

Equality Impact Assessment (EIA) Tool:

Title of proposal	School Streets Leicester Policy
Name of division/service	Transport Strategy
Name of lead officer completing this assessment	Sally Slade
Date EIA assessment completed	
Decision maker	e.g. City Mayor/Assistant Mayor/Director Andrew L Smith
Date decision taken	

EIA sign off on completion:	Signature	Date
Lead officer		
Equalities officer		
Divisional director		

Please ensure the following:

- a) That the document is **understandable to a reader who has not read any other documents** and explains (on its own) how the Public Sector Equality Duty is met. This does not need to be lengthy but must be complete and based in evidence.

- b) That available support information and data is identified and where it can be found. Also be clear about highlighting gaps in existing data or evidence that you hold, and how you have sought to address these knowledge gaps.
- c) That the equality impacts are capable of aggregation with those of other EIAs to identify the cumulative impact of all service changes made by the council on different groups of people.
- d) That the equality impact assessment is started at an early stage in the decision-making process, so that it can be used to inform the consultation, engagement and the decision. It should not be a tick-box exercise. Equality impact assessment is an iterative process that should be revisited throughout the decision-making process. It can be used to assess several different options.
- e) Decision makers must be aware of their duty to pay 'due regard' to the Public Sector Equality Duty (see below) and 'due regard' must be paid before and at the time a decision is taken. Please see the Brown Principles on the equality intranet pages, for information on how to undertake a lawful decision-making process, from an equalities perspective. Please append the draft EIA and the final EIA to papers for decision makers (including leadership team meetings, lead member briefings, scrutiny meetings and executive meetings) and draw out the key points for their consideration. The Equalities Team provide equalities comments on reports.

1. Setting the context

Describe the proposal, the reasons it is being made, and the intended change or outcome. Will the needs of those who are currently using the service continue to be met?

What is a school street

School Streets are a temporary or permanent road closure for certain motor vehicles outside the school gates during pick-up and drop-off periods. This is to help children access the school safely, promote active travel and reduce air pollution.

Why we need school streets

School Streets transform roads outside schools, so that pedestrians and cyclists are prioritised at school start and finish times. They reduce road danger, improve air quality and tackle congestion near the school gates, making it easier and safer to walk and cycle to school.

- **Improved Road Safety:** One of the primary benefits of School Streets is the improvement in road safety for children. By reducing traffic around schools, the risk of accidents, particularly those involving children, is significantly reduced.

- **Healthier and Active Lifestyles:** School Streets encourage more children to walk or cycle to school, which promotes physical activity and helps combat childhood obesity. This also contributes to a reduction in air pollution, which can have long-term health benefits.
- **Reduced Air Pollution:** School Streets help reduce air pollution in the immediate vicinity of schools. This cleaner air benefits both children and adults, as exposure to air pollution has been linked to various health problems, including respiratory issues and cardiovascular disease.
- **Community Engagement:** School Streets can foster a sense of community by creating a safe space for social interaction and allowing parents and children to engage with one another and with their surroundings.
- **Less Traffic Congestion:** By encouraging active modes of transportation, School Streets can reduce traffic congestion in the area around schools, making it easier for everyone to navigate and reducing stress for parents dropping off or picking up their children.
- **Promotion of Sustainable Transport:** School Streets align with broader efforts to promote sustainable transportation options like walking, cycling, and public transit. This helps reduce the carbon footprint associated with school travel.
- **Improved Mental Well-being:** The calmer and safer environment created by School Streets can lead to improved mental well-being for both children and parents, reducing stress and anxiety associated with traffic and safety concerns.
- **Educational Opportunities:** School Streets can be used as an educational tool to teach children about road safety, active transportation, and the environmental benefits of reducing car use.
- **Support for Local Businesses:** While School Streets restrict motorised traffic, they often promote local businesses by encouraging more people to walk or cycle through the area. This can benefit the local economy.
- **Reduced Traffic Noise:** School Streets can lead to reduced traffic noise, creating a more peaceful environment for residents living near schools.

In a survey carried out with parents of children at Leicester schools in 2022 with out of 1469 responses, 82% of parents support road space reallocation away from cars and towards modes of active travel outside schools. In the question what would encourage you to allow you child to walk or cycle to school, the highest response, behind having someone to walk or cycle with, was less traffic around schools.

The One Net travel to school survey data shows that 20% of school children travel to school by car, which could mean an extra 12,000 cars on the road at school run times.

In the 2021/22 Children and Young People survey in Leicester. Six out of ten children's main method of travel to school is walking or cycling, three out of ten travel by car and about one in ten will use bus/public transport. About half of children are completing less than half an hour of physical activity a day, and one in ten are completing less than half an hour across the entire week.

Our children need to do more physical activity, whilst many of our children are travelling to school inactively, their parents would like them to walk or cycle but the volume of cars around the schools is a barrier to them feeling comfortable with this.

Five school streets have been operating in Leicester since 2021 with members of the school staff operating the closures using traffic cones and signs. The staff members are trained by Highways Operatives to manage the closure, and they can choose to either use their judgement or operate a permit system.

This is staff intensive, with upto 4 members of staff required for each school run. Neither Leicester City Council or the schools can sustain this level of resource and therefore, we are looking to manage the school street using ANPR cameras.

The school street policy can be accessed here:

[Click or tap here to enter text.](#)

"It frustrates me how many parents drive and park as close to the school gates as possible. Even those that I know live as close as we do to the school!"

"Parking near the school is a nightmare. Our child walks home with friends but we make them take a longer route to avoid the roads near the school where parents double park etc & are a real risk to the children."

2. Equality implications/obligations

Which aims of the Public Sector Equality Duty (PSED) are likely be relevant to the proposal? In this question, consider both the current service and the proposed changes.

a. Eliminate unlawful discrimination, harassment and victimisation

- How does the proposal/service ensure that there is no barrier or disproportionate impact for anyone with a particular protected characteristic?
- Is this a relevant consideration? What issues could arise?

The reduction of cars around the school gate and encouragement of active travel is likely to have a positive impact on people of all ages, abilities and background. There are several articles from health organisations that state the benefits of walking and cycling has on people generally from across all protected characteristics. Information will be provided in accessible formats where required as a reasonable adjustment, information or surveys online will also meet the relevant accessibility standards. In the event that a person, with a protected characteristic, is unable to walk from where they need to park outside of the school street, they will be considered for an exemption.

b. Advance equality of opportunity between different groups

- How does the proposal/service ensure that its intended outcomes promote equality of opportunity for people?

People from across all the protected groups identified above would see positive outcomes to their health if they switched to more active or sustainable travel

- Identify inequalities faced by those with specific protected characteristic(s).

Those people who don't own a car or are unable to drive their children to school, have to contend with inconsiderate parking and driving by others on the school run. Residents who need to use their car to access medical appointments and carers can be blocked by inconsiderate school run parking. They will be exempt from the restrictions.

There are people who need to drive to the school grounds. These people can be hindered by inconsiderate parking and driving and will be exempt from the restrictions, giving them an easier passage in to school.

- Is this a relevant consideration? What issues could arise?

Parents, residents and carers could use a different vehicle to the one registered to the school street scheme to go about their business. They will receive a PCN, but will have the opportunity to appeal.

Residents living outside the school street may see an increase of displacement parking. This will be mitigated with the introduction of a Park and Stride and/or parking restrictions.

c. Foster good relations between different groups

- Does the service contribute to good relations or to broader community cohesion objectives?
- How does it achieve this aim?
- Is this a relevant consideration? What issues could arise?

People using active travel rather than driving will have more opportunity to interact with each other socially as they are not confined to their car. They will have more opportunities to have conversations whilst walking, cycling or wheeling.

3. Who is affected?

Outline who could be affected, and how they could be affected by the proposal/service change. Include people who currently use the service and those who could benefit from, but do not currently access the service.

The implementation of a school street is likely to affect:

- Pupils and their parents/carers travelling to school
- School staff
- Residents living within the school street.
- Residents living adjacent to a school street
- Business owners within the school street
- Delivery companies who will be dropping off goods to residents or businesses
- Carers and health care staff visiting residents
- Road users including motorists, pedestrians and cyclists
- Emergency services and liveried vehicles will be exempt;

4. Information used to inform the equality impact assessment

- What **data, research, or trend analysis** have you used?
- Describe how you have got your information and what it tells you
- Are there any gaps or limitations in the information you currently hold, and how you have sought to address this? E.g. proxy data, national trends, equality monitoring etc.

5. Consultation

What **consultation** have you undertaken about the proposal with people who use the service or people affected, people who may potentially use the service and other stakeholders? What did they say about?

- What is important to them regarding the current service?
- How does (or could) the service meet their needs? How will they be affected by the proposal? What potential impacts did they identify because of their protected characteristic(s)?
- Did they identify any potential barriers they may face in accessing services/other opportunities that meet their needs?

A full engagement process was undertaken when the experimental school street was introduced. This included:

- Leaflet drops to the residents
- On street road shows
- Face to face doorknocking to explain the permit process
- Meetings with the head teachers
- One day trial of the school street as part of Clean Air Day before the experiment was launched
- Information out to parents, including videos on how to get to and from the Park and Stride
- All statutory bodies and emergency services were consulted
- The experiment was part of the consultation process and what the residents and school said were considered before it was made permanent.

Pre- experimental scheme consultation

Prior to the scheme being implemented, we had received numerous complaints from residents and parents about the inconsiderate parking on Eastcourt Road and Newstead Road as part of the school run.

The initial proposal was to create a one-way system on Northfold Road and a School Street on Eastcourt Road. In September 2021, the proposals were put to the residents through a mixture of leafleted surveys, online surveys and face to face roadshows. At that time:

Residents for the school street	Residents against the school street	Residents for the one-way	Residents against the one-way
14	7	14	45

Following door to door conversations with the residents those residents who were against the one-way agreed to trial a school street.

Post experimental Scheme consultation

A survey was sent out 6 weeks after the implementation of the scheme to residents on the school streets and the surrounding area and parents at the school.

The residents reported that they felt that there was:

Less traffic	More traffic	Slower traffic	Faster traffic	Less parking	More parking
44%	37%	30%	22%	44%	40%

The remainder reported no difference. Those who reported more traffic and more parking lived on the streets surrounding where they experienced some displacement of traffic.

Of the parents surveyed in April 2022:

Better	No difference	Worse
29%	29%	20%

Parents were surveyed again in June 2022 and 85% said they strongly supported the reduction of traffic outside school, 15% said that they partially supported it.

In the two years since the introduction of the school street, despite the ad-hoc closure of the road, there has been a creep of parents driving into the zone, as there is currently no enforced deterrent. Both the Head Teachers of the school, some residents and some parents have asked for the school street to be enforced.

Consultation on the trial ANPR camera enforced School Street

The Ward Councillors and Head Teachers have been consulted on the trial ANPR School Street. They are all in favour of trialling a camera operated school street at this location.

Yet to be consulted/engaged are:

- Chief Constable
- LCC Chief Operating Officer
- Emergency Services
- Statutory Consultees
- Local Residents
- Parents

6. Potential Equality Impact

Based on your understanding of the service area, any specific evidence you may have on people who use the service and those who could potentially use the service and the findings of any consultation you have undertaken, use the table below to explain which individuals or community groups are likely to be affected by the proposal because of their protected characteristic(s). Describe what the impact is likely to be, how significant that impact is for individual or group well-being, and what mitigating actions can be taken to reduce or remove negative impacts. This could include indirect impacts, as well as direct impacts.

Looking at potential impacts from a different perspective, this section also asks you to consider whether any other particular groups, especially vulnerable groups, are likely to be affected by the proposal. List the relevant groups that may be affected, along with the likely impact, potential risks and mitigating actions that would reduce or remove any negative impacts. These groups do not have to be defined by their protected characteristic(s).

Protected characteristics

Impact of proposal:

Describe the likely impact of the proposal on people because of their protected characteristic and how they may be affected. Why is this protected characteristic relevant to the proposal? How does the protected characteristic determine/shape the potential impact of the proposal? This may also include **positive impacts** which support the aims of the Public Sector Equality Duty to advance equality of opportunity and foster good relations.

Risk of disproportionate negative impact:

How likely is it that people with this protected characteristic will be disproportionately negatively affected? How great will that impact be on their well-being? What will determine who will be negatively affected?

Mitigating actions:

For disproportionate negative impacts on protected characteristic/s, what mitigating actions can be taken to reduce or remove the impact? You may also wish to include actions which support the positive aims of the Public Sector Equality Duty to advance equality of opportunity and to foster good relations. All actions identified here should also be included in the action plan at the end of this EIA.

a. Age

Indicate which age group/s is/ are most affected, either specify general age group - children, young people working age people or older people or specific age bands

Knighton has a higher proportion of older people than the Leicester average. The schemes are based around schools and will impact on travel to school by parents and children.

What is the impact of the proposal on age?

1. Positive impact on school age children and their parents: The scheme aims to move traffic away from the school gates, therefore improving air quality and safety around the school gates.
2. Negative Impact on school age children and their parents : They can't drop their child off directly outside school.
3. Positive impact on older people: Older people are disproportionately affected by loneliness. The scheme should help older people to walk around in their neighbourhood by removing traffic congestion and speed.
4. Negative Impact on older people: Elderly residents who are unable to walk who have to rely on cars/taxis to travel around, may have to travel further in a car to reach their destination.
5. Negative Impact on older people: Relatives of elderly people may have to consider the times they pick up their relatives.
6. Positive Impact on older people: Relatives or carers of elderly residents who have a permit will be able to access the street more easily at school run times.
7. Negative Impact on older people: Exemptions are applied for online, this may cause difficulties for people who are not digitally literate.

What is the risk of disproportionate negative impact on age?

1. There is a risk that school age children and parents will be disproportionately affected as the scheme is intended to discourage travel to school by car. The risk is very low as they can find alternative parking which isn't outside of the school or, where possible, walk or cycle to school.
2. The disproportionate impact on older people is that they may need to drive or be driven, where a younger person, could walk or cycle the short trip. Their driven journey may have to be taken outside school run hours.
3. The disproportionate impact on people with disabilities is that they may need to drive or be driven, where a more able person, could walk or cycle the short trip from outside the school street. They will need to apply for an exemption.

What are the mitigating actions?

1. To mitigate the disproportionate negative impact for **school age children and parents**, they will be informed as to why the school street has been put in and the benefits it has to children's health when parents/careers park further away from the school. They will receive information, incentives and training on how their child could walk or cycle to school instead of dropping off by car.
2. Reducing cars at school run time will allow better access to emergency vehicles (they will be able to drive through temporary barriers)
3. To mitigate the disproportionate negative impact **on older people**, residents and regular carers of residents will be given exemptions. Emergency vehicles, liveried vehicles and medical care staff will be exempt.
4. Non-regular carers, depending on the circumstances, will be exempt on application.
5. Officers will visit households who have difficulty with online applications.

b. Disability

If specific impairments are affected by the proposal, specify which these are. Our standard categories are on our equality monitoring form – physical impairment, sensory impairment, mental health condition, learning disability, long standing illness or health condition.

What is the impact of the proposal on disability?

1. People with a physical impairment or long standing illness or health condition will need to apply for an exemption.
2. People with a visual impairment will not be able to see the signs to know that there is a new road layout, so as a passenger may wonder why they are being driven a different route.
3. Children with physical impairment, sensory impairment, mental health condition, learning disability, long standing illness or health condition may need to apply for an exemption.
4. The scheme should have a positive impact on disability, if the correct permits are issued and there is less traffic chaos and congestion around the school gate.

What is the risk of disproportionate negative impact on disability?

1. Able bodied people will have the choice to walk or cycle through the road closures. People with a physical impairment, which means that they are unable to walk or ride a bicycle will not be able to travel through the closure without an exemption.
2. There may be some children who are not able to walk the distance from the park and stride sites to the schools.

What are the mitigating actions?

1. Make the application for an exemption clear and communicate to those affected
2. Have the information available that can be read by online readers.
3. Issue exemptions to school children needing direct vehicular access to schools.

c. Gender reassignment

Indicate whether the proposal has potential impact on trans men or trans women, and if so, which group is affected.

What is the impact of the proposal on gender reassignment?

1. The scheme has no impact on gender reassignment.

Speak to qualities team about this to get the right contacts

What is the risk of disproportionate negative impact on gender reassignment?

1. Click or tap here to enter text.

What are the mitigating actions?

1. Click or tap here to enter text.

d. Marriage and civil partnership

What is the impact of the proposal on marriage and civil partnership?

1. The scheme has no impact on marriage and civil partnership.

What is the risk of disproportionate negative impact on marriage and civil partnership?

- 1.

What are the mitigating actions?

1. Click or tap here to enter text.

e. Pregnancy and maternity

What is the impact of the proposal on pregnancy and maternity?

1. If a pregnant mother falls into the categories of a health condition, and are unable to walk or cycle, They will not be able to directly access the school by car and may have to apply for a temporary exemption.
2. Those who are pregnant will benefit from the School Street as it will create a safe space for them to do the school run

What is the risk of disproportionate negative impact on pregnancy and maternity?

1. Parents carers who are able to walk or cycle will be able to travel through the road closures and get access directly to the school. Those relying on a car, will park away and walk.

What are the mitigating actions?

1. If a pregnant mother falls into the categories of a health condition, she could apply for a exception permit to access the School Street. Emergency vehicles, taxi companies and Sat Nav companies have been informed of the changes, in order that they can plan journeys in advance to reduce the vehicular journey time.

f. Race

Given the city's racial diversity it is useful that we collect information on which racial groups are affected by the proposal. Our equalities monitoring form follows ONS general census categories and uses broad categories in the first instance with the opportunity to identify more specific racial groups such as Gypsies/Travellers. Use the most relevant classification for the proposal.

What is the impact of the proposal on race?

1. The aim of the school street is to reduce school run congestion and speeding and should not have an impact on race.
2. However, the changes to the street environment need to be communicated to residents and parents whose first language may not be English. In advance to reduce confusion once implemented, communication are being carried out in line with Leicester City Councils translation policy. ie the correspondence is produced in English and translated on request.

What is the risk of disproportionate negative impact on race?

1. If a racial group is not able to access the consultation of the School Street, they may not be aware of the proposed changes to the street layout until the interventions are implemented.

What are the mitigating actions?

1. The mitigation actions to prevent the negative impact of the project is to provide translation, where requested.
2. Communication to parents is through the schools usual channels.

g. Religion or belief

If specific religious or faith groups are affected by the proposal, our equalities monitoring form sets out categories reflective of the city's population. Given the diversity of the city there is always scope to include any group that is not listed.

What is the impact of the proposal on religion or belief?

1. Leicester is a very diverse city which hails people from over 50 countries across the globe, according to 2011 Census Data¹. This will be very important to ensure there is cohesion and agreement with the School Street in the area of city they live in. Many religions and beliefs encourage healthy living to better themselves and other around them. It will be key to find this information and share with schools to ensure everyone is included

What is the risk of disproportionate negative impact on religion or belief?

1. There is the risk that people will not agree with this and may challenge this. They may challenge or want an explanation as to why the school is supporting this.
- 2.

What are the mitigating actions?

1. To mitigate challenges it will be key to engage with the key figures in the to make sure they understand the project and they support the work that we are doing. By doing this, they will be able to speak to their community members who may oppose the project and explain to them the benefits.

2. Ensure that the parents at the school are informed of the changes in advance of them occurring, using the schools Comms.
3. Ensure that the Mosque users are informed of the changes in advance of them occurring. The Mosque has been included in correspondence.

h. Sex

Indicate whether this has potential impact on either males or females

What is the impact of the proposal on sex?

1. Click or tap here to enter text.

What is the risk of disproportionate negative impact on sex?

1. Click or tap here to enter text.

What are the mitigating actions?

1. Click or tap here to enter text.

7. Summary of protected characteristics

a. Summarise why the protected characteristics you have commented on, are relevant to the proposal?

1. We have commented on age because the scheme is restricting car access. We have received comments from members of the public concerned that they, won't be able to drive to their parent's house
2. We have commented on disability as those who rely on a vehicle for transport, may need to drive further to access their property or school. Some sensory disabilities may make it more difficult to access communications about the changes.
3. We have commented on Pregnancy and maternity as those who rely on a vehicle for transport, may need to park further away or apply for an exemption to access their property or school.
4. We have commented on Race because people who do not have English as their first language may not be able to access the communications about the changes.
5. We have commented on Religion or belief because people may travel further to attend a particular school, church or mosque because of religious beliefs, and therefore are more reliant on vehicular travel.

a. Summarise why the protected characteristics you have not commented on, are not relevant to the proposal?

1. We haven't commented on gender reassignment because restricting car access does not negatively impact on people with gender reassignment over and above other residents.
2. We haven't commented on gender reassignment because restricting car access does not negatively impact on Marriage and civil partnerships over and above other residents.
3. We haven't commented on gender reassignment because restricting car access does not negatively impact on Sex over and above other residents.

8. Other groups

Other groups

Impact of proposal:

Describe the likely impact of the proposal on children in poverty or any other people who we may consider to be vulnerable, for example people who misuse substances, ex armed forces, people living in poverty, care experienced young people, carers. List any vulnerable groups likely to be affected. Will their needs continue to be met? What issues will affect their take up of services/other opportunities that meet their needs/address inequalities they face?

Risk of disproportionate negative impact:

How likely is it that this group of people will be negatively affected? How great will that impact be on their well-being? What will determine who will be negatively affected?

Mitigating actions:

For negative impacts, what mitigating actions can be taken to reduce or remove this impact for this vulnerable group of people? These should be included in the action plan at the end of this EIA. You may also wish to use this section to identify opportunities for positive impacts.

a. Children in poverty

Speak to child services about this and get information on aims and objectives – speak to Kate from Public Health

What is the impact of the proposal on children in poverty?

1. The Smarter Streets Healthier Neighbourhoods should have a positive impact on children in poverty. It will make it easier for them to walk and cycle to the school should they not have access to a motor vehicle.

What is the risk of negative impact on children in poverty?

1. [There is no risk of negative impact](#)

What are the mitigating actions?

1. [Click or tap here to enter text.](#)

b. Other vulnerable groups

What is the impact of the proposal on other vulnerable groups?

1. [Click or tap here to enter text.](#)

What is the risk of negative impact on other vulnerable groups?

1. [Click or tap here to enter text.](#)

What are the mitigating actions?

1. [Click or tap here to enter text.](#)

c. Other (describe)

What is the impact of the proposal on any other groups?

1. Click or tap here to enter text.

What is the risk of negative impact on any other groups?

1. Click or tap here to enter text.

What are the mitigating actions?

1. Click or tap here to enter text.

9. Other sources of potential negative impacts

Are there any other potential negative impacts external to the service that could further disadvantage service users over the next three years that should be considered? For example, these could include:

- other proposed changes to council services that would affect the same group of service users;
- Government policies or proposed changes to current provision by public agencies (such as new benefit arrangements) that would negatively affect residents;
- external economic impacts such as an economic downturn.

Due to the current situation with the global pandemic Covid-19, it has had a major impacts on the way of life. It has lead to complete change of how we are interacting on a daily basis in schools and educational institutes with the increased extra provisions/measures are being taken to ensure safety of staff, parents/carers and students.

10. Human rights implications

Are there any human rights implications which need to be considered and addressed (please see the list at the end of the template), if so please outline the implications and how they will be addressed below:

There are no Human Rights implications

11. Monitoring impact

You will need to ensure that monitoring systems are established to check for impact on the protected characteristics and human rights after the decision has been implemented. Describe the systems which are set up to:

- monitor impact (positive and negative, intended and unintended) for different groups
- monitor barriers for different groups
- enable open feedback and suggestions from different communities
- ensure that the EIA action plan (below) is delivered.

If you want to undertake equality monitoring, please refer to our [equality monitoring guidance and templates](#).

Monitoring undertaken so far:

Pre- experimental scheme consultation

Prior to the scheme being implemented, we had received numerous complaints from residents and parents about the inconsiderate parking on Eastcourt Road and Newstead Road as part of the school run.

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The residents reported that they felt that there was:

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In the two years since the introduction of the school street, despite the ad-hoc closure of the road, there has been a creep of parents driving into the zone, as there is currently no enforced deterrent. Both the Head Teachers of the school, some residents and some parents have asked for the school street to be enforced.

Consultation on the trial ANPR camera enforced School Street

The Ward Councillors and Head Teachers have been consulted on the trial ANPR School Street. They are all in favour of trialling a camera operated school street at this location.

Yet to be consulted are:

- Chief Constable
- LCC Chief Operating Officer

- Emergency Services
- Statutory Consultees
- Local Residents
- Parents

Suggestions from residents must be acknowledged and included in the final report.

Comments	Dates	

12. EIA action plan

Please list all the equality objectives, actions and targets that result from this assessment (continue on separate sheets as necessary). These now need to be included in the relevant service plan for mainstreaming and performance management purposes.

Equality Outcome	Action	Officer Responsible	Completion/Review date
Demonstrate take up of scheme and change of transport use	Monitor impact of camera enforced school street within the first 18 months of experiment on the local and surrounding areas	Sally Slade	Ongoing throughout the project. Review Date:
Reduce barriers to participation from anyone who has any disabilities or long-term health conditions.	There will be a period of engagement with the schools and residents around the school street. This period will explain what the project is, how it will effect the stakeholders, what support will be available	Sally Slade	Throughout the project engagement period and following the project going live. Review Date:
Reduce barriers to participation from anyone who has any disabilities or long-term health conditions.	Keep in contact with Ward Councillors to ensure getting feedback from residents. If a member of the public has any complaint in relation to equality or access issues arising from the changes in relation to protected characteristic, they will be able to raise	Sally Slade	

Equality Outcome	Action	Officer Responsible	Completion/Review date
	these via the council's complaints process. Any unexpected negative impacts which arise will be responded and lessons learned for future phases of the scheme.		
Reduce barriers to participation for people who have English as a second language.	Use Leicester City Council protocol for Communications		
Better understand wider barriers to participation from an equalities perspective and take steps to address these.	Directly contacting residents by knocking on doors and face to face conversations		
Ensure that potential providers have the relevant understanding of equalities to enable them to take an inclusive approach which advances equality of opportunity.	Through Team Meetings		

Appendices

Leicester City Council School Street Policy

Human rights articles:

Part 1: The convention rights and freedoms

Article 2: Right to Life

Article 3: Right not to be tortured or treated in an inhuman or degrading way

Article 4: Right not to be subjected to slavery/forced labour

Article 5: Right to liberty and security

Article 6: Right to a fair trial

Article 7: No punishment without law

Article 8: Right to respect for private and family life

Article 9: Right to freedom of thought, conscience and religion

Article 10: Right to freedom of expression

Article 11: Right to freedom of assembly and association

Article 12: Right to marry

Article 14: Right not to be discriminated against

Part 2: First protocol

Article 1: Protection of property/peaceful enjoyment

Article 2: Right to education

Article 3: Right to free elections