

Appendix 1

Surrey County Council Equality Impact Assessment – Initial Screening Form



Please read the EIA toolkit for guidance before completing this form

Service: Transport for Surrey		Policy: Withdrawal of Pegasus Pilot School Bus Project		Name of officer: Val Murtagh	
1.	Is this a major policy: i.e. high profile / will effect many people / will have a severe effect on some people?	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
		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)	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
		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 and 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)																
		<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>		

Head of Service Signed:

Date: October 2009

Appendix 2

Surrey County Council Equality Impact Assessment Template

1. Context of the Service or Policy

Service or Policy being assessed: Withdrawal of Pegasus Pilot School Bus Project

Assessor: Val Murtagh and Laurie James

Date: October 2009

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
(NB this should set out the aims and objectives of the policy or service)

The Pegasus Project started in January 2005 as a 5-year pilot. Pegasus is a bus service for primary aged school children mainly in the Guildford area. It serves 14 primary schools using a fleet of 22 buses. The scheme caters for 844 scholars, 147 of which are entitled to free home to school transport.

The aim of Pegasus was to provide a high quality bus service which will encourage parents to switch from car journeys to bus for the journey to school. The intention was that this would reduce congestion and the associated problems of air pollution. An additional aim was to increase the health and independence of primary age children, and to make them more likely to become bus users in the future. The scheme was run as a pilot to ascertain whether it could be extended to other parts of the county.

The proposed decision is to withdraw this service in July 2010. The aim of this policy decision is largely financial. Although the scheme has proved to be highly popular, it is very expensive when compared with other bus services in Surrey. The County Council cannot afford to extend this service to other parts of the County, as per the original intention of the pilot. It is considered iniquitous to run a highly subsidised service in one part of the county which provides a higher level of service than available to the majority of primary age school children.

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

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

The decision to withdraw Pegasus services from July 2010 will be of some benefit to all Surrey residents. By withdrawing subsidy from this service, the county council will free up some £821,000 per annum which could be used on other county council services.

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.)

The existing Pegasus service benefits some 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. It caters for 844 primary aged children, which equates to 1% of school children in Surrey attending 14 of the 303 primary schools across the County. The services are open to all pupils attending the 14 primary schools regardless of age, belief/faith, disability, gender/transgender, sexual orientation or race.

The current 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. These children will be unaffected by the decision to withdraw subsidy from Pegasus as alternative transport arrangements will be provided. Under the Surrey County Council Policy free school transport is available to:

- A child who's 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 who's 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.

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.

In summary, **Surrey-wide primary school transport statistics**

- The average journey to primary schools is around 1.2 miles¹ (2005 figures).
- The main form of transport to first, infant, junior and primary schools in Surrey is by car (46%), followed by walking (39%)².

¹ Surrey County Council Safe Routes to Schools - PLASC data

² Surrey County Council Safe Routes to Schools - 2007 school transport surveys

- 14% of households in Surrey do not have a car.

National research

- Car ownership is closely related to income³. 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).

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?

Please summarise the negative impact identified due to age, belief/faith, disability, Gender/transgender, sexual orientation, race and other or general equality issues

Removal of this service would have no negative impacts for people who do not currently have access to Pegasus services (99% of the primary school children in Surrey). It would also have no negative impacts for the 147 children currently carried by the service who are entitled to free school transport. People in these groups would have positive impacts from the decision to withdraw subsidy as resources saved would be available to other council services or reduced levels of council tax.

To discontinue the service could have a negative impact on approximately 700 primary school children who currently use this service but who are not entitled to free school transport. Their parents would be required to find alternative means to travel to school, including walking, cycling, car and car-share. Some of these alternatives, such as walking, cycling and car-share, may be cheaper and/or healthier than the Pegasus service.

Within these 700 children, the groups that may be negatively affected include:

Families that do not have access to a car	This service is of particular importance to families living further from the schools that do not have a convenient alternative, especially as some of these areas have poor public transport provision.
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.
Families living in geographically isolated areas	Families in areas which are a long way from the nearest or chosen school, or in areas with poor public transport provision are likely to be more reliant on the Pegasus service.

³ National Statistics Focus on Social Inequalities - Living Standards

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 have escorts and may be suitable for children with physical and learning disabilities; these groups could be excluded from using public transport.
Working Parents and families with children at different schools	Working parents may be reliant on the Pegasus service to transport their children to school and the withdrawal may impact on their employment. Parents with children attending different schools will have difficulty in transporting children to different locations at the same time.
Other	Other groups who may experience a negative impact from the withdrawal of 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.

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?

Please summarise the positive impact identified due to age, belief/faith, disability, Gender/transgender, sexual orientation, race and other or general equality issues. NB this would include positive initiatives delivery by the service or through the policy for any/all of these equality groups. What have been the outcomes or changes?

Currently the Pegasus project is only available to 14 primary schools in Surrey transporting 844 pupils. Although the reduction in this service will not impact on the other 289 primary schools it will reinstate an equitable service. Other Schools across Surrey both Primary and Secondary have shown interest in the project operating to their schools but due to budgetary pressures this has not been possible therefore creating a two tier system.

The 147 entitled scholars currently transported to school will continue to be provided for.

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.

What is the research telling you in relation to age, belief/faith, disability, race gender/transgender, sexual orientation and other equality issues?

- The majority of this assessment is based on knowledge within the project team.
- Full demographic data on current service users is not available. It is therefore more difficult to quantify the impact on specific groups.
- Due to the limited time constraints, we have not formally consulted either the families of the 700 affected children or the considerably larger group of families who do not benefit from a Pegasus service. We have received correspondence and petitions from parents currently using the service, but very few from non-Pegasus users.

Removal of any bus service will lead to some hardship for its users at the same time as benefits for others as the subsidy can be redirected elsewhere. Where subsidy levels are relatively high and the number of users is small, as in the case of Pegasus, the benefits to non-users increases.

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?

The service will work with all relevant groups to ensure all entitled pupils continue to receive home to school transport as defined under the Education Act. Information on all alternative forms of travel will be communicated to all schools and parents. The Passenger Transport Group and the Safer Smarter Travel Team will give advice to schools and parents and help them to scope the practicalities and affordability of introducing their own schemes to reduce the impact of the decision.

6. Actions needed to implement the EIA recommendations:

Action Plan

Issue	Action	Expected outcome	Who	Deadline for action
Organising alternative transport for entitled scholars	Transport Co-ordination Centre to plan and procure new services.	Parents and schools informed and new services operational for September 2010 start.	Paul Millin	June/July 2010
Identify potential transport alternatives for the non-entitled scholars.	Passenger Transport Group and Safer Smarter Travel Team work with all 14 schools to help them explore alternatives.	Schools and parents informed of alternative transport options available to them.	Paul Millin and Will Ward	May/June 2010

Provision of AccessBus services	To explore the current Accessbus provision in line with the Bus Review.	Following public consultation with users and dependant on budget pressures the decision on the future of the Accessbus services will be determined as part of the bus review for the areas concerned.	Paul Millin	March 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: January 2010 and July 2010

Name of person responsible for review: Val Murtagh / Laurie James

Name of person who carried out assessment: Val Murtagh / Laurie James

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

Signed:



Date Completed: October 2009

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: _____

Appendix 3 Supporting Information

What to look out for when assessing impact

The barriers to accessing our services are likely to vary across our diverse communities. They will be at different stages in the journey of a service user, resident or member of the workforce. For example:

- Information/communication about services
- Take up/accessibility of services
- Experience of services
- Perceptions about services

The pointers below are generalisations made with caution. These are just ideas to start the thought process and not an exhaustive list.

Accessible information and communication

A limited command of English; the inability to read print generally or exclusion from certain informal communication networks often contributes to a lack of service uptake amongst some communities. You might consider offering interpreting or translation services and also to make information available to local minority organisations or the minority press. Electronic media, although not accessible to all groups, impacts positively where communities are computer literate and have access.

Cultural sensitivity

Consider some of the different ways in which people from different cultures might do things. For example, home carers offering help to service users from a Muslim background might be asked to remove their shoes when entering a home. A culturally sensitive policy will be flexible enough to accommodate such differences.

Safety

Research indicates that members of some people for example, women and people from minority ethnic groups have a greater concern over their personal safety. Appropriate lighting at a bus stop for example or other safety precautions might therefore require consideration.

Physical access

Disabled people and those who care for small children might have a need for special adaptations or facilities and for appropriate sign posting to direct them to such accessible provisions.

Job specifications, mobility and working patterns

Where job requirements set higher entry-level criteria, rigid work patterns and locations, or greater mobility requirements than necessary, it may exclude some people such as carers and disabled people.

Use of language and humour

Unchallenged derogatory language or sexist/homophobic/racist jokes will create an atmosphere in which some groups of people may feel unwelcome. Leadership, clear values, team discussions and equality and diversity training will support SCC policies against such behaviour.

Use of images in publicity

When the images/photographs in publications exclude certain groups, individuals from those communities may feel uncertain if they would be welcome or whether their needs and wishes will be respected at events or when in need of a service. Greater use of diverse images should be made wherever possible.

Our legal responsibilities

Surrey County Council is committed to meeting the requirements of all current anti-discriminatory legislation.

- Sex Discrimination Act 1975 (updated 1986)
- Sex Discrimination (Gender Reassignment) Regulations 1999
- Equal Pay Act 1970
- Race Relations Act 1976
- Race Relations (Amendment) Act 2000
- Disability Discrimination Act 1995
- Disability Discrimination Act 2005
- Special Educational Needs and Disability Act 2001
- Human Rights Act 1998
- Employment Equality (Sexual Orientation) Regulations 2003
- Employment Equality (Religion or Belief) Regulations 2003
- The Equalities Act 2006
- The Protection from Harassment Act 1997
- European Regulations and Directives
- Codes of Practice, including on Equal Pay

In addition, these acts currently place the following specific duties upon public authorities to be proactive in improving equality:

- Eliminate discrimination against people on the grounds of their race, gender or disability

- Promote equality of opportunity between men and women, between persons of different racial groups and between disabled people and other people.
- Promote good relations between people of different racial groups
- Eliminate harassment of disabled people because of their disability
- Promote positive attitudes towards disabled people
- Encourage participation by disabled people in public life
- Take steps to meet disabled people's needs, even if this requires more favourable treatment.

One of the ways we are required to embed equality into our policies and practices is to systematically undertake EIA's.

What is discrimination?

Discrimination can be direct, indirect, intentional, unintentional, or institutional. Discrimination is unlawful, and everyone in the Council, or working on behalf of the Council, Members, Officers, contractors, service delivery partners, etc have a responsibility not to discriminate.

Direct discrimination

Direct discrimination is where an individual or group receives less favourable treatment with some unjustifiable reason, for example because of gender, race or disability, faith, sexual orientation or age.

Indirect discrimination

Indirect discrimination is applying unjustifiable requirements and conditions that have a disproportionate impact on an individual or particular group.

Institutional discrimination

Institutional discrimination is the collective failure of an organisation to provide an appropriate and professional service to people because of their background or experience. It can be seen in our attitudes, behaviours and procedures that amount to discrimination through unwitting prejudice, ignorance, thoughtlessness, and stereotyping which disadvantage people.

Glossary of key terms

Disability: a person with a disability is someone who has a mental or physical impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

Equality of opportunity: Making certain that no section of the population receives less favourable treatment because of their race, faith / belief, gender, age sexuality or disability.

Ethnicity: A sense of cultural, linguistic, heritage and historical identity based on belonging by birth, heritage or adoption to a distinctive cultural group.

Gender: for the purpose of this guidance, 'gender' should be taken to cover male, female and transgender groups.

People with Criminal Convictions: For most employment situations, Surrey County Council will only require details of unspent convictions. However, for roles involving working with children, vulnerable adults or posts requiring the highest standards of professional performance, all convictions must be declared and enhanced CRB checks will be undertaken.

Race: for the purpose of this guidance 'race' should be used to cover groups identified through ethnicity, language and/or culture as well as groups identified by skin colour.

Minority Ethnic: the widely used term BME (Black and Minority Ethnic) can be misleading by implying that it refers just to non-White groups, and that 'Black' groups are not a 'Minority Ethnic' group. Importantly for Surrey, we do not want to risk omitting the consideration of White minorities with a distinct language or culture, for example, Irish Traveller groups, migrants from Eastern Europe or any other member of the EU. Therefore, we use the term minority ethnic in line with the Commission for Racial Equality.

Working arrangements: for the purpose of this guidance 'working arrangements' refers to flexible working (including part time), people on fixed term or temporary contracts.

Equality Impact Assessment Flow Chart

