

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 & Transportation
Lead person: Lynsey McGarvey	Contact number: 0113 3784157

1. Title: School Streets trial - Phase 1 recommendations

Is this a:

Strategy / Policy

Service / Function

Other

If other, please specify

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

School Streets Trials were implemented in Leeds in two Phases by Temporary Traffic Regulation Orders (TTROs), six from the 1st June 2020 and a further eight from 5th September 2020.

Feedback has been monitored throughout the trial and an evaluation involving surveys of staff, families and residents, traffic data surveys and interviews with delivery partners has been taking place since June 2021.

The TTRO for Phase 1 School Streets expired on 1st December 2020 so a decision about the future of these initiatives is needed in sufficient time to make

any permanent TROs required for the continuation of the schemes. Five of the Phase 1 trials have had a positive impact and are working relatively well, as intended so are being made by permanent TRO.

Efforts to resolve issues at one of the Phase 1 School Streets (Clapgate Primary School) have not helped to resolve the issues experienced around school drop-off and pick-up times as anticipated so a decision has been taken not to make it permanent.

One of the Phase 2 School Street Trials (Beecroft Primary School) has required a much higher level of intervention and has experienced more issues than others so a decision has been taken to suspend the trial early over the October half term.

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. 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"> • 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 school street scheme aims to prevent general vehicle movements 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 people with physical and mental impairments are mitigated against by a blue badge exemption, and access for taxis.

Throughout the implementation scheme engagement and consultation with various stakeholders has allowed any issues arising to be reviewed and where possible addressed. Surveys have been carried out with key groups including staff, families of the schools (parents/carers) and residents living in the surrounding streets. An independent evaluation has been commissioned, analysing all the data collected to date and conducting further interviews with key delivery partners. The recommendations being made to Highway Board have been informed by initial findings from the surveys and this evaluation.

- **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 trial to date it is felt that there have been positive impacts on the following protected characteristics:

Women are often the key carer who undertakes the school run. School Streets will therefore have impacted in positive ways on women who are walking or cycling to school with their children or as a carer.

Disabled people have expressed concerns over mixing with cyclists and vehicles, be it on shared use facilities or where 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 the 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 on disabled people (particularly deaf, blind and partially sighted people less able to detect cyclists, but also those with a mobility impairment/ cognitive impairment who may be less able to react appropriately to an approaching cyclists) and **older people** (for the same reasons).

- **Actions**

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

Throughout the implementation of the school the ITB team have 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 two locations to ensure the scheme remained viable.

Considerable steps have been taken to work with the police and the Council's Parking Services to 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:	
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Date to complete your impact assessment	
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Lead person for your impact assessment (Include name and job title)	
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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	25/10/2021

Date screening completed	
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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 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 Governance Services	Date sent:
For Delegated Decisions or Significant Operational Decisions – sent to appropriate Directorate	Date sent:
All other decisions – sent to equalityteam@leeds.gov.uk	Date sent:

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Integration Screening