

# EQUALITY IMPACT ASSESSMENT FORM

July 2019

## THE COUNCIL'S EQUALITIES STATEMENT

This Council recognises that people have different needs, requirements and goals and we will work actively against all forms of discrimination by promoting good relations and mutual respect within and between our communities, residents, elected members, job applicants and workforce.

We will also work to create equal access for everyone to our services, irrespective of ethnic origin, sex, age, marital status, sexual orientation, disability, gender reassignment, religious beliefs or non-belief, use of Welsh language, BSL or other languages, nationality, responsibility for any dependents or any other reason which cannot be shown to be justified.

EIAs are a legal requirement under equalities legislation (Equality Act 2010 (Statutory Duties) (Wales) Regulations 2011) where the potential for a significant negative impact has been identified. This legislation has been in place since 2000. We also have a legislative duty to:

- eliminate unlawful discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act 2010
- advance equality of opportunity between people who share a relevant protected characteristic and those who do not
- foster good relations between people who share a protected characteristic and those who do not.

The Act explains that having due regard for advancing equality involves:

- removing or minimising disadvantages experienced by people due to their protected characteristics
- taking steps to meet the needs of people from protected groups where these are different from the needs of other people
- encouraging people with protected characteristics to participate in public life or in other activities where their participation is disproportionately low.

The protected characteristics are:

- Age
- Disability
- Gender Re-assignment
- Marriage and Civil Partnership
- Pregnancy and Maternity
- Race
- Religion, Belief or Non-Belief
- Sex
- Sexual Orientation
- Welsh Language\*

\* The Welsh language is not identified as a protected characteristic under the Equality Act 2010, however in Wales we also have to treat Welsh and English on an equal basis as well as promoting and facilitating the use of the Welsh language.

A greener place  
Man gwyrddach

Mae'r ddogfen hon ar gael yn Gymraeg, ac mewn ieihoedd a fformatau eraill ar gais.  
This document is available in Welsh, and in other languages and formats on request.



## THE EQUALITY IMPACT ASSESSMENT

<b>NAME OF NEW OR REVISED PROPOSAL*</b>	Withdraw the School Crossing Patrol sites that do not meet the national criteria
<b>DIRECTORATE</b>	Communities
<b>SERVICE AREA</b>	Infrastructure
<b>CONTACT OFFICER</b>	Clive Campbell
<b>DATE FOR NEXT REVIEW OR REVISION</b>	October 2020

**\*Throughout this Equalities Impact Assessment Form, 'proposal' is used to refer to what is being assessed, and therefore includes policies, strategies, functions, procedures, practices, initiatives, projects and savings proposals.**

The aim of an Equality Impact Assessment (EIA) is to ensure that Equalities and Welsh Language issues have been proactively considered throughout the decision making processes governing work undertaken by every service area in the Council as well as work done at a corporate level.

The Council's work across Equalities, Welsh Language and Human Rights is covered in more detail through the **Equalities and Welsh Language Objectives and Action Plan 2016-2020**.

When carrying out an EIA you should consider both the positive and negative consequences of your proposals. If a project is designed for a specific group e.g. disabled people, you also need to think about what potential effects it could have on other areas e.g. young people with a disability, BME people with a disability.

There are a number of supporting guidance documents available on the **Corporate Policy Unit Portal** and the Council's Equalities and Welsh Language team can provide advice as the EIA is being developed. Please note that the team does not write EIAs on behalf of service areas, the support offered is in the form of advice, suggestions and in effect, quality control.

Contact [equalities@caerphilly.gov.uk](mailto:equalities@caerphilly.gov.uk) for assistance.

## PURPOSE OF THE PROPOSAL

<b>1</b>	<p><b>What is the proposal intended to achieve?</b> <i>(Please give a brief description and outline the purpose of the new or updated proposal by way of introduction.)</i></p> <p>Withdraw the School Crossing Patrol sites not meeting the national criteria (as set out in the Road Safety GB guidance) to achieve a saving of £158,000. The guidance sets out a technical risk based approach where the key factors include counts of pedestrians and vehicles.</p>
<b>2</b>	<p><b>Who are the service users affected by the proposal?</b> <i>(Who will be affected by the delivery of this proposal? e.g. staff members, the public generally, or specific sections of the public i.e. youth groups, carers, road users, people using country parks, people on benefits etc. Are there any data gaps?)</i></p> <p>Primary school children and their parents and carers would be affected by this proposal.</p>

## IMPACT ON THE PUBLIC AND STAFF

<b>3</b>	<p><b>Does the proposal ensure that everyone has an equal access to all the services available or proposed, or benefits equally from the proposed changes, or does not lose out in greater or more severe ways due to the proposals?</b> <i>(What has been done to examine whether or not these groups have equal access to the service, or whether they need to receive the service in a different way from other people?)</i></p> <p>The proposal does not change the existing access to services. However, all schools are offered the Kerbcraft training that equips children with the pedestrian skills to safely manoeuvre the highway. Typically 600-800 pupils in year 2 (depending on the numbers on role) receive the training each year. This initiative has been delivered for many years.</p>
----------	--

<b>4</b>	<b>Is your proposal going to affect any people or groups of people with protected characteristics?</b> <i>(Has the service delivery been examined to assess if there is any indirect effect on any groups? Could the consequences of the policy or savings proposal differ dependent upon people's protected characteristics?)</i>	
<b>Protected Characteristic</b>	<b>Positive, Negative, Neutral</b>	<b>What will the impact be? If the impact is negative how can it be mitigated?</b>
<b>Age</b>	<b>Negative</b>	<b>Withdrawal of the existing School Crossing Patrol. This could be mitigated by additional road safety education, training and publicity and school travel planning via the school.</b>
<b>Disability</b>	<b>Negative</b>	<b>Withdrawal of the existing School Crossing Patrol. This could be mitigated by additional road safety education, training and publicity and school travel planning via the school.</b>
<b>Gender Reassignment</b>	<b>Neutral</b>	
<b>Marriage &amp; Civil Partnership</b>	<b>Neutral</b>	
<b>Pregnancy and Maternity</b>	<b>Neutral</b>	
<b>Race</b>	<b>Neutral</b>	
<b>Religion &amp; Belief</b>	<b>Neutral</b>	
<b>Sex</b>	<b>Neutral</b>	
<b>Sexual Orientation</b>	<b>Neutral</b>	

<b>5</b>	<p><b>In line with the requirements of the Welsh Language Standards. (No.1) Regulations 2015, please note below what effects, if any (whether positive or adverse), the proposal would have on opportunities for persons to use the Welsh language, and treating the Welsh language no less favourably than the English language.</b></p> <p><i>(The specific Policy Making Standards requirements are Standard numbers 88, 89, 90, 91, 92 and 93. The full detail of each Standard is available on the Corporate Policy Unit Portal. Although it is important that what is outlined in the proposal is available in Welsh and English, please consider wider impacts on Welsh speakers.)</i></p> <p>The proposal has no effect on the opportunity for persons to use the Welsh language.</p>
----------	---

## INFORMATION COLLECTION

<b>6</b>	<p><b>Please outline any evidence and / or research you have collected which supports the proposal? This can include an analysis of service users.</b> <i>(Is this service effectively engaging with all its potential users or is there higher or lower participation of uptake by one or more protected characteristic groups? If so, what has been done to address any difference in take up of the service? Does any savings proposal include an analysis of those affected?)</i></p> <p>The School Crossing Patrol service is non-statutory. Information is available of the surveys of the SCP sites undertaken and the assessment against national criteria (Road Safety GB: <a href="http://www.roadsafetygb.org.uk">www.roadsafetygb.org.uk</a>. All 40 existing SCP sites were surveyed and assessed, 22 sites no longer meet the criteria and are proposed to be withdrawn. Kerbcraft training will continue to be offered to all the schools affected.</p>
----------	--

## CONSULTATION

<b>7</b>	<p><b>Please outline the consultation / engagement process and outline any key findings.</b> <i>(Include method of consultation, objectives and target audience. What steps have been taken to ensure that people from various groups have been consulted during the development of this proposal? Have you referred to the Equalities Consultation and Monitoring Guidance?)</i></p> <p>Public consultation will be undertaken on all of the Council's 2020/21 MTFP proposals between November 2019 and January 2020 via the December 2019 edition of the Council's Newline paper and household survey delivered to all households within the county borough, drop in centres, town and community councils etc. This also includes direct consultation with Equalities Groups.</p> <p>All Head Teachers will be directly consulted as well.</p>
----------	--

## MONITORING AND REVIEW

<b>8</b>	<p><b>How will the proposal be monitored?</b> <i>(What monitoring process has been set up to assess the extent that the service is being used by all sections of the community, or that the savings proposals are achieving the intended outcomes with no adverse impact? Are comments or complaints systems set up to record issues by Equalities category to be able analyse responses from particular groups?)</i></p> <p>Information will be retained on the number of sites operated, assessed and those that no longer meet the assessment criteria. Any comments and/or complaints received will be considered as part of the monitoring process.</p>
<b>9</b>	<p><b>How will the monitoring be evaluated?</b> <i>(What methods will be used to ensure that the needs of all sections of the community are being met?)</i></p>

	<p>If the savings target is met by withdrawing School Crossing Patrol cover to those sites that do not meet the national criteria, the proposal will be considered to have been fully successful.</p>
<p><b>10</b></p>	<p><b>Have any support / guidance / training requirements been identified?</b>  <i>(Has the EIA or consultation process shown a need for awareness raising amongst staff, or identified the need for Equalities or Welsh Language training of some sort?)</i></p> <p>The council's Road Safety education, training and publicity service is available to all schools. The Kerbcraft training initiative is also offered to all primary schools with the vast majority of pupils (when aged 5 – 7) taking this up.</p>
<p><b>11</b></p>	<p><b>If any adverse impact has been identified, please outline any mitigation action.</b></p> <p>The adverse impact will be mitigated by additional road safety education, training and publicity and school travel planning via schools.</p>
<p><b>12</b></p>	<p><b>What wider use will you make of this Equality Impact Assessment?</b>  <i>(What use will you make of this document i.e. as a consultation response, appendix to approval reports, publicity etc. in addition to the mandatory action shown below?)</i></p> <p>This form will be appended to the report to Cabinet and be available for public inspection.</p>

<b>13</b>	<p><b>An equality impact assessment may have four possible outcomes, through more than one may apply to a single proposal. Please indicate the relevant outcome(s) of the impact assessment below.</b></p> <p style="text-align: right;"><b>Please tick as appropriate:</b></p> <p><b>No major change</b> – the impact assessment demonstrated that the proposal was robust; there was no potential for discrimination or adverse impact. All opportunities to promote equality have been taken. <input type="checkbox"/></p> <p><b>Adjust the proposal</b> – the impact assessment identified potential problems or missed opportunities. The proposal was adjusted to remove barriers or better promote equality. <input checked="" type="checkbox"/></p> <p><b>Continue the proposal</b> – the impact assessment identified the potential problems or missed opportunities to promote equality. The justification(s) for continuing with it have been clearly set out. (The justification must be included in the impact assessment and must be in line with the duty to have due regard. Compelling reasons will be needed for the most important relevant proposals.) <input type="checkbox"/></p> <p><b>Stop and remove the proposal</b> – the impact assessment identified actual or potential unlawful discrimination. The proposal was stopped and removed, or changed. <input type="checkbox"/></p>
-----------	---

Form completed by:	
<b>Name:</b>	Clive Campbell
<b>Job Title:</b>	Transportation Engineering Manager
<b>Date:</b>	7 November 2019

Head of Service Approval	
<b>Name:</b>	Marcus Lloyd
<b>Job Title:</b>	Head of Infrastructure
<b>Signature:</b>	
<b>Date:</b>	