

Equality Impact Assessment: SCHOOL FRIENDLY ZONES AT ANGUS PRIMARY SCHOOLS PHASE 2 AND 3 UPDATE

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Date of Submission : 10/09/2024 17:26 - EIA-646116520

Is this proposal a high-level strategy? No

Type of proposal : other;

What type of assessment is required? full

Overview

Directorate or service. If the proposal involves more than one directorate or service, name the lead one : Infrastructure & Environment

Give details of any legislation relevant to this proposal : The Road Traffic Act 1988: The Road Traffic Regulation Act 1984.

What is being proposed? There is currently exclusion of traffic from the immediate vicinity of nine primary schools to create safer, more pleasant environments to encourage active travel to school. School Friendly Zones are considered an effective measure to help encourage active lifestyles, increase walking and cycling journeys, reduce car trips and improve road safety outside schools during peak periods: due to less motor vehicle movements in the road or roads covered by the zones. If successful, the measures can also lead, in the long term, to a number of child health benefits.

The exclusion zones were introduced by Experimental Traffic Regulation Orders (ETROs), which are time limited, and this latest Committee report (1 October 2024) proposes to either make the exclusions permanent or remove them dependant on the whether the ETROs have met expectations

Is this a new other or a review of an existing other? Review of existing proposal - Report No. 45/21 - Experimental Traffic Order for School Exclusion Zones,

Communities Committee, 23 February 2021

Report No. 48/22 - Road Safety Framework to 2030 Update, Communities Committee, 22 February 2022

Report No. 49/22 - School Exclusion Zones at Ferryden Primary School, Montrose; Langlands Primary School, Forfar; And Muirfield Primary School, Montrose, Communities Committee, 22 February 2022

Report No. 386/22 - 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, Communities Committee “ 22 November 2022

Report No. 152/23 - Experimental Traffic Regulation Order for School Friendly Zones - Phase 3, Communities Committee “ 23 May 2023

The following is a link to School Street Closures and Traffic Displacement Project: A Literature Review with semi structured interviews, the author Dr Adrian Davis, Professor of Transport and Health at Edinburgh Napier University:
<https://www.napier.ac.uk/about-us/news/school-street-closures>

Other local authorities, including several Scottish authorities have introduced SFZ's (or similarly named), including neighbouring authorities.

Impact

All the group(s) of people your proposal involves or affects : Employees, Service users, Members of the public

What internal data, such as customer satisfaction surveys, equality monitoring data and customer complaints, have you gathered to discover what impact (positive or negative) your proposal will have on people? The introduction of the School Friendly Zones (SfZ) included EIAs for each phase 9of 2) and can be found at:

https://www.angus.gov.uk/sites/default/files/2022-02/Report%2049_22%20School%20Exclusion%20Zones_App9.pdf
and

https://www.angus.gov.uk/sites/default/files/2023-05/Report%20no%20152_23%20Experimental%20Traffic%20Regulation%20Order%20for%20School%20Friendly%20Zones%20-%20Phase%203_App%206.pdf

As part of the process for making the Experimental Traffic Regulation Orders (ETROs) permanent the following has taken place:

- Before and after data gathered on: vehicle flows; Active Travel take up by pupils; accident statistics; some (limited) air quality data;
- Survey of residents impacted by the zones
- Before and after consultation with stakeholder groups (school representatives; Parent Teacher Associations; Community Councils; local elected members)

What internal consultation, for example with staff, trade unions and affected services, have you gathered to discover what impact (positive or negative) your proposal will have on people? In addition to the above teaching staff and Police Scotland have been part of the initial and final stakeholders meetings which input into the Committee report. The Community enforcement team have also been involved in the proposals.

What external data, such as census data, equality reports, equality evidence finder, performance reports, research and statistics have you gathered to discover what impact (positive or negative) your proposal will have on people? In addition to the above, the legal process for Traffic Orders, including advertising the proposals has been followed and where objections or representations have been made, these are included in the Committee report.

What external consultation have you done, with partner organisations, national organisations, other councils, community groups and others, to discover what impact (positive or negative) your proposal will have on people? In addition to the above, SfZ initiative is supported by a number of organisations including Living Streets and Sustrans (<https://www.sustrans.org.uk/our-blog/projects/2019/uk-wide/sustrans-school-streets>) and form part of the Draft Tactran Regional Transport Strategy 2024-2034 (Action 16 ‘Tactran and the Councils will promote active and sustainable access to schools includes school exclusion Zones’). Several other authorities including across Tayside have introduced similar arrangements. Furthermore, the measures have the potential to support priorities in the Council Plan where modal shift to active travel is encouraged, as well as being an action from the Road Safety Member/Officer Group action plan referred to in Report 48/22.

SfZ have been the subject of School Street Closures and Traffic Displacement Project: A Literature Review with semi structured interviews, by Dr Adrian Davis, Professor of Transport and Health at Edinburgh Napier University and the full report can be found at: <https://www.napier.ac.uk/about-us/news/school-street-closures>.

What other consultation (if any) has been conducted that was not included above?

Detailed above

Gaps

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

Groups

Are there potential differential impacts on particular age groups? Positive

Reason(s) for your answer : The safety of young people attending schools is considered to be enhanced; as is the potential health benefits of reduced exposure to traffic emissions in the immediate vicinity to the school entrances combined with some evidence of increased active travel (giving physical and mental health benefits). These benefits similarly apply to the adults or other children accompanying those attending school. Where reductions of traffic/increase in active travel are not evidenced, as per the report, the beneficial impact is lessened.

In contrast, the displacement of traffic, to other areas away from the schools, has potentially negative impact on the mental health of those living in these areas that now have increased amounts of traffic/parking, evidenced by complaints about blocked drives, and the ability to ingress/egress their properties during the time restrictions for the SfZ. This is partially balanced by those residents within the zones who have seen a reduction in parking issues.

The exclusion of some traffic during peak school times, is considered to have had some negative impact on the mental and physical health of some of the residents in the area covered by the zones, either as it excludes some journeys, or introduces a worry about receiving a Fixed Penalty Notice. Whilst such Fixed Penalty Notices can be appealed, the worries generated are a negative impact. For clarity there is a more general exemption to enable the vehicle to be used for medical services, delivery purposes by registered delivery companies, and the discharge of trade or professional services.

Are there potential differential impacts on people with a disability? Positive

Reason(s) for your answer : As above for those with mental or physical disabilities. There is potential and reported negative impact on residents and some service users

(children/carers accessing the schools) as indicated above.

There are positive benefits for children and young people's mental health and wellbeing, which on balance, due to the greater number of individuals involved, results in an overall positive impact.

The needs of Blue Badge holders are addressed in the scheme details and are not considered to be negatively impacted.

Are there potential differential impacts on people with a gender reassignment?

Neutral

Reason(s) for your answer : There is not considered to be any differential impact.

Are there potential differential impacts on people with a marriage or civil partnership status? Neutral

Reason(s) for your answer : There is not considered to be any differential impact.

Are there potential differential impacts on people due to their race? Neutral

Reason(s) for your answer : There is not considered to be any differential impact.

Are there potential differential impacts on people due to their sex? Neutral

Reason(s) for your answer : There is not considered to be any differential impact.

Parents/carers attending the school gates may be disproportionately female, but the proposals do not have any differential impacts on people due to their sex.

Are there potential differential impacts on people due to pregnancy/maternity?

Neutral

Reason(s) for your answer : There is not considered to be any differential impact.

Parents/carers attending the school gates may be disproportionately female, and may disproportionately represent pregnant or maternal members of the community, but the proposals do not have any differential impacts on people due to pregnancy /maternity.

Are there potential differential impacts on people due to religion or belief? Neutral

Reason(s) for your answer : There is not considered to be any differential impact.

Are potential differential impacts on people due to their sexual orientation? Neutral

Reason(s) for your answer : There is not considered to be any differential impact.

UNCRC

Which of the general principles apply to your proposal? Best interest of the child

(Article 3), Right to life survival and development (Article 6) ;

What impact will your proposal have on children's rights? The safety and health of children attending the school (and anyone accompanying them) is considered to be improved by the proposals (Articles 6 and 24)

How will the proposal give better effect to the UNCRC in Scotland? Where SfZs are recommended to be retained the proposals contributes by taking cognisance of the best interests of children and young people and their rights to be safe and have the best possible health

How will the impact be monitored? Road Traffic Collisions that are reported via Police Scotland are monitored as part of our road safety processes.

How will you communicate to children and young people the impact of the proposal on their rights? There is no specific proposal by the Roads Service to communicate to the children/young people. Traffic issues around schools are sometimes communicated to the children/their parents/careers by the school through class discussions (i.e. Active travel surveys) or newsletters

Consultation

Have you consulted with any of the protected characteristic groups who are potentially negatively affected by the proposal? Yes

What are your reasons for not consulting with any of the protected characteristic groups who are potentially negatively affected by the proposal?

How did you do this? Please see Impact section for consultation on legal consultation process for Traffic Orders; stakeholders consultation; and residents survey

What were the results? There are a number of responses both from individuals and professionals. Numerous individuals have given examples of negative and positive impacts; as well as wider impacts of school children provided by head teacher/ Parent Teacher Associations, as detailed in the report.

Negative Impacts

What steps will you take to reduce or remove potentially negative impacts? The SfZ arrangements includes exemptions for vehicles and a permit system for non-exempt vehicles to enter the zones, which may mitigate some concerns of the residents within the zones.

For residents outwith the SfZ, where traffic is displaced, publicity, school newsletters and enforcement has some potential to reduce the negative impacts of the proposals

Justification

If your proposal will have a negative impact, what is your justification for taking it forward? Where it is assessed that there is a positive impact on a larger number of individuals (i.e. school roll where safety/ traffic flows reduced/ active travel increased), that this, on balance, outweighs the negative impact on a smaller number of objectors to the scheme, the ETROs are recommended for making permanent.

Where it is assessed that the positive impacts are not well evidenced (i.e. limited change to traffic flows/limited active travel increases) combined with reports of negative impacts from individuals, the ETROs are recommended for removal.

Public Sector Equality Duty

Does this proposal contribute to any, or all, of the public sector equality duty to? No

We need to know how your proposal does this :

Is there anything that could be done to advance equalities in relation to this proposal? No

Fairer Scotland Duty: Not Applicable

Monitoring

How will you monitor and review your assessment in line with your proposal? Road Traffic Collisions that are reported via Police Scotland are monitored as part of our road safety processes.

Will this equality impact/fairer Scotland Duty/Children's Rights assessment be

included with a committee report? Published with committee report

Approvers

Reviewer Approval : Doreen Philips - PhillipsD@angus.gov.uk

Review Date : 11/09/2024 12:24

Manager Approval : Graeme Dailly - Director of Infrastructure & Environment

Approval Date : 19/09/2024 12:37