

## EQUALITY IMPACT ASSESSMENT

<b>STRATEGY/ACTION:</b>  2012/13 MTFP budget proposals on Highway Services :- (47) School Crossing Patrol Service (48) Reduce Road Safety Education, Training & Publicity (ETP) budget (51) Convert School Crossing Patrol Sites to Traffic Signal Controlled sites	<b>Department:</b> Services for Place
<b>Person responsible for assessment:</b> Dave Winstanley  <b>Person responsible for strategy where different from above:</b>	<b>Date of assessment:</b> January 2012

<p><b>Brief description of strategy, partners and those who will be affected by its delivery:</b></p> <p>(47) The proposal is to undertake some feasibility work around the provision of School Crossing patrol services based on a Darlington Together model. The service is a discretionary service with the remaining School Crossing Patrol sites located at the highest risk/priority locations in relation to volumes of traffic and pedestrian demand.</p> <p>Feasibility work is proposed to explore potential cost saving opportunities around whether the service could be provided at reduced cost options by the 3rd sector / Community interest groups. The feasibility will explore legislative requirements, self sufficiency &amp; staffing implications.</p> <p>The aim is to involve volunteers in operating patrols. If this were not possible, then changes to the current level of service could have impacts on:-</p> <ul style="list-style-type: none"><li>- Increasing risk for vulnerable road users crossing the road in peak times.</li><li>- Discouraging healthier travel options for children. i.e. Public Transport, Walking and cycling.</li><li>- Increasing school run congestion</li></ul> <p>(48) The Council has significantly reduced Road Safety Education, Training and Publicity activity but retained a small budget to commission initiatives with partner organisations.</p> <p>The reduction will further reduce the ability to undertake a road safety education and training programme. However, the LSTF has secured alternative funding for Pedestrian training and elements of cycle training, which help maintain an education and training programme to mitigate this proposal.</p> <p>The Council will continue to carry out studies into accidents arising out of the use of vehicles on roads or parts of roads within their area and will in light of those studies, take such measures as appear to the authority to be appropriate to prevent such accidents. Should evidence identify the need to undertake targeted Education, Publicity and Training on specific trends then this will be undertaken on an evidence lead campaign basis.</p>
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(51) – Convert School Crossing Patrol sites to Signal controlled crossing point through Capital funding.

Some school crossing patrol sites have been replaced with signal controlled crossing facilities funded through LTP. This is a positive impact providing a crossing facility that is available 24/7, rather than just school start and finish times providing additional benefits to the wider community.

**Introduction**

**Q.1 Is your strategy and the actions it proposes accessible to everyone within the community? Bear in mind any economic, social, environmental, physical, intellectual, cultural, linguistic, technological or other barriers.**

**KEY**

(47) School Crossing Patrol Service

(48) Reduce Road Safety Education, Training & Publicity (ETP) budget

(51) Convert School Crossing Patrol Sites to Traffic Signal Controlled sites

Issue	Yes	No	If yes, what evidence do you have to demonstrate this?	If no, what do you plan to do to remove barriers to access?
Equality Act 2010 Protected characteristics:				
Age	(47) Yes (48) Yes (51) Yes		(47) The School crossing patrol service is accessible to all people in the community who want to use the service when they are operational.  (48) The Road Safety Education, Training and Publicity service is provided primarily to children and vulnerable road users. However, evidence lead campaigns cut across all protected characteristics and local priorities.  (51) This is a positive impact as providing a crossing facility that is available 24/7, rather than just school start and finish times providing additional benefits to the wider community and increases access to everyone in that part of the community.	Not Applicable
Disability	(47) Yes (48) Yes (51) Yes			Not Applicable
Gender reassignment	(47) Yes (48) Yes (51) Yes			Not Applicable
Pregnancy and Maternity	(47) Yes (48) Yes (51) Yes			Not Applicable
Race	(47) Yes (48) Yes (51) Yes			Not Applicable

Issue	Yes	No	If yes, what evidence do you have to demonstrate this?	If no, what do you plan to do to remove barriers to access?
Religion or belief (47) (48) (51)	Yes Yes Yes			Not Applicable
Sex (47) (48) (51)	Yes Yes Yes			Not Applicable
Sexual orientation (47) (48) (51)	Yes Yes Yes			Not Applicable
Marriage and Civil Partnership (47) (48) (51)	Yes Yes Yes			Not Applicable
Local Priorities:				
Geographical impacts (47) (48) (51)	Yes Yes Yes		See Above  (47) & (51) These services are location based therefore whilst accessible to everyone they do have specific geographical links.	Not Applicable
Carers (47) (48) (51)	Yes Yes Yes			Not Applicable
Young People leaving care (47) (48) (51)	Yes Yes Yes			Not Applicable
Gypsies & Travellers (47) (48) (51)	Yes Yes Yes			Not Applicable
Refugees & Asylum Seekers (47) (48) (51)	Yes Yes Yes			Not Applicable

Issue	Yes	No	If yes, what evidence do you have to demonstrate this?	If no, what do you plan to do to remove barriers to access?
Unemployed or low income (47) (48) (51)	Yes Yes Yes			Not Applicable
People with spent criminal convictions (47) (48) (51)	Yes Yes Yes			Not Applicable

**Q.2 (a) For whatever reason, does your strategy and the actions it proposes treat any group differently from others?**

**KEY**

(47) School Crossing Patrol Service

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Yes	(47) (48) (51)
No	

**If you have answered 'yes', please specify those individuals or groups affected and whether the impact has the potential to be adverse.**

(47) There maybe an impact on people in the AGE and DISABILITY characteristics given the service is provided to assist young and vulnerable road users across the road. There maybe a Geographical impact given the service is locality based. There maybe an impact on Carers if they are reluctant to allow children to walk to school alone.

It is unknown at this stage whether there will be any adverse impact. However, the feasibility work to be undertaken during 2012/13 will investigate the level of impact in greater detail and form part of the report and options appraisal that will be presented to a future Cabinet.

(48) There maybe an impact on people in the AGE characteristic. Road Safety Education, Training and Publicity campaigns tend to focus (but not exclusively) on young people in various stages of their development, as they advance through walking and cycling skills in their early years to becoming young adults responsible for driving motorised vehicles.

(51) There maybe an impact on people in the AGE and DISABILITY characteristics. This is a positive impact as providing a crossing facility that is available 24/7, rather than just school start and finish times providing additional benefits to the wider community and increases access to everyone in that part of the community.

**(b) What needs to be done to prevent any potentially adverse impact?**

(47) The feasibility work to be undertaken during 2012/13 will investigate the level of impact in greater detail and form part of the report and options appraisal that will be presented to a future Cabinet.

(48) Officers will continue to signpost schools, partners and interest groups to national campaigns and resources. Road safety education will continue to be provided through Cycling and Pedestrian training programmes funded through the Local Sustainable Transport Fund. We will continue to work with partners on joint campaign calendars. The Council will continue to carry out studies into accidents arising out of the use of vehicles on roads or parts of roads within their area and will in light of those studies, take such measures as appear to the authority to be appropriate to prevent such accidents. Should evidence identify the need to undertake targeted Education, Publicity and Training on specific trends / groups then this will be undertaken on an evidence lead campaign basis.

(51) Consultation with Darlington Association on Disability on the specific design of individual schemes.

**Q.3 (a) Does your strategy promote equality? (e.g. does it contain actions that demonstrate a consideration of community cohesion and the needs of the members of Darlington’s diverse communities)**

**KEY**

- (47) School Crossing Patrol Service
- (48) Reduce Road Safety Education, Training & Publicity (ETP) budget
- (51) Convert School Crossing Patrol Sites to Traffic Signal Controlled sites

Yes	(47) (48) (51)
No	

**If you have answered ‘yes’, please give examples of how equality is promoted.**

By maintaining the service in limited / absolute minimum rather than removing / deleting service completely.  
The Council will continue to meet the equality act responsibilities and requirements.  
Develop community cohesion and encourage self sufficiency / support in relation to services.

**Q.4 In the past three years, have you consulted with any of the following groups regarding the development of your strategy?**

**KEY**

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Group	Yes	No	If yes, please summarise evidence (Who? When? What were the outcomes?)	If no, are you satisfied that the strategy has no impact on this group?
Age	(47) Yes (48) Yes (51) Yes		<p>Consultation events have taken place as part of the 2011/2012 MTFP budget consultation events, these include;</p> <ul style="list-style-type: none"> <li>• Public consultation events specifically targeted for disabled, young people and older people</li> <li>• Town Crier publications</li> <li>• Online forums</li> <li>• Talking Together Events</li> <li>• Staffing road shows and internal communications to employees</li> <li>• Attendance at local community groups and action groups (i.e. DAD)</li> </ul> <p>Specific Scheme Consultation with Partners, Stakeholders, Public and DAD to identify issues on improvement schemes.</p> <p>Disability Impact and Equality Impact assessments were undertaken during the development of the third Local Transport Plan.</p>	
Disability	(47) Yes (48) Yes (51) Yes			
Gender reassignment	(47) Yes (48) Yes (51) Yes			
Pregnancy and Maternity	(47) Yes (48) Yes (51) Yes			
Race	(47) Yes (48) Yes (51) Yes			
Religion or belief	(47) Yes (48) Yes (51) Yes			
Sex	(47) Yes (48) Yes (51) Yes			

Group	Yes	No	If yes, please summarise evidence (Who? When? What were the outcomes?)	If no, are you satisfied that the strategy has no impact on this group?
Sexual orientation (47) Yes (48) Yes (51) Yes				
Marriage and Civil Partnership (47) Yes (48) Yes (51) Yes				
Geographical impacts (47) Yes (48) Yes (51) Yes				
Carers (47) Yes (48) Yes (51) Yes				
Young people leaving care (47) Yes (48) Yes (51) Yes				
Gypsies & Travellers (47) Yes (48) Yes (51) Yes				
Refugees & asylum seekers (47) Yes (48) Yes (51) Yes				
Unemployed or low waged (47) Yes (48) Yes (51) Yes				
People with spent criminal convictions (47) Yes (48) Yes (51) Yes				

## Guidance and Definitions

The Equality Act 2010 combined over 100 pieces of legislation into one Act and introduces nine protected characteristics for which due regard is required in ensuring discrimination is prevented. These are age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex, sexual orientation, marriage and civil partnership. The Public Sector Equality Duty came into force on April 5th, 2011.

The following definitions and information will be useful in determining impacts of strategies, actions or services on specific groups.

### Age:

Having a particular age (e.g. 32 year-olds) or being within an age group (e.g. 18-30 year olds). Discrimination on the grounds of age under the Equality Act 2010 applies from the age of 18 years.

### Disability:

Physical or mental impairment and the impairment has a substantial and long-term adverse effect on person's ability to carry out normal day-to-day activities.

### Gender Reassignment:

A process which is undertaken under medical supervision for the purposes of reassigning a person's sex by changing physiological or other characteristics of sex, and includes any part of such a process.

The Sex Discrimination (Gender Reassignment) Regulations 1999 outlaw direct discrimination against transsexuals on the grounds of "gender reassignment".

Transgender: An individual, who appears as, wishes to be considered as or has undergone surgery to become a member of the opposite sex.

Transsexual: An individual who believes that their apparent gender is not their actual gender and may seek gender reassignment surgery to alter their body to meet their belief. Transsexuals may appear similar to transvestites, but have a different intent.

Transvestite: An individual who wears the clothing of the opposite gender to express their feminine/masculine side, or for relaxation. Also known as cross-dressing. For the purposes of completing the impact assessment, consideration ought to be given, in the first instance for example, to the arrangements made (or which could be made/agreed upon), regarding the use of toilets and any other gender specific facilities.

### Pregnancy and Maternity:

Pregnancy is the condition of being pregnant. Maternity is the period after giving birth. It is linked to maternity leave in the employment context. In the non-work context, protection against maternity discrimination is for 26 weeks after giving birth, including as a result of breastfeeding.

**Race:** includes colour, nationality (including citizenship), ethnic origin or national origins.



**Religion or Belief:**

Religion means any religion including a reference to a lack of religion. Belief includes religious and philosophical beliefs including lack of belief (e.g. Atheism). Generally, a belief should affect your life choices or the way you live it for it to be included.

This area presents, perhaps, the greatest difficulty in terms of providing a definition, not least because of the close links/overlaps in some instances with culture and race/ethnicity.

The Employment Equality (Religion or Belief) Regulations 2003 ban discrimination in employment and vocational training on grounds of religion or belief. Under the regulations, religion is defined as being 'any religion, religious belief, or similar philosophical belief'. This does not include any philosophical or political belief unless that belief is similar to a religious belief. Courts and tribunals may consider a number of factors when deciding what is a 'religion or belief' (e.g. collective worship, clear belief system, profound belief affecting way of life or view of the world)'.

For the purposes of completing the impact assessment, consideration ought to be given to a range of factors, examples of which are set out below. It is recognised, however, that whilst knowledge of the central tenets of those religions most likely to be encountered would help ensure that appropriate provision is made with regard to the delivery of and access to services, such knowledge might not necessarily be held.

- Is provision made, when dealing with customers, for them to be dealt with, if requested, by persons of the same sex?
- Does the way in which your service is delivered restrict access to certain religious groups that have days of religious observance restricting or preventing them accessing services on those days?
- Is your service delivered in locations or environments that might preclude or restrict access to certain religious groups?

**Sex:** Man or woman.

The Sex Discrimination Act 1975 ensured that no person is treated less favourably because of his or her gender or because he or she is married.

**Sexual Orientation:** Whether a person's sexual attraction is towards

- Persons of the same sex (lesbians and gay men)
- Persons of the opposite sex (heterosexuals)
- Persons of the same sex and opposite sex (Bisexuals).

It does not cover sexual practices such as sado-masochism and paedophilia.

The Employment Equality (Sexual Orientation) Regulations 2003 ban discrimination in employment and vocational training on grounds of sexual orientation. Sexual orientation is defined as an orientation towards:

**Marriage or Civil Partnership:** Discrimination on grounds a persons marital status or civil partnership is illegal under the Equality Act 2010.