

# Equality Impact Assessment

Please click on headings to find [general guidance](#) or section guidance with an example.

You will find supporting information in appendices at the end of the guidance.

When you start to assess your proposal, arrange to meet Tim Greaves, Equality Co-ordinator, for specific guidance. Send the completed form to him for a final check and so that he can publish it on our Vale of Glamorgan equality web pages.

Please also contact Tim Greaves if you need this equality impact assessment form in a different format.

## 1. [What are you assessing?](#)

The withdrawal of funding for fare paying school bus services
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## 2. [Who is responsible?](#)

<b>Name</b>	Kyle Phillips	<b>Job Title</b>	Group Manager – Transport Services
<b>Team</b>	NS&T	<b>Directorate</b>	Environment and Housing Services

## 3. [When is the assessment being carried out?](#)

<b>Date of start of assessment</b>	27 <sup>th</sup> December 2018
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## 4. [Describe the proposal?](#)

**What is the purpose of the proposal?**

To withdraw funding for fare paying school transport bus services that are provided at the discretion of the Council which can contribute approximately £185,000 to the £1,000,000 savings that Neighbourhood Services and Transport need to make in the 2019/20 financial year.

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**Why do you need to put it in place?**

To achieve the saving as mentioned above and promote an active and healthy Vale by encouraging more pupils to walk to school.

**Do we need to commit significant resources to it (such as money or staff time)?**

Current resources in the Transport Services team will be able to undertake the work needed to consult and communicate with stakeholders about this change and promote active travel to and from the affected schools.

**What are the intended outcomes of the proposal?**

To withdraw financial support for fare paying school transport services.

**Who does the proposal affect?**

The withdrawal of this funding has the capacity to impact on a number residents and bus companies in and around the Vale of Glamorgan. The proposal also has an impact on a number of schools – mainstream, welsh medium, roman catholic and church in wales.

**Note:** If the proposal affects lesbian, gay, homosexual, or transgender people, ensure you explicitly include same-sex couples and use gender neutral language.

**Will the proposal affect how other organisations work?**

If bus operators make the decision that these services are not commercially viable there could be an impact on the various schools with increased vehicle drop offs and movements.

**Will the proposal affect how you deliver services?**

The Council will continue to provide free school transport, as a statutory function, with fare paying school services being operated by bus companies who see them as commercially viable.

**Will the proposal impact on other policies or practices?**

There should be minimum impact on other policies and practices – other than the aforementioned issues around increased traffic movements at the school gate.

**Can you change the proposal so that it further promotes equality of opportunity**

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## and fosters good relations?

The proposal can only move forward and achieve its goals if the funding is withdrawn fully. Good relations can be maintained with bus operators as the proposal is to withdraw funding from September 2019 – this will mean bus operators will be able to tender for a number of free school transport services as part of a tender taking place in April/May 2019.

## How will you achieve the proposed changes?

Inform schools, pupils and parents of the withdrawal of funding, promote active travel to and from school and work with bus operators to set up commercially viable fare paying school services (where applicable).

## Who will deliver the proposal?

The proposals will be delivered by the Council.

## How will you know whether you have achieved the proposal's purpose?

The savings set out above will be achieved, pupils will transition from bus users to pupils who actively travel to school and the school "gate" will have minimal effect with the lack of fare paying bus services.

## 5. [What evidence are you using?](#)

### Engagement (with internal and external stakeholders)

Bus operators who currently undertake these services have been engaged with in order to find out if they would operate these services on a commercial basis (i.e. with no financial support from the Council).

### Consultation (with internal and external stakeholders)

### National data and research

### Local data and research

Surveys on the fare paying school transport services have been undertaken to inform how many pupils/residents will potentially be affected by this withdrawal of funding.

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## 6. How robust is the evidence?

<p><b>Does it show what the impact will be (positive and negative)?</b></p> <p>Potentially negative with 324 school pupils no longer able to access a fare paying bus service to get to and from school.</p>
<p><b>What are the gaps?</b></p> <p>Loss of fare paying school bus services</p>
<p><b>What will you do about this?</b></p> <p>Allow market forces to dictate if any of these services can be run on a commercial basis.</p>
<p><b>What monitoring data will you collect?</b></p> <p>N/a</p>
<p><b>How often will you analyse and report on this?</b></p> <p>N/a</p>
<p><b>Where will you publish monitoring data and reports?</b></p> <p>N/a</p>

## 7. Impact

<p><b>Is there an impact?</b></p> <p>Yes – loss of services will have an impact on pupils, residents, schools and transport operators.</p>
<p><b>If there is no impact, what is the justification for thinking this? Provide evidence.</b></p>

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## If there is likely to be an impact, what is it?

**Age** – the withdrawal of funding for these services will have an impact on school aged children (5 to 18 years old).

**Disability** – potential with some pupils who have obtained a concessionary bus pass due to disability unable to access a bus service to and from school.

**Gender reassignment, including gender identity** (ensure policies explicitly include same-sex couples and use gender neutral language) - unknown

**Marriage and civil partnership (discrimination only)** - unknown

**Pregnancy and Maternity** - unknown

**Race** - unknown

**Religion and belief** – there is a noted reduction in fare paying school services to St Richard Gwyn Roman Catholic High School. However, these services are provided at the discretion of the Council and other schools have not been afforded the same services. It should also be noted that these pupils will live with the 3 mile walking distance that means they do not qualify for free school transport and they have the potential to actively travel to school.

**Sex** - unknown

**Sexual orientation** (ensure policies explicitly include same-sex couples and use gender neutral language) - unknown

**Welsh language** – some of the services that are funded operator to Welsh medium primary schools and as such their withdrawal could affect access. However, it should be noted that these pupils will live with the 2 mile walking distance that means they do not qualify for free school transport and they have the potential to actively travel to school.

**Human rights** - unknown

## How do you know?

**Explain this for each of the relevant protected characteristics as identified above.**

Age – withdrawal of this funding will affect the bus services available to school pupils (aged 5 to 18)

Disability – withdrawal of this funding could affect the bus services available to those

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pupils with disabilities who qualify for concessionary bus passes.

Religion/Belief – a number of church schools would lose the bus services available to pupils.

Welsh Language – a number of bus services that serve welsh medium schools would be discontinued.

## **What can be done to promote a positive impact?**

**Explain this for each of the relevant protected characteristics as identified above.**

Age – promote active travel to and from school and work with bus operators to identify any of these bus services that could be commercially viable.

Disability - promote active travel to and from school and work with bus operators to identify any of these bus services that could be commercially viable.

Religion/Belief - promote active travel to and from school and work with bus operators to identify any of these bus services that could be commercially viable.

Welsh Language - promote active travel to and from school and work with bus operators to identify any of these bus services that could be commercially viable.

## **What can be done to lessen the risk of a negative impact?**

**Explain this for each of the relevant protected characteristics as identified above.**

Age – promote active travel to and from school and work with bus operators to identify any of these bus services that could be commercially viable.

Disability - promote active travel to and from school and work with bus operators to identify any of these bus services that could be commercially viable.

Religion/Belief - promote active travel to and from school and work with bus operators to identify any of these bus services that could be commercially viable.

Welsh Language - promote active travel to and from school and work with bus operators to identify any of these bus services that could be commercially viable.

**Is there a need for more favourable treatment to achieve equal outcomes? (Disability only)**

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No

## Will the impact be positive, negative or neutral?

### Explain this for each of the relevant protected characteristics as identified above.

Age – lack of available fare paying school bus services could have a negative impact as access to education is reduced. However, the impact on these pupils lives could be positive as it would encourage active travel to and from school and create an active and healthy Vale.

Disability – Lack of bus services for concessionary pass holders would have a negative effect as users are unable to use the bus to get to and from school.

Religion/Belief - lack of available fare paying school bus services could have a negative impact as access to education is reduced. However, the impact on these pupils lives could be positive as it would encourage active travel to and from school and create an active and healthy Vale.

Welsh Language - lack of available fare paying school bus services could have a negative impact as access to education is reduced. However, the impact on these pupils lives could be positive as it would encourage active travel to and from school and create an active and healthy Vale.

## 8. Monitoring ongoing impact

### Date you will monitor progress

n/a

### Measures that you will monitor

n/a

### Date you will review implemented proposal and its impact

n/a

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## 9. Further action as a result of this equality impact assessment

Possible Outcomes	Say which applies
No major change	Yes
Adjust the policy	
Continue the policy	
Stop and remove the policy	

## 10. Outcomes and Actions

<b>Recommend actions to senior management team</b>  Withdraw financial support for fare paying school transport services as laid out in Cabinet Report
<b>Outcome following formal consideration of proposal by senior management team</b>

## 11. Important Note

<b>Where you have identified impacts, you must detail this in your Cabinet report when seeking approval for your proposal.</b>
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## 12. Publication

<b>Where will you publish your approved proposal and equality impact assessment?</b> The EIA will form part of the Cabinet Report to be presented and will be available on the Council website. If agreement for the proposal is obtained communication will go out to schools, parents/carers (via parentmail) and be published on the School Transport webpage.  <b>In addition to anywhere you intend to publish your approved proposal and equality impact assessment, you must send a copy to Tim Greaves, Equality Co-ordinator,</b>
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to publish on the equality pages of the Vale of Glamorgan website.

## 13. [Authorisation](#)

<b>Approved by (name)</b>	Emma Reed
<b>Job Title (senior manager)</b>	Head of neighbourhood Services and Transport
<b>Date of approval</b>	7 <sup>th</sup> January 2019
<b>Date of review</b>	Following consultation – June 2019