

Equality Impact Assessment – Stage One

We need to ensure that our strategies, policies, functions and services, current and proposed have given due regard to equality and diversity.

Please complete the following questions to determine whether a Stage 2, Equality Impact Assessment is required.

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| Name of policy, strategy or function: | School Crossing Patrol |
| Version and release date of item (if applicable): | |
| Owner of item being assessed: | Caroline Corcoran |
| Name of assessor: | Caroline Corcoran |
| Date of assessment: | 21/10/15 |

| Is this a: | | Is this: | |
|-----------------|-----------|---|------------|
| Policy | No | New or proposed | No |
| Strategy | No | Already exists and is being reviewed | Yes |
| Function | No | Is changing | Yes |
| Service | No | | |

| 1. What are the main aims, objectives and intended outcomes of the policy, strategy function or service and who is likely to benefit from it? | |
|---|---|
| Aims: | To reduce the costs to the council by either: a) Commissioning another provider to fund and manage a School Crossing Patrol Service, or b) Remove the discretionary provision of a School Crossing Patrol Service |
| Objectives: | To consider the impact of the proposed changes for April 2016. |
| Outcomes: | Parents are aware of their legal responsibilities to get their child to and from school. Parents understand whether additional support from a School Crossing Patrol is available. Parents ensure that their children cross roads safely. |
| Benefits: | Children are helped to cross the road safely. |

2. Note which groups may be affected by the policy, strategy, function or service. Consider how they may be affected, whether it is positively or negatively and what sources of information have been used to determine this.

(Please demonstrate consideration of all strands – Age, Disability, Gender Reassignment, Marriage and Civil Partnership, Pregnancy and Maternity, Race, Religion or Belief, Sex and Sexual Orientation.)

| Group Affected | What might be the effect? | Information to support this |
|---|---|--|
| Age | <p>The School Crossing Patroller helps children of all ages and their parents cross the road. This is a discretionary service.</p> <p>If an alternative provider is found, then the Service would continue unchanged – Positive Effect.</p> <p>If an alternative provider is not found, parents will be dissatisfied. Parents like having a Patroller to stop the traffic and will be concerned that, without the official Patroller, an accident might happen – Negative Effect.</p> | In law, it is the parents who have responsibility to get their child to school, and this responsibility remains with the parent whether there is any type of crossing in place or not. |
| Disability: including children with special educational needs | The Home to School Transport Policy has specific entitlement to transport for children with Special Educational Needs and Disabilities and also in relation to parents who cannot accompany their children due to temporary or permanent illness of disability – Positive Effect. | The transport provision in the policy meets the LA's statutory duties under the statutory guidance. |
| Gender Reassignment | No impact | Gender is not a distinguishing factor |
| Marriage and Civil Partnership | No impact | Marriage and Civil Partnership are not distinguishing factors |
| Pregnancy and Maternity | No impact | Pregnancy and maternity are not distinguishing factors. |
| Race | No impact | Race is not a distinguishing factor. |
| Religion or Belief | No impact | Religion or beliefs are not distinguishing factors. |
| Sex | No impact | Sex is not a distinguishing factor. |

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| Sexual Orientation | No impact | Sexual Orientation is not a distinguishing factor. |
| Further Comments relating to the item: | | |
| In the absence of a proposal coming forward, the crossing would cease. No one wants there to be a tragic accident or injury, and we are very willing to explore proposals to resolve any School Crossing Patrol vacancy or new requirement. In the meantime, parents will have to help their children cross the road safely. | | |

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| 3. Result | |
| Are there any aspects of the policy, strategy, function or service, including how it is delivered or accessed, that could contribute to inequality? | No |
| Please provide an explanation for your answer: | |
| Will the policy, strategy, function or service have an adverse impact upon the lives of people, including employees and service users? | No |
| Please provide an explanation for your answer: | |
| Travelling to and from school is not without risk in any circumstances (national guidance). The council undertakes a risk assessment to determine whether a built crossing (i.e. zebra, pelican) is required. If the site does not meet the national threshold for this type of support, then families will need to use their road safety skills to cross with care. | |
| Even where a built crossing is in place, parents remain legally responsible for their child to get to and from school, including when they cross the road. Parents should determine their domestic arrangements in this regard. | |

If your answers to question 2 have identified potential adverse impacts and you have answered 'yes' to either of the sections at question 3, then you should carry out a Stage Two Equality Impact Assessment.

If a Stage Two Equality Impact Assessment is required, before proceeding you should discuss the scope of the Assessment with service managers in your area. You will also need to refer to the Equality Impact Assessment guidance and Stage Two template.

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| 4. Identify next steps as appropriate: | |
| Stage Two required | No |
| Owner of Stage Two assessment: | |
| Timescale for Stage Two assessment: | |
| Stage Two not required: | Not required |

Name: Caroline Corcoran

Date: 21/10/2015