

# Equality & Human Rights Impact Assessment Record

This documentation should be filled in on an ongoing basis as your piece of work develops. Please see pages 7-9 of the guidance for help in completing this record. Please complete this form electronically, so you can expand the boxes as needed.

## 1. Basic information

### Name of piece of work

School Parking Exclusion Zones

### Brief description of the piece of work *(including whether it is strategic in nature)*

Many schools across Renfrewshire experience a number of traffic related issues at the beginning and end of each school day.

We are therefore introducing the 'School Parking Exclusion Zone' pilot project which aims to address such issues by limiting traffic in the streets surrounding schools at key times, creating a predominantly car free zone. The pilot will be carried out in 4 schools; St Catherine's, Barsail, St Charles and Lochfield Primary Schools.

We are aiming to create a safer, more pleasant environment for everyone around schools.

The scheme will promote active travel to school by walking and cycling, which in turn, will help to reduce congestion and pollution in the area.

### The anticipated benefits of the scheme include:

- An increase in walking and cycling and active lifestyles for pupils and parents/carers
- A reduction in traffic speed, congestion and pollution around the school gates which will aid children and parents when accessing school
- Improvements in levels of childhood obesity
- Provide a tool to allow the Council to proactively respond to parking related concerns raised by parents and residents

The restrictions will mean that most vehicles, including those driven by parents and carers at the four schools will not be able to drive into the roads covered by the restrictions to drop off or pick up children during the periods that the restriction is in force. The restriction will be enforced by Police Scotland, and the penalty is a Fixed Penalty Notice with a £50 fine.

There will, however be a number of exemptions to the restriction that will permit certain traffic to use the roads during the period that the restriction is in force. It is anticipated that the scheme will go live at each of the four schools from April 2020 following the spring break and run for an initial trial period of up to 18 months (likely to the end of December 2020).

Further information on the Pilot can be found on the council website @ <http://www.renfrewshire.gov.uk/SaferSchoolsConsultation>

**Contact Details**

<b>Name of person leading this work</b>	<b>Chris Dalrymple</b>
<b>Job title of person leading this work</b>	<b>Communities and Regulatory Manager</b>
<b>Email of person leading this work</b>	<b>Chris.dalrymple@renfrewshire.gov.uk</b>
<b>Name of Head of Service who will sign off the process</b>	<b>Oliver Reid, Head of Communities and Public Protection</b>

**Individuals involved in the EQHRIA process**

<b>Name</b>	<b>Title</b>	<b>Email or telephone contact</b>
Chris Dalrymple	Communities and Regulatory Manager	chris.dalrymple@renfrewshire.gov.uk
Carolanne Robertson	Community Safety Manager	carolanne.robertson-en@renfrewshire.gov.uk

## 2. Background Information

**Briefly explain what information (research/local knowledge/general intelligence) tells us about how people with protected characteristics may be affected by this piece of work. (consider both staff and service users)**

Brief explanation	Who does the information relate to? (eg Women, d/Deaf people, young parents living in poverty etc)
Parents and carers dropping their children off at school will primarily be affected by this policy.	Disability, Pregnancy and Maternity, Older people
School staff will be affected, as the policy will limit their access to the school premises within certain times.	Statistically more women on school staff
Residents living in the streets directly included within the exclusion zone might be affected, as well as residents in neighbouring streets where there may be displaced traffic.	Potential specific impact for disabled people, older people, carers.

**Briefly describe any information, gathered from involvement/participation exercises, that tells us about how people with protected characteristics may be affected by this piece of work. (consider both staff and service users)**

Brief explanation	Who does the information relate to? (eg people who identify as non binary, Muslim people)
Statutory consultation has been carried out by .....	On-going
<p>In addition, wider engagement and consultation is being carried out with Parent Councils of all four schools.</p> <p>Are there any issues with communicating the scheme to parents without English as a first language -eg any need for BSL/ foreign language?</p>	<p>Questions were raised about disabled parents who do not have access/qualify for a blue badge.</p> <p>We will work with the school to address any language barriers</p>
It is the intention to carry out wider consultation with affected residents, It is hoped this will identify the specific equalities issues for local residents not necessarily resolved by issuing permits, eg those who have different carers visiting	To be established through the consultation

**Based on your background information, who will you particularly need to consider when planning your work?**

Please tick which broad protected characteristic category your information relates to and then describe the specific group(s) affected. For example, you might tick age and write

older people, because you know that the area affected by your piece of work contains a disproportionate number of older people.

Protected Characteristic		Specific group affected
Age	X	Children Older people (potentially grandparents) & residents with carers
Ethnicity		
Gender identity		
Sex		
Sexual orientation		
Disability	X	People with certain physical disabilities or those requiring care
Faith or belief		
Pregnancy & Maternity	X	Parents may be pregnant or recently have had a baby
Marriage & Civil Partnership		
People living in poverty/ socio-economic disadvantage		
Human rights issues		

### 3. Actions Taken

Using the information you have - Please use the table to provide information about the work you are doing to address disadvantage and discrimination and promote equality

You can add or delete rows to the table as you need to.

Briefly describe all the incidences where you have recognised:	Describe what you have done to:	Further action required? Y/N
<ul style="list-style-type: none"> <li>the potential for disadvantage or discrimination</li> <li>the potential to promote equality</li> </ul>	<ul style="list-style-type: none"> <li>address the disadvantage or discrimination</li> <li>promote equality</li> </ul>	
<p>It is identified that the following groups of people may find it difficult to access the school:</p> <ul style="list-style-type: none"> <li>Disabled people</li> <li>Pregnant women and new mothers</li> <li>Older people</li> </ul>	<p>Blue badges are exempt from the scheme and will therefore be able to access the school.</p> <p>We are aware that some disabled people will not have blue badges, and people will be able to apply for emergency permits as appropriate on a case by case basis. Any easy explanation will be given to</p>	Y

	<p>people about applying for emergency permits and ensuring there are no equality impacts in accessing temporary or emergency permits. Safe travel routes from the exclusion zone will consider mobility issues in planning of routes.</p> <p>Accessible information will be made available to all those affected and potentially affected</p> <p>An exemption will be made for nurses/ carers visiting residents</p>	Y

Where further action is required, you should use the next section (monitoring) to describe how this will happen and who will do it.

#### 4. Monitoring your actions

What outcomes or outputs have you set to monitor whether disadvantage is being prevented and equality promoted?

What is being monitored?	How will you monitor this & who is responsible?
Impact on School staff and support workers	Chris Dalrymple
Plans for monitoring parents/ carers dropping off and any issues for local residents?	Community Support, Police and Road Safety Officers will have a visual presence where possible and link in with schools and relevant departments/agencies to address any issues or concerns timeously.

Monitoring timescale	Every year <input type="checkbox"/>	Every 2 years <input type="checkbox"/>	Every 6 months <input checked="" type="checkbox"/>
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**Before you submit your paperwork for sign off please provide a summary below, suitable for publication. You should use this summary in any Board report also.**

We are introducing the 'School Parking Exclusion Zone' pilot project which aims to address traffic related issues by limiting traffic in the streets surrounding schools at key times, creating a predominantly car free zone. The pilot will be carried out in 4 schools; St Catherine's, Barsail, St Charles and Lochfield Primary Schools. We are aiming to create a safer, more pleasant environment for everyone around schools. We have identified potential impacts for parents, carers, school staff and local residents, where there may be the potential for negative equality impacts for disabled people, pregnant women, older people and carers. We will negate these potential impacts by using the blue badge scheme; putting in place arrangement for emergency permits; explaining the scheme in accessible formats; and exempting nurses, carers or visiting local residents from the scheme. There is also further consultation to take place to uncover any other impacts and an evaluation of the pilot gives further opportunities to promote equality of opportunity in designing and implementing the scheme.

**Your senior manager is responsible for signing off your EQHRIA. Please send your completed paperwork to them before sending to [caroline.tolan@renfrewshire.gov.uk](mailto:caroline.tolan@renfrewshire.gov.uk) for publication.**

## 5. Sign off

Please indicate the outcome of the EQIA process by placing a tick by the appropriate statement

<b>Positive impacts of this piece of work have been achieved through the EQIA process</b>	
<b>Significant negative impacts of this piece of work have been found, but have been resolved through the EQIA process</b>	
<b>Minimal negative impacts of this piece of work have been found, but have been resolved through the EQIA process Accept piece of work - minimal change needed</b>	
<b>If unresolvable negative impacts are found, further advice needs to be sought from your Head of Service, or senior manager or the Chief Executive's Service</b>	

**Where further work is needed please send this back to the lead for this work with your comments**

**If the work is accepted please fill in the table below and email this paperwork to [caroline.tolan@renfrewshire.gov.uk](mailto:caroline.tolan@renfrewshire.gov.uk)**

Name and job title	Carolanne Robertson
Email address	<a href="mailto:carolanne.robertson-en@renfrewshire.gov.uk">carolanne.robertson-en@renfrewshire.gov.uk</a>
Date	24/02/2020

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### Record checked and approved

Name and job title	Oliver Reid – Head of Communities and Public Protection
Email address	<a href="mailto:oliver.reid@renfrewshire.gov.uk">oliver.reid@renfrewshire.gov.uk</a>
Date	24 February 2020