

Equality Impact Assessment Form

Revised June 2009



(Equality target groups are those which cover the 6 equality strands: race, disability, gender, age, sexual orientation and religious belief)

Part 1 Aims & implementation of the service, policy, procedure, practice or project

This section is the title of what is being assessed, responsible officers, purpose, where it fits within the council's wider aims and how it supports the legislation to eliminate unlawful discrimination and the promotion of equal opportunities. *(Please refer to the guidance for additional information)*

1.1 What is being assessed

This equality impact assessment has been done to start the consultation process for the withdrawal of the discretionary concessionary fares schemes for post 16 transport and denominational school transport.

Following consultation the intention would be to introduce the increased costs from January 2011 for Post 16 transport and to remove the subsidy for denominational school transport from September 2011

Background:

The Authority offers subsidised bus/train travel to high school 6th form students and College Students – students pay £27.50 per term towards the cost. This includes travel up to 6pm on school days. Any student on a full time course, providing they live more than three miles from the establishment they attend, can apply. The subsidised bus/train pass that students can apply for is not means tested.

Students who attend St George's Special School are not expected to make a contribution. They travel free of charge.

The Authority subsidises fully transport to denominational schools

The provision of discretionary travel concession schemes for young people are not mandatory upon the council, and indeed travel concessions for young people are only offered by a small minority of local authorities

1.2 Officer(s) and section or service responsible for completing the assessment

Head of Learning & Achievement

Commissioner for secondary education

Commissioner for 14-19 (post 16)

Commissioner for 14-19

Transport manager

Lead officer Diversity & Wellbeing

1.3 What is the main purpose or aims of the service, policy, procedure, practice or project

The post 16 scheme provides reduced cost travel that enables young people to purchase a term ticket to travel to and from their place of education providing they live 3 miles away from their education base.

The denominational school discretionary scheme provides free transport to and from school for students residing more than 3 miles (secondary) and 2 miles (primary) from the school

1.4 Who is affected by the service, policy, procedure, practice or project? Who is it intended to benefit and how?

Students attending post 16 education in schools, the college and work based learning providers. Students attending denominational schools who have no travel entitlement.

1.5 Has the service, policy, procedure, practice or project been promoted or explained to those it might affect directly or indirectly?

Both schemes have been widely promoted.

1.6 How does the service, policy, procedure, practice or project contribute to better community cohesion?

Increases the opportunity to participate in a broader range of education, along with reducing travel costs.

1.7 How does the service, policy, procedure, practice or project fit in with the council's wider aims?

Increased use of public transport

Green Travel Plan – carbon reduction

Increasing attainment levels to support the councils aims to raise standards.

1.8 What is the relevance of the aims of the service, policy, procedure, practice or project to the equality target group and the council's duty to eliminate unlawful discrimination and promote equality of opportunity?

Available to all young people attending post 16 and denominational institutions, including vulnerable groups.

1.9 How is, or how will the service, policy, procedure, practice or project be put into practice and who is responsible for it?

How is, or how will the scheme be put into practice and who is responsible for it?

The council has provided travel concessions for young people for a number of years, in parallel to these concessions the public transport operators themselves have also provided and continue to provide, discounted travel for young people on a commercial basis.

Ongoing dialogue with Southern Vectis has now resulted in a offer of a ½ price discounted travel for all young people in full time education and training up to the age of their 19th birthday, on the production of the relevant student identification card. This offer is being made available for travel throughout the week and not restricted to school term time and school hours. (However, this will be reviewed on an annual basis by Southern Vectis).

In addition, Members may be minded to investigate support for disadvantaged groups such as part time students who attend education fewer than 5 days per week, or up front financial support to purchase the 90 day travel pass and consideration of any other areas identified.

Part 2 Consideration of data and research

To conduct the assessment, you will need information about service users and staff that provide the service. This section is to help you identify the sort of information that will be needed to help you assess whether there may be barriers to different equality groups who access your service, policy, procedure, practice or project. *(Please refer to the guidance for additional information)*

2.1 List all examples of quantitative and qualitative data or any consultation information available that will enable the impact assessment to be undertaken

Annual data in respect of journeys made within the term of the schemes

Annual scheme cost data.

Cabinet reports and agenda widely available on iwight.com

Full Council reports and agendas widely available on iwight.com

IW County Press

Council Press releases

Other media reports

IW Youth Council

Wight2BHeard

Local Transport Plan (LTP)

2.2 Equalities profile of users and beneficiaries

All students attending post 16 education in schools, the college and work based learning providers

All students attending denominational schools

2.3 Evidence of complaints against the service, policy, procedure, practice or project on the grounds of discrimination

None recorded complaints received

2.4 What does the consultation, research and/or data indicate about the negative impact on the service, policy, procedure, practice or project

Financial cost to the council

2.5 What does the consultation, research and/or data indicate about the positive impact on the service, policy, procedure, practice or project

The schemes are widely used by young people.

Part 3 Assessment of impact

Now that you have looked at the purpose etc of the service, policy, procedure, practice or project (part 1) and looked at the research (part 2), this section asks you to assess the impact, positive and negative, of the service, policy, procedure, practice or project on each of the 6 strands of diversity covered in the Authority's single equality scheme.

3.1 Complete this section with the following information – relating to all of the identified groups: *(please refer to the guidance for additional information)*

	Reason, evidence, comment					
	Race	Disability	Gender	Sexual Orientation	Age	Religious Belief
Barriers, negative impact					X	X
Neutral impact						
Positive impact						

Were the schemes to be removed there are alternative discounted travel opportunities available to young people as set out in 1.9 which can be promoted by the council in conjunction with the operators.

Further discussions with Southern Vectis have resulted in an extended ½ price travel offer as described in 1.9 above.

In addition, Members may be minded to investigate support for disadvantaged groups such as part time students who attend education fewer than 5 days per week, or up front financial support to purchase the 90 day travel pass and consideration of any other areas identified.

Part 4 Measures to mitigate disproportionate or adverse impact or improve on neutral or positive impacts: *(Please refer to the guidance for additional information)*

4.1 If there is any negative impact on any target equality group identified in part 3, is the impact intended or legal?

There is no legal requirement on the council to provide discretionary travel concessions for young people attending post 16 education and training except those students that are statement for Special Education Needs or have been identified as a Learner with a Learning Difficulty or Disability (LLDD). There is no legal requirement on the council to provide discretionary travel concessions for young people attending denominational schools.

Removal of the discretionary concessionary fares schemes increases travel costs for young people and may reduce their opportunity to participate in a broader range of educational experience. However, in part this maybe mitigated by the introduction of the ½ price travel scheme as described above in 1.9

4.2 Specify measures that can be taken to remove or minimize the disproportionate or adverse effect identified in part 3. If none were identified, identify how disproportionate or adverse effect could be avoided in the future.

As note to part 3 and in 1.9

4.3 If there is no evidence that the service, policy, procedure, practice or project promotes equality, equal opportunities or improves relations within equality target groups, what amendments can be made to achieve this?

Promotion of alternative travel opportunities for all young people resident on the Isle of Wight.

4.4 If a neutral or positive impact has been identified, can that impact be improved upon (continuous improvement)?

As 4.3

4.5 How will any service, policy, procedure, practice or project be implemented?

n/a

4.6 As 4.5 above please identify training requirements.

n/a

Part 5 Conclusions & recommendations

This section ensures that what ever we are impact assessing, whether it be a service, policy, procedure, practice or project that ensure that we abide by the general and specific duties to promote race, disability and gender equality. *(Please refer to guidance for additional information)*

5.1 Does the service, policy, procedure, practice or project comply with equalities legislation?

Yes

5.2 What are the main areas requiring further attention?

Promotion of alternative discounted travel options for young people

5.3 Summary of recommendations for improvement

As 5.2

5.4 What equality monitoring, evaluation, review systems have been set up to carry out regular checks?

n/a

5.5 When will the amended service, policy, procedure, practice or project be reviewed?

n/a – the recommendation is for scheme removal and for the promotion of other discounted travel options for young people. Along with further discussions with lead members and officers to ensure that those affected by the removal of the scheme receive support as identified in section 3.

Part 6 Action / improvement plan

The table below should be completed using the information from the equality impact assessment to produce an action plan for the implementation of the proposals to:

1. Lower the negative impact, and/or
2. Ensure that the negative impact is legal under anti-discriminatory law, and/or
3. Provide an opportunity to promote equality, equal opportunity and improve relations within equality target groups, i.e. increase the positive impact

Please ensure that you update your service/business plan within the equality objectives/targets and actions identified below:

Area of negative impact	Changes proposed	Lead officer	Timescale	Resource implications	Comments
Race					
Disability					
Age					
Religious and Philosophical belief					
Gender					
Sexual orientation					
Geographical location					
All of the above	<ol style="list-style-type: none"> 1. Promote and publicise availability of alternative discounted travel options for young people 2. Members and officers action to mitigate any identified disadvantage as recorded in 1.9 and 3 above. 	HOS for Highways & Transport & Learning & Achievement Lead Members Education and training establishments	September 2010 onwards	Within current resources	

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Part 6 continued – Equality Impact Assessment – Summary report

The results of equality impact assessments must be published. Please complete this summary, which will be used to publish the results of your impact assessment on the council’s website, and return it to the HR OD & Diversity Manager.

Date of assessment

Officer’s name **Role**

Service, policy, procedure, practice or project that was impact assessed

Summary of findings

Summary of recommendations and key points of action plan

Groups that this policy will impact upon

Race	<input type="checkbox"/>	Gender	<input type="checkbox"/>
Sexual Orientation	<input type="checkbox"/>	Age	<input checked="" type="checkbox"/>
Disability	<input type="checkbox"/>	Religion or belief	<input checked="" type="checkbox"/>
Other	<input type="checkbox"/>	All	<input checked="" type="checkbox"/>