

ANGUS COUNCIL

COMMUNITIES COMMITTEE – 22 NOVEMBER 2022

**SCHOOL FRIENDLY ZONES AT MUIRFIELD PRIMARY SCHOOL, ARBROATH; FERRYDEN
PRIMARY SCHOOL, MONTROSE AND LANGLANDS PRIMARY SCHOOL, FORFAR**

THE ANGUS COUNCIL (SCHOOL FRIENDLY ZONES) (TRAFFIC MANAGEMENT) ORDER 202X

REPORT BY DIRECTOR OF INFRASTRUCTURE & ENVIRONMENT

ABSTRACT

This report relates to the making of a permanent traffic regulation order in connection with Phase 1 of the experimental school friendly zones which were implemented in Arbroath, Ferryden and Forfar during July 2021.

1. RECOMMENDATION

It is recommended that the Committee note the objection received during the consultation period and agrees to the making of the titled traffic regulation order as published.

2. ALIGNMENT TO THE COUNCIL PLAN

This report contributes to the following local outcomes contained within the Angus Community Plan:

- **ECONOMY:** An inclusive and sustainable economy.
- **PEOPLE:** We will work collaboratively for and with our citizens to keep them safe in resilient communities.
- **PLACE:** Safe, secure, vibrant and sustainable communities.

3. BACKGROUND

3.1 Reference is made to Item 4 of the minute of the Communities Committee of 23 February 2021 and to Report No. 45/41, and Item 8 of the minute of the Communities Committee of 22 February 2022 and to Report No. 49/22, proposing the making of an Experimental Traffic Regulation Order in respect of School Friendly Zones at:

- Muirfield Primary School, Arbroath;
- Ferryden Primary School, Montrose; and
- Langlands Primary School, Forfar.

3.2 The three locations which were the subject of the reports had been identified and explored by Roads & Transportation officers in consultation with a dedicated stakeholder group for each school, comprising Police Scotland, local councillors, Community Councils, school staff and members of the relevant Parent/Council/Teachers' Association. The Committee agreed to approve the making of the experimental Traffic Regulation Order for the three school sites.

3.3 The Angus Council (School Streets) (Prohibition of Motor Vehicles) (Temporary Traffic Regulation) Order 2021 was subsequently made to regulate, by prohibition, the use of motor vehicles in the agreed schools' streets.

3.4 Waiting and loading restrictions were also implemented where it was identified that displaced vehicles would park at inappropriate locations that could result in road safety issues.

- 3.5 The locations and extents of each restriction at the three schools are detailed in **Appendices 1, 2 and 3**.

4. CURRENT POSITION

CONSULTATION AND PUBLICATION

- 4.1 The Notice of Proposals relating to the traffic regulation order was published in the Courier and Advertiser on 16 September 2022. In addition, Public Notices were erected in the affected streets.
- 4.2 In response to the consultation publication, one objection to the proposals at Ferryden Primary School was received.
- 4.3 No objections were received in connection with either of the proposals at Muirfield or Langlands Primary Schools.
- 4.4 Copies of correspondence in connection with the objection relating to the proposals at Ferryden Primary School are provided in **Appendix 4** for consideration.
- 4.5 The feedback from Roads & Transportation officers and school staff is that the school friendly zones have delivered benefits and there have been no significant issues since they were implemented. On this basis, the schemes are considered to have been a success in providing an effective means of making the school streets a safer and healthier environment for children and parents when accessing the schools during the operational times covered by the proposed traffic regulation order.

5. PROPOSALS

After consideration of the objection received relating to Ferryden Primary School, and the benefits delivered from the school friendly zones, it is proposed to progress to the making of the permanent Traffic Regulation Order as published and as per the recommendation in this report.

6. FINANCIAL IMPLICATIONS

- 6.1 There are no costs in implementing the proposals as the traffic management measures are already in place.
- 6.2 If the experimental school friendly zones are abandoned the estimated costs for removal of the signing and road markings associated with the experimental schemes is £3,000 which will need to be met from the 2022/23 Capital – Traffic Calming/Road Safety budget. Additional maintenance costs will amount to approximately £300 per annum and this will require to be provided for in future years' Roads Maintenance Revenue Budgets.

7. EQUALITY IMPACT ASSESSMENT

- 7.1 An Equality Impact Assessment has been carried out and is attached to this report.
- 7.2 The Assessment concludes that impacts on protected characteristic groups arising from the proposals contained in this report are neutral.

8. CONSULTATION

The Director of Finance, Director of Legal and Democratic Services, Director of Education and Lifelong Learning and the Chief Constable of Police Scotland were consulted in the preparation of this report.

NOTE: The background papers, as defined by Section 50D of the Local Government (Scotland) Act 1973 (other than any containing confidential or exempt information) which were relied on to any material extent in preparing the above report are:

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

- Report No. 49/22 – School Exclusion Zones at Ferryden Primary School, Montrose; Langlands Primary School, Forfar; and Muirfield Primary School, Arbroath

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List of Appendices:

Appendix 1 – Location and extents of School Friendly Zone, Muirfield Primary School, Arbroath

Appendix 2 – Location and extents of School Friendly Zone, Ferryden Primary School, Montrose

Appendix 3 – Location and extents of School Friendly Zone, Langlands Primary School, Forfar

Appendix 4 – Objection to Ferryden Primary School Friendly Zone



Equality Impact/Fairer Scotland Duty Assessment Form

(To be completed with reference to Guidance Notes)

Step 1

Name of Proposal: Communities Committee, making permanent the experimental school friendly zones at Muirfield Primary School, Arbroath; Ferryden Primary School, Montrose and Langlands Primary School, Forfar.

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 & Environment/Roads & Transportation

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

A Temporary Traffic Regulation Orders (TTRO) was made under Section 14 of the Road Traffic Regulation Act 1984 to test and implement traffic restriction at these school sites for a set time period.

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

To improve accessibility and road safety for people accessing school sites by road through restricting vehicular movements for set times, during term-time, at the start and end of each school day.

(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 and Report No. 49/22 – School Exclusion Zones at Ferryden Primary School, Montrose; Langlands Primary School, Forfar; and Muirfield Primary School, Arbroath.

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).

Objection received from one member of the public.

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)

No applicable.

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

Not applicable.

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.

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.

Gender reassignment

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.

Marriage and Civil Partnership

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.

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.

Race - (includes Gypsy Travellers)

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.

Religion or Belief

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.

Sex

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.

Sexual orientation

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.

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.

Neutral or positive impact, hence no consultation undertaken.

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. The proposal identifies the positive impact in being able to walk and cycle in a safer road environment. Disabled blue badge holders will be exempt from the prohibitions of driving and the waiting restrictions.

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

The consultation during the experimental period allowed for any other impacts and evaluation of the sites gave further opportunities to promote equality of opportunity in designing and implementing the schemes at the school 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?

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.

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**.

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

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.

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

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

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

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: **Andrew Barnes, Team Leader, Traffic, 13 October 2022**

Reviewed by: **Craig Hudson, Traffic and Transport Manager – Roads & Transportation, 21 October 2022**

Approved by: **Graeme Dailly, Director of Infrastructure & Environment, 21 October 2022**
