



Derby City Council

Equality impact assessment form

Communities & Place

Traffic and Transportation

**ACHIEVING CHANGE IN THE SCHOOL
CROSSING PATROL SERVICE**

January 2016

Equality impact assessment

This is our equality impact assessment form to help you equality check what you are doing when you are about to produce a new policy, review an older one, write a strategy or plan or review your services and functions. In fact you need to do an equality impact assessment whenever a decision is needed that affects people. This completed form should be attached to any Cabinet or Personnel Committee report to help elected members make their decisions by taking the equality implications into account. Equality impact assessments **must be done before** decisions are made. Include the Cabinet or Personnel Committee's decision on the front sheet when you know it.

You'll find that doing these assessments will help you to:

- understand your customers' and communities needs
- develop service improvements
- improve service satisfaction
- demonstrate that you have been fair and open and considered equality when working on re-structuring.

Don't do the form by yourself, get a small team together and make sure you include key people in the team such as representatives from our Diversity Forums and employee networks and you could invite trade union representatives too – the more knowledge around the table the better. Ask our Lead on Equality and Diversity for help with useful contacts – we have a team of people who are used to doing these assessments.

You'll need to pull together all the information you can about how what you are assessing affects different groups of people and then examine this information to check whether some people will be negatively or positively affected. Then you'll need to look at ways of lessening any negative effects or making the service more accessible – this is where your assessment team is very useful and you can also use the wider community.

Agree an equality action plan with your assessment team, setting targets for dealing with any negative effects or gaps in information you may have found. Set up a way of monitoring these actions to make sure they are done and include them in your service business plans.

When you have completed the assessment, get it signed by your Head of Service or Service Director and send it to our Lead on Equality and Diversity to publish on our website.

Classification: OFFICIAL

By the way, we need to do these assessments as part of our everyday business, so we get our equality responsibilities right and stay within the law – Equality Act 2010.

Equality groups

These are the equality groups of people we need to think about when we are doing equality impact assessments and these people can be our customers or our employees...

- Age equality – the effects on young and older people
- Disability equality – the effects on the whole range of disabled people, including Deaf people, hearing impaired people, visually impaired people, people with mental health issues, people with learning difficulties and people with physical impairments
- Gender equality – the effects on both men and women and boys and girls
- Marriage and civil partnership equality
- Pregnancy and maternity equality - women who are pregnant or who have recently had a baby, including breast feeding mothers
- Race equality – the effects on minority ethnic communities, including newer communities, gypsies and travellers and the Roma community
- Religion and belief or non- belief equality – the effects on religious and cultural communities, customers and employees
- Sexuality equality – the effects on lesbians, gay men and bisexual people
- Trans gender – the effects on trans people

In addition, we have decided to look at the effects on people on low incomes too as we feel this is very important.

Contacts for help

Ann Webster – Lead on Equality and Diversity

ann.webster@derby.gov.uk

Tel 01332 643722

Classification: OFFICIAL

Minicom 01332 242133
Mobile 07812 300079

Maggie Fennell – 01332 643731 Minicom 01332 242133

The form

We use the term ‘policy’ as shorthand on this form for the full range of policies, practices, plans, reviews, activities and procedures.

Policies will usually fall into three main categories...

- Organisational policies and functions, such as recruitment, complaints procedures, re-structures
- Key decisions such as allocating funding to voluntary organisations, budget setting
- Policies that set criteria or guidelines for others to use, such as criteria about school admissions

1 What’s the name of the policy you are assessing?

ACHIEVING CHANGE IN THE SCHOOL CROSSING PATROL SERVICE

2 The assessment team

Team leader’s name and job title

David Dowbenko, Group Manager – Traffic and Transportation

Other team members

Name	Job title	Organisation	Area of expertise
Jon Pumfrey	Area Manager	Derby City Council	Traffic & Transportation

3 What are the main aims, objectives and purpose of the policy? How does it fit in with the wider aims of the Council? Include here any links to the Council Plan or your Directorate Service Plan.

As part of the process to determine the significant budget reductions required to balance the budget, the Council is undertaking a fundamental review of both the way services are delivered and the number and type of services it provides. Leadership asked officers to develop budget plans for all three years, which formed part of the current budget consultation.

For School Crossing Patrols, it is proposed that the Council will engage with schools, community groups and parents to explore how services can continue or whether physical improvements are appropriate in order to reduce the direct costs on the Council. This is forecast to save £47,000 in 2016/17 with a further £100,000 in 2017/18.

4 Who delivers the policy, including any outside organisations who deliver under procurement arrangements?

All activities are undertaken by City Council staff.

5 Who are the main customers, users, partners, employees or groups affected by this proposal?

- Anyone who uses a School Crossing Patrol site, during times of operation, especially parents/carers, children and people with restricted mobility.
- Schools and Nurseries.
- School Crossing Patrol staff and supervisors.

6 Who have you consulted and engaged with so far about this policy and what did they tell you? Who else do you plan to consult with? – tell us here how you did this consultation and how you made it accessible for the equality groups

The Council has already engaged with all potentially-affected schools. At the time of writing officers have already updated the Cabinet Member on the responses received to date. The views of community groups and parents gained from the public budget consultation exercise will also be reviewed by members to explore how services can continue or whether physical improvements are appropriate in order to reduce the direct costs to the Council.

7 Using the skills and knowledge in your assessment team, what do you already know about the equality impact of the policy on particular groups? Also, use any other information you know about such as any customer feedback, surveys, national research or data. Indicate by a tick for each equality group whether this is a negative impact, a positive one or if you are not sure

Equality groups	What do you know?	Positive impact	Negative impact	No impact	Not sure
Age	Many users of school crossings are young children. The removal of staffed school crossings, unless mitigated effectively, may have a negative effect.		✓		
Disability	School crossing patrols do assist some people who have disabilities in crossing the road whilst they are on duty.		✓		
Gender	No specific impact identified			✓	
Marriage and civil partnership	No specific impact identified			✓	
Pregnancy and maternity	School crossing patrols do assist some people in this equality group in crossing the road whilst they are on duty.		✓		
Race	No specific impact identified			✓	
Religion or belief or none	No specific impact identified			✓	
Sexuality	No specific impact identified			✓	

Trans gender	No specific impact identified			✓	
People on low income	No specific impact identified			✓	

Important - For any of the equality groups you don't have any information about, then make it an equality action at the end of this assessment to find out. This doesn't mean that you can't complete the assessment without the information, but you need to follow up the action and if necessary, review the assessment later.

8 From the information you have collected, how are you going to lessen any negative impact on any of the equality groups? How are you going to fill any gaps in information you have discovered?

During 2015, a review of each site was undertaken, which included looking at factors such as, levels of use, speeds of vehicles, casualty data, visibility, nearby existing highway features and the potential impact of removal.

This resulted in a table, ranking all sites. This table will be used to identify how we lessen the impact on all groups.

9 What outcome does this assessment suggest you take? – you might find more than one applies. Please also tell us why you have come to this decision?

Outcome 1		No major change needed – the EIA hasn't identified any potential for discrimination or negative impact and all opportunities to promote equality have been taken
Outcome 2		Adjust the policy to remove barriers identified by the EIA or better promote equality. Are you satisfied that the proposed adjustments will remove the barriers you identified?
Outcome 3	✓	Continue the policy despite potential for negative impact or missed opportunities to promote equality identified. You will need to make sure the EIA clearly sets out the justifications for continuing with it. You need to consider whether there are sufficient plans to reduce the negative impact and plans to monitor the actual impact
Outcome 4		Stop and rethink the policy when the EIA shows actual or potential unlawful discrimination

Our Assessment team has agreed Outcome number 3

Why did you come to this decision?

If budgets are withdrawn as proposed, then some equality groups will be affected negatively. Therefore, we feel that consideration will need to be given on how we prioritise the removal of particular school crossing patrols, and mitigating measures, depending on the amount of budget remaining.

If you have decided on **Outcome 3**, then please tell us here the justification for continuing with the policy. You also need to make sure that there are actions in the Equality action plan to lesson the effect of the negative impact. This is really important and may face a legal challenge in the future.

As well as having a carefully considered approach as detailed above, we would seek legal advice.

10 How do you plan to monitor the equality impact of the proposals, once they have been implemented?

As the proposals involve budget withdrawals, there is no current budget provision for monitoring impacts. It would be possible to collate comments or complaints at low cost.

Equality action plan – setting targets and monitoring

What are we going to do to improve equality?	How are we going to do it?	When will we do it?	What difference will this make?	Lead officer	Monitoring arrangements
Carry out a review of all sites to assess how budget withdrawal might have an effect	Site assessments	2015	A priority list can be devised, to help make considered choices	Tim Banton	This was completed and forwarded to the Cabinet Member for consideration.
Consider the impact of each site based on ranked table and site specific data.	Priority table, specific knowledge of sites	2016	An understanding of how we proceed, and lessen the impact on equality groups	Dave Dowbenko	
Explore opportunities for funding from partners.	Consultation	2016/17	Providing funding from third parties would allow some services to continue	Dave Dowbenko	
Consider whether physical measures might mitigate impact.	Site assessments have identified these.	2016/17	Some locations might benefit from physical measures as an alternative to a crossing patrol	Dave Dowbenko	
Engage school crossing patrol staff in a full consultation process.	Consultation, regular updates	2015/16 to 2017/18		Dave Dowbenko	
Liaise with Schools regarding changes.	Consultation	Ongoing		Dave Dowbenko	

Make sure you include these actions in your service business plans