



Equality Impact/Fairer Scotland Duty Assessment Form

Step 1

Name of Proposal: School Exclusion Zones

Step 2

Is this only a **screening** Equality Impact Assessment Yes/No

(A) If Yes, please choose from the following options **all** reasons why a full EIA/FSD is not required:

(i) It does not impact on people Yes/No

(ii) It is a percentage increase in fees which has no differential impact on protected characteristics Yes/No

(iii) It is for information only Yes/No

(iv) It is reflective e.g. of budget spend over a financial year Yes/No

(v) It is technical Yes/No

If you have answered yes to any of points above, please go to **Step 16**, and sign off the Assessment.

(B) If you have answered No to the above, please indicate the following:

Is this a full Equality Impact Assessment Yes/No

Is this a Fairer Scotland Duty Assessment Yes/No

If you have answered Yes to either or both of the above, continue with Step 3.

If your proposal is a **strategy** please ensure you complete Step 13 which is the Fairer Scotland Duty Assessment.

Step 3

(i)Lead Directorate/Service:

Infrastructure/Roads & Transportation

(ii)Are there any **relevant** statutory requirements affecting this proposal? If so, please describe.

Experimental Traffic Regulation Orders (ETROs) are to be made under Section 9 of the Road Traffic Regulation Act 1984 to test and implement traffic restriction at these school sites for set time periods.

(iii)What is the aim of the proposal? Please give full details.

To improve accessibility and road safety of people accessing school sites by road through restricting vehicular movements for set times at the start and end of school days.

(iv)Is it a new proposal? ~~Yes~~/No Please indicate OR

Is it a review of e.g. an existing budget saving, report, strategy, policy, service review, procedure or function? Yes/~~No~~ Please indicate

Refer to Report No. 45/21 – Experimental Traffic Order for School Exclusion Zones, Communities Committee, 23 February 2021.

Step 4: Which people does your proposal involve or have consequences for?

Please indicate all which apply:

Employees ~~Yes~~/No

Job Applicants ~~Yes~~/No

Service users Yes/~~No~~

Members of the public Yes/~~No~~

Step 5: List the evidence/data/research that has been used in this assessment (links to data sources, information etc which you may find useful are in the Guidance). This could include:

Internal data (e.g. customer satisfaction surveys; equality monitoring data; customer complaints).

Reference is made in the body of the report to before and after air quality data, traffic flows, active travel uptake, public perception and representations.

Internal consultation (e.g. with staff, trade unions and any other services affected).

With management of school sites.

External data (e.g. Census, equality reports, equality evidence finder, performance reports, research, available statistics)

Reference Background section of Report No. 45/21 – Experimental Traffic Order for School Exclusion Zones, Communities Committee, 23 February 2021.

<https://www.angus.gov.uk/sites/default/files/2021-02/45.pdf>

External consultation (e.g. partner organisations, national organisations, community groups, other councils).

Reference Background section of Report No. 45/21 – Experimental Traffic Order for School Exclusion Zones, Communities Committee, 23 February 2021.

<https://www.angus.gov.uk/sites/default/files/2021-02/45.pdf>

Other (general information as appropriate).

Not applicable.

Step 6: Evidence Gaps.

Are there any gaps in the equality information you currently hold? Yes/No

If yes, please state what they are, and what measures you will take to obtain the evidence you need.

Step 7: Are there potential differential impacts on protected characteristic groups?

Please complete for each group, including details of the potential impact on those affected. Please remember to take into account any particular impact resulting from **Covid-19**.

Please state if there is a potentially positive, negative, neutral or unknown impact for each group. Please state the reason(s) why.

Age

Impact: Positive. We are aiming to create a safer, more pleasant environment for everyone around schools. We have identified potential impacts for parents, carers, school staff and local residents, where there may be the potential for negative equality impacts for disabled people, pregnant women, older people and carers. We will negate these potential impacts by using the blue badge scheme; putting in place arrangement for emergency permits; explaining the scheme in accessible formats; and exempting nurses, carers or visiting local residents from the schemes. There is also further consultation to take place to uncover any other impacts and an evaluation of the sites gives further opportunities to promote equality of opportunity in designing and implementing the schemes.

Disability

Impact: Positive. We are aiming to create a safer, more pleasant environment for everyone around schools. We have identified potential impacts for parents, carers, school staff and local residents, where there may be the potential for negative equality impacts for disabled people, pregnant women, older people and carers. We will negate these potential impacts by using the blue badge scheme; putting in place arrangement for emergency permits; explaining the scheme in accessible formats; and exempting nurses, carers or visiting local

residents from the schemes. There is also further consultation to take place to uncover any other impacts and an evaluation of the sites gives further opportunities to promote equality of opportunity in designing and implementing the schemes.

Gender reassignment

Impact: Neutral.

Marriage and Civil Partnership

Impact: Neutral.

Pregnancy/Maternity

Impact: Positive. We are aiming to create a safer, more pleasant environment for everyone around schools. We have identified potential impacts for parents, carers, school staff and local residents, where there may be the potential for negative equality impacts for disabled people, pregnant women, older people and carers. We will negate these potential impacts by using the blue badge scheme; putting in place arrangement for emergency permits; explaining the scheme in accessible formats; and exempting nurses, carers or visiting local residents from the schemes. The consultation to take place to uncover any other impacts and an evaluation of the sites gives further opportunities to promote equality of opportunity in designing and implementing the schemes at the new sites.

Race - (includes Gypsy Travellers)

Impact: Neutral.

Religion or Belief

Impact: Neutral.

Sex

Impact: Neutral.

Sexual orientation

Impact: Neutral.

Step 8: Consultation with any of the groups potentially affected

If you have consulted with any group potentially affected, please give details of how this was done and what the results were.

Consultation was undertaken with school users.

If you have not consulted with any group potentially affected, how have you ensured that you can make an informed decision about mitigating action of any negative impact (Step 9)?

Not applicable.

Step 9: What mitigating steps will be taken to remove or reduce potentially negative impacts?

Not applicable.

Step 10: If a potentially negative impact has been identified, please state below the justification.

Not applicable.

Step 11: In what way does this proposal contribute to any or all of the public sector equality duty to: eliminate unlawful discrimination; advance equality of opportunity; and foster good relations between people of different protected characteristics?

Improvements to accessibility and road safety will be critical to contribute to our public sector equality duty on our streets.

Step 12: Is there any action which could be taken to advance equalities in relation to this proposal?

The consultation to take place to uncover any other impacts and an evaluation of the sites gives further opportunities to promote equality of opportunity in designing and implementing the schemes at the new sites.

Step 13: FAIRER SCOTLAND DUTY

This step is only applicable to **strategies** which are key, high level decisions. If your proposal is **not** a strategy, please leave this Step blank, and go to Step 14.

Links to data sources, information etc which you may find useful are in the Guidance.

Step 13(A) What evidence do you have about any socio-economic disadvantage/inequalities of outcome in relation to this strategic issue? None.

Step 13(B) Please state if there are any gaps in socio-economic evidence for this strategy and how you will take measures to gather the evidence you need. N/A

Step 13(C) Are there any potential impacts this strategy may have specifically on the undernoted groupings? Please remember to take into account any particular impact resulting from Covid-19. N/A

Please state if there is a potentially positive, negative, neutral or unknown impact for each grouping. N/A

Low and/or No Wealth (e.g. those with enough money to meet basic living costs and pay bills but have no savings to deal with any unexpected spends and no provision for the future. N/A

Impact

Material Deprivation (i.e. those unable to access basic goods and services e.g. repair/replace broken electrical goods, warm home, leisure and hobbies).

Impact

Area Deprivation (i.e. where people live (e.g. rural areas), or where they work (e.g. accessibility of transport).

Impact

Socio-economic Background i.e. social class including parents' education, people's employment and income.

Impact

Other – please indicate N/A

Step 13(D) Please state below if there are measures which could be taken to reduce socio-economic disadvantage/inequalities of outcome. N/A

Step 14: What arrangements will be put in place to monitor and review the Equality Impact/Fairer Scotland Duty Assessment? N/A

Step 15: Where will this Equality Impact/Fairer Scotland Duty Assessment be published?

As an appendix to the report to committee on Angus Council's website.

Step 16: Sign off and Authorisation. Please state name, post, and date for each:

Prepared by: **Russell Cramb, Traffic Engineer - 26 January 2022**

Reviewed by: **Walter Scott, Service Leader – Roads & Transportation, 27 January 2022**

Approved by: **Ian Cochrane, Director of Infrastructure, 31 January 2022**
