

Equality Impact Assessment

Title: SMOTS 2020

Date:06.11.2020

Stage: Draft

(delete as applicable)

Lead Officer: Sue Stevenson

Stage 1: Do you need to complete an Equality Impact Assessment (EqIA)?

About Equality Impact Assessments

Section 149 of the Equality Act 2010 requires the Council to have due regard to certain things every time it makes a decision. Due regard means having information about the equality impacts of a proposed course of action when a decision is made. Where negative impacts (or likely impacts) have been identified, the Council is required to consider alternative or additional courses of action that mitigate the harmful impacts.

Yes

Stage 2: What do you know?

GENERAL INFORMATION

There is a large number of different demands on travel. The SMOTS is designed to address those caused by travel to education. This is required duty of Local Authorities.

There are five main elements to the duty that all local authorities must satisfy:

- an assessment of the travel and transport needs of children, and young people within the authority's area;
- an audit of the sustainable travel and transport infrastructure within the authority's area that may be used when travelling to and from, or between schools/institutions;
- a strategy to develop the sustainable travel and transport infrastructure within the authority so that the travel and transport needs of children and young people are best catered for;
- the promotion of sustainable travel and transport modes on the journey to, from, and between schools and other institutions; at the start and end of the day (this includes pre and after school clubs and activities), to and from the place of education and training and in additional includes journeys during the day between institutions. This may cover travel to independent schools, further education colleges or any other institution providing education and training of young people who are subject to the duty to participate.
- the publication of the current Sustainable Modes of Travel Strategy. (this document)

People of Different Ages.

Children and Young people under 15 make up 19.5% of the population of Stockport. There has been a steady increase in pupil numbers over the last 5 years:

Year	Pupil Numbers
Oct 2016	38,559
Jan 2017	38,558
Oct 2017	39,574
May 2018	39,652
Oct 2019	41,126
May 2020	41,206

As can be seen below the importance of different modes changes with age.

National travel survey figures 2019

Age	Walk (%)	Car (%)	Bus (%)
5 to 10 years	46	47	5
11 to 16 years	39	25	29

Education Escort journeys are mainly undertaken by the 30 to 48 year olds

The propose strategy supports all versions of travel and the decisions around it. Within the scope of national guidance on assistance for travel to education we support those in need through council policy while seeking to reduce the negative impacts of the transport needs of education.

Men/ Woman/ Transgender

Education Escort journeys are mainly undertaken by females according to National travel survey figures 2019 for example 3 times more 30 to 39 yr. old females undertake educational escort journeys than males of the same age.

The strategy will continue to support education journeys including supporting all versions of travel and the decisions around it. Within the scope of national guidance on assistance for travel to education we support those in need through council policy while seeking to reduce the negative impacts of the transport needs of education.

People with Disabilities

2011 census data showed that 18.4% of people identified as having impediments to their day to day activities and 5.6% identified as having poor health in Stockport. 12407 valid blue badges are held in the Stockport area by both individuals and organisations. 141 are organisation blue badges. (Blue badge scheme statistics: 2019)

Although we have no breakdown of those passes held by Stockport residents there were 0.9 million, disabled bus passes in England in 2018/19 (Concessionary travel statistics: year ending, March 2019 report)

The Strategy does not propose any changes to current ways in which we support the current needs of students with special educational needs of all types.

Religion

The religious majority in Stockport are Christian with the second most popular religious affiliation being Muslim. We acknowledge that there are schools serving specific religious needs in the borough. The current ways in which the needs of these children is supported are not changed by this document.

BMEG

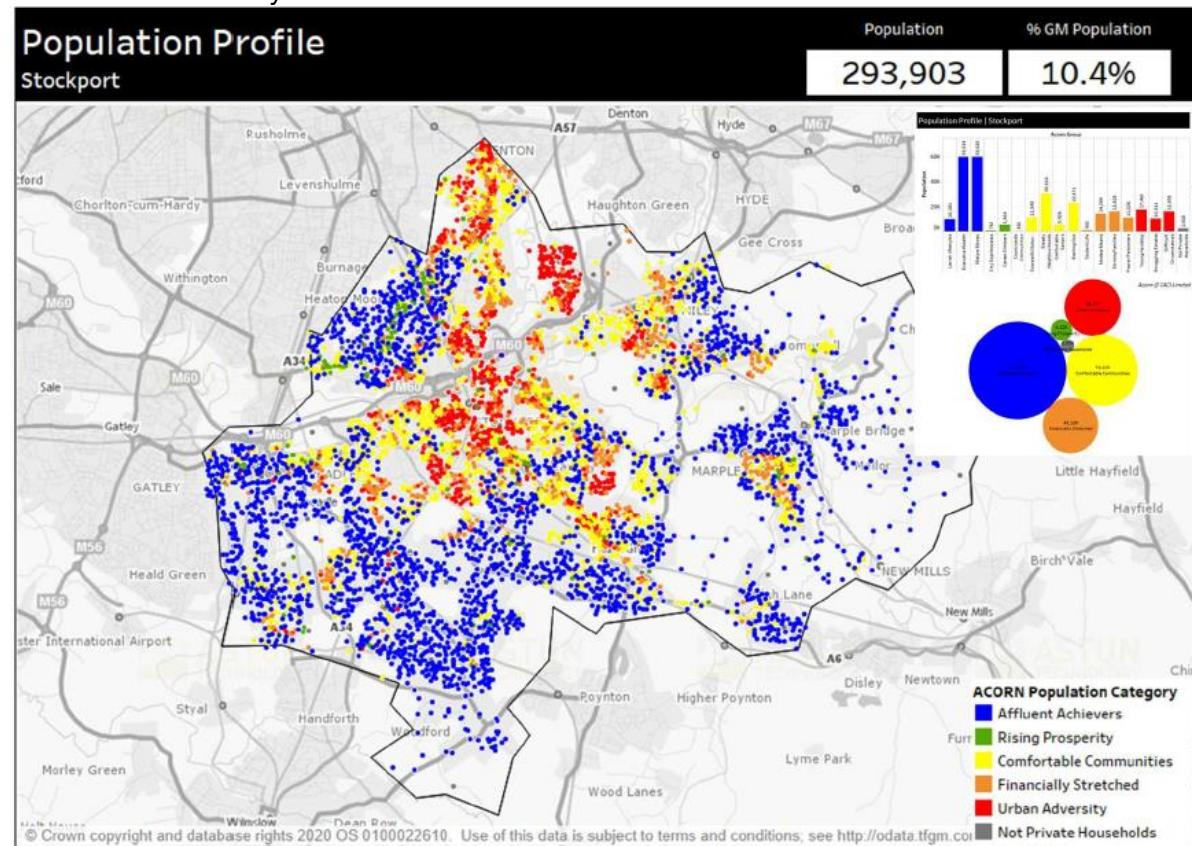
Stockport has a low level of ethnic diversity with only 7.9% identifying as this in the ONS - 2011 Census. Of these only 5.9% were born outside the UK and Ireland. The majority of people in BMEG are found in the west and north west of the conurbation. Public transport use is generally higher in BMEG groups and as such encourage public transport would potentially improve availability to these users. The current ways in which the needs of children in this group is supported are not changed by this document.

Sexuality

Stockport does not have detailed information about sexual orientation in the borough. We currently have no reason to believe that people will be differently/adversely affected by the policy due to specific needs resulting from being of a specific sexual orientation.

Socio –Economic Issues

The population mapping below shows that while there is a tendency for the lower economic ACORN populations to be based around the Town Centre and other district centres this indicated that these areas would be most likely to have lower car ownership due to the issues of affordability.



The strategy will not reduce the support available to those in lower economic groups currently available. The Strategy will encourage the use of sustainable modes which can

have lower economic costs.

Stage 2a: Further data and consultation

Each school travel plan will have its own consultation and input. Schools have the opportunity to engage with the offered support from the Road Safety team as they feel best supports their needs.

Stage 3: Results and Measures

Mitigating adverse differential impacts

If the results of your assessment (Stage 2) suggested that there would be adverse differential impacts for any of the “protected characteristic” groups, this section should be used to highlight the steps you have taken/ plan to take to mitigate these.

Have you changed anything as a result of completing the EIA?

This section will act as a record of the process: you should record any changes you have made and the reasoning behind them. Equally where you have decided not to make a change you should also record the reasoning. It is important to record the process fully as it will strengthen the decision-making and ensure that decisions are transparent and well evidenced and enable them to stand up to scrutiny and challenge.

If you have made changes, how will you know that they are effective?

Questions to consider in terms of measuring the success of changes made:

- Are you going to monitor how your service is accessed?
- Will you seek customer feedback to make sure the changes are successful?
- Will you use performance measures to track success over time?
- How often will you report your measures and who will you report to?
- How often will you look to review the changes and seek to further reduce impact?

The strategy does not remove any of the current support for students to access education. The assessment has not identified any new needs.

Stage 4: Decision Stage

The EIA is a live document and should accompany the decision at all points throughout the process.

The completed EIA form should be included as an appendix to documents for decision to highlight the key equality and diversity issues which ought to be considered as part of the decision.