

## Equality Impact Assessment / Equality Analysis Budget Proposals

This template has been developed for the specific purpose of analysing the equality impact of proposals that have been put forward as part of budget setting. Use this template to identify what impact or likely impact the proposal will have on people with protected characteristics.

Title of savings proposal	Home to School Transport – new business manager post			
Growth or Savings/Income?	Growth	FTE Reduction/Increase		+1
Brief Description and Aim (no more than 100 words)	New senior post to provide capacity to help achieve efficiencies and provide resilience. There is currently no capacity within the team to take a more strategic approach to managing the service and identify the efficiencies and savings that have previously been identified as being needed and possible. There is a risk of failing to deliver the statutory services due to lack of resilience in the team.			
Budget Reduction / Growth Value (note year 2 value is the increase/decrease on year 1)	Year	2026/27	2027/28	2028/29
	Value (£000)	90		
Directorate/Service area and Cabinet Portfolio	Sustainable Communities/Sustainable Transport Strategy			

<b>Impacts to Service Delivery</b> <i>(no more than 100 words)</i>	High – will have a significant positive impact as it will provide the capacity required to provide resilience to the service and enable focus to be given to further efficiencies.
<b>Delivery Risk Rating (High/Medium/Low)</b> <i>(Please detail reasons and actions to reduce risk)</i>	Low  Subject to finding a suitable candidate, the role is expected to provide the capacity and resilience needed after a few months of being filled.
<b>Do the aims of this proposal link to any other budget proposals?</b> <i>(no more than 100 words)</i>	Yes – provides support to the HTST saving identified.
<b>Consider whether this proposal has any knock-on impacts to other services. If so, please provide service and detail</b> <i>(no more than 100 words)</i>	No

### Assessment of impact: ‘Equality analysis’

Use the spaces below to demonstrate you have analysed how this proposal:

- Meets any needs of equality groups or helps promote equality in some way.
- Could have a negative or adverse impact for any of the equality groups - and if so, mitigating actions.
- Could have potential knock-on effects for other service areas or create problems because of cumulative impacts.

	<b>All equality areas/characteristics</b>	<b>How this proposal might advance equality</b>	<b>Potential negative or adverse impacts - and what steps can be taken to mitigate this</b>	<b>Potential knock-on impacts for other service areas/other proposals</b>
<b>1</b>	<b>Sex</b>	None identified	None identified	None identified
<b>2</b>	<b>Pregnancy &amp;</b>	None identified	None identified	None identified

	<b>maternity</b>			
<b>3</b>	<b>Gender reassignment</b>	None identified	None identified	None identified
<b>4</b>	<b>Disability</b>	<p>Children with SEND are often users of the council's Home to School Transport service. Providing an additional post in the team to give more capacity will help the team provide a better service to users, such as in dealing with customer enquiries and having time to identify more cost-effective transportation. This in turn helps the service to become more sustainable for the future.</p> <p>B&amp;NES is a 'Disability Confident' Employer.</p>	<p>None identified</p> <p>Link to EqIA for SEND to School home travel policy: <a href="https://www.bathnes.gov.uk/sites/default/files/SEND-HTST-Policy-Review-EIA.pdf">https://www.bathnes.gov.uk/sites/default/files/SEND-HTST-Policy-Review-EIA.pdf</a></p> <p>The growth request would increase capacity and resilience to deliver efficiencies whilst ensuring young people with SEND receive the service they are entitled to.</p>	None identified
<b>5</b>	<b>Race</b>	None identified	None identified	None identified
<b>6</b>	<b>Sexual orientation</b>	None identified	None identified	None identified
<b>7</b>	<b>Marriage and civil partnership</b>	None identified	None identified	None identified
<b>8</b>	<b>Religion/belief</b>	None identified	None identified	None identified
<b>9</b>	<b>Age</b>	<p>The service is used by school-age children. Providing an additional post in the team to give more capacity will help the team provide a better service to users, such as</p>	None identified	None identified

		in dealing with customer enquiries and having time to identify more cost-effective transportation. This in turn helps the service to become more sustainable for the future.		
10	<b>Socio-economically disadvantaged</b>	The service is used by some children from low-income families. Providing an additional post in the team to give more capacity will help the team provide a better service to users, such as in dealing with customer enquiries and having time to identify more cost-effective transportation. This in turn helps the service to become more sustainable for the future.		
11	<b>Rural communities</b>	None identified	None identified	None identified
12	<b>Armed Forces Community</b>	None identified	None identified	None identified
13	<b>Care Experienced</b>	The service is used by school-age children who may be in care. Providing an additional post in the team to give more capacity will help the team provide a better service to users, such as in dealing with customer enquiries	None identified	None identified

		and having time to identify more cost-effective transportation. This in turn helps the service to become more sustainable for the future		
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**Name of officer(s) conducting equality analysis:** Paul Garrod, Head of Highways Delivery

**Signed off by:** Chris Major, Director of Place Management

**Date:** 4<sup>th</sup> December 2025