

Equality impact assessment is a legal requirement for all strategies, plans, functions, policies, procedures and services under the Equalities Act 2010. We are also legally required to publish assessments.

**Section 1: Description**

<b>Department</b>	Place		<b>Lead officer responsible for assessment</b>		John Davies	
<b>Service</b>	Strategic Infrastructure		<b>Other members of team undertaking assessment</b>		Clair Visco	
<b>Date</b>	23-11-2017		<b>Version</b>		0.1	
<b>Type of document (mark as appropriate)</b>	<b>Strategy</b>	<b>Plan</b>	<b>Function</b>	<b>Policy</b>	<b>Procedure</b>	<b>Service</b>
<b>Is this a new/existing/revision of an existing document (mark as appropriate)</b>	<b>New</b>		<b>Existing</b>		<b>Revision</b>	
<b>Title and subject of the impact assessment (include a brief description of the aims, outcomes, operational issues as appropriate and how it fits in with the wider aims of the organisation)</b>  <b>Please attach a copy of the strategy/plan/function/policy/procedure/service</b>	<p><b>Sustainable Modes of Transport to School Strategy</b></p> <p><b>Background</b></p> <p>The SMOTS will provide detail on how the Council will work together with partners to:</p> <ul style="list-style-type: none"> <li>• Support schools, pupils and parents/carers to travel more sustainably for the journey to school;</li> <li>• Enable healthier and more active lifestyles for staff, students and parents/carers;</li> <li>• Reduce congestion on local roads around schools, with associated improvements in air quality and road safety; and</li> <li>• Meet the Council’s legal duty under the Education and Inspections Act 1996.</li> </ul> <p>SMOTS has been developed in line with the emerging Local Transport Plan (LTP). The LTP has been guided by the Council’s Corporate Plan<sup>1</sup> which identifies six outcomes to improve the lives of all residents:</p> <ol style="list-style-type: none"> <li>1. Our local communities are strong and supportive</li> <li>2. Cheshire East has a strong and resilient economy</li> </ol>					

<sup>1</sup> Cheshire East Council, *Corporate Plan 2016 - 2020*

	<ol style="list-style-type: none"> <li>3. People have the life skills and education they need in order to thrive</li> <li>4. Cheshire East is a green and sustainable place</li> <li>5. People live well and for longer</li> <li>6. A responsible, effective and efficient organisation</li> </ol> <p>The LTP also focuses on the Council’s objective to improve the ‘quality of place’ and demonstrates the importance of transport as a fundamental contributor to the wider success of Cheshire East.</p> <p>A range of measures are already being delivered by the Council and partners to improve options for walking and cycling routes, training in road safety, Bikeability and personal safety, and travel information. A range of new measures is also proposed, including:</p> <ul style="list-style-type: none"> <li>• Funding the provision of the Modeshift STARS online system to enable schools to efficiently update and implement School Travel Plans. Modeshift STARS has been established with funding from the Department for Transport to provide a national framework and supporting resources for use by schools;</li> <li>• Officer resource to promote and administer the Modeshift STARS system, in addition to providing more bespoke advice to schools in instances where the STARS system does not answer a specific query; and</li> <li>• The SMOTS supports the previous recommendation approved by Cabinet on 10th October 2017 to ‘allocate resources and funding from the 2018/19 Local Transport Plan (LTP) budget to support a Safer Routes to Schools programme and review this for subsequent years’. This would provide infrastructure, identified by schools, to underpin implementation of recently updated School Travel Plans.</li> </ul>
<p>Who are the main stakeholders? (e.g. general public, employees, Councillors, partners, specific audiences)</p>	<p>The identified main stakeholders are as follows:</p> <ul style="list-style-type: none"> <li>• Cheshire East Council stakeholders;</li> <li>• Primary and secondary schools in Cheshire East, including staff, pupils and parents/carers;</li> <li>• The general public (specifically residents close to school sites);</li> <li>• Public transport operators;</li> <li>• Local businesses/organisations.</li> </ul>

**Section 2: Initial screening**

<p><b>Who is affected?</b> (This may or may not include the stakeholders listed above)</p>	<p>Many residents of Cheshire East (parents/carers or residents living near school communities) may be impacted by the projects which are eventually delivered as part of the SMOTS strategy. The strategy provides a framework to guide the Safer Routes to School Programme for future investment. As such future work will be conducted to implement specific schemes, as identified by local school communities. Further Equality Impact Assessments should be conducted for schemes and investment programmes as they come forward.</p>
<p><b>Who is intended to benefit and how?</b></p>	<p>The SMOTS has been developed in line with the Borough’s objectives described above. The SMOTS is intended to benefit staff, pupils and parents/carers on their journeys to school. Benefits include healthier and more active lifestyles, safer routes to schools, reduced congestion and associated improved air quality. Communities close to schools will also benefit from any infrastructure developments.</p> <p>Public consultation will provide opportunities for school communities and residents to respond and fully engage with the Council, influencing the SMOTS strategy.</p>
<p><b>Could there be a different impact or outcome for some groups?</b></p>	<p>There is potential for varying impacts on some groups, however further EqlAs would need to be developed for specific projects to ensure positive outcomes for all groups.</p>
<p><b>Does it include making decisions based on individual characteristics, needs or circumstances?</b></p>	<p>Yes. Locations of schools may influence the choice and effectiveness of sustainable modes available for the journeys to school. School communities will have different needs from their school travel plan (STP) and their approach to developing their STP should reflect this.</p>
<p><b>Are relations between different groups or communities likely to be affected? (eg will it favour one particular group or deny opportunities for others?)</b></p>	<p>Yes, at implementation of the strategy. The SMOTS is aiming to support the Council’s corporate outcomes. The support from the Council and partners will be available to all government funded primary and secondary schools. EqlAs would need to be developed for specific projects to ensure positive outcomes for all groups.</p>
<p><b>Is there any specific targeted action to promote equality? Is there a history of unequal outcomes (do you have enough evidence to prove otherwise)?</b></p>	<p>The SMOTS strategy is applicable for all primary and secondary schools across the Borough. The consultation process for the SMOTS strategy will specifically seek to engage with various protected characteristics groups to understand specific needs across the borough. Through this consultation we will also engage with the Council’s Equality Champions.</p>

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**EQUALITY IMPACT ASSESSMENT FORM - APPENDIX 3**

Is there an actual or potential negative impact on these specific characteristics? (Please tick)											
<b>Age</b>		No	<b>Marriage &amp; civil partnership</b>		No	<b>Religion &amp; belief</b>		No			
<b>Disability</b>		No	<b>Pregnancy &amp; maternity</b>		No	<b>Sex</b>		No			
<b>Gender reassignment</b>		No	<b>Race</b>		No	<b>Sexual orientation</b>		No			
<b>What evidence do you have to support your findings? (quantitative and qualitative) Please provide additional information that you wish to include as appendices to this document, i.e., graphs, tables, charts</b>										<b>Consultation/involvement carried out</b>	
<p>In order to develop an evidence base for the SMOTS, the following exercises have been carried out to date:</p> <ul style="list-style-type: none"> <li>• Travel Plan surveys conducted with schools;</li> <li>• Mode of Travel surveys conducted with schools; and</li> <li>• A review of a sample of school travel plans.</li> </ul> <p>As part of the public consultation on the SMOTS, further information will be gathered during this stage. The final SMOTS will be available in Summer 2018, following a review of the consultation outcomes and updating the strategy in light of comments received.</p>										Public consultation to be undertaken in 2018	
<b>Age</b>	No negative impacts are envisaged at this stage of strategy development, as the SMOTS will be applicable to all primary and secondary schools. Further EqIAs will need to be developed for specific projects, identified by schools and prioritised by Cheshire East, which may be taken forward for implementations. This will ensure that particular groups are not negatively impacted.									Public consultation to be conducted in 2018, including seeking comments from schools and specific groups listed in this table.	
<b>Disability</b>											
<b>Gender reassignment</b>											
<b>Marriage &amp; civil partnership</b>											

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**EQUALITY IMPACT ASSESSMENT FORM - APPENDIX 3**

<b>Pregnancy &amp; maternity</b>		
<b>Race</b>		
<b>Religion &amp; belief</b>		
<b>Sex</b>		
<b>Sexual orientation</b>		
<b>Proceed to full impact assessment? (Please tick)</b>	No	<b>Date</b> 23-11-17

**If yes, please proceed to Section 3. If no, please publish the initial screening as part of the suite of documents relating to this issue**

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### Section 3: Identifying impacts and evidence

This section identifies if there are impacts on equality, diversity and cohesion, what evidence there is to support the conclusion and what further action is needed

Protected characteristics	Is the policy (function etc....) likely to have an adverse impact on any of the groups?  Please include evidence (qualitative & quantitative) and consultations	Are there any positive impacts of the policy (function etc....) on any of the groups?  Please include evidence (qualitative & quantitative) and consultations	Please rate the impact taking into account any measures already in place to reduce the impacts identified <b>High:</b> Significant potential impact; history of complaints; no mitigating measures in place; need for consultation <b>Medium:</b> Some potential impact; some mitigating measures in place, lack of evidence to show effectiveness of measures <b>Low:</b> Little/no identified impacts; heavily legislation-led; limited public facing aspect	Further action (only an outline needs to be included here. A full action plan can be included at Section 4)
Age	Pre-Consultation			
Disability	Pre-Consultation			
Marriage & civil partnership	Pre-Consultation			
Pregnancy and maternity	Pre-Consultation			

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EQUALITY IMPACT ASSESSMENT FORM - APPENDIX 3

<b>Race</b>	<b>Pre-Consultation</b>			
<b>Religion &amp; belief</b>	<b>Pre-Consultation</b>			
<b>Sex</b>	<b>Pre-Consultation</b>			
<b>Sexual orientation</b>	<b>Pre-Consultation</b>			
<b>Carers</b>	<b>Pre-Consultation</b>			
<b>Socio-Economics</b>	<b>Pre-Consultation</b>			
<p><b>Is this project due to be carried out wholly or partly by contractors? If yes, please indicate how you have ensured that the partner organisation complies with equality legislation (e.g. tendering, awards process, contract, monitoring and performance measures)</b></p>				

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**Section 4: Review and conclusion**

<b>Summary: provide a brief overview including impact, changes, improvement, any gaps in evidence and additional data that is needed</b>			
<p>The SMOTS strategy sets the framework of support available for primary and secondary schools in Cheshire East to encourage more sustainable and active journeys to schools. It will enable schools to achieve a modal shift in travel behaviour. The SMOTS also guides the Safer Routes to School Programme, which will invest in transport infrastructure projects as identified by schools. Further Equality Impact Assessments should be conducted for these projects as they come forward.</p> <p>As part of the consultation, further evidence will be gathered in order to maximise the potential benefits to particular groups of school communities. The consultation for this project is currently being prepared.</p>			
<b>Specific actions to be taken to reduce, justify or remove any adverse impacts</b>	<b>How will this be monitored?</b>	<b>Officer responsible</b>	<b>Target date</b>
Undertake consultation to further determine the impacts on residents and protected characteristic groups.	Results of consultation	Clair Visco	Winter / Spring 2018
<b>When will this assessment be reviewed?</b>	After public consultation, and as part of drafting the final strategy.		
<b>Are there any additional assessments that need to be undertaken in relation to this assessment?</b>	Further EqlAs will need to be conducted for specific projects.		
<b>Lead officer signoff</b>		<b>Date</b>	
<b>Head of service signoff</b>		<b>Date</b>	

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