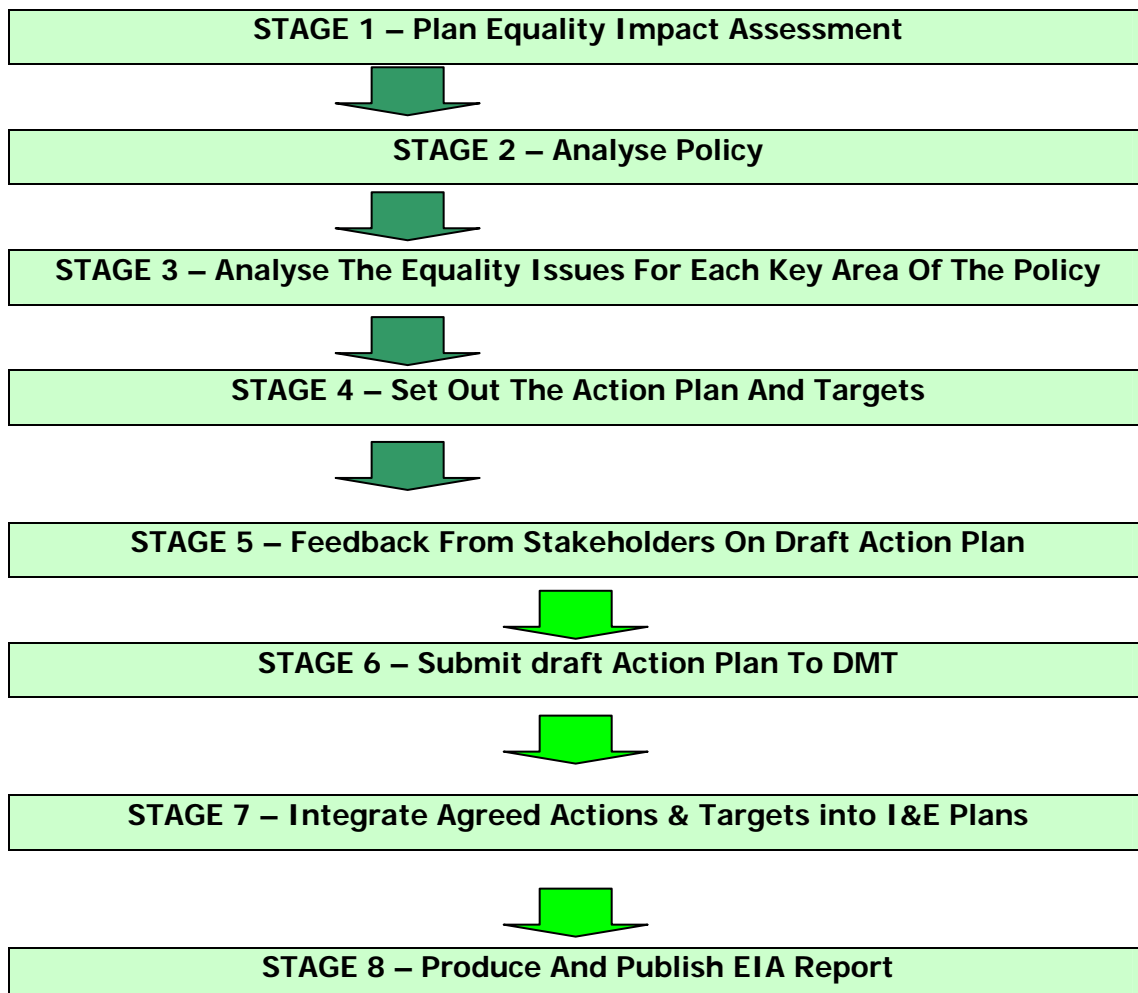




THE LONDON BOROUGH

Pro forma for managing and undertaking Equality Impact Assessments



Human Resources Strategic Services
Chief Executive's Department

July 2007

STAGE 1 – PLAN EQUALITY IMPACT ASSESSMENT

1a. Title of the EIA:

Road Safety Unit

1b. What category of EIA is this? Please tick one of the following:

Part of planned work	Yes
Developing new policies	<input type="checkbox"/>
Changing/ updating existing policies	<input type="checkbox"/>

1c. Timetable for assessment:

Start Date	
Projected end date	March 2008

1d. Who will do the EIA? Please complete the following table:

Name	Job Title	Roles & Responsibilities within EIA Team
Andy Mills	Senior Road Safety Officer	Prime lead on EIA
Linda Winder	Office Resources Manager	Assistance with research
Angus Culverwell	Acting Head of Road Safety	Supervision of Project

1e. Identify any other resources that are needed to support EIA:

Corporate Communications Team

Transport for London Research Team
Transportation Planning

STAGE 2 – ANALYSE THE POLICY

2a. Briefly describe the aim of the policy:

To reduce road accidents in all parts of the Borough and for all residents but particularly concentrating on identified vulnerable groups

To reduce traffic congestion by facilitating and promoting alternative “green” transport modes (This work involves Transportation planning but they are not part of the assessment)

2b. Set out the policy objectives:

To meet the targets for road accident reduction and reduced congestion at peak times as set out in “Building a Better Bromley”, through education, training, publicity and traffic management

2c. Break down the policy into its key areas:

Education – Pedestrian training, transition from Primary to Secondary, Statistics project for GCSE, and pre-driver training.

Cycle training – Schools and Adults

School Travel plans

Publicity – (Note: Some publicity by TfL)

Contribution to traffic management schemes

Driver training

2d. List the intended recipients of the policy:

Schools and pupils in education

Parents of school children

Cyclists on cycle courses

Drivers on driver training

General public

Engineers in traffic management

2e. Identify partner organizations and any other departments involved in delivering the policy:

Transport for London, Metropolitan Police, London Fire Brigade, London Ambulance Service, Adult Education facilities and the Children and Young people department in the Borough

2f Identify and list any stakeholders concerned with the delivery of the policy:

N/A

STAGE 3 – ANALYSE THE EQUALITY ISSUES OF THE KEY AREAS OF THE POLICY

Category:	Age	Disability	Gender	Race	Religion/ Belief	Sexual Orientation
Considered in EIA?	Yes	Yes	Yes	Yes	Yes	Yes

KEY AREAS:	ALL ASSOCIATED DOCUMENTS: For example: statements, forms, supporting policies ect	EQUALITIES GAP ANALYSIS :
Education Services	Education services are mainly classroom activities where all pupils are encouraged to participate. Lists of schools where services are provided and ethnicity statistics are available from schools	Schools that do not participate need to be followed up to see whether non-participation is related to an equality matter.
Cycle Training	Records of participants and “quality of course” questionnaires completed on the completion of each course. These are regularly analysed	Questionnaire needs to be revised to provide evidence of ethnicity of participants so that variations can be identified and followed up Consultation needed with non-participating schools, and the Faith Communities, to identify any religious/gender reasons for non-participation
School travel plans	85% of schools now participate but there is a core of schools where it is difficult to obtain commitment	
Publicity	Analysis of leaflets and publicity do not picture people of different race working in harmony	Review of picture capacity required in view of duty to promote harmony
Traffic Management Schemes	Streetscape Manual sets standards for this to take account of needs of disabled, elderly etc.	Need to review operation of manual
Driver Training	Quality questionnaires completed and analysed after each course. Customer feedback shows there is a wish for “Women Only” courses	“Women Only” courses as a service improvement to be considered in consultation with Members and consideration by PDS Committee.

Category:	Age	Disability	Gender	Race	Religion/ Belief	Sexual Orientation
Considered in EIA?	Yes	Yes	Yes	Yes	Yes	Yes

KEY AREAS:	QUANTITATIVE DATA: For example: monitoring information, census data, performance indicators, Borough benchmark data, customer surveys	EQUALITIES GAP ANALYSIS :
Education services	TfL evidence that Affro-Caribbean boys are more at risk. While this is a London-wide problem it has little impact for Bromley. 12/16 year old boys are an identified risk. Targetting of these groups is integrated within the service.	No evidence that participation in cycle courses reflects ethnic mix of Bromley population. School information needs to be analysed and related to levels of take up
Cycle Training	School data provides evidence of ethnic mix of school population of the Borough. Customer surveys show high level of satisfaction	
School Travel Plans	N/A	
Publicity	Take up of publicity at various locations analysed	
Driver training	Quality questionnaires completed after each course. These show a high level of satisfaction but also include a wish for women only courses	

STAGE 4 – SET OUT THE ACTION PLAN AND TARGETS

the equality action plan must be integrated into the performance centre improvement & efficiency plans/ service plans.

KEY AREA	EQUALITY CATEGORY	PROPOSED ACTION/TARGETS	KEY MILE STONES/TIMESCALE	WHO IS RESPONSIBLE?	RESOURCES & TRAINING REQUIRED?
Education services	To be determined	Non-participating schools to be consulted to identify reasons	School consultation complete June 2008. Consideration adaptations to service Sept 2008.	Andy Mills	
Cycle Training	Race/Gender	Assess take up of courses related to gender/race mix of school population	Revise course satisfaction questionnaire April 2008. Analyse school information to determine mix June 2008.	Andy Mills	Corporate Communications Team
Cycle Training	Religion	Initiate consultation with Faith and racial groups to identify barriers to participation in training	Consultation complete Sept 2008 Consider adaptations to service Oct 2008	Andy Mills	
Publicity	Race	Review publicity to ensure racial harmony is adequately pictured	Review publicity and make recommendations for change Sep 2008.	Andy Mills	
Traffic Management Schemes	Age/Disability	Review applicability of streetscape manual	Review manual and make recommendations for change to Street services	Andy Mills	

KEY AREA	EQUALITY CATEGORY	PROPOSED ACTION/TARGETS	KEY MILE STONES/TIMESCALE	WHO IS RESPONSIBLE?	RESOURCES & TRAINING REQUIRED?
Driver Training	Gender	Assess real demand for Women Only driving courses	Consider evidence and report to PDS Committee (TBA)	Angus Culverwell	

STAGE 5 – Feedback From Stakeholders On Draft Action Plan

Stakeholder	Date consulted	Feedback	Impact on Action Plan
Departmental Equality Group	February 2008		

STAGE 6 – Submit Draft Action Plan To DMT

Date submitted:	March 2008
Feedback:	
Changes made: (If required)	

STAGE 7 – Integrate Agreed Actions & Targets Into I&E Plans

Date complete:	
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STAGE 8 – Produce And Publish EIA Report

Date published:	
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