

Equality Impact Assessment

(December 2024)

Item name	Details
Title of service or policy	School Streets
Name of directorate and service	Sustainable Communities Strategic Transport
Name and role of officers completing the EIA	Jon Legge, Active Communities Manager
Date of assessment	4 th December 2024

Equality Impact Assessment (or 'Equality Analysis') is a process of systematically analysing a new or existing policy or service to identify what impact or likely impact it will have on different groups within the community. The main aim is to identify any discriminatory or negative consequences for a particular group or sector of the community, and also to identify areas where equality can be better promoted. Equality impact Assessments (EIAs) can be carried out in relation to services provided to customers and residents as well as employment policies/strategies that relate to staffing matters.

This toolkit has been developed to use as a framework when carrying out an Equality Impact Assessment (EIA) or Equality Analysis. **Not all sections will be relevant – so leave blank any that are not applicable.** It is intended that this is used as a working document throughout the process, and a final version will be published on the Council's website.

1.1 Identify the aims of the policy or service and how it is implemented

Key questions	Answers / notes
<p>1.1 Briefly describe purpose of the service/policy e.g.</p> <ul style="list-style-type: none"> ● How the service/policy is delivered and by whom ● If responsibility for its implementation is shared with other departments or organisations ● Intended outcomes 	<p>School Streets aim to improve the environment directly outside schools at the start and end of the school day by restricting access for the majority of motorised vehicle traffic. The schemes may cover a whole street, part of a street or several roads outside or leading to a school. The restrictions are only in place on weekdays during term time and will generally run for between 30 – 60 minutes in the morning and afternoon. Further measures to support active travel, improve road safety and enhance the public realm may also be introduced to complement the motor vehicle restriction, or may form part of a School Street if the roads are not suitable for a motor vehicle restriction (usually due to being located on a main road or bus route).</p> <p>The purpose of the schemes are to support more pupils, parents and school staff to travel to school by active modes of transport as well as creating a safer and more welcoming environment outside the school for social interaction.</p>

	<p>The schemes would be introduced as trials to understand their impacts on the local road network through the collection of monitoring data as well as to get feedback from local stakeholders.</p>
<p>1.2 Provide brief details of the scope of the policy or service being reviewed, for example:</p> <ul style="list-style-type: none"> ● Is it a new service/policy or review of an existing one? ● Is it a national requirement?). ● How much room for review is there? 	<p>This is a new project that has received funding from the Council's Clean Air Zone revenue reserves. The programme is still under development and engagement is taking place with five schools that expressed an interest in a scheme. Individual EQIAs will be undertaken once schools are selected and schemes developed in order to consider impacts and factors specific to those localities.</p>
<p>1.3 Do the aims of this policy link to or conflict with any other policies of the Council?</p>	<p>These proposals will contribute to meeting the aims of the Journey to Net Zero.</p> <p>They will also contribute to meeting the three Corporate Strategy principles:</p> <ul style="list-style-type: none"> ● Preparing for the future: the schemes will support residents to make travel choices that have a positive impact on the environment ● Delivering for local residents: they will provide facilities that give priority and support to active travel. ● Focusing on prevention: the schemes will contribute towards giving people the chance to choose active travel over car use, promoting better health and have the potential to contribute to improved air quality. <p>As well as meeting the strategy to provide more travel choices.</p>

2. Consideration of available data, research and information

Key questions	Data, research and information that you can refer to
<p>2.1 What equalities training have staff received to enable them to understand the needs of our diverse community?</p>	<p>The project team have undertaken in-person equalities training plus on-line equality, diversity and inclusion training. A number of staff have attended an awareness event with the RNIB and some staff have also completed a Healthy Streets course.</p>
<p>2.2 What is the equalities profile of service users?</p>	<p>The schemes will be located in locations across B&NES so the equalities profile of service users will be mixed. These schemes will be outside schools so there will be a higher proportion of young people, school pupils and parents/carers but they will impact residents living on, or close to, the School Street as well as other people that may use the roads.</p>
<p>2.3 Are there any recent customer satisfaction surveys to refer to? What were the results? Are there any gaps? Or differences in experience/outcomes?</p>	<p>The 2023 Voicebox survey reported that 63% of respondents strongly agreed or tended to agree with the statement 'I am willing to walk more often instead of travelling by car'. Also, 28% of respondents strongly agreed or tended to agree with the statement 'I am willing to cycle more often instead of travelling by car'. Evidence from school travel plans suggests that schoolchildren are keen to travel to school by active modes.</p>
<p>2.4 What engagement or consultation has been undertaken as part of this EIA and with whom? What were the results?</p>	<p>Initial discussion has taken place with staff at the five selected schools. Initial meetings have taken place school run times which has meant that informal discussions have also taken place with interested parents. As part of the development of the schemes, further formal consultation will take place.</p>
<p>2.5 If you are planning to undertake any consultation in the future regarding this service or policy, how will you include equalities considerations within this?</p>	<p>This is likely to be a combination of a local drop in session for residents, parents and local stakeholders as well as a letter to affected local addresses giving opportunity for feedback both before a scheme is introduced and during the trial period. The views of pupils will also be sought. All event spaces will be fully accessible, consultation materials will be available in alternative formats upon request, and a telephone contact number will be provided.</p>

3. Assessment of impact: ‘Equality analysis’

Based upon any data you have considered, or the results of consultation or research, use the spaces below to demonstrate you have analysed how the service or policy:

- Meets any particular needs of equalities groups or could help promote equality in some way.
- Could have a negative or adverse impact for any of the equalities groups

Key questions	Examples of what the service has done to promote equality	Examples of actual or potential negative or adverse impact and what steps have been or could be taken to address this
3.1 Issues relating to all groups and protected characteristics	The schemes would be designed to improve accessibility in the local area and create a safer and more welcoming environment outside of schools.	The schemes would prevent motor vehicle access to certain roads, or sections of roads, at certain times of the day unless an exemption applies. Exemptions would generally only be granted to residents living within the School Street area, and Blue Badge holders or people with a medical need that require access to an address within the School Street.
3.2 Sex – identify the impact/potential impact of the policy on women and men.	No impact identified as yet.	No impact identified as yet.
3.3 Pregnancy and maternity	These schemes would aim to create safer environments for active travel by reducing traffic. Where funding permits, they may also introduce changes such as dropped kerbs and pavement widening/decluttering which would help accessibility for pushchairs.	The schemes would prevent motor vehicle access to certain roads, or sections of roads, at certain times of the day so have the potential to negatively impact people that are pregnant or with young children that may not be able to travel by active modes of transport. Alternative routes would be available or people that require access to an address within the School Street could contact the Council to ascertain whether a short term exemption could be granted.

<p>3.4 Gender reassignment – identify the impact/potential impact of the policy on transgender people</p>	<p>No impact identified as yet.</p>	<p>No impact identified as yet.</p>
<p>3.5 Disability – identify the impact/potential impact of the policy on disabled people (ensure consideration both physical, sensory and mental impairments and mental health)</p>	<p>These schemes would aim to create safer environments for active travel by reducing traffic. Where funding permits, they may also introduce changes such as dropped kerbs and pavement widening/decluttering which would help accessibility for pushchairs.</p>	<p>The schemes would prevent motor vehicle access to certain roads, or sections of roads, at certain times of the day so have the potential to negatively impact disabled people. However, exemptions would be available for any Blue Badge holder that requires access to an address within the School Street. In addition, further exemptions could be considered for people with mobility issues that do not hold a Blue Badge by contacting the Council for further discussion.</p> <p>Neurodiverse people could find that a change in the route they normally travel is distressing. Alternate routes would be available and the restrictions would only be in place for a limited time each day.</p>
<p>3.6 Age – identify the impact/potential impact of the policy on different age groups</p>	<p>The aim of the schemes is to create safer environments for children to travel to school and reduce the negative impacts of motor vehicles. Increased levels of active travel would have positive impacts on children's health.</p>	<p>Older people are more likely to have mobility issues so could be reliant on driving. Any resident living within the School Street would be eligible for an exemption. Anybody with a medical need, such as a mobility issue, could contact the Council to discuss their eligibility for an exemption if they need to access an address within the School Street.</p>
<p>3.7 Race – identify the impact/potential impact on across different ethnic groups</p>	<p>No impact identified as yet.</p>	<p>No impact identified as yet.</p>
<p>3.8 Sexual orientation – identify the impact/potential impact of the policy on</p>	<p>No impact identified as yet.</p>	<p>No impact identified as yet.</p>

lesbian, gay, bisexual, heterosexual people		
3.9 Marriage and civil partnership – does the policy/strategy treat married and civil partnered people equally?	No impact identified as yet.	No impact identified as yet.
3.10 Religion/belief – identify the impact/potential impact of the policy on people of different religious/faith groups and also upon those with no religion.	No impact identified as yet.	No impact identified as yet. If a School Street was proposed on a road that has a place of worship, specific engagement would be undertaken to understand any potential impacts.
3.11 Socio-economically disadvantaged* – identify the impact on people who are disadvantaged due to factors like family background, educational attainment, neighbourhood, employment status can influence life chances (this is not a legal requirement, but is a local priority).	<p>The West of England Combined authority transport vision, as set out in the Joint Local Transport Plan 4, is to ‘Connect people and places for a vibrant, inclusive and carbon neutral West of England’.</p> <p>This includes access to services and opportunities for residents in rural, remote and deprived areas is improved.</p> <p>Active travel is the most cost effective form of travel so enabling more people to travel by these modes of transport could reduce the cost of travel, which will be particularly beneficial for economically disadvantaged people.</p> <p>This programme is in accordance with the vision and objectives of the JTLP4, by enabling low-carbon transport within Bath along with improvements to user health and wellbeing and transport equality through the provision of accessible infrastructure for all.</p>	No impact identified as yet.

<p>3.12 Rural communities* identify the impact / potential impact on people living in rural communities</p>	<p>Schemes may be introduced to schools within North East Somerset if they are suitable and the school has expressed an interest. This has the potential to increase rates of active travel and reduce car dependency in these areas.</p>	<p>No impact identified as yet.</p>
<p>3.13 Armed Forces Community ** serving members; reservists; veterans and their families, including the bereaved. Public services are required by law to pay due regard to the Armed Forces Community when developing policy, procedures and making decisions, particularly in the areas of public housing, education and healthcare (to remove disadvantage and consider special provision).</p>	<p>No impact identified as yet.</p>	<p>No impact identified as yet.</p>

*There is no requirement within the public sector duty of the Equality Act to consider groups who may be disadvantaged due to socio economic status, or because of living in a rural area. However, these are significant issues within B&NES and have therefore been included here.

** The Equality Act does not cover armed forces community. However, the Armed Forces Bill (which came in on 22 Nov 2022) introduces a requirement to pay ‘due regard’ to make sure the Armed Forces Community are not disadvantaged when accessing public services.

4. Bath and North East Somerset Council & NHS B&NES Equality Impact Assessment Improvement Plan

Please list actions that you plan to take as a result of this assessment/analysis. These actions should be based upon the analysis of data and engagement, any gaps in the data you have identified, and any steps you will be taking to address any negative impacts or remove barriers. The actions need to be built into your service planning framework. Actions/targets should be measurable, achievable, realistic and time framed.

This section will be updated as feasibility and development work is carried out and scheme-specific issues are identified.

Issues identified	Actions required	Progress milestones	Officer responsible	By when

5. Sign off and publishing

Once you have completed this form, it needs to be 'approved' by your Divisional Director or their nominated officer. Following this sign off, send a copy to the Equalities Team (equality@bathnes.gov.uk), who will publish it on the Council's and/or NHS B&NES' website. Keep a copy for your own records.

Signed off by:

Sophie Broadfield, Executive Director – Sustainable Communities

Date:

4th March 2025