

Stage two: form for carrying out a full equality impact assessment

1: Policy or function details

<p>Name of policy or function</p> <p><i>(Insert the name of the policy, strategy, project, funding application, initiative or financial decision)</i></p>	<p>Removal of School Crossing Patrollers at 32 sites across Argyll and Bute as part of revenue budget savings proposals.</p>
<p>Lead officer/person</p>	<p>Tom Murphy, Amenity Manager</p>
<p>Supporting team (names/job titles)</p> <p><i>(This should list all members of the team who are providing support to the lead officer in carrying out the EqIA.</i></p> <p><i>This should include at least:</i></p> <ul style="list-style-type: none"> • <i>one person involved in developing the new policy</i> • <i>one person from another service who has not been involved in developing the policy</i> <p><i>If wider expertise is required then it may be helpful to consider inviting one or two others to join the assessment process including representatives from outwith the council if appropriate</i></p>	<p>Jim Smith, Head of Roads and Amenity Services</p> <p>Kevin McIntosh, Roads Performance Manager</p> <p>Ailsa McCuaig, Technician</p> <p>Mark Calder, Communications Officer</p>
<p>What are the main aims of the policy?</p>	<p>Reduced Council overheads through removal of School Crossing Patrollers which are not a statutory requirement.</p>
<p>Who will benefit?</p>	<p>No direct benefit. As School Crossing Patrollers are not a statutory requirement and receives no grant funding, this option provides savings and allows continuous delivery for other frontline services.</p>

Is the policy intended to increase equality of opportunity by permitting positive action or action to redress disadvantage?	No
---	----

2: What are the likely impacts of the policy?

For each protected characteristic you should identify any particular impact that the policy may have for the group. Impacts could be positive or negative and both should be described.

If there are no impacts on a particular protected characteristic then state your reasons for this within the response box. This demonstrates that you have considered the impact on each characteristic.

<p>Will the policy impact on the whole population of Argyll and Bute?</p> <p>Will the policy impact on particular groups within the population of Argyll and Bute?</p>	<p>No. Affect only school children where School Crossing Patrollers exist.</p> <p>Yes. School Children.</p>
--	---

Consider the following protected characteristics. What are the likely impacts for the group or community?

List any positive and/or negative impacts.

Protected characteristic	Positive and/or negative impacts
Race: relating to people from different racial groups, ethnic or national origins, ethnic minorities, including gypsy travellers and migrant workers	None known
Gender: specific to women and/or men	None known
Disability: relating to people with either mental or physical disability	None known
Age: relating to different age groups e.g. older people or children and young people	School children who use the crossing patroller service
Religion or Belief: relating to a person's religion or belief (including non-belief)	None known
Sexual orientation: relating to whether a person is lesbian, gay, bi-sexual, heterosexual	None known
Marriage and civil partnership: relating to people who are married or are in a civil partnership	None known
Gender reassignment: relating to people who have proposed, started or completed a process to change his or her sex	None known
Pregnancy and maternity: relating to the condition of being pregnant or expecting a baby and the period after the birth	None known

3: Evidence used in developing the policy

Set out the evidence on impacts that you have collected in the development of the policy.

<p>Involvement and consultation In assessing the impact(s) set out above what evidence has been collected from involvement, engagement or consultation? Who was involved, when and how?</p>	<p>Consultation through service choices process, online survey etc. A three stage approach has been carried out which consists of:</p> <ol style="list-style-type: none">1. Existing crossing facilities in place (pelican, zebra)2. Sites don't meet criteria regarding pedestrian/vehicle volumes3. Only senior school children cross
<p>Data and research Please specify what research was carried out or data collected, when and how this was done, and what other available research or data did you use?</p>	<p>As set out above in the three stage test above.</p>
<p>Partners' data and research What evidence has been provided by partners? Please specify partners.</p>	<p>Representation through the consultation process.</p>
<p>Gaps and uncertainties Have any gaps or uncertainties been identified in your understanding of the issues or impacts that need to be further explored?</p>	<p>Sites been tested against the three stage approach.</p>

4: Detailed Action Plan to address gaps in evidence and to reduce negative impacts

No	Action	Responsible Officer(s)	Timescale
1	Detailed Communications Plan	Tom Murphy/ Mark Calder	31 March 2016
2	Implement policy	Tom Murphy	June 2016
3	Investigate use of alternative and low cost signage in appropriate crossing locations	Tom Murphy	June 2016
4			

Note: Please add extra rows as required.

5: Performance monitoring and reporting

Please describe how the policy will be taken forward. This will act as a record for future reviews and the monitoring of the policy.

When is the policy intended to come into effect?	1 April 2016 Council budget meeting 11 February 2016
When will the policy be reviewed?	Ongoing review as part of service delivery optimisation
Who is responsible for reviewing the policy?	Tom Murphy/Jim Smith

6: Summary

Name of policy: Removal of School Crossing Patrollers at 32 sites across Argyll and Bute

This policy will help the council to meet the general equality duty to eliminate discrimination; advance equality of opportunity; and foster good relations by:

<p>Eliminate discrimination State how the policy will eliminate discrimination</p> <p>By applying the three stage criteria approach.</p>
<p>Advance equality of opportunity State how the policy will advance equality of opportunity</p> <p>As set out above</p>
<p>Foster good relations State how the policy will affect good relations</p> <p>This policy will reduce crossing facilities available across Argyll and Bute which could be detrimental to good relations.</p>

When completed, the assessment must be signed off by the lead officer and by the relevant Head of Service.

Signed:
Lead Officer Tom Murphy

Date: Jan 2016

Signed:
Head of Service Jim Smith

Date: Jan 2016

Completed assessments must be sent to: equality@argyll-bute.gov.uk for quality control, recording and publishing on the council's website.