

Stage one: Rapid Impact Assessment

Part 1: Removal of Road Safety Unit

Date of Assessment: 15 th December 2017	
Title of document being assessed: TB16-3	
Strategic Transportation - Removal of Road Safety Unit	
1. This is a new policy, procedure, strategy or practice being assessed (If yes please check box) <input type="checkbox"/>	No
2. Please give a brief description of the policy, procedure, strategy or practice being assessed.	Road Safety Unit primary function is education, training and promoting road safety message to all categories of road user.
3. What is the intended outcome of this policy, procedure, strategy or practice?	To end this service
4. Please list any existing documents which have been used to inform this Equality Impact Assessment.	None
5. Has any consultation, involvement or research with protected characteristic groups informed this assessment? If yes please give details.	No
6. Please give details of council officer involvement in this assessment.	None

<p>(e.g. names of officers consulted, dates of meetings etc.)</p>	
<p>7. Is there a need to collect further evidence or to involve or consult protected characteristic groups on the impact of the proposed policy?</p> <p>(Example: if the impact on an individual or group is not known what will you do to gather the information needed and when will you do this?)</p>	<p>No</p>

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Part 2: Protected Characteristics

Which protected characteristics will be positively or negatively affected by this policy, procedure or strategy?

NB Please place an X in the box which best describes the "overall" impact. It is possible for an assessment to identify that a positive policy can have some negative impacts and visa versa. When this is the case please identify both positive and negative impacts in Part 3 of this form.

If the impact on a protected characteristic group is not known please state how you will gather evidence of any potential negative impacts in box Part 1 section 7 above.

If there is a negative impact against a protected characteristic then a full EqIA (Stage 2) should be completed.

Protected Characteristic	Positively	Negatively	No Impact	Not Known
Age		x		
Disability			x	
Ethnicity			x	
Gender			x	
Gender reassignment			x	
Marriage and Civil Partnership			x	
Pregnancy & Maternity			x	
Religion			x	
Sexual Orientation			x	

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Part 3: Impacts/Monitoring

<p>1. Have any positive impacts been identified?</p> <p>(We must ensure at this stage that we are not achieving equality for one strand of equality at the expense of another)</p>	<p>No</p>
<p>2. Have any negative impacts been identified?</p> <p>(Based on direct knowledge, published research, community involvement, customer feedback etc.)</p>	<p>Yes</p>
<p>3. What action is proposed to overcome any negative impacts?</p> <p>(e.g. involving community groups in the development or delivery of the policy or practice, providing information in community languages etc.)</p>	<p>Potential mitigation through the availability of new information. Additional links to external agency websites promoting road safety education, training and promotion will be added to Council road safety website.</p>
<p>4. Is there a justification for continuing with this policy even if it cannot be amended or changed to end or reduce inequality without compromising its intended outcome?</p> <p>(If the policy that shows actual or potential unlawful discrimination you must stop and seek legal advice)</p>	<p>This action is in response to the Council's budget projected shortfall.</p>
<p>5. Has a 'Full' Equality Impact Assessment been recommended?</p> <p>(If the policy is a major one or is likely to have a major impact on protected characteristics communities a Full Equality Impact Assessment may be</p>	<p>Yes</p>

required.)	
<p>6. How will the policy be monitored?</p> <p>(How will you know it is doing what it is intended to do? e.g. data collection, customer survey etc.)</p>	<p>There will be a need to undertake customer surveys through the citizens panel for example.</p>

Part 4: Contact Information

Name of Department : D and I

Manager Responsible
Name: Moya Ingram
Designation: Strategic Transportation Manager
Telephone: 01546 604 190
Email: moya.ingram@argyll-bute.gov.uk

Signature Lead Officer:	Date: 10.01.18
<i>Moya Ingram</i>	
Signature of Director/Head of Service:	Date:
Name of Director/Head of Service:	
Date of Next Policy Review:	

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 the Road Safety Unit through compulsory redundancy</p>
<p>Lead officer/person</p> <p><i>(The name of the officer who is responsible for developing the policy)</i></p>	<p>Moya Ingram</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>What are the main aims of the policy?</p> <p><i>(bullet points describing the aims of the policy).</i></p> <p><i>(Should also include reference to other relevant council documents such as the Corporate Plan and Service Plans)</i></p>	<p>Reduce road safety materials budget from Road Safety Education Centre by £13k 2018/19 and removal of the Road Safety Unit (compulsory redundancy of one Full Time Equivalent staff member and one Part Time Term Time staff member) budget £84k per annum 2019/20.</p>
<p>Who will benefit?</p> <p><i>(A summary of the equality groups that are likely to benefit from the policy)</i></p>	<p>None.</p>
<p>Is the policy intended to increase equality of opportunity by permitting positive action or action to redress disadvantage?</p> <p><i>(You should outline if your policy or function has been specifically developed to increase equality of opportunity by having a positive differential impact on people with any of the protected characteristics)</i></p>	<p>None – policy identified through Transformational Board Savings Option £97k from Economic Development Departmental Budget to meet Council shortfall.</p>

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><i>(Specify whether the policy will impact upon the whole community or will there be particular emphasis on one or more groups)</i></p>	<p>This policy will impact most on primary pupils (given training on iCycle and Streetfeet) however will also impact on vulnerable category of road users e.g. such as motorcyclists (Biker Magazine), newly qualified drivers (Pass Plus), Child Car Seat Clinics.</p>
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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	No Impact – will affect in same way.
Gender: specific to women and/or men	No Impact – will affect in same way.
Disability: relating to people with either mental or physical disability	No Impact – will affect in same way.
Age: relating to different age groups e.g. older people or children and young people	Negative impact with over 500 Primary 6/Primary 7 pupils completing iCycle road safety cycle training per annum and over 100 Primary 3 Pupils completing road safety pedestrian training per annum.
Religion or Belief: relating to a person's religion or belief (including non-belief)	No Impact – will affect in same way.
Sexual orientation: relating to whether a person is lesbian, gay, bi-sexual, heterosexual	No Impact – will affect in same way.
Marriage and civil partnership: relating to people who are married or are in a civil partnership	No Impact – will affect in same way.
Gender reassignment: relating to people who have proposed, started or completed a process to change his or her sex	No Impact – will affect in same way.
Pregnancy and maternity: relating to the condition of being pregnant or expecting a baby and the period after the birth	No Impact – will affect in same way.

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><i>Both equalities legislation and the duty to achieve best value demand effective consultation and engagement.</i></p> <p><i>Therefore, we need evidence of engagement with those groups that are targeted by the introduction of a new policy.</i></p>	<p>Negative impacts have been identified through records of training completed by pupils on an annual basis.</p> <p>The Council carried out a Public Consultation on this service proposal during the 13 November 2017 and 2 January 2018 under Planning our Services – Budget Consultation.</p>
<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><i>Set out any local or national data that has been used, in the impact assessment including any relevant guidance that has influenced the development of the policy.</i></p>	<p>Negative impacts have been identified through records of training completed by pupils on an annual basis.</p>

<p>Partners' data and research</p> <p>What evidence has been provided by partners? Please specify partners.</p> <p><i>Data and information from partner organisations can help to evidence impacts rather than duplicate efforts to consult and involve relevant groups.</i></p>	<p>The following mitigation and control measures were evidenced:</p> <p>Community Services Department promote a guide for Parents and Pupils: School Transport which provides road safety information for both pupils and Parents advising parents they should ensure their child follows the safest walking route, uses the safest crossing places and knows how to behave responsibly whilst waiting to be picked up.</p> <p>Roads Department assess and perform route inspections to schools using Road Safety West of Scotland guidance on the identification and assessment of road safety hazards to pedestrians on route to school.</p> <p>Road Safety Scotland develop and promote effective road safety educational, training and promotional materials for use in educational establishments across Scotland. http://roadsafetyscotland.org.uk/parents-and-educators/educational-support</p> <p>Cycling Scotland offers and provides national cycle training to primary schools through the 'Bikeability Scotland' programme. http://www.bikeabilityscotland.org/</p> <p>Police Scotland promote safe and responsible motorcycling, reducing casualties, raising awareness and enforcing legislation.</p> <p>Scottish Fire and Rescue work with partner agencies including Police Scotland, Scotland Ambulance Service to deliver road safety education and advice to help people reduce their risk of being involved in a Road Traffic Collision.</p>
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<p>Gaps and uncertainties</p> <p>Have any gaps or uncertainties been identified in your understanding of the issues or impacts that need to be further explored?</p> <p><i>Few policies are developed in the context of perfect information and understanding of all the issues. This part of the assessment is an opportunity to highlight these gaps and uncertainties.</i></p>	<p>Unmeasurable impact of the unknown competency of all category of road users.</p>
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4: Detailed Action Plan to address gaps in evidence and to reduce negative impacts

No	Action	Responsible Officer(s)	Timescale
1	<p>Road Safety Scotland develop and promote effective road safety educational, training and promotional materials for use in educational establishments across Scotland.</p> <p>http://roadsafetyscotland.org.uk/parents-and-educators/educational-support</p> <p>Additional links to external agency websites promoting road safety education, training and promotion will be added to Council road safety website.</p>	M Ingram	March 2018
2	<p>At the point of sale of car seats, car seat experts are available in some instances to give instruction and advice on correctly fitting car seats e.g. across Glasgow area Halfords, Mothercare, Toys R Us, Smyths Toys. Advice on fitting child car seats is also readily available on the web e.g. AA, RosPA</p> <p>Additional links to external agency websites promoting road safety education, training and promotion will be added to Council road safety website.</p>	M Ingram	March 2018
3	<p>Cycling Scotland offers and provides national cycle training to primary schools through the 'Bikeability Scotland' programme.</p> <p>http://www.bikeabilityscotland.org/</p> <p>Additional links to external agency websites promoting road safety education, training and promotion will be added to Council road safety website.</p>	M Ingram	March 2018

4	<p>Community Services Department promote a guide for Parents and Pupils: School Transport which provides road safety information for both pupils and Parents advising parents they should ensure their child follows the safest walking route, uses the safest crossing places and knows how to behave responsibly whilst waiting to be picked up.</p> <p>Additional links to websites promoting road safety education will be added to Council road safety website.</p>	M Ingram	March 2018
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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.

<p>When is the policy intended to come into effect?</p> <p><i>Insert the date and name of the Committee meeting that will approve the policy.</i></p>	<p>Reduce road safety materials budget from Road Safety Education Centre by £13k 2018/19 and removal of the Road Safety Unit (compulsory redundancy of one Full Time Equivalent staff member and one Part Time Term Time staff member) budget £84k per annum 2019/20.</p> <p>Council Meeting 22 February 2018.</p>
<p>When will the policy be reviewed?</p> <p><i>Insert the dates for the planned review of the policy.</i></p>	2020-2021
<p>Who is responsible for reviewing the policy?</p> <p><i>Insert the job title of the person responsible for reviewing.</i></p>	<p>M Ingram.</p> <p>Strategic Transportation and Infrastructure Manager.</p>

6: Summary

Name of policy:

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

Eliminate discrimination

State how the policy will eliminate discrimination

Additional links to external agency websites promoting road safety education, training and promotion will be added to the Council road safety website and will be available for access by all members of the public.

Advance equality of opportunity

State how the policy will advance equality of opportunity

By promoting links on the Council's website, to external agency websites whom undertake road safety education, training and promotion initiatives, will further advance equality of opportunity to all by improving awareness and access to alternate initiatives.

Foster good relations

Argyll and Bute Council will continue to work with key community partner agencies (Police Scotland, Scottish Fire and Rescue, Scottish Ambulance Service) which will continue to foster good relations in the promotion of road (and water) safety across the Argyll region as well as promote further external agency websites promoting road safety education, training and promotion such as 'Road Safety Scotland', 'Cycling Scotland' etc.


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

Moya Ingram

Signed:

Lead Officer Moya Ingram

Date: 9.01.18



Signed:
Head of Service

Date:13/02/2018

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