

Equality Impact Assessment Form

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1. Document Control

1. Control Details

Title:	20/21 Section 31 Department for Transport grant for Travel Demand Management
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2. Document Amendment Record

Version	Author	Date	Approved
V001	Jennie Maybury	01 October 2020	

3. Contributors/Reviewers

Name	Position	Date
Jennie Maybury	Principal Transport Planner (Access Fund Programme Manager), Transport Strategy	01 October 2020
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4. Glossary of Terms

Term	Description
Personalised journey planning, also known as personalised travel planning, usually abbreviated to PTP	Tailored approach to providing travel information to individuals within specific target groups such as householders, jobseekers, employees or learners/students, to support a change in travel behaviour, through motivation interview either 1 to 1 conversation or in small interactive groups, combined with a travel information about options and support services..
Active travel	Walking and cycling for everyday travel, as opposed to walking or cycling as a leisure activity
Travel demand management abbreviated to TDM	Range of measures to manage traffic and traffic growth to reduce negative impacts of congestion, Co2 emissions, air pollution and inequality. Measures can comprise incentives and restrictions to encourage take up of appropriate travel choices for different journey needs including information to support and persuade individuals and businesses to adopt alternatives to single occupancy car use for some or all journeys, or part of their journeys.
School Streets and Low Traffic Neighbourhoods	Physical changes to the layout and access to the road network around schools and in residential areas (on a trial or permanent basis) to reduce car dominance and create a safer and better environment for walking and cycling.

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2. Assessment

1. Brief description of proposal / policy / service being assessed

This EqlA is for a 9 month COVID19 emergency support programme (initially up to July 2021) principally targeting schools and families to support a switch to more active travel behaviour to ensure socially distanced travel options for the journey to school and to help to manage capacity on public transport during the school morning and afternoon peak during the pandemic. These measures will complement the walking and cycling infrastructure measures being funded by the Emergency Active Travel Fund such as Schools Streets and Low Traffic Neighbourhoods

The Section 31 TDM package will comprise:

- Citywide Transport Nottingham behaviour change marcomms such as targeted social media and drive time radio adverts, combined with a neighbourhood level Travel Choices personalised travel planning project in target areas,
- A tiered support package for schools and communities to enable more walking and cycling to school including the introduction of the national Modeshift STARS school travel plan accreditation tool and the development of Nottingham specific sustainable school travel resources, which will be available to all schools.
- More intensive targeted support will be offered to selected schools where this will have the most impact initially focussing on areas where School Streets and Low Traffic Neighbourhood measures being funded by the Department for Transport's Emergency Active Travel Fund (EATF).
- The Council will work with Sustrans, a national cycling charity with established national and regional expertise in providing bespoke school and community travel engagement projects, to provide the School Street support package which will use best practice to work with up to 12 city schools (6 primary schools and with year 7 in the associated secondary schools) on a site by site basis throughout the 20/21 school year to motivate and support travel behaviour change.
- The Council's successful Workplace Travel Service grant scheme will be extended to include school infrastructure grants to fund cycle and scooter parking for schools who sign up to the travel support package.

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2. Information used to analyse the effects on equality:

This package is addressing a gap in existing travel behaviour change projects which currently support businesses, jobseekers and communities by providing a specific school-focused support offer. Some elements of the package including Modeshift Stars accreditation programme and associated resources will be available to all schools to access as appropriate to their needs.

The more intensive site specific support will be initially offered to primary schools where the council has implemented School Street measures and the linked secondary schools. The locations selected for the School Streets measures based on a prioritisation process to rank primary schools by a set of agreed criteria including suitability of the street space and local support for School Street measures to identify where measures would bring most benefit.

The projects will schools to undertake school travel surveys which will help to measure participation levels and travel behaviour change for project participants including capturing appropriate demographic data where relevant in compliance with GDPR.

3. Impacts and Actions:

<u>screeintip-sectionD</u>	Could particularly benefit X	May adversely impact X
People from different ethnic groups.	<input type="checkbox"/>	<input type="checkbox"/>
Men	<input type="checkbox"/>	<input type="checkbox"/>
Women	<input type="checkbox"/>	<input type="checkbox"/>
Trans	<input type="checkbox"/>	<input type="checkbox"/>
Disabled people or carers.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Pregnancy/ Maternity	<input checked="" type="checkbox"/>	<input type="checkbox"/>
People of different faiths/ beliefs and those with none.	<input type="checkbox"/>	<input type="checkbox"/>
Lesbian, gay or bisexual people.	<input type="checkbox"/>	<input type="checkbox"/>
Older	<input type="checkbox"/>	<input type="checkbox"/>
Younger	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Other (e.g. marriage/ civil partnership, looked after children, cohesion/ good relations, vulnerable children/ adults). <i>Please underline the group(s) /issue more adversely affected or which benefits.</i>	<input type="checkbox"/>	<input type="checkbox"/>

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How different groups could be affected
(Summary of impacts)

Measures will be aimed at pupils, parents and staff at the schools targeted (including the highlighted Equality Groups) with the following benefits:

- Establishing healthy travel behaviour from an early age and providing an opportunity for exercise on the route to/from school for children, young people and their carers
- Supporting schools, families and children by raising awareness of travel options to support citizens to make informed decisions about active travel to improve their health and environment
- Promoting active travel and positive lifestyle choices by encouraging people to walk and cycle resulting in positive impacts on mental and physical health and wellbeing.
- Increased priority and take up of walking and cycling will reduce car dominance creating a safer environment for vulnerable road users.
- Improving air quality and reducing carbon emissions particularly along routes to school through promotion of sustainable transport options.

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Details of actions to reduce negative or increase positive impact
(or why action isn't possible)

- The service providers for the Schools Streets package and any associated cycle support activities have experience of providing cycling activities and advice to children and people with disabilities. The providers can provide a pool of adapted bikes to ensure any in person events and training sessions are inclusive.
- Any activity sessions delivered in person or remotely for schools will be planned in discussion with the participating schools accommodate any specific needs for particular groups of users (e.g., ethnic, gender, religious/faith groups, LGBT).
- Engagement activities in schools around the school journey will provide an opportunity to consider motivators and barriers determining travel choices and so may be able to help participants identify measures and strategies that could help to improve safety for young people including reducing opportunities for hate crime against groups (ethnic, gender, LGBT, faith) whilst using sustainable transport modes.
- The activities in this programme are complemented by existing behaviour changes projects targeted at communities and businesses to support users to walk, cycle and travel by public transport, ensuring inclusive accessibility to travel options and services.

4. Outcome(s) of equality impact assessment:

<input checked="" type="checkbox"/>	No major change needed	<input type="checkbox"/>	Adjust the policy/proposal
<input type="checkbox"/>	Adverse impact but continue	<input type="checkbox"/>	Stop and remove the policy/proposal

5. Arrangements for future monitoring of equality impact of this proposal / policy / service:

Participating schools will be asked to carry out school travel surveys to collect before and after data about participants' experiences and travel behaviour change including capturing appropriate demographic data where relevant in compliance with GDPR.

6. Approved by (manager signature) and Date sent to equality team for publishing:

<p>Approving Manager: The assessment must be approved by the manager responsible for the service/proposal. Include a contact tel & email to allow citizen/stakeholder feedback on proposals.</p>	<p>Date sent for scrutiny: Send document or Link to: equalityanddiversityteam@nottinghamcity.gov.uk</p>
<p>SRO Approval: Jennie Maybury 01/10/20</p>	<p>Date of final approval:</p>

Before you send your EIA to the Equality and Community Relations Team for scrutiny, have you:

1. Read the guidance and good practice EIA's
<http://intranet.nottinghamcity.gov.uk/media/1924/simple-guide-to-eia.doc>
2. Clearly summarised your proposal/ policy/ service to be assessed.
3. Hyperlinked to the appropriate documents.
4. Written in clear user-friendly language, free from all jargon (spelling out acronyms).
5. Included appropriate data.
6. Consulted the relevant groups or citizens or stated clearly, when this is going to happen.
7. Clearly cross-referenced your impacts with SMART actions.