

# Equality, Diversity, Cohesion and Integration (EDCI) 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 or has already been considered, and
- whether or not it is necessary to carry out an impact assessment.

<b>Directorate:</b> City Development	<b>Service area:</b> Highways and Transportation
<b>Lead person:</b> Rachael Elliott	<b>Contact number:</b> 0113 3787306

**1. Title:** Phase 4 School Streets

Is this a:

**Strategy / Policy**
 **Service / Function**
 **Other**

**If other, please specify** Evaluation study of trial schemes

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

Fourteen School Streets were installed in Leeds as part of an 18-month trial during the Covid-19 pandemic using (Emergency) Active Travel Funding ((E)ATF) to support social distancing outside of schools, increase active travel to and from school, whilst also improving air quality and road safety. They were subject to an independent evaluation and twelve of the original fourteen remain in place, two were withdrawn during the evaluation period.

Leeds City Council have been allocated funds from the West Yorkshire Combined Authority’s (WYCA) Active Travel Fund 4 (ATF3) allocation to deliver two more School Street Schemes. Schemes need to be substantially committed by Easter 2024. These locations have been selected by applying the selection criteria for School Streets in Leeds to schools that have been put forward as candidate schools. The selection criteria were recommended as part of the evaluation of the existing programme of School Streets that were introduced in June and September 2020.

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### 3. Relevance to equality, diversity, cohesion and integration

All the council's strategies and policies, service and functions affect service users, employees or the wider community – city wide or more local. These will also have a greater or 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. Also those areas that impact on or relate to equality: tackling poverty and improving health and well-being.

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"><li>• Eliminating unlawful discrimination, victimisation and harassment</li><li>• Advancing equality of opportunity</li><li>• Fostering good relations</li></ul>	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**.

<h3>4. Considering the impact on equality, diversity, cohesion and integration</h3>
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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 School Street concept aims to restrict general vehicle movements immediately outside a school at the start and the end of the school day. This has been observed to have a positive impact on those travelling by active modes. Potential negative impacts on disabled people and older people are mitigated against by a blue badge exemption, and access for taxis.

Throughout the implementation scheme engagement and consultation with various stakeholders will allow issues arising to be reviewed and where possible addressed. Surveys are carried out with key groups including staff, families of the schools (parents/carers), residents living and businesses located in the surrounding streets.

The recommendations being made to Highways Board have been informed by findings from the evaluation study.

- **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)

Throughout the trials **positive** impacts have been observed for people with the following protected characteristics:

**Women** are more often the key carer who undertake the school run. School Streets therefore impact in positive ways on women who are walking or cycling to school with their children or as a carer.

Women who drop off children by car as part of trip chaining can be impacted negatively in terms of journey time; especially if the school/ employer offer little or no flexibility on start and finish times.

Children have repeatedly expressed their desire to travel independently and have safe spaces to socialise and play. By removing the danger of traffic from outside the school gates, School Streets will help children walk, cycle or scoot to school while providing opportunities for socialising and play, potentially leading to greater independence.

**Disabled people** have expressed concerns over mixing with cyclists and vehicles, be it on shared use facilities or when crossing the road. In the past representations were made, including by local campaigners from the National Federation for the Blind to ensure streets have segregated, safe areas for pedestrians. This scheme will not remove any

existing segregated footway provision.

However, by removing or reducing traffic from in and around schools, the scheme has incentivised cyclists using the carriageway and enabled less confident cyclists to use the street, thus minimising mixing with pedestrians. This has a direct beneficial effect for disabled people (particularly deaf, blind and partially sighted people less able to detect cyclists, but also those with a mobility/cognitive impairment who may be less able to react appropriately to an approaching cyclist) and older people (for the same reasons).

Disabled people and older people are especially impacted by indiscriminate parking during the 'school run', including temporary obstruction of driveways. This can lead to anxiety around being able to leave the house and access services such as healthcare appointments. By removing vehicles other than residents' vehicles, taxis, blue badge holders and emergency access at the school pick up and drop off time the scheme minimises the instances of obstructive parking and dangerous manoeuvring, which in turn has positive impact on disabled people and older people.

- **Actions**

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

Throughout the implementation of the trial School Streets, the ITB team engaged with schools, parents, the local community and elected members to promote the scheme and reduce any negative impacts. Some remedial actions were required at some of the sites to ensure the scheme remained viable.

Considerable steps have been taken to work with the police and the Council's Parking Services to try and address non-compliance.

**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
Gillian Macleod	Transport Development Services Manager	9/2/24

Date screening completed	9/2/24
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### 7. Publishing

Though **all** key decisions are required to give due regard to equality the council **only** publishes those related to **Executive Board, Full Council, Key Delegated Decisions or a Significant Operational Decision.**

A copy of this equality screening should be attached as an appendix to the decision making report:

- Governance Services will publish those relating to Executive Board and Full Council.
- The appropriate directorate will publish those relating to Delegated Decisions and Significant Operational Decisions.
- A copy of all other equality screenings that are not to be published should be sent to [equalityteam@leeds.gov.uk](mailto:equalityteam@leeds.gov.uk) for record.

Complete the appropriate section below with the date the report and attached screening was sent:

For Executive Board or Full Council – sent to <b>Governance Services</b>	Date sent:
For Delegated Decisions or Significant Operational Decisions – sent to appropriate <b>Directorate</b>	Date sent:
All other decisions – sent to <a href="mailto:equalityteam@leeds.gov.uk">equalityteam@leeds.gov.uk</a>	Date sent: