

Equality, Diversity, Cohesion and Integration Screening



As a public authority we need to ensure that all our strategies, policies, service and functions, both current and proposed have given proper consideration to equality, diversity, cohesion and integration.

A **screening** process can help judge relevance and provides a record of both the **process** and **decision**. Screening should be a short, sharp exercise that determines relevance for all new and revised strategies, policies, services and functions.

Completed at the earliest opportunity it will help to determine:

- the relevance of proposals and decisions to equality, diversity, cohesion and integration.
- whether or not equality, diversity, cohesion and integration is being/has already been considered, and
- whether or not it is necessary to carry out an impact assessment.

Directorate: City Development	Service area: Highways and Transportation
Lead person: Kasia Speakman	Contact number: 52584

1. Title: Meanwood – Road Safety Campaign

Is this a:

Strategy / Policy

Service / Function

Other

If other, please specify

2. Please provide a brief description of what you are screening

A review of road safety measures on Tongue Lane to facilitate safe travel to school, in response to a deputation received by Leeds City Council. The deputation raised the issue of the positioning, use and observance of a Zebra crossing on Tongue Lane outside the Cardinal Heenan High School, highlighted problems with crossing at the junction of Church Lane and Parkside Road and is campaigning for a wider 20 mph zone outside the school.

3. Relevance to equality, diversity, cohesion and integration

All the council's strategies/policies, services/functions affect service users, employees or the wider community – city wide or more local. These will also have a greater/lesser relevance to equality, diversity, cohesion and integration.

The following questions will help you to identify how relevant your proposals are.

When considering these questions think about age, carers, disability, gender reassignment, race, religion or belief, sex, sexual orientation and any other relevant characteristics (for example socio-economic status, social class, income, unemployment, residential location or family background and education or skills levels).

Questions	Yes	No
Is there an existing or likely differential impact for the different equality characteristics?	X	
Have there been or likely to be any public concerns about the policy or proposal?	X	
Could the proposal affect how our services, commissioning or procurement activities are organised, provided, located and by whom?	X	
Could the proposal affect our workforce or employment practices?		X
Does the proposal involve or will it have an impact on <ul style="list-style-type: none"> • Eliminating unlawful discrimination, victimisation and harassment • Advancing equality of opportunity • Fostering good relations 	X	

If you have answered **no** to the questions above please complete **sections 6 and 7**

If you have answered **yes** to any of the above and;

- Believe you have already considered the impact on equality, diversity, cohesion and integration within your proposal please go to **section 4**.
- Are not already considering the impact on equality, diversity, cohesion and integration within your proposal please go to **section 5**.

4. Considering the impact on equality, diversity, cohesion and integration

If you can demonstrate you have considered how your proposals impact on equality, diversity, cohesion and integration you have carried out an impact assessment.

Please provide specific details for all three areas below (use the prompts for guidance).

- **How have you considered equality, diversity, cohesion and integration?** (think about the scope of the proposal, who is likely to be affected, equality related information, gaps in information and plans to address, consultation and engagement activities (taken place or planned) with those likely to be affected)

The deputation identified some key equality characteristics they believe are affected by the issues they have raised, in particular: children, parents and carers, due to the location of the site near a number of schools. In addition, road safety concerns associated with crossing the carriageway have a particular impact on older people and disabled people due to severance between communities and amenities/ resources by fast and/ or busy traffic which is a specific barrier to these groups. All the above equality groups benefit from appropriate crossing facilities where there is a severance issue.

The local community involvement in the issues is evident as the deputation was presented to the council by the parents of children attending a local primary school on behalf of the whole community, including schoolchildren, families, carers, child-minders and the staff at all the local schools. Highways and Transportation service has worked with the schools, local ward members and the local community over a number of years to significantly improve the road safety record of the section of Tongue Lane between the local housing area and the schools, and have involved two of the local schools in the current review of the road safety measures.

Currently there are two humped Zebra crossings along the frontages of the Cardinal Heenan school and St Urban's Primary school, and an additional speed hump. A length of safety barrier was also installed to maximise the use of the crossings and prevent child pedestrians from straying in to the carriageway.

- **Key findings** (think about any potential positive and negative impact on different equality characteristics, potential to promote strong and positive relationships between groups, potential to bring groups/communities into increased contact with each other, perception that the proposal could benefit one group at the expense of another)

The review of the effectiveness of the existing measures showed a marked improvement in both vehicular speeds (a reduction from the average speed of 33mph to 24mph) and casualties. This had specific impact on some equality characteristics, in particular reducing casualties among schoolchildren (1 severe child pedestrian casualty in the five year period prior to installation of road safety measures, 1 slight child pedestrian casualty in the five years after the installation of speed humps and none since the Zebra crossings were installed). The benefits are likely to extend to other equality characteristics, in particular to older people and disabled people – a recent RNIB survey indicates that the majority of blind and partially sighted people will not cross unassisted without a crossing

facility.

The positioning of a Zebra crossing in relation to the bus stops and a pedestrian entrance to Cardinal Heenan school means that the children who use the service bus do not use the Zebra crossing. Studies suggest that younger people, teenage boys in particular, will often ignore the provision of safe crossing facilities nearby and cross away from them – site observations have confirmed this to be the case here.

Non-compliance with the requirement to stop at a Zebra crossing can have specific negative impact on blind and partially sighted pedestrians who rely on the driver to give them priority when on the crossing or about to cross.

Roundabouts can be especially difficult to cross for certain equality groups due to a reduced ability to judge the traffic movements, especially the direction of traffic. These include children, older people, women and some disabled people, particularly blind and partially sighted people. The junction of Church Lane and Parkside Road contains a mini roundabout.

20 mph speed limits can, by the virtue of reducing vehicular speeds, be beneficial for certain equality groups, in particular children, older people and disabled people, especially those living in disadvantaged communities most exposed to the negative effects of traffic and most likely to use walking as a mode of transport. The benefits include improved permeability of the local communities by better crossing opportunities as well as a reduction in the severity of injuries/ improved chance of survival if a collision does occur.

All of the above benefits have been identified through existing EDCI assessments for their separate elements, namely for the pedestrian crossing review and 20 mph schemes.

- **Actions**

(**think about** how you will promote positive impact and remove/ reduce negative impact)

Positioning of the Zebra crossing. It is not feasible to provide a formal crossing immediately adjacent to bus stops because the vehicles need a clear view of a pedestrian crossing or waiting to cross. Moving the existing crossing closer to the bus stops would result in reduced stopping distance near the junction with Woodlea Approach – the main exit from the housing development - and may serve less well younger children attending St Urban's primary school. The review of the existing measures and meetings with the schools have identified targeted road safety education and the closure of the pedestrian gates in the morning as the measures to help channel the children using the bus to the Zebra crossing and the main school gates.

Observance of the Zebra crossing – Cardinal Heenan school work closely with the Safer Schools Policing Team and are therefore able to raise any specific issues of non-compliance with them. No adverse driver behaviour was observed during the series of site visits. Review of the existing signage for the schools and any necessary refurbishment/ amendments could help raise awareness of the school environment

and potential presence of young unaccompanied pedestrians.

Crossing at the junction of Church Lane and Parkside Road – whilst this site does not meet the criteria for a formal provision of a pedestrian crossing, difficulties at peak time for some vulnerable pedestrians have been identified and some informal crossing facilities are proposed to assist them.

20mph scheme – potential 20mph schemes have been identified in areas around all schools in Leeds and schemes are prioritised on the basis of their potential to reduce casualties. Because the benefits of slower speeds and the resulting vastly improved casualty record have already been achieved in the area through traffic calming and the provision of Zebra crossings, the scheme has not been so far prioritised for implementation. Fast tracking a 20mph speed limit in the area where there are currently no recorded casualties would have potential negative effect on equality characteristics elsewhere, as schemes which would benefit the communities currently affected by speed related traffic accidents are delayed.

Delivery of appropriate road safety education and increased awareness of the benefits of sustainable travel to school, particularly using active modes will benefit children long term by improving their personal safety while on the public highway anywhere and by promoting awareness of the benefits of a healthy lifestyle.

5. If you are **not already considering the impact on equality, diversity, cohesion and integration you **will need to carry out an impact assessment.****

Date to scope and plan your impact assessment:	
Date to complete your impact assessment	
Lead person for your impact assessment (Include name and job title)	

6. Governance, ownership and approval

Please state here who has approved the actions and outcomes of the screening

Name	Job title	Date

7. Publishing

This screening document will act as evidence that due regard to equality and diversity has been given. If you are not carrying out an independent impact assessment the

screening document will need to be published.

If this screening relates to a **Key Delegated Decision, Executive Board, full Council** or a **Significant Operational Decision** a copy should be emailed to Corporate Governance and will be published along with the relevant report.

A copy of **all other** screening's should be sent to equalityteam@leeds.gov.uk. For record keeping purposes it will be kept on file (but not published).

Date screening completed	28/05/14
If relates to a Key Decision - date sent to Corporate Governance	
Any other decision – date sent to Equality Team (equalityteam@leeds.gov.uk)	28/05/14