

# Equality Impact Assessment (EQIA)

## Deciding what needs to be assessed

In theory all policies, decisions, services, projects and programmes should be impact assessed. The most practical approach is to assess as the proposal is being developed or as processes, services and policies come up for review making the EQIA part of the development process. Don't be put off by the list below, it does not mean that long and detailed assessments are required every time you are engaged in one of the activities. However, it does mean that you should always consider the equalities implications of your proposals.

Policy	New policy development
	Substantial revision of an existing policy or process
	Any change which may have a disproportionate impact on a particular group
Decision	Key decision
	Decision for management board/cabinet
	Budget change decision
Service	New service
	Service review, including the decommissioning of services
	Any service change which may have a disproportionate impact on a particular group
Projects & Programmes	All, at planning stage

Further information: [Equality Impact Assessments - a users guide](#)

## Section One

Question		Response
1.1	Name of policy/decision/service/project/programme being assessed	School Safe Environment Zone (SSEZ) – Wroughton Juniors & The Ridgway School
1.2	Summary of aims and objectives of the policy/decision/service/project/programme	<p>The School Safe Environment Zones (SSEZ) programme is the Council's approach to delivering road safety and congestion improvements outside and in the vicinity of schools across Swindon over the next five years. The programme seeks to introduce a package of measures that encourage positive behavioural change, reduce congestion, and improve safety for pupils, parents/carers, residents, and other road users.</p> <p>Each SSEZ is designed to be bespoke, reflecting the specific circumstances of the school, its location, and the observed travel and parking behaviours of pupils and parents/carers.</p> <p>Wroughton Junior School and The Ridgeway School have been identified for inclusion in Year 4 of the programme. Following a site assessment, it is proposed to introduce</p>

		<p>Experimental Traffic Regulation Orders (ETROs) on Inverary Road, Boness Road, Falkirk Road, Dunbar Road, Kennet Road, and Kerrs Way as part of the SSEZ. The proposed restrictions include:</p> <p>No Waiting at Any Time / No Loading at Any Time – Monday to Friday, 8.00am–9.30am and 2.30pm–4.00pm</p> <p>No Waiting at Any Time</p> <p>No Stopping on entrance markings (School Keep Clear) – Monday to Friday, 8.00am–5.00pm</p> <p>No Waiting – Monday to Friday, 8.00am–9.30am and 2.30pm–4.00pm</p> <p>These orders are proposed in response to persistent parking and visibility issues experienced around access points, junctions, turning heads, the bridleway junction, and residential driveways within the area.</p> <p>In addition, the scheme includes the installation of a new footway linking the existing footway outside The Ridgeway School to the bridleway junction, improving pedestrian connectivity and safety.</p> <p>The reasons for making the order are:</p> <p>To facilitate the safe passage of all classes of traffic, including pedestrians</p> <p>To preserve and improve the amenities of the area through which the roads run</p> <p>To assist with the free flow of traffic</p> <p>To improve the local environment for residents</p> <p>This scheme has been developed in conjunction with local Ward Councillors. Consultation has been undertaken with residents, emergency services, and other relevant stakeholders.</p>
1.3	<p><b>Who is affected by the policy/decision/service/project/programme?</b> (e.g. employees/service users/supplier/contractor)</p>	<p>Local stakeholders, including residents and school users (pupils, parents/carers, and staff), will be affected by the proposals.</p> <p>During site surveys undertaken at morning drop-off and afternoon pick-up periods at both schools, it was observed that inappropriate parking was causing significant visibility issues and obstruction around accesses, junctions, turning heads, the bridleway</p>

		<p>junction, and residents' driveways. The introduction of parking restrictions is intended to address these issues and will provide safer and clearer access for all users.</p> <p>It is acknowledged that parking restrictions may generate objections from some stakeholders. Any representations received during the experimental period will be carefully considered by officers from the Traffic Management and Road Safety Team. These will be shared with Ward Councillors, and further engagement will be undertaken with those directly affected to seek reasonable solutions and, where possible, secure local support.</p> <p>However, it will be assumed that there can be some objection to any proposed restrictions as a result of this SSEZ schemes.</p> <p>Officers from the Traffic Management &amp; Road Safety team will consider any objections and will share with Ward Councillors and will discuss the proposals further with those directly affected to provide a reasonable solution and obtain support</p>
1.4	<p><b>What involvement and consultation has been done in relation to this proposal?</b> <i>(e.g. with relevant groups and stakeholders)</i></p>	<p>The proposal has been developed as part of the Council's School Safe Environment Zones (SSEZ) programme and in conjunction with local Ward Councillors.</p> <p>Prior to the introduction of the Experimental Traffic Regulation Orders (ETROs), site assessments and observational surveys were undertaken during school drop-off and pick-up periods to understand existing parking behaviour, traffic movements, and safety issues around Wroughton Junior School and The Ridgeway School.</p> <p>Consultation has been carried out with local residents, school communities, emergency services, and other relevant stakeholders in line with statutory requirements. The proposed Experimental Traffic Regulation Orders will be advertised through on-street notices, publication on the Council's website, and other appropriate communication channels, providing the required period for representations.</p> <p>As the orders are experimental, there will be an ongoing consultation period during which feedback and objections can be submitted. All representations received will be reviewed and considered by officers from the Traffic Management and Road Safety Team, in consultation with Ward Councillors. Where appropriate, further engagement will take place with those directly affected to seek reasonable</p>

		adjustments and ensure the measures are effective and proportionate.
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## Section Two

Protected Characteristic Group	Is there a potential for positive or negative impact? Is the impact neutral?	Please explain and give examples of any evidence/data used	Action to address negative impact (e.g. adjustment to the proposal)
<b>Disability</b>	<p>Positive impacts: The proposal is expected to have a positive impact by improving access and visibility around school entrances, junctions, and residential driveways. The introduction of parking restrictions will help maintain a smoother flow of traffic and reduce congestion during peak school times. Reduced congestion can lower emissions from idling vehicles, contributing to improved local air quality. In addition, by encouraging alternative modes of travel such as walking, cycling, or the use of public transport, the measures support healthier, more sustainable travel choices and improve the overall environment for the local community.</p> <p>Negative impacts:</p>	<p>Evidence to support the proposal has been gathered through a combination of site assessments, observational surveys, and stakeholder engagement.</p> <p>Observational surveys were undertaken during morning drop-off and afternoon pick-up periods at both Wroughton Junior School and The Ridgeway School. These surveys identified inappropriate and obstructive parking around school entrances, junctions, turning heads, the bridleway junction, and residential driveways, which restricted visibility and access for vehicles and pedestrians.</p> <p>The assessment concluded that, while the introduction of parking restrictions will result in the loss</p>	<p>Local residents have been given the opportunity to comment on the proposals through the consultation process, and all representations received will be carefully considered.</p> <p>The direct impact on residents fronting the affected roads is expected to be limited, as the majority of properties have access to off-street parking. Where properties do not have off-street parking, officers have sought to minimise the extent of restrictions and have focused their application primarily around junctions, accesses, and locations where visibility and safety concerns have been identified. As the orders are experimental, the</p>

	<p>There is a potential negative impact arising from the loss of on-street parking for visitors and parents/carers, which may require changes to existing travel and parking behaviour.</p> <p>Neutral impacts: Outside of peak school periods, the impact of the proposals is expected to be neutral, with minimal effect on general traffic movement and parking availability.</p>	<p>of some on-street parking for visitors and parents/carers during school peak times, this will be offset by improved access, safety, and traffic flow around all facilities.</p> <p>Consideration has been given to mitigating the impact on parents/carers and visitors. Any parent or visitor displaying a valid Blue Badge will be permitted to park on double yellow lines for up to three hours, in accordance with national parking regulations. In addition, officers have engaged with local public houses and village centre facilities to seek informal agreement to promote “park and stride” locations where appropriate, typically within a 5–10 minute walking distance of the schools.</p> <p>This combination of observational data, accessibility considerations, and local engagement has informed the proposed Experimental Traffic Regulation Orders and supports the conclusion that the benefits of the scheme outweigh the potential impacts.</p>	<p>scheme allows for ongoing monitoring and review. Should evidence arise that the restrictions cause unintended or disproportionate impacts, adjustments to the layout, extent, or operational times of the restrictions can be considered during the experimental period, in consultation with residents and Ward Councillors.</p>
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<b>Gender Reassignment</b>	Neutral – the proposals affect all road users	N/A	N/A
<b>Marriage or Civil Partnership</b>	Neutral – the proposals affect all road users	N/A	N/A
<b>Pregnancy and Maternity</b>	Neutral – the proposals affect all road users	N/A	N/A
<b>Race</b>	Neutral – the proposals affect all road users	N/A	N/A
<b>Religion or Belief</b>	Neutral – the proposals affect all road users	N/A	N/A
<b>Sexual Orientation</b>	Neutral – the proposals affect all road users	N/A	N/A
<b>Sex (gender)</b>	Neutral – the proposals affect all road users	N/A	N/A
<b>Age</b>	<p>Positive – improved access to both school assist children and elderly road users &amp; pedestrians.</p> <p>Negative – loss of on-street parking places for visitors and parents that choose to drive to the School.</p>	<p>There will be improved visibility to assist children and other road users, which in turn may improve wellbeing and may encourage more to walk, cycle or scoot to School, as oppose to other modes of transport. -</p>	<p>Local residents have had the opportunity to comment on the proposals. The direct impact to local residents is minimal.</p>
<b>Children in Care and Care Leavers</b>	Neutral – the proposals affect all road users	N/A	N/A

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## Section Three

<b>3.1</b>	<b>Potential Barriers to success and mitigating Actions – summary</b>	<p>The primary barrier to the success of the School Safe Environment Zones (SSEZ) five-year programme would be the removal or weakening of the proposed parking restrictions, which could result in a return to parking outside school entrances and gates. This would negatively impact road safety, visibility, and accessibility for pupils, parents/carers, residents, and other road users, and could obstruct access for emergency services.</p> <p>To mitigate this risk, the scheme was implemented through Experimental Traffic Regulation Orders, allowing the Council</p>
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		to monitor effectiveness, review feedback, and make informed adjustments where necessary. Ongoing engagement with schools, residents, and Ward Councillors, alongside enforcement and monitoring during peak school times, will support compliance and help ensure the measures continue to deliver improved safety and access.
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<b>3.2</b>	<b>How will success be measured?</b>	Compliance / Enforcement a decrease in complaints
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<b>3.3</b>	<b>What are the arrangements for monitoring and reviewing the actual impact of the policy/funding activity/event?</b>	<p>The School Safe Environment Zone (SSEZ) for both schools will be subject to ongoing monitoring by the Traffic Management and Road Safety Team.</p> <p>Monitoring will include regular site observations to assess traffic behaviour, parking compliance, accessibility, and safety during school drop-off and pick-up periods. Feedback received from residents, school communities, Ward Councillors, and other stakeholders will be reviewed alongside enforcement data to identify any issues or unintended impacts.</p> <p>As the measures are implemented through Experimental Traffic Regulation Orders, the scheme allows for formal review during the experimental period. Where monitoring identifies the need for adjustments, amendments to the restrictions or operational times may be considered to ensure the scheme remains effective, proportionate, and aligned with its safety objectives.</p>
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## Section Four

For the Record			
<b>Name of person leading this EQIA</b>	Julie Furneal	<b>Date Completed</b>	19/01/2026
<b>Names and roles of people involved in the consideration of impact</b>			
<b>Name of Director signing EQIA</b>	Simon Anthony	<b>Date Signed</b>	20/01/2026