

Equality and Human Rights Impact Assessment - the Form

There are separate guidance notes to accompany this form – “Equality and Human Rights Impact Assessment – the Guide.” Please use these guidance notes as you complete this form. Throughout the form, **proposal** refers to policy, strategy, plan, procedure or report.

STEP 1: Identify essential information

1. Committee Report No.

2. Name of proposal.

3. Officers completing this form.

Name	Designation	Service	Directorate
Will Hekelaar	Planner	Planning and Sustainable Development	Enterprise, Planning and Infrastructure

4. Date of Impact Assessment.

5. When is the proposal next due for review?

6. Committee Name.

7. Date the Committee is due to meet.

8. Identify the Lead Council Service and who else is involved in the delivery of this proposal. (for example other Council services or partner agencies)

Lead Council Service – Planning and Sustainable Development (Transportation Strategy and Programmes).
Other Council Services – Road Safety and Traffic Management, Grounds Maintenance, Contracting Services Department.
Partner agencies – Nestrans, Greenbrae School

9. Please summarise this Equality and Human Rights Impact Assessment, (EHRIA). This must include any practical actions you intend to take / have taken to reduce, justify or remove any adverse negative impacts (if necessary continue on blank sheet of paper). **Please return to this question after completing EHRIA.**

It is not anticipated that this proposal will have any negative impact on Equality and Human Rights. The project is designed to benefit all those living and working within the community, has been developed with the local community and aims to bring the community together in the development of a shared vision for their neighbourhood and a sense of ownership of the project. It is hoped that the proposal will have a further positive impact on certain groups, especially school-age children who will benefit from improved and safer routes to the school and may, therefore, be given greater freedom to travel without adult supervision. The promotion and facilitation of cycling may benefit other groups, including women, who traditionally cycle less than men, and those on low incomes who, perhaps finding motorised forms of transport too expensive, can enjoy the increased mobility offered by the bicycle, a relatively inexpensive transport mode. It is also hoped that any physical improvements within the area will benefit those with disabilities as all upgraded and new paths will be designed to be suitable for use by all, including wheelchair users. Any concerns about cyclists sharing facilities with vulnerable groups will be addressed by a campaign urging responsible and respectful path use.

10. Where will you publish the results of the Equality and Human Rights Impact Assessment? Tick all that apply.

- Summary of EHRIA will be published in committee report under section "Equality Impact Assessment"
 Full EHRIA will be attached to the committee report as an appendix
 Summary of EHRIA to be published on Council website within relevant service pages

STEP 2: Outline the aims of the proposal

11. What are the main aims of the proposal?

The main aim of the proposal is to transform the Greenbrae School catchment area into a 'cycle-friendly community' through a combination of infrastructure improvements, marketing, promotion and education.

12. Who will benefit most from the proposal?

Those living and working in the Greenbrae School catchment area, particularly pedestrians and cyclists travelling to the school and the industrial areas.

13. Tell us if and how the proposal will increase equality of opportunity by permitting positive action to redress disadvantage?

The project will facilitate cycling which could benefit those who find car travel less affordable, possibly improving access to employment and services.

14. What impact will the proposal have on promoting good relations and wider community cohesion?

The project is community-led and based on the needs and desires of the community. It aims to bring together the residents and workers of the various housing developments and workplaces in the Denmore/Dubford area to discuss their aspirations for the area, developing a shared vision for the neighbourhood, and thereby bestowing a sense of community ownership of the project and any infrastructure measures implemented. The project was generated by the local primary school and the proposed interventions have been identified through a series of engagement events with the school pupils and the wider community, where all those living and working in the neighbourhood have been encouraged to contribute their thoughts and ideas on how walking and cycling in the area can be made more safe and pleasant.

STEP 3: Gather and consider evidence

15. What evidence is there to identify any potential positive or negative impacts in terms of consultation, research officer knowledge and experience, equality monitoring data, user feedback and other?

Similar projects have taken place throughout Britain as part of the Scottish Government's Smarter Choices, Smarter Places initiative and the English Cycling Demonstration Towns. More locally, Peterhead in Aberdeenshire has recently been designated a Cycling Demonstration Town. No significant detrimental impacts have come to light from any of these projects.

STEP 4: Assess likely impacts on equality strands

16. Which, if any, equality target groups and others could be affected positively or negatively by this proposal? Place the symbol in the relevant box.

(Positive +, neutral 0, - negative)

Equality Target Group					
Race*	0	Disability	+	Gender**	+
LGB***	0	Belief	0	Younger	+
Older	0	Others e.g. poverty	+		

* Race includes Gypsies/Travellers

** Gender includes women, men, Transgender

*** LGB: Lesbian, Gay and Bisexual

17. Please detail the potential positive and/or negative impacts on the groups you have highlighted above? Detail the impacts and describe the groups affected.

<p>Positive impacts (describe groups affected)</p> <p>Younger – the proposals will primarily benefit younger members of the community in that the first stage of the project involves identifying, and then improving, a series of safe walking and cycling routes to and from the local primary school. It is hoped that the facilitation of safe cycling will foster a sense of independence among younger members of the community for whom the journey to and from school might be their first experience of travelling without adult supervision. The school pupils have already benefitted from the project through the reinstatement of cycle training at the school, and a series of school engagement sessions have taken place to educate the children about the</p>	<p>Negative Impacts (describe groups affected)</p>
--	--

<p>benefits of cycling. It is anticipated also that project work and site visits will be arranged to allow the pupils to gain a greater understanding of the necessary engineering measures and to allow them to help with the monitoring of the project through getting involved with pedestrian and cycle counts and surveys.</p> <p>Gender – evidence suggests that women, especially young and teenage girls, are less prone to cycle than their male counterparts and that school-age girls undertake less physical activity than boys of the same age. Developing a cycle-friendly neighbourhood could encourage a greater uptake of cycling in the area by girls and women, allowing them to partake of the health and social benefits of an activity traditionally associated with men.</p> <p>Disability – the proposals include upgrading a series of paths currently in poor condition, installing new off-road paths where clear desire lines exist and improving road crossings. Such improvements should benefit members of the community with a disability, particularly wheelchair users, as all improvements will comply with the 2010 Equalities Act and all new infrastructure will be designed for use not only by cyclists, but also by pedestrians, wheelchair users and those pushing prams or buggies. Part of the project will involve a promotional campaign, urging cyclists to be responsible and respectful path users and to give priority to vulnerable user groups at all times. A meeting is to be held imminently with the Disability Advisory Group (DAG) to discuss these proposals in more detail.</p> <p>Others – The initiative will promote and facilitate cycling which may be of benefit to those on low incomes as cycling is a relatively inexpensive activity compared to the cost of owning a car or using public transport.</p>	
--	--

STEP 5: Apply the three key assessment tests for compliance assurance

18. Does this policy/procedure have the potential to interfere with an individual’s rights as set out in the Human Rights Act 1998? State which rights might be affected by ticking the appropriate box(es) and how. **If you answer “no”, go to question 22.**

- Article 3 – Right not to be subjected to torture, inhumane or degrading treatment or punishment
- Article 6 – Right to a fair and public hearing
- Article 8 – Right to respect for private and family life, home and correspondence
- Article 10 – freedom of expression
- Other article not listed above

How?

No

Legality

19. Where there is a potential negative impact is there a legal basis in the relevant domestic law?

Legitimate aim

20. Is the aim of the policy a legitimate aim being served in terms of the relevant equality legislation or the Human Rights Act?

Proportionality

21. Is the impact of the policy proportionate to the legitimate aim being pursued? Is it the minimum necessary interference to achieve the legitimate aim?

STEP 6: Monitor and review

22. How will you monitor the implementation of the proposal? (For example, customer satisfaction questionnaires)

A survey has already been launched to establish baseline levels of, and attitudes towards, walking and cycling in the area. This will be repeated each year of the project and will be expanded to incorporate residents' views on any new or upgraded infrastructure, as well as any events or promotions that have been held. The project team will maintain a presence in the community through work with the school pupils, regular community drop-in sessions and a printed newsletter to all households in the area, which will contain the contact details of the project team. Such a presence should provide a conduit for any discontent and dissatisfaction with any element of the scheme to be raised.

23. How will the results of this impact assessment and any further monitoring be used to develop the proposal?

As the project progresses, officers will seek to ensure that no group suffers a negative impact through the proposals. Should it be found that there is a negative impact on any of the equality target groups or risk of any other human rights breach, action will be taken to address this and further engagement will be undertaken with the specific group impacted upon to seek how to eliminate this. This EHRIA will be subject to an annual revision.

STEP 7 SIGN OFF

The final stage of the EHRIA is formally to sign off the document as being a complete, rigorous and robust assessment.

Person(s) completing the impact assessment.

Name	Date	Signature
Will Hekelaar	25/7/11	

Quality check: document has been checked by

Name	Date	Signature
Joanna Murray	25/7/11	

Head of Service (Sign-off)

Name	Date	Signature
Margaret Bochel	4/8/11	

Now –

Please send a copy of your completed EHRIA together with the proposal to:

Head of Service
Customer Service and Performance
Aberdeen City Council
St. Nicholas House, Broad Street
Aberdeen, AB10 1GZ