken to reduce, justify       | How will this be monitored? | Officer responsible | Target date |
|-------------------------------------------------------|-----------------------------|---------------------|-------------|
| or remove any adverse impacts                         |                             |                     |             |
|                                                       |                             |                     |             |
|                                                       |                             |                     |             |
| Please provide details and link to full action        |                             |                     |             |
| plan for actions                                      |                             |                     |             |
| When will this assessment be reviewed?                |                             |                     |             |
| Are there any additional assessments that             |                             |                     |             |
| need to be undertaken in relation to this assessment? |                             |                     |             |
|                                                       | 1                           |                     |             |
| Lead officer sign off                                 |                             | Date                |             |
| Head of service sign off                              |                             | Date                |             |

Please publish this completed EIA form on the relevant section of the Cheshire East website