

Surrey County Council Equality Impact Assessment

1. Context of the Service or Policy

Service or Policy being assessed:

Casualty prevention services for school pupils

Assessor: David Sharpington Date: 1 December 2008

Service: Transport for Surrey		Policy: Casualty prevention services for school pupils		Name of officer: David Sharpington	
1.	Is this a major policy: i.e. high profile / will affect many people / will have a severe effect on some people?	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
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"/>

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			

Head of Service Signed: _____

Date: _____

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

To offer education and training that improves young people's road safety skills, so reducing their risk of being injured on the road and increasing their propensity to use 'active travel' – walking and cycling.

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

The current services focus on training for pedestrians and cyclists. Pedestrian training is aimed at year groups 1-6. Cycle training has historically been aimed at year groups 5 and 6 but is now being made available to all ages.

The service for pre-drivers is currently delivered by the Fire and Rescue's "Safe Drive Stay Alive" event, which is supported by the Safer Travel team. Other services for pre-driver are being evaluated for the 2009/10 academic year.

Passenger Transport Group undertakes travel training for young people with special needs.

What is the existing situation in relation to minority, disadvantaged and excluded groups in which this service/policy operates

1. Cycle training ("Bikeability") is a service for which we charge. In the past this was a voluntary charge levied directly on parents and the cost of non-payments was borne by TfS. From September 2008 a system of a flat fee per course was introduced, payable by the school. So now schools bear the risk of non-payment. This is probably having an adverse impact on the take-up of training at some schools, either by (a) the school not booking courses or (b) individuals not signing up to the courses. As this is the first academic year for this fee system, the extent of the impact is just emerging through bookings made and numbers trained. School census figures show that around 8% of primary pupils in Surrey are entitled to free school meals, which gives some initial scoping of the likely affected population.
2. The strategy for delivering pedestrian safety skills has also undergone a review. Previously Safer Travel team officers delivered practical pedestrian training directly to year 3 pupils. This had the advantage of ensuring training was delivered to those who booked. The disadvantage was that pupils whose school did not book it received no training; and the time required to deliver it meant the service could not be delivered to other year groups. So the strategy for delivery is now to produce self-help and curriculum-based resources so that training is available to a greater number of pupils across different age groups. We recognise that different sectors of the population may have different propensities to use services of this type. Apart from language, issues may be literacy, access to the Internet, educational background of parent/carer and maybe other factors we do not yet appreciate. We need to understand the factors and the

barriers they present in order to overcome them. This is a new area for us, so we currently have no data captured, but need to set up a programme to do so.

3. We have liaised with the REMA team and community translators to deliver road safety training in Woking schools in several languages, working with both students and parents. We would like to build on this work to be in possession of appropriate methods and resources for various ethnic groups across the County. The school census "First Language indicator" reports that about 8% of students at Surrey maintained schools do not have English as their first language, although may still be proficient in English; 113 different first languages are shown; generally thinly dispersed.
4. Data Sources
 - a. The school census collects data that may help this project, for example, first language, ethnicity, SEN provision, eligibility for Free School Meals, the number of computers and whiteboards at schools.
 - b. The Transport Studies Team is able undertake GIS analysis and include mapping against factors such as indices of deprivation.
 - c. Where income factors are concerned, schools tell us that after a while they know, through their day-to-day contact, which families struggle to pay for charged services; a challenge for us is how best to systematically collect then utilise this practical knowledge.
 - d. Our services are generally booked by schools through our booking system, so we can tell which schools are not using our services. However, it is less clear to us if there is a variation in uptake within schools that have booked services, especially for self-help and charged services.

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?

Potential weaknesses in the system of delivery are identified in the section above. If these weaknesses are realised, then it may mean the affected groups becoming more exposed to being injured in road accidents. Information about race and indices of disadvantage are not collected as part of road collision data.

For cycle training, there is now a specific list of skills against which trainees are evaluated and these are recorded. So in future we should be able to monitor attainment against the social factors data listed above. For pedestrian training, we have yet to develop a set of monitorable skills but this is currently being developed.

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?

If we can successfully identify which pupils in our target population are not able to make full use of our services, then we can take actions to remedy the situation. These groups will then have their risk to road accidents reduced.

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.

We wrote to all relevant schools telling them of the changes to cycle training in April 2008 and interviewed a sample. But we are currently (November 2008) receiving more feedback as the scheme is implemented.

A number of schools have contacted about the cost and we have tried to find alternative funding sources. We still do not know the impact on individuals within schools.

We think the bulk of our research and consultation will need to be done towards the end of the academic year, when most courses have been run.

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?

1. In the light of feedback from schools, we will need an executive decision on the current charging policy.
2. We will develop a system of analysis to understand the uptake of our services against a range of social factors.
3. We will review our services in the light of such analysis.

6. Actions needed to implement the EIA recommendations:

Action Plan

Issue	Action	Expected outcome	Who	Deadline for action
Charging policy for cycle training may exclude some schools altogether, and some pupils at participating schools	Take report to TfS management asking for guidance on charging policy	Policy on charging for cycle training	D Sharpington	August 2009 (to allow data capture from whole academic year)
We do not have a standard set of skills we wish pupils to achieve for pedestrian training, therefore we cannot measure attainment against social factors	Develop standard set of measurable pedestrian skills	Indicator we can cross-reference to potentially excluded groups	Safer Travel primary and secondary pedestrian skills groups	January 2009

Need qualitative feedback from schools on impact of new system	Draw up a Bikeability evaluation survey and send to schools	Better information on equalities issues related to Bikeability	D Sharpington	July 2009 (towards the end of term)
We don't have a method for statistical analysis for the equalities impact of our services	Write methodology for analysing uptake and impact of services against a range social indicators	Identify inequalities in service provision	D Sharpington	April 2009
The successful methodology using translators to teach pedestrian road safety to pupils (whose first language is not English) at Woking schools has not been offered in other areas	Document methodology used in Woking and evaluate with other schools	Successful methodology available at more schools	D Sharpington	April 2009

Action plan review date: August 2009

Name of person responsible for review: David Sharpington

Name of person who carried out assessment:

David Sharpington

Name Head of Service: _____ Signed: _____

Date Completed: _____

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:
