

Midlothian Council Equality Impact Assessment Form



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Lead contact:

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Section A: Introduction

1. Title of policy, procedure or function being assessed

School Streets Traffic Regulation Order – Lasswade Primary School

2. Divisions/organisations/groups involved in doing this Equality Impact Assessment

Roads Services

3. Date started:

2/8/17

Date completed:

4/8/17

Section B: Information

4. Please describe the Policy, Procedure or Function you are impact assessing

School Streets is a legal traffic order that bans most vehicles from driving in streets around schools during specified times when children are arriving and leaving school. The purpose is to increase road safety around the school by reducing traffic movements and parking in the vicinity. It is also hoped that children and guardians become more active, walking and cycling the journey. There are exceptions such as blue badge holders, residents, delivery vans etc.

5. What information and consultation data do you have to inform your assessment? What does it tell you?

The signs and orders are part of the Traffic Signs Regulations and General

Directions applicable to the UK. These are similar to parking restrictions such as yellow lines, banned turns and no entry signs. Neighbouring authorities have introduced these restrictions around schools in recent years including the City of Edinburgh Council and East Lothian Council. An informal consultation has taken place involving questionnaires to residents, parents and teachers. A formal consultation including advertising in newspaper, and contacting key agencies has also been carried out.

6. Do you need more information or more consultation/engagement data?

- Do you need anything more:
 - i. to do this Equality Impact Assessment (EQIA)
 - ii. to monitor or assess, in future, the impact of the policy/procedure or function you are EQIAing on people with different equalities characteristics
- Lack of data is not a sufficient reason to conclude there is no impact. It is insufficient to state that a policy will affect everyone equally without having considered the different barriers some people may encounter.

No. The scheme will be monitored and changed should circumstances, feedback require it.

Section C: Assessment

Midlothian Council equality impact assesses on **all** of the characteristics in the shaded area below, so you should consider all of these in your assessment. If you want you can consider other groups as well.

Race (this includes ethnic or national origins, colour and nationality)

Disability (e.g. physical disabilities, sensory impairments, learning disabilities, mental health conditions or long-term illnesses)

Sex(male/female)

Age (all ages)

Sexual Orientation (gay man, gay woman/lesbian, bisexual, heterosexual/straight)

Religion or belief (including having no religion or belief)

Pregnancy and maternity (having just had a baby or being pregnant)

Gender reassignment or transgender status (a person who is proposing to undergo is undergoing or has undergone a process to change their sex)

Marriage and Civil Partnership

People experiencing poverty or at risk of poverty: (poverty may be simply defined as not having enough money to meet one's basic daily needs or to have the things that most people in the UK take for granted).

As you answer questions 7i. to 7iv. over the page:

a) Think about the policy, practice or function you are assessing and

- people with the above characteristics
- people associated with them (e.g. a parent or carer)
- people mistakenly assumed to have the above characteristics

Remember to consider impacts on staff as well as communities and customers.
Continued.../

b) Consider whether the above people are likely to have different needs, or be affected in different ways by what you are doing/proposing. e.g.

- People may need, or benefit from, information provided in a particular format, like large print or easyread.
- A queuing system which relies on people standing for long periods will make it very difficult for some people to use the service.
- Charging more for a service is likely to affect people from several of the groups in the shaded area above, as on average they have a lower income.
- Targeting an area of high poverty could leave people experiencing poverty outside the area even worse off in comparison

c) Consider the General Equality Duty requirements to pay due regard to the need to:

- eliminate discrimination, victimization, harassment or other local conduct that is prohibited under the Equality Act 2010 in relation to the characteristics listed in shaded area at the top of this page (except poverty)
- advance equality of opportunity between and foster good relations between people who share a characteristic in the shaded area and those who do not (except marriage and civil partnership and poverty)

7i. Note any positive impacts on the above equalities groups

Age : Children will be positively impacted on making their journey safer on route to school. They may also be healthier with walking or cycling to school each day.

Poverty: children from car free households who already walk or cycle to school will have a safer environment to do so.

Disability: Disabled residents and or parents will be able to access the area in a safer less congested environment.

Sex: parents with other smaller children as well as school age children will

have a safer less congested environment to walk in.

7ii. Note any negative impacts on equalities groups

Age: elderly people with limited mobility would find it difficult to walk to the school or access the area for other reasons. This is mitigated by blue badge exemption. Anyone with such difficulties is entitled to a blue badge.

Disability – mitigated as above.

7iii. How significant would this negative impact be, and what kind of numbers would be affected?

The actual number is unknown but it is considered that 'blue badge' mitigation would cover those most in need.

7iv. Note any opportunities for making a positive impact on equalities groups.

There are opportunities here to increase the health and wellbeing of all irrespective of being in an equality group or not. There could also be a positive impact on children living in poverty who are or feel discriminated against due to not having a family car.

Section D: Actions and Outcomes

Questions 8 and 9 below ask about actions which have been taken, or will be taken **as a result** of this Equality Impact Assessment (EQIA). Any pre-existing actions should be included in earlier sections.

8. Note any actions you will be taking as a result of this EQIA:

Think about what you can do to:

- minimise or remove any negative impacts, and
- maximise the opportunities for positive impacts

None

9. Please note any actions you have already taken as a result of this EQIA here.

People negatively impacted who are blue badge holders are exempt from the restrictions

10. How will you track/monitor that the actions you mentioned in 8. have been achieved?

e.g. by adding them to a work plan, service plan etc.

N/A

11. If you have decided not to take any action please note why this is, and any justification, here.

A significant negative impact, even if it affects only a small number of people, should be addressed.

It is considered that negative impacts are addressed

12. Is a more detailed assessment recommended?

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