

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	Safer Routes to School Policy
1.2	Summary of aims and objectives of the policy/decision/service/project/programme	<p>Safer Routes to School programme set out Swindon Borough Council's approach to improving road safety, accessibility, and sustainability in school-related travel. The aim is to reduce road danger, encourage active travel, and support schools and communities in creating safe environments for children and young people in Swindon.</p> <p>The programme seeks to introduce a package of measures that encourages positive behavioural change, reduce congestion, and improve safety for pupils, parents/carers, residents, and other road users leading to and from schools.</p> <p>The Safer Routes to School Policy aims to create safer and healthier travel environments around schools across Swindon. The programme seeks to reduce vehicle dominance</p>

		<p>during school arrival and departure times and encourage active travel among pupils and families.</p> <p>This scheme has been developed in conjunction with local Ward Councillors. Engagement with over twenty schools has been undertaken with pupils and school staff.</p>
1.3	Who is affected by the policy/decision/service/project/programme? (e.g. employees/service users/supplier/contractor)	<ul style="list-style-type: none"> • School pupils and school staff across Swindon. • Parents and carers responsible for school travel. • Local residents living near schools. • Road users including drivers, cyclists and pedestrians. • Contractors and suppliers delivering infrastructure improvements. • Community organisations and school travel partners. <p>Particular consideration is given to children with disabilities, pupils from low-income households, and those who rely on active travel or public transport to reach school.</p>
1.4	What involvement and consultation has been done in relation to this proposal? (e.g. with relevant groups and stakeholders)	<p>The proposal has been developed as part of the Council's objectives relating to road safety, public health, climate change, air quality, and sustainable transport and in conjunction with local Ward Councillors.</p> <p>The Safer Routes to School Policy adopts an integrated approach combining infrastructure improvements, education and behaviour change, enforcement, and monitoring. Over twenty schools across the borough have been consulted in the development of the Policy.</p> <p>Where appropriate, further engagement will take place with those directly affected to seek reasonable adjustments and ensure the measures are effective and proportionate.</p> <p>The Policy responds to concerns raised by schools, parents and residents regarding congestion, parking behaviour and road safety during school peak periods.</p>

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)
Disability	Positive impacts: Likely positive or neutral impact through safer roads,	Evidence to support the proposal has been gathered through surveys from the	Ensure scheme design follows accessibility standards, maintain access for disabled

	<p>improved pedestrian infrastructure and reduced traffic danger around schools. 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>participating schools, and school staff engagements.</p> <p>The surveys identified inappropriate and obstructive parking around school entrances, junctions, which restricted visibility and access for cyclists and pedestrians.</p> <p>The assessment concluded that, while the introduction of parking restrictions will result in the loss 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>users and emergency services, and consult affected groups</p>
Gender Reassignment	Neutral – the proposals affect all road users	N/A	N/A
Marriage or Civil Partnership	Neutral – the proposals affect all road users	N/A	N/A
Pregnancy and Maternity	Neutral – the proposals affect all road users	N/A	N/A
Race	Neutral – the proposals affect all road users	N/A	N/A
Religion or Belief	Neutral – the proposals affect all road users	N/A	N/A
Sexual Orientation	Neutral – the proposals affect all road users	N/A	N/A

Sex (gender)	Neutral – the proposals affect all road users	N/A	N/A
Age	<p>Positive – improved access to schools, assist children and elderly road users & pedestrians.</p> <p>Negative – loss of on-street parking places for visitors and parents that choose to drive to the School.</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 opposed to other modes of transport. -	Primary beneficiaries are children travelling to school; traffic calming reduces risk.
Children in Care and Care Leavers	Neutral – the proposals affect all road users	N/A	N/A

Section Three

3.1	Potential Barriers to success and mitigating Actions – summary	<p>Several potential barriers may affect the successful implementation of the Safer Routes to School Policy.</p> <p>One barrier may be limited infrastructure funding, which could restrict the number of schools or routes that can be improved. This will be mitigated by prioritising locations using evidence such as collision data, deprivation indices, and levels of active travel. The Council will also seek external funding opportunities including government grants and partnership funding.</p> <p>Another barrier may be resistance from residents or parents who are concerned about changes such as road restrictions, school streets, or reduced car access. This will be mitigated through early engagement with schools, parents, and local communities to explain the safety benefits and gather feedback before implementation.</p> <p>There may also be accessibility challenges for children with disabilities or mobility needs. The policy will address this by ensuring inclusive design standards are applied to all infrastructure improvements, including appropriate crossing times, dropped kerbs, and accessible walking and wheeling routes.</p> <p>Behavioural barriers may also exist if families are accustomed to driving children to school. Behaviour change programmes, school travel planning support, and educational campaigns will be used to encourage walking, cycling and wheeling.</p>
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		Finally, there may be operational challenges in coordinating works near schools during term time. These will be mitigated through careful project planning, communication with schools, and scheduling works during appropriate periods where possible.
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3.2	How will success be measured?	<p>Success of the Safer Routes to School Policy will be measured using a range of qualitative and quantitative indicators.</p> <p>These include increases in the proportion of pupils walking, wheeling or cycling to school, measured through school travel surveys and national datasets such as the Modeshift STARS programme where applicable.</p> <p>Reductions in traffic volumes and congestion near schools at peak times will also be monitored through traffic counts and observational data.</p> <p>Road safety improvements will be tracked through the analysis of collision and casualty statistics involving children on routes to school.</p> <p>Feedback from schools, parents and pupils will provide qualitative evidence regarding perceptions of safety, accessibility and satisfaction with improvements.</p> <p>Public health indicators such as levels of physical activity among children may also contribute to evaluating the wider outcomes of the policy.</p>
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3.3	What are the arrangements for monitoring and reviewing the actual impact of the policy/funding activity/event?	<p>The Safer Routes to School Policy will be monitored through ongoing data collection, stakeholder engagement and periodic policy review.</p> <p>The Highways and Transport teams will collect and review relevant data including traffic counts, travel mode surveys and road safety statistics. Where specific infrastructure schemes are implemented, post-implementation monitoring will be undertaken to assess effectiveness.</p> <p>Schools participating in travel planning initiatives will be encouraged to provide annual updates on travel patterns and any barriers faced by pupils.</p> <p>The policy will also be reviewed in line with Swindon Borough Council's wider transport strategies and Local Transport Plan updates to ensure alignment with strategic priorities.</p> <p>Equality impacts will be monitored through engagement with schools serving diverse communities, including those in areas</p>
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		<p>of higher deprivation or with higher numbers of pupils with disabilities.</p> <p>A formal review of the policy and associated programmes will typically take place every three to five years, or sooner if significant policy changes or funding programmes are introduced.</p>
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Section Four

For the Record			
Name of person leading this EQIA	Austin Nwadike	Date Completed	16/03/2026
Names and roles of people involved in the consideration of impact			
Name of Director signing EQIA	Simon Anthony	Date Signed	16/03/2026