

**Appendix 1**

**Surrey County Council Equality Impact Assessment – Initial Screening Form**



Please read the EIA toolkit for guidance before completing this form

<b>Service:</b> Transport for Surrey	<b>Policy:</b> Pegasus Project Review	<b>Name of officer:</b> Laura Todd		
1. Is this a major policy: i.e. high profile / will effect many people / will have a severe effect on some people?	<b>Yes</b>	x	<b>No</b>	
	High risk. Complete a full EIA		Go to section 2	
2. Is the policy likely to have an impact on a specific group of people? (People from the E&D strands)	<b>Yes</b>	x	<b>No</b>	
	High risk. Complete a full EIA		Go to section 3	
3. For policies that have a low risk of impact on the E&D strands and where possible improvements have been identified complete section 5 below <b>and</b> sections 3 and 4 of the full EIA.				
4. For policies that have a low risk of impact on the E&D strands and require no action to be taken complete section 5 below.				
5. If this policy is low risk please give or attach evidence to indicate how you have reached this conclusion:				

Equality and Diversity strands that the policy is to be assessed against:	Age		Race		Disability		Gender		Belief / Faith		Sexual Orientation		Other equality issue(s)		HR Issues Only	
	+	-	+	-	+	-	+	-	+	-	+	-	+	-	+	-
Could the CONDUCT have a negative or positive impact? (Yes/No)	x				x	x			x				x			

**Head of Service Signed:**

Paul Millin (PTG Group Manager)

**Date:** November 2009

# Surrey County Council Equality Impact Assessment Template

## 1. Context of the Service or Policy

**Service or Policy being assessed:** Pegasus Review

**Assessor:** Laura Todd and Helen Treasure

**Date:** October 2008

**What are the aims of the service or policy? If this assessment is part of a project it is important to focus on the service or policy the project aims to review/improve**

Ride Pegasus is a transport service for primary aged school children in the Guildford area. It serves 14 primary schools using a fleet of 22 buses. The scheme is a 5-year pilot, which finishes in December 2010.

The original aim of the initiative, as part of Surrey's Local Transport Plan, was to reduce car use and traffic congestion by providing a real and credible alternative to the use of the private car for travel to school. This also helped to reduce the number of children being taken to school by car – a target in the Surrey's Road Traffic Reduction Act, and reduce road traffic accidents on the journey to school. The scheme provides a generation of children with a positive experience of public transport to encourage them to use public transport in the future.

The aim of the Pegasus review is to carry out a detailed analysis of the Ride Pegasus pilot scheme. This will include:

- An assessment of what the scheme has achieved against the original objectives;
- A comprehensive cost benefit analysis to identify if the scheme is providing value for money;
- Exploring future options for the service.

The Review recommendation is that:

The service is re-tendered under a new contract, to tie in with academic years and at the same time a feasibility study is carried out to fully explore the possible future provision of primary school transport in the County.

This assessment explores the equality and diversity implications.

### **Who are the beneficiaries /users of this service or policy?**

(NB this should address needs of client groups and a review of barriers to services)

The Pegasus service aims to benefit children attending primary schools and their parents, specifically those who live more than a mile away from the school. The service currently operates in Guildford and the surrounding areas. The proposed feasibility study would explore the provision of primary school transport across the county.

The service is of particular benefit to the following groups:

- Families which do not have a car
- Low-income families
- Families living in rural areas
- Children with physical and learning disabilities and their families
- Families where the child attends a faith school (often requiring further travel)
- Children living more than a mile from the school that are not entitled to school transport.

Children who are entitled to free school transport also use the service.

For parents, potential benefits include convenience, choice and saving time and money. Pupils benefit from increased independence, particularly those with physical or learning disabilities.

Older people and people with disabilities are also beneficiaries, as the Pegasus buses are used on Access bus routes, providing a socially necessary service to those people who have difficulty using local bus routes.

The service is also of benefit to the wider community in relation to reducing congestion and pollution, particularly around the school gate.

**What is the existing situation in relation to minority, disadvantaged and excluded groups in which this service/policy operates?** (including age, belief/faith, disability, Gender/transgender, sexual orientation, race and other general equality strands or issues that might make people vulnerable. NB this will require declaring what information is currently captured with respect to equality & diversity Monitoring) of this service or policy. It is also important to show the relevance of capturing this data.)

### **Current usage of the Pegasus scheme**

Currently, 840 primary school children are registered on the scheme, of which 145 are entitled to free school transport.

### **Entitlement for free school transport**

In summary, under the Surrey County Council Policy free school transport is available to:

- Children whose nearest available school with a place is more than 2 miles from their home if they are of statutory school age and under eight.
- Children whose nearest available school with a place is more than 3 miles from their home if they are of statutory school age and over eight.
- Children who are entitled to free school meals or whose parents receive the maximum working tax credit, who are aged 8-11, who go to their nearest suitable school, and who live more than 2 miles away.

## **Surrey-wide primary school transport statistics**

- The average journey to primary schools is around 1.2 miles<sup>1</sup> (2005 figures).
- The main form of transport to first, infant, junior and primary schools in Surrey is by car (46%), followed by walking (39%)<sup>2</sup>.
- 14% of households in Surrey do not have a car.

## **National research**

- Car ownership is closely related to income<sup>3</sup>. In 2002, 59 per cent of households in the lowest income quintile did not have access to a car. This was around seven times the proportion in the top quintile group (8 per cent).
- High proportions of households without access to a car were also found among lone parents (43 per cent).

## **SECTION 2 / 3 - POTENTIAL NEGATIVE AND POSITIVE IMPACTS**

### **2. Given what you already know, what is the potential for this service/policy to have a negative or differential impact on minority, disadvantaged, vulnerable and excluded groups or on race relations and community cohesion?**

The anticipated positive and negative impacts of continuing the service and carrying out a feasibility study are described under question 3.

### **3. Given what you already know, what is the potential for this service/policy to have a positive impact, such as tackling discrimination, promoting equality of opportunity and / or promoting good community relations, for minority, disadvantaged and excluded groups?**

The Review recommendation for the future of the service is as follows:

1. The service is re-tendered under a new contract for a period somewhere in the region of two years, aligning with school academic dates, with an option to continue.
2. At the same time a feasibility study is carried out to fully explore the possible future provision of primary school transport in the County.

The implications of the two parts of the recommendation are assessed separately below.

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<sup>1</sup> Surrey County Council Safe Routes to Schools - PLASC data

<sup>2</sup> Surrey County Council Safe Routes to Schools - 2007 school transport surveys

<sup>3</sup> National Statistics Focus on Social Inequalities - Living Standards

## **Impacts of continuing the service**

### **Negative impacts**

No negative impacts are identified for any groups as a result of continuing the service. However, benefits are limited to families of children at schools already included in the scheme.

### **Positive impacts**

Continuation of the service would provide continued benefits to pupils at schools included in the scheme and reduce uncertainty for affected parents. As identified in section 1, continuation of the service is of particular benefit to the following groups:

Families that do not have access to a car	This service is of particular importance to families living further from the school, who do not have a convenient alternative.
Low-income families	Families on a low income are less likely to have access to a car. They are also less likely to be able to afford public transport fares - the cost to the parent of escorting a young child on a public bus could be prohibitive. Those that do have access to a car are more likely to be affected by increases in fuel prices. Continuation of the service is therefore likely to be particularly important to this group.
Families living in geographically isolated areas	Families in areas that are a long way from the nearest school, or in areas with poor public transport provision are likely to receive greater benefits from the service.
Faith groups	Children attending a faith school may be more reliant on the Pegasus service as their choice of school may be more difficult to reach.
Minority ethnic groups	Some ethnic minority groups have lower levels of income and car ownership.
Children with disabilities (physical and learning)	The Pegasus buses are suitable for children with physical and learning disabilities, enabling these groups to experience public transport and achieve greater independence.
Older people	The Pegasus buses are used on Access bus routes, providing a socially necessary service to older people.
Other groups	Other groups who may benefit from the service include parents with disabilities, those who have caring responsibilities (e.g. for an elderly or disabled relative) and single parents. These groups tend to have lower levels of income or car ownership, and less spare time to accompany their children to school.

No specific impacts were identified for the other groups considered, which include gender, transgender, sexual orientation, and looked-after children. However, in general, children from minority and disadvantaged groups tend to be more susceptible to bullying on the journey to and from school. The presence of an escort on the Pegasus bus therefore has particular benefits to children from minority and disadvantaged groups.

### **Implications of the feasibility study**

A feasibility study would enable a more strategic countywide review of school transport, and provide an opportunity to take into account the effects on vulnerable groups across the county.

The positive and negative impacts would depend on the outcome of the feasibility study:

- In general, extension to primary school bus provision, together with other school travel improvements, would result in positive impacts for all the identified vulnerable groups, by making the journey to school easier, more convenient and potentially cheaper, widening parental choice of school and transport mode, increasing children's independence and promoting the integration of children from different backgrounds, improving social cohesion.
- Conversely, reducing primary school bus provision would have a negative impact.

The feasibility study would provide an opportunity for more equitable coverage across the county, as at present children at only a limited number schools benefit from the Pegasus service.

### **4. Give details of involvement, consultation and or research undertaken for each relevant equality and diversity grouping, upon which this policy/service has had an impact either internally or externally.**

- The majority of this assessment is based on knowledge within the project team.
- Research findings from a number of parental satisfaction surveys on the service undertaken by the operator First Group.
- Demographic data on current service users is not available. It is therefore difficult to quantify the impact on specific groups.
- Consultation with suitable representatives should now be considered to make sure that we have covered all the issues, and look for further potential opportunities for improvement.

### **Research sources**

National Statistics Focus on Inequalities - Living Standards

**5. Given your answers to the previous questions, how will your service or policy be revised to mitigate, reduce or eliminate negative impacts and enhance positive impacts for the relevant equality groups?**

This assessment has not identified any negative impacts arising from a decision to continue the service under a new contract and carry out a feasibility study.

The outcomes of the feasibility study may result in positive or negative impacts for particular groups - the feasibility study would therefore require its own equality impact assessment.

The project team also recommends that E&D monitoring questions are routinely included as part of school travel surveys, as a means of making sure all relevant groups are consulted, and that E&D impacts can be more easily identified and monitored.

**6. Actions needed to implement the EIA recommendations:**

**Action Plan**

<b>Issue</b>	<b>Action</b>	<b>Expected outcome</b>	<b>Who</b>	<b>Deadline for action</b>
E&D monitoring in travel surveys	To include E&D monitoring questions in school travel surveys.	E&D monitoring questions included within travel surveys ensuring all groups of use represented.	Eric Mouser PTG	September 2009
Feasibility study to examine the future of primary school transport required	To conduct a Feasibility study to examine the future of primary school transport provision in the county.	Study will produce a number of recommendations that address issues of the equity of school transport provision.	New Environment and Infrastructure Policy Team	Spring 2010

NB these actions should have SMART Targets

Please continue and attach a separate sheet if necessary

NB these actions should be reported to the Departmental Equality and Diversity Implementation Group (DIG) and incorporated into the Equality and Diversity Action Plan, Service Plans and/or personal objectives of key staff.



7. **If no actions are to be taken with respect to the recommendations please give reasons below:**

**Action plan review date:** September 2009 and March 2010

**Name of person responsible for review:** Laura Todd / Eric Mouser

**Name of person who carried out assessment:** Helen Treasure and Laura Todd

**Name Head of Service:** Paul Millin **(PTG Group Manager)**

**Signed:** 

**Date Completed:** 24 November 2008

1. Signed off electronic version to be kept in your team for monitoring and audit purposes
2. Send an electronic copy to the SCC 'Web Operations Team' for publication on the SCC website
3. Send Action Plan to DIG for review at its next meeting.

**Date sent to Web Operations Team:**

30<sup>th</sup> March 2009