

# Equality Analysis (EIA) Form

## A) Description

**Name of service, function, policy (or other) being assessed**

Sustainable Modes of Transport (SMOTS) strategy

**Directorate or organisation responsible (and service, if it is a policy)**

Economy, Communities & Corporate Directorate Services , Sustainable Transport

**Date of assessment**

June 2017

**Names and job titles of people carrying out the assessment**

Mathew Howells, Senior transport planning officer

**Accountable person**

**What are the aims or main purpose of the service, function or policy? What does it provide and how does it provide it?**

The SMOTS outlines how we propose to promote and facilitate sustainable travel to and from schools through road safety education, school engagement and infrastructure delivery.

This SMOTS strategy applies to all pupils of a compulsory school age attending educational facilities within Herefordshire.

**Location or any other relevant information**

Countywide, specifically within the vicinity of schools.

**List any key policies or procedures to be reviewed as part of this assessment.**

None

**Who is intended to benefit from the service, function or policy?**

Primary and secondary school children will be the main beneficiaries from this strategy. All residents will benefit from reduced congestion and better access to education and training. Reduced congestion at peak school arrival and departure times will benefit all residents.

**Who are the stakeholders? What is their interest?**

Schools- improved access to schools for pupils, reduced congestion around schools and improved safety.

Parents- Improved walking and cycling journeys to schools, improved safety of for children and parents on their travel to schools, improved air quality around schools.

Public Health teams – childhood obesity due in part to lack of exercise is a corporate priority.

## B) Partnerships and Procurement

If you contract out services or work in partnership with other organisations, Herefordshire Council remains responsible for ensuring that the quality of provision/delivery meets the requirements of the Equality Act 2010, ie.

- Eliminates unlawful discrimination, harassment and victimisation
- Advances equality of opportunity between different groups
- Fosters good relations between different groups

What information do you give to the partner/contractor in order to ensure that they meet the requirements of the Act? What information do you monitor from the partner/contractor in order to ensure that they meet the requirements of the Act?

The principal delivery partner will be BBLP through the Public Realm contract. This contract and the Annual Plan through which these works will be programmed are subject to its own Equality Impact Assessment and these are scrutinised by the council through its annual consideration of programme.

**Are there any concerns at this stage that indicate the possibility of inequalities/negative impacts? For example: complaints, comments, research, and outcomes of a scrutiny review. Please describe:**

No. The package schemes are all intended to improve conditions for walking, cycling and public transport. In general, these are modes of transport that are favoured by people who may not be able to afford private car ownership or multiple cars within families. Hence, on balance it is considered that this package will have a positive impact on addressing inequalities.

## C) Information

**What information (monitoring or consultation data) have you got and what is it telling you?**

We undertook an extensive data collection exercise. Within this exercise we did the following activities:

- Parent questionnaire;
- Desktop walking and cycling infrastructure audits;
- Travel plans;
- Accident data analysis;
- Home to school bus travel data;
- Public health England pupil data.

Some of the highlights from the data are:

- 47% of pupils travel to school by car whilst 26% walk and 2% cycle. A further 17% use the bus, comprising both public services and those provided by the Council;
- The main reasons why pupils predominantly travel by car are that journey distances are too long for walking or cycling, and that there are safety concerns
- 16 schools have 20mph limits in the immediate vicinity;
- 75 schools have cycle racks and 17 schools have parent waiting shelters;
- The Council provides bus transport for 3,318 pupils with 284 paying for vacant

- seats;
- 23% of pupils in reception year and 34% of pupils in year 6 are overweight.

## D) Assessment/Analysis

**Describe your key findings (eg. negative, positive or neutral impacts - actual or potential). Also your assessment of risk.**

Strand/community	Impact
Children	A positive impact with aspects of the package providing direct support for travel to school.
Young people and students	The package will improve access to the FE colleges at Aylestone Hill.
Women	It will enable more women and their children to experience the health benefits of active travel.
Disabled	Any new infrastructure projects will consider the needs of disabled users and ensure they can benefit from improved access to schools.
Older People	Walking in particular is a valuable means of maintaining mobility and independence. Some older people may be unable to drive due to health conditions, but creating convivial and connected, comfortable walking and cycling environments will enable them to maintain their independence.
Commuters	Congestion during peak times is a key target for us. By reducing reliance on the private car to access education we will reduce the numbers of vehicles on the road during peak times easing congestion.
Low income groups	The package schemes are all intended to improve conditions for walking, cycling and public transport. In general, these are modes of transport that are favoured by people who may not be able to afford private car ownership or multiple cars within families.

## E) Consultation

Did you carry out any consultation?

Yes  No

Who was consulted?

Parents and schools were contacted to reply to an online school travel questionnaire where we received data on people's travel habits and current barriers to travel.

We are also undertaking a full consultation exercise on the SMOTS document, our targeted audience includes: schools, governors, councillors, parents, transport operators, delivery

partner, internal colleagues and the wider public.

**Describe other research, studies or information used to assist with the assessment and your key findings.**

Not at this stage. However, important engineering references and processes which help improve the design and delivery of walking and cycling schemes will be utilised in the design of package schemes. These will inform such elements as shared space, integrating cyclists with pedestrians, ensuring designs provide good access for people with various disabilities. We will continue to monitor for the latest updates and publication for behavioural change projects.

**Do you use diversity monitoring categories? Yes**  **No**

*(if No you should use this as an action as we are required by law to monitor diversity categories)*

**If yes, which categories?**

- Age
- Disability
- Gender Reassignment
- Marriage & Civil Partnership
- Pregnancy & Maternity
- Race
- Religion & Belief
- Sex
- Sexual Orientation

**What do you do with the diversity monitoring data you gather? Is this information published? And if so, where?**

Information on the efficacy of public realm schemes is particularly relevant in terms of whether or not they support younger people and older people and people with disabilities – navigating transport networks can be particularly difficult for these groups and hence we need to understand how they can be best accommodated within delivery of physical transport improvement schemes such as those included in this package.

## F) Conclusions

1. Primary and secondary pupils (Including SEN pupils) are the main beneficiary of the strategy, however, all residents in the county will benefit from reduced congestion.
2. We do not believe there to be any negative impacts upon any particular groups of residents. However we will continue to monitor impacts and review the situation as the project progresses.

**(I)** Taking immediate effect.

**(R)** Recommended to Council/Directors through a Committee or other Report\*.

**(S)** Added to the Service Plan.

**(J)** To be brought to the attention of the Equality Manager.

\*Summarise your findings in the report. Make the full assessment available for further information.

NB: Make sure your final document is suitable for publishing in the public domain.