

# Appendix 7 - Equality Analysis



Please refer to the guidance for carrying out an [Equality Analysis](#).  
Text in blue is intended to provide guidance – you can delete this from your final version.

What are the proposals being assessed?	Proposed closure of path running from John Innes Recreation Ground to John Innes Park. The path runs between the two sites of Rutlish School. Closure is proposed from 8am to 5pm, Monday to Friday in term time from the start of the autumn term in September 2016.
Which Department/ Division has the responsibility for this?	Children Schools and Families – schools and safeguarding responsibilities Environment and Regeneration – parks and leisure responsibilities

Stage 1: Overview	
Name and job title of lead officer	Julia Regan, Head of Democracy Services
1. What are the aims, objectives and desired outcomes of your proposal? (Also explain proposals e.g. reduction/removal of service, deletion of posts, changing criteria etc)	For many years the school has expressed serious concerns to the Council regarding pupil safety. A recent security review by a police officer concluded that the closure of the footpath during school hours was essential to safeguarding and promoting students' welfare, safety and health.
2. How does this contribute to the council's corporate priorities?	The council has a responsibility to safeguard pupils and staff at the school. It also has a responsibility to enable equal access to parks and leisure facilities.
3. Who will be affected by this proposal? For example who are the external/internal customers, communities, partners, stakeholders, the workforce etc.	Pupil and staff at Rutlish School Local residents wishing to use the path during school hours The John Innes Society and Friends of John Innes Park Merton Park Croquet Club Merton Park Bowling Club
4. Is the responsibility shared with another department, authority or organisation? If so, who are the partners and who has overall responsibility?	CSF and E&R as above. Rutlish School has responsibility for welfare and safeguarding of its students and staff Council owns the land. John Innes Foundation holds covenant protecting the right of the public to use the path.

## Stage 2: Collecting evidence/ data

### 5. What evidence have you considered as part of this assessment?

Provide details of the information you have reviewed to determine the impact your proposal would have on the protected characteristics (equality groups).

The path is used as a route to/from Mostyn Road, including for leisure purposes. Due to the proposed closure times it is less likely to impact on other school aged children and adults working during the hours of closure. It is more likely to impact on people who have leisure time during the day (Monday to Friday). This would include those not employed, part-time workers and shift workers. Those not employed would include people in retirement and are more likely to be elderly.

A public consultation was undertaken by the Council between 10 June and 25 July. 4,000 leaflets were distributed to households in streets closest to the park. The survey was also made available online. Survey was advertised on the Council's website and on notices attached to park gates and park noticeboards.

109 completed questionnaires were received plus a number of representations from stakeholder groups and individual residents.

Overall 651 (59%) of questionnaire respondents agreed to the partial closure of the footpath. 748 (67%) respondents agreed that the partial closure would cause no inconvenience or only minor inconvenience, 130 (12%) respondents said it would cause a significant inconvenience and 208 (19%) said it would cause a substantial inconvenience.

81% of staff and 84% of parents strongly agreed with the proposal to close the path. Amongst local residents, 52% agree with closure and 44% disagreed. 48% of park users strongly disagreed with closure.

111 (11%) of respondents had a disability, illness or specific need that would affect their ability to use an alternative route if the path was closed during school hours. 44% of disabled respondents said they used the path daily compared to 11% of non-disabled respondents. 72% strongly disagreed with the proposed closure, with a further 9% disagreeing. Only 14% agreed.

## Stage 3: Assessing impact and analysis

### 6. From the evidence you have considered, what areas of concern have you identified regarding the potential negative and positive impact on one or more protected characteristics (equality groups)?

Protected characteristic (equality group)	Tick which applies		Tick which applies		Reason Briefly explain what positive or negative impact has been identified
	Positive impact		Potential negative impact		
	Yes	No	Yes	No	
Age	√		√		Pupils at Rutlish School would benefit from a safer, more secure environment Retired people will be inconvenienced by having to take an alternative route
Disability		√	√		Disabled people will be inconvenienced by having to take an alternative route. The current alternative route is, in part, inaccessible for wheelchair users due to steps. This has been raised by respondents to the public consultation.
Gender Reassignment		√		√	
Marriage and Civil Partnership		√		√	
Pregnancy and Maternity		√		√	
Race		√		√	
Religion/ belief		√		√	
Sex (Gender)		√		√	
Sexual orientation		√		√	
Socio-economic status		√		√	

7. If you have identified a negative impact, how do you plan to mitigate it?

Cabinet is recommended to ask officers to further investigate the construction of an additional route that would be fully accessible.

**Stage 4: Conclusion of the Equality Analysis**

8. Which of the following statements best describe the outcome of the EA (Tick one box only)

Please refer to the guidance for carrying out Equality Impact Assessments is available on the intranet for further information about these outcomes and what they mean for your proposal

**Outcome 1** – The EA has not identified any potential for discrimination or negative impact and all opportunities to promote equality are being addressed. **No changes are required.**

**Outcome 2** – The EA has identified adjustments to remove negative impact or to better promote equality. **Actions you propose to take to do this should be included in the Action Plan.**

**Outcome 3** – The EA has identified some potential for negative impact or some missed opportunities to promote equality and it may not be possible to mitigate this fully. **If you propose to continue with proposals you must include the justification for this in Section 10 below, and include actions you propose to take to remove negative impact or to better promote equality in the Action Plan. You must ensure that your proposed action is in line with the PSED to have 'due regard' and you are advised to seek Legal Advice.**

**Outcome 4** – The EA shows actual or potential unlawful discrimination. **Stop and rethink your proposals.**

## Stage 5: Improvement Action Pan

### 9. Equality Analysis Improvement Action Plan template – Making adjustments for negative impact

This action plan should be completed after the analysis and should outline action(s) to be taken to mitigate the potential negative impact identified (expanding on information provided in Section 7 above).

Negative impact/ gap in information identified in the Equality Analysis	Action required to mitigate	How will you know this is achieved? e.g. performance measure/ target)	By when	Existing or additional resources?	Lead Officer	Action added to divisional/ team plan?
<p>Reduced access for wheelchair users, people with mobility difficulties and those with prams or pushchairs.</p> <p>Page 69</p>	<p>Cabinet is recommended to ask officers to further investigate the construction of an additional route that would be fully accessible.</p> <p>This would ensure that none of the route is via steps or along a road without a pavement.</p>			Additional	Tom Procter CSF	

Note that the full impact of the decision may only be known after the proposals have been implemented; therefore it is important the effective monitoring is in place to assess the impact.

## Stage 6: Reporting outcomes

### 10. Summary of the equality analysis

This section can also be used in your decision making reports (CMT/Cabinet/etc) but you must also attach the assessment to the report, or provide a hyperlink

This Equality Analysis has resulted in an Outcome [add](#) Assessment

[The current alternative route when the path is closed during school hours would be partly inaccessible to wheelchair users and people with a disability or other specific needs. The construction of an additional path, illustrated in Appendix x of the report, would mitigate the impact by being fully accessible.](#)

**Stage 7: Sign off by Director/ Head of Service**

<b>Assessment completed by</b>	<a href="#">Julia Regan, Head of Democracy Services</a>	<b>Signature: Julia Regan</b>	<b>Date:01/08/16</b>
<b>Improvement action plan signed off by Director/ Head of Service</b>	<a href="#">Yvette Stanley, Director of Children Schools and Families</a>	<b>Signature: Yvette Stanley</b>	<b>Date:03/08/16</b>