

# **Equality Impact Assessment / Equality Analysis**

(Version 4)

| <b>Item name</b>                                     | <b>Details</b>                                                   |
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| <b>Title of service or policy</b>                    | School Street for Widcombe Infant and Junior schools             |
| <b>Name of directorate and service</b>               | Sustainable Communities- Capital Delivery and Project Management |
| <b>Name and role of officers completing the EqlA</b> | Cara Mazetti, Project Manager, School Streets                    |
| <b>Date of assessment</b>                            | June 2026                                                        |

Equality Impact Assessment (or 'Equality Analysis') is a process of systematically analysing a new or existing policy or service to identify what impact or likely impact it will have on people and different groups within our community. The main aim is to identify any adverse impacts (i.e. discriminatory or negative consequences for a particular group or sector of the community, and to identify areas where equality can be better promoted). Equality impact Assessments (EqIAs) can be carried out in relation to services provided to customers and residents as well as employment policies/strategies that relate to staffing matters.

This toolkit has been developed to use as a framework when carrying out an EqIA or Equality Analysis. **Not all sections will be relevant – so mark N/A any that are not applicable.** It is intended that this is used as a working document throughout the process, and a final version will be published on the Council's website following relevant service lead approval.

## 1.1 Identify the aims of the policy or service and how it is implemented

| Key questions                                                                                                                                                                                                                                                                                         | Answers / notes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| <p>1.1 Briefly describe purpose of the service/policy e.g.</p> <ul style="list-style-type: none"> <li>• How the service/policy is delivered and by whom</li> <li>• If responsibility for its implementation is shared with other departments or organisations</li> <li>• Intended outcomes</li> </ul> | <p>The purpose of the School Street is to create a safer, calmer and more welcoming environment outside the schools during the start and end of the school day. This is achieved by restricting access for most motorised vehicles on <b>Archway Street and Excelsior Street</b> during short, timed periods, helping to reduce congestion and improve safety for pupils, parents/carers, school staff and the wider community.</p> <p>The scheme is designed to support more pupils and families to travel by active modes such as walking, wheeling and cycling, while reducing traffic volumes, improving air quality and creating a safer, more pleasant street environment. It also aims to encourage positive travel behaviours and support healthier journeys to and from school.</p> <p>The School Street operates through timed restrictions during school drop-off and pick-up periods on school days during term time. Essential access is maintained for vehicles that need to enter, with exemptions and permit arrangements set out within the relevant traffic regulation order.</p> |

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|                                                                                                                                                                                                                                                                                                         | <p>Delivery of the scheme is led by Bath &amp; North East Somerset Council, working in partnership with <b>the schools</b> and surrounding community. The scheme is implemented through Traffic Regulation Orders (TROs) including statutory signage, and is managed on-street during operational times by trained stewards who install and remove temporary barriers and oversee access for authorised vehicles.</p> <p>Responsibility for implementation is held by Bath &amp; North East Somerset Councils Capital Delivery and Project Management, supported by other council teams including Highways Delivery.</p> <p>Overall, the intended outcomes of the scheme are to:</p> <ul style="list-style-type: none"> <li>• Improve road safety and reduce the risk of collisions and near misses between motorised traffic and people walking, wheeling or cycling outside the school;</li> <li>• Reduce traffic congestion, noise and air pollution;</li> <li>• Increase levels of active travel among pupils and families; and</li> <li>• Create a calmer, cleaner and more welcoming space for the school community and local residents</li> </ul> |
| <p>1.2 Provide brief details of the scope of the policy or service being reviewed, for example:</p> <ul style="list-style-type: none"> <li>• Is it a new service/policy or review of an existing one?</li> <li>• Is it a national requirement?</li> <li>• How much room for review is there?</li> </ul> | <p>The School Street is a new scheme forming part of the Council's wider School Streets programme. It introduces a timed traffic restriction <b>Archway Street and Excelsior Street</b>, operating during school drop-off and pick-up periods while maintaining essential access for those who require it:</p> <ul style="list-style-type: none"> <li>• <b>Morning: 8:20–9:00am.</b></li> <li>• <b>Afternoon: 2:50–3:30pm.</b></li> <li>• Monday to Friday, during term time only.</li> </ul> <p>Clear signage will be installed in accordance with legal requirements. Trained stewards will be present during operating hours to welcome</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

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|                                                                                            | <p>families, install and remove temporary barriers, and manage access for authorised vehicles and permit holders.</p> <p>The scheme is being delivered by Bath &amp; North East Somerset Council and is supported by internal teams working in collaboration with the <b>schools</b> and local community.</p> <p>The School Street is implemented through a TRO, which includes a statutory consultation process. While School Streets are not a national requirement, they are supported by national guidance and form part of the Council's approach to improving road safety, supporting active travel and creating healthier neighbourhoods.</p> <p>There is scope for ongoing review through the monitoring and evaluation process following implementation. Feedback from the school community, local residents and stakeholders, alongside traffic and safety data, will inform any future adjustments to the scheme, including its operation, timings and exemptions.</p> <p>During School Street operating hours, vehicle access is restricted; however, exemptions are provided for vehicles that require essential access, as defined within the Traffic Regulation Order for the scheme.</p> |
| 1.3 Do the aims of this policy link to or conflict with any other policies of the Council? | <p>The School Street will contribute to meeting the aims of the Journey to Net Zero.</p> <p>It will also contribute to meeting three of Bath &amp; North East Somerset Corporate Strategy principles:</p> <ul style="list-style-type: none"> <li>• Preparing for the future: the scheme will support residents to make travel choices that have a positive impact on the environment;</li> <li>• Delivering for local residents: it will provide facilities that give priority and support to active travel; and</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

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|  | <ul style="list-style-type: none"> <li>Focusing on prevention: the scheme will contribute towards giving people the chance to choose active travel over car use, promoting better health and have the potential to contribute to improved air quality.</li> </ul> |
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## 2. Consideration of available data, research and information

| Key questions                                                                                                            | Data, research and information that you can refer to                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
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| 2.1 What equality focussed training have staff received to enable them to understand the needs of our diverse community? | The project team have undertaken in-person equalities training plus on-line equality, diversity and inclusion training. A number of staff have attended an awareness event with the RNIB and some staff have also completed a Healthy Streets course.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| 2.2 What is the equality profile of service users?                                                                       | <p>The service users affected by the School Street <b>are primarily residents, businesses and visitors within the Archway Street, Excelsior Street, Broadway, Miles Street and Pulteney Road area, including those who regularly travel through or access local streets</b>. As the scheme is located directly outside the <b>Widcombe Infants and Junior schools</b>, a significant proportion of users will include children and young people, school pupils, and their parents/carers, alongside school staff.</p> <p>The scheme will also impact those living on or near the School Street, as well as other members of the community who use these streets for walking, wheeling, cycling, driving and/or parking (<b>particularly those with permits for Residents Parking Zone #02</b>). This includes local residents, businesses, visitors, and people travelling through the area for work or other purposes.</p> <p>The user group is therefore diverse and includes people with a range of protected characteristics, including older people, disabled people, and individuals with mobility or</p> |

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|                                                                                                                                                                     | <p>accessibility needs who may rely on vehicular access. It also includes families with young children and those with caring responsibilities who may have specific travel requirements.</p> <p>Overall, the scheme affects a broad cross-section of the community, with particular relevance to children and families associated with the <b>schools</b>, as well as nearby residents, businesses and road users with varying accessibility and mobility needs.</p> <p>Ward profile data is available to view on the B&amp;NES Strategic Evidence Base:<br/> <a href="https://www.bathnes.gov.uk/strategic-evidence/document-library/bath-and-north-east-somerset-ward-profiles">https://www.bathnes.gov.uk/strategic-evidence/document-library/bath-and-north-east-somerset-ward-profiles</a></p>                                                                                                                                                                                                                                                                                                                                        |
| <p><b>2.3</b> Are there any recent customer satisfaction surveys to refer to? What were the results? Are there any gaps? Or differences in experience/outcomes?</p> | <p>The 2023 Voicebox survey reported that 63% of respondents strongly agreed or tended to agree with the statement ‘I am willing to walk more often instead of travelling by car’. Also, 28% of respondents strongly agreed or tended to agree with the statement ‘I am willing to cycle more often instead of travelling by car’.</p> <p>Evidence from school travel plans suggests that school children are keen to travel to school by active modes.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <p><b>2.4</b> What engagement or consultation has been undertaken as part of this EqlA and with whom? What were the results?</p>                                    | <p>Engagement and consultation have been undertaken as part of the development of the School Street, including early engagement to notify stakeholders of the proposals and a 21-day formal public consultation process supported by a published consultation report.</p> <p><b>Types of engagement and consultation undertaken:</b></p> <ol style="list-style-type: none"> <li><b>1. Early engagement:</b> Prior to the formal consultation, the Council notified the school community, local residents and nearby businesses of its intention to introduce a School Street on <b>Archway Street and Excelsior Street</b>. Information on the proposed scheme extent, operation and objectives was shared, and initial feedback was invited via phone and email. This helped to raise awareness and capture early comments and concerns.</li> <li><b>2. Formal public consultation (February 2026):</b> The Traffic Regulation Order (TRO) consultation ran from Thursday 5<sup>th</sup> February to Thursday 26 February 2026 (5pm). Full details of the scheme, including its aims, annotated plans and proposed exemptions,</li> </ol> |

were made available on the Council's website throughout the consultation period. A drop-in event was held at **Widcombe Infants School during the consultation**, providing an opportunity for the public to meet project officers, ask questions and understand how School Streets operate.

The consultation was actively promoted through these additional channels:

- Letters delivered to local residents and businesses;
- On-street notices and local press coverage;
- Council website, newsroom and social media;
- Distribution of printed postcards to parents and carers;
- Promotion through the schools' newsletters and communication channels; and
- Consultation questionnaire was made available online, with printed and alternative formats available on request.

3. **Consultation reporting and decision-making:** The outcomes of the consultation were analysed and presented in a consultation report (**April 2026**), alongside a published decision notice explaining the reasons for proceeding with the scheme available via the project webpage.

**Audience engaged:**

- Residents living on or near **Archway Street and Excelsior Street**;
- Parents/carers and staff associated with **the schools**;
- Local businesses in the surrounding area; and
- Wider members of the public and road users, including those walking, wheeling, cycling or driving through the area.

**Results of engagement and consultation:**

Feedback from the formal consultation indicated overall majority support for the introduction of a School Street outside **Widcombe Infants and Junior Schools**.

**The council received 145 responses to the consultation survey: 51 percent supported the proposal and 48 percent opposed it.**

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|                                                                                                                                                                        | <p>In deciding to install the scheme, weight was given to evidence of illegal parking, pavement parking, idling and dangerous manoeuvres during school pick up and drop off. These behaviours create a clear risk to children and other vulnerable road users, particularly on the streets immediately outside the school entrances.</p> <p>The council acknowledges that some displacement may occur on surrounding streets at peak times, and is committed to monitoring and reviewing the scheme for adverse impacts that outweigh the benefits of removing traffic from the area where most children gather.</p> |
| <b>2.5</b> If you are planning to undertake any consultation in the future regarding this service or policy, how will you include equality considerations within this? | <p>As the statutory TRO consultation for the scheme has now concluded and a decision has been made to proceed with implementation, no further formal consultation is currently planned.</p>                                                                                                                                                                                                                                                                                                                                                                                                                          |

### 3. Assessment of impact: 'Equality analysis'

Based upon any data you have considered, or the results of consultation or research, use the spaces below to demonstrate you have analysed how the service or policy:

- Meets any particular needs of equalities groups or could help promote equality in some way.
- Could have a negative or adverse impact for any of the equality groups

| Key questions                                                          | Examples of what the service has done to promote equality                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Examples of actual or potential negative or adverse impact and what steps have been or could be taken to address this                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
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| <b>3.1 Issues relating to all groups</b> and protected characteristics | <p>The School Street is designed to create a safer, calmer and less congested environment outside the school by restricting motor vehicle access on <b>Archway Street and Excelsior Street</b> during school start and finish times. The timed restrictions reduce traffic volumes at peak periods and prioritise families walking, wheeling and cycling to school. This supports a safer and more predictable street environment for pupils, parents/carers and staff.</p> <p>By reducing vehicle movements where children gather, the scheme helps to lower road safety risks and improve conditions for vulnerable users, including children and those with mobility needs or visual impairments. The calmer environment is intended to encourage more active travel, contributing to improved physical and mental wellbeing and creating a more inclusive and</p> | <p>The School Street will temporarily restrict motor vehicle access for most drivers during peak school times, which may cause inconvenience for some users who rely on vehicle access during these periods. This may include parents/carers, visitors or those with mobility needs or visual impairments.</p> <p>However, exemptions for essential access are included to mitigate these impacts and ensure that those with specific needs are not disproportionately affected.</p> <p>Some individuals may initially experience disruption if they are accustomed to driving directly to the school gate. Alternative arrangements and routes remain available, and restrictions apply only during short, defined periods.</p> |

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|                                                                                              | <p>welcoming space outside the school.</p> <p>The scheme includes provision for essential vehicle exemptions, ensuring equitable access for those who need it, including emergency services and individuals requiring access for accessibility reasons (e.g. Blue Badge holders or those supporting children with additional needs), as defined by the TRO.</p>                                                                                                                                                                                                                                                      | <p>There may also be concerns about traffic displacement to surrounding streets. Ongoing monitoring will be undertaken to understand any impacts, and adjustments to operation, communication or mitigation measures can be considered if required.</p> <p>Continued engagement with the school community and stakeholders will help to identify any unintended impacts and ensure that the scheme operates in a way that is as inclusive and accessible as possible.</p>                                                                                                                           |
| <p><b>3.2 Sex</b> – identify the impact/potential impact of the policy on women and men.</p> | <p><b>The School Street</b> is designed to benefit all users regardless of sex by creating a safer, calmer environment outside the school during peak times.</p> <p>By reducing traffic and prioritising walking, wheeling and cycling, the scheme particularly supports those accompanying children to school, a group which often includes a higher proportion of women due to caring responsibilities.</p> <p>The scheme operates Monday to Friday during term time only, which limits its impact to specific periods of the year and focuses the intervention on times when school travel demand is highest.</p> | <p>The scheme may have differing impacts depending on travel patterns and caring responsibilities. Women, who are statistically more likely to undertake school drop-off and pick-up, may experience some inconvenience where they currently rely on driving directly to the school gate.</p> <p>The <b>Widcombe School Street</b> may require some users to adapt their travel routines, including parking outside the School Street and walking part of the journey, or allowing older children to walk independently from the School Street boundary where appropriate.</p> <p>Additionally:</p> |

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|  | <p>The improved street environment, with fewer vehicles and reduced conflict, supports a more accessible and inclusive space for all users outside the school gates.</p> <p>To ensure equitable access, the scheme includes a range of mitigation measures and access arrangements:</p> <ul style="list-style-type: none"> <li>• Automatic exemptions for emergency services and statutory service vehicles;</li> <li>• Blue Badge holders can access the School Street where required;</li> <li>• A structured permit system for those with essential access needs (e.g. children with EHCPs or professionals supporting the school); and</li> <li>• An individual circumstances permit to allow access on a case-by-case basis where there is a genuine need.</li> </ul> <p>In addition, the Widcombe scheme includes specific local mitigations to support those who may still need to travel by car:</p> <ul style="list-style-type: none"> <li>• <b>A Park and Stride map</b>, identifying nearby parking options outside the School Street,</li> </ul> | <ul style="list-style-type: none"> <li>• Existing <b>Zone 02 drop-off/pick-up permits</b> can no longer be used on Archway Street and Excelsior Street during School Street operating times, which may require some users to change established habits; and</li> <li>• Individuals with limited time due to work or caring responsibilities may perceive reduced convenience.</li> </ul> <p>However, these impacts are mitigated through a range of measures:</p> <ul style="list-style-type: none"> <li>• The availability of the Widcombe (Zone 02) pick-up and drop-off permit, enabling parking on surrounding streets for short periods, helping to reduce walking distance and overall journey time;</li> <li>• A clearly communicated Park and Stride map, offering park and stride alternatives to driving straight to the schools;</li> <li>• The presence of School Street stewards, who support safe access during operational hours;</li> <li>• A permit system (including individual circumstances permits) to ensure that those who need to drive can still access the School Street zone by car; and</li> </ul> |
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|                                    | <p>enabling families to park and walk a short distance; and</p> <ul style="list-style-type: none"> <li>• Availability of a <b>Widcombe (Zone 02) pick-up and drop-off permit</b>, which allows eligible users to park in permit-holder-only bays in the surrounding Residents' Parking Zone 2 (excluding the School Street Zone) for up to 30 minutes during school run times. This permit provides added flexibility for those with time constraints or caring responsibilities, whilst maintaining the integrity of the School Street by preventing parking within the restricted area itself.</li> </ul> <p>Permits are issued for defined periods (typically aligned to the school year), are limited in number, and require eligibility to be demonstrated. The structured approach ensures that access is prioritised for those with the greatest need while maintaining safety benefits.</p> | <ul style="list-style-type: none"> <li>• Clear communication of operating times and rules, reducing uncertainty and enabling forward planning.</li> </ul> <p>Overall, while there may be some initial inconvenience or adjustment required for some users, particularly those balancing multiple responsibilities, the mitigations in place are designed to ensure equitable access. The longer-term benefits (including improved safety, reduced congestion, and a calmer street environment outside the schools) are expected to positively benefit all users, including both women and men.</p> |
| <b>3.3 Pregnancy and maternity</b> | <p>The School Street is designed to create a safer and calmer environment outside <b>Widcombe Infant and Junior Schools</b> during school drop-off and pick-up times, benefiting all users including those who are pregnant or have recently given birth. Reducing traffic and vehicle movements</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <p>The introduction of the School Street changes how some users can access <b>Archway Street and Excelsior Street</b> during school drop-off and pick-up times.</p> <p>While these streets were already within Residents' Parking Zone 02 and subject</p>                                                                                                                                                                                                                                                                                                                                          |

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|  | <p>supports a more predictable and less hazardous environment for those travelling on foot, wheeling (including using wheelchairs), cycling, or with prams, pushchairs or young children.</p> <p>The scheme includes a range of access arrangements to support inclusivity, including exemptions for emergency and statutory vehicles, access for Blue Badge holders, and a structured permit system for those with specific needs, including an individual circumstances permit for people who can demonstrate a genuine need.</p> <p>Additional mitigations support those who may not be able to walk or wheel longer distances. These include a <b>Park and Stride map</b>, identifying nearby parking locations, and the option to purchase a <b>Widcombe (Zone 02) pick-up and drop-off permit</b>, allowing short-term parking in surrounding streets during school drop-off and pick-up times.</p> <p>These measures provide flexibility and help reduce walking or wheeling distances where required.</p> | <p>to parking controls, there was previously a degree of flexibility for users who had purchased a Widcombe (Zone 2) pick-up and drop-off permit through the infants school, which allowed parking on these streets during specific periods.</p> <p>The removal of this option within the School Street during operating times represents a shift in how closer access can be achieved and may require some users to adjust their established travel arrangements.</p> <p>For individuals who are pregnant or have recently given birth, this change may have a more pronounced impact where driving to the school gate is important, for example due to fatigue, reduced mobility, or the need to manage young children, prams or equipment.</p> <p>Those that need to drive to school may need to park outside the School Street area and walk part of the journey.</p> <p>These challenges may be further affected during periods of extreme weather, particularly heatwaves. In these conditions, even short journeys on foot, by wheelchair or by cycle may increase exposure to heat, with associated risks such as dehydration, overheating and</p> |
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|  |  | <p>fatigue. Adverse weather conditions such as heavy rain, cold or icy surfaces may also make journeys more physically demanding or reduce safety.</p> <p>The scheme includes a number of mitigation measures to address these impacts:</p> <ul style="list-style-type: none"> <li>• The availability of a short-term accessibility or individual circumstances permit, which enables vehicle access where there is a clear and evidenced need, including temporary needs related to pregnancy or postnatal recovery;</li> <li>• Continued access to the Widcombe (Zone 02) pick-up and drop-off permit, which can be used on surrounding streets excluding <b>Archway Street and Excelsior Street</b>, allowing users to park closer to the School Street boundary and reduce walking or wheeling distances;</li> <li>• A clearly communicated Park and Stride map, providing a range of nearby parking options so users can choose locations that best meet their needs and minimise physical effort;</li> </ul> |
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|                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>• The presence of School Street stewards, offering on-street support and assisting with access during operating hours; and</li> <li>• Clear communication of operating times, enabling users to plan journeys and, where possible, reduce exposure during more challenging conditions such as hot weather.</li> </ul> <p>While some adjustment to travel patterns may be required, particularly for those who previously relied on parking within the School Street itself, these impacts are expected to be manageable with the mitigations in place.</p> |
| <b>3.4 Gender reassignment</b> – identify the impact/potential impact of the policy on transgender people | <p>The School Street has been designed as a place-based intervention that applies equally to all users, including transgender people, without distinction based on gender identity. The scheme focuses on reducing traffic levels and creating a calmer, more welcoming public space during school drop-off and pick-up times, which can contribute to a more comfortable and accessible environment for all members of the school community.</p> <p>The restrictions are clearly defined, consistently applied and supported by signage and steward presence, which helps ensure that all users experience</p> | <p>No impacts specific to gender reassignment have been identified. The scheme operates on a universal basis and does not differentiate between users based on gender identity.</p> <p>However, as with all users, some transgender people may experience indirect impacts related to changes in access and travel patterns. For example, individuals who rely on private vehicles during school drop-off and pick-up times may need to adjust where they park or how they access the school area.</p> <p>Changes to familiar routines or</p>                                                     |

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|                                                                                                                                                                                      | <p>the scheme in a transparent and predictable way. This consistency supports fairness and reduces the likelihood of differential treatment.</p> <p>The School Street covers <b>Archway Street and Excelsior Street</b> within an existing Residents' Parking Zone, and builds on established parking and traffic arrangements to improve safety during school travel periods.</p> <p>Access arrangements are based on need rather than personal characteristics. The scheme includes exemptions, a permit system and an individual circumstances permit, enabling access to be considered on a case-by-case basis. This flexible approach supports inclusion by allowing people with different needs or situations to access the area where appropriate.</p> | <p>environments may also require a period of adjustment for some users. The design and operation of the scheme therefore places emphasis on clarity, consistency and visible management to ensure that all users feel able to navigate the area safely and confidently.</p> <p>These impacts are mitigated through:</p> <ul style="list-style-type: none"> <li>• Clear and accessible communication about how the scheme operates, including timings, restrictions and access arrangements;</li> <li>• The presence of School Street stewards, supporting consistent and respectful implementation;</li> <li>• The availability of exemptions, permits and the individual circumstances permit, ensuring access can be provided where there is a justified need; and</li> <li>• Ongoing monitoring and engagement with the school community to identify and respond to any emerging issues</li> </ul> |
| <p><b>3.5 Disability</b> – identify the impact/potential impact of the policy on disabled people (ensure consideration of physical, sensory and mental health needs/differences)</p> | <p>The School Street has been designed with specific provision for disabled people, recognising a wide range of needs including physical, sensory and mental health conditions. A key feature of the scheme is that vehicles displaying a</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <p>The restriction of vehicle access during school drop-off and pick-up times may create challenges for some disabled people, particularly where their condition affects mobility, stamina, sensory</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |

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|  | <p>Blue Badge are automatically permitted to access properties within the School Street during school drop-off and pick-up times, ensuring that those who rely on direct access are able to continue to do so.</p> <p>In addition, a short-term accessibility permit is available for people with temporary mobility or health needs, such as injury or recovery from a medical condition. These permits allow vehicle access during operating hours for a defined period and are issued based on supporting evidence from a relevant professional. This provides a clear and responsive mechanism for addressing short-term changes in accessibility needs.</p> <p>The scheme also includes a wider permit system, including provision for children with additional needs and an individual circumstances permit, ensuring flexibility where needs do not fall within standard categories.</p> <p>The presence of School Street stewards during operating times supports real-time, on-street management and provides reassurance for users who may require assistance.</p> | <p>processing, orientation, anxiety levels or the ability to travel independently. Particularly those without a Blue Badge or with fluctuating or non-visible conditions. Changes to established access arrangements may also require adjustment, and travelling part of the journey on foot or by wheelchair may increase effort or complexity.</p> <p>Some users may need to park outside the School Street and complete part of their journey on foot or using a mobility aid. While the distance involved may be relatively short, this could represent a greater burden for people with physical impairments, chronic pain, fatigue-related conditions or certain mental health conditions.</p> <p>People with sensory impairments or neurodivergent conditions may also require time to adapt to changes in established travel routes and access arrangements. Some individuals may find changes to familiar routines difficult or stressful, particularly during busy school travel periods.</p> <p>Weather conditions may increase these impacts. Hot weather, heavy rain or icy surfaces can make journeys more</p> |
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|                                                                                             | <p>In addition, measures such as the Park and Stride map and the availability of the <b>Widcombe (Zone 02) pick-up and drop-off permit</b> in surrounding streets provide options for those who are able to travel part of the journey, helping maintain access while reducing traffic directly outside the school gates.</p> | <p>demanding and may disproportionately affect some disabled people. These impacts are mitigated through a number of measures:</p> <ul style="list-style-type: none"> <li>• Automatic access for vehicles displaying a Blue Badge needing to access the schools or properties on the School Street;</li> <li>• Availability of a short-term accessibility permit for temporary needs;</li> <li>• The individual circumstances permit for additional flexibility</li> <li>• Access to the Widcombe (Zone 02) pick-up and drop-off permit on surrounding streets;</li> <li>• Clear signage, consistent operating times and steward presence; and</li> <li>• Ongoing monitoring and engagement.</li> </ul> <p>While some adjustment may be required, these measures are intended to minimise disadvantage while supporting improved safety at school drop-off and pick-up times.</p> |
| <b>3.6 Age</b> – identify the impact/potential impact of the policy on different age groups | The School Street is designed to improve conditions for children, who are the primary users of the space, by reducing traffic during school drop-off and pick-up                                                                                                                                                              | Different age groups may experience the effects of the School Street in different ways.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

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|  | <p>times and creating a safer environment for travelling to and from school.</p> <p>Encouraging walking, wheeling and cycling supports the development of healthy travel habits from a young age and contributes to physical and mental wellbeing.</p> <p>By reducing vehicle movements and idling, the scheme also supports improved local air quality, which is particularly beneficial for children and other people who may be more sensitive to air pollution.</p> <p>The calmer street environment can also benefit older people, including grandparents and carers accompanying children, by making the area easier to navigate and reducing the pressures associated with traffic and congestion.</p> <p>Access arrangements are designed to support people of all ages. These include automatic exemptions such as Blue Badge access, a structured permit system, and flexibility through individual circumstances permits.</p> <p>In addition, the Park and Stride map and the availability of the Widcombe (Zone 02) pick-up and drop-off permit in</p> | <p>Some families who currently drive children directly to school may need to adapt their routines by parking nearby and completing the final part of the journey on foot. Younger children may initially require additional support from parents or carers as these new travel patterns become established.</p> <p>Older people, including grandparents involved in school drop-off or pick-up, may experience some inconvenience if they need to park further away from the school than they have done previously. This could be more significant for those with reduced mobility or age-related health conditions.</p> <p>Adverse weather conditions may make these journeys more challenging for both younger and older age groups. For example, high temperatures, heavy rain or icy conditions can increase the effort required to walk or wheel part of a journey.</p> <p>Mitigation measures include:</p> <ul style="list-style-type: none"> <li>• Access for vehicles displaying a Blue Badge and availability of permits where there is a demonstrated need;</li> <li>• Use of the Widcombe (Zone 02) pick-up and drop-off permit on</li> </ul> |
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|                                                                                                 | <p>surrounding streets provide options for those who may need to park closer and complete part of the journey on foot.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <p>surrounding streets to reduce distance to the school;</p> <ul style="list-style-type: none"> <li>• A clearly communicated Park and Stride network offering a range of parking choices;</li> <li>• Clear signage, consistent operating times and the presence of stewards to support safe and confident use; and</li> <li>• Ongoing monitoring to identify and respond to any emerging issues.</li> </ul>                                                                                                                                                                                                                                                                                         |
| <p><b>3.7 Race</b> – identify the impact/potential impact on across different ethnic groups</p> | <p>The scheme has been designed to apply consistently to all users, regardless of race or ethnicity, with clear and transparent rules on access, exemptions and permit eligibility. Information about the scheme, including how it operates and how to apply for a permit, has been made publicly available through a range of communication channels, including online information, printed materials and school communications.</p> <p>The consultation process was open to all members of the public, with multiple opportunities to engage, including online, written and in-person formats. This approach supports inclusive participation across different communities.</p> <p>The permit system is based on demonstrated need rather than personal</p> | <p>There are no impacts identified that are specific to race or ethnicity. The scheme applies equally to all users and does not differentiate based on ethnic background.</p> <p>As with all users, there may be some inconvenience where individuals rely on driving during restricted periods. This impact is limited by the short operating times and term-time-only nature of the scheme, and mitigated through exemptions, permits and alternative access routes.</p> <p>Ongoing monitoring and engagement will help ensure that any unintended impacts on different communities are identified and addressed, and that the scheme continues to operate in an inclusive and equitable way.</p> |

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|                                                                                                                                                       | <p>characteristics, and includes an individual circumstances category to ensure flexibility for people whose needs may not be captured by standard eligibility criteria. Permits are free of charge, helping to remove potential financial barriers.</p> <p>The scheme's wider approach, including reducing traffic and improving air quality, is intended to benefit all groups.</p>                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <p><b>3.8 Sexual orientation</b> – identify the impact/potential impact of the policy on lesbian, gay, bisexual, heterosexual, questioning people</p> | <p>The scheme has been developed as a place-based intervention that applies equally to all users, with no differentiation based on personal characteristics, including sexual orientation. Access arrangements are based on defined criteria and demonstrated need, ensuring a consistent and fair approach.</p> <p>Information about the scheme and how it operates has been shared through multiple channels, including school communications and public-facing materials, to support awareness across a diverse community of families, staff and visitors.</p> <p>The permit system allows flexibility through an individual circumstances category, enabling access to be considered on a case by case basis where needed. Permits are free of charge</p> | <p>No impacts specific to sexual orientation have been identified. The scheme does not target or differentiate between groups and is expected to affect all users in a similar way.</p> <p>As with other equality groups, some individuals may experience inconvenience if they rely on driving during restricted periods. This is limited by the short operating times and term-time-only nature of the scheme, and mitigated through exemptions, permits and alternative access options.</p> <p>The main consideration is ensuring that information and engagement reach all parts of the community so that everyone is aware of the scheme and how to access support if needed. Ongoing monitoring will help identify any unintended impacts and ensure the</p> |

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|                                                                                                                                   | <p>and time limited, supporting equitable access without financial barriers.</p> <p>By creating a calmer and less traffic-dominated space at school times, the scheme contributes to a more welcoming and usable public environment for all families and individuals.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <p>scheme continues to operate in an inclusive way.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <p><b>3.9 Marriage and civil partnership –</b><br/>does the policy/strategy treat married and civil partnered people equally?</p> | <p>School Street has been designed to operate independently of relationship status, including whether individuals are married, in a civil partnership, separated or in other family arrangements. Access to the scheme, including exemptions and permits, is based on clearly defined need rather than household composition.</p> <p>The permit system is flexible and supports a wide range of caring arrangements, including shared care, extended family involvement and informal childcare. Applications can be made by any individual with responsibility for school journeys, ensuring that access is not restricted to a single household or named parent.</p> <p>Additional flexibility is provided through the individual circumstances permit, allowing consideration of more complex or non-standard arrangements where required.</p> | <p>No direct impacts specific to marriage or civil partnership have been identified. The scheme applies equally regardless of relationship status.</p> <p>However, practical impacts may arise for families with shared or split care arrangements, where drop-off and pick-up responsibilities are divided between multiple adults. Differences in travel patterns or access to vehicles between households may mean that the scheme is experienced differently by each carer.</p> <p>Adjusting to access restrictions on <b>Archway Street and Excelsior Street</b> during school drop-off and pick-up times may require coordination between carers, particularly where previous arrangements relied on parking within the School Street area.</p> <p>These impacts are mitigated through:</p> |

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|                                                                                                                                                                             | <p>Communication has been directed at the whole school community, recognising that children may be dropped off or collected by different adults across households.</p>                                                                                                                                                                                | <ul style="list-style-type: none"> <li>• A permit system based on need rather than household or relationship status, allowing any eligible carer to apply;</li> <li>• The availability of the individual circumstances permit to address more complex arrangements;</li> <li>• Use of the Widcombe (Zone 02) pick-up and drop-off permit on surrounding streets, enabling flexible parking options; and</li> <li>• Clear communication to ensure all carers understand how the scheme operates.</li> </ul> <p>While some households may need to adjust how responsibilities are shared, the scheme is designed to remain fair and adaptable across a range of family structures, with ongoing monitoring used to ensure equitable access.</p> |
| <p><b>3.10 Religion/belief</b> – identify the impact/potential impact of the policy on people of different religious/faith groups and also upon those with no religion.</p> | <p>The School Street is designed as a location-based traffic measure that applies consistently to all users regardless of religion or belief, including those with no religion. Access arrangements are based on defined need through exemptions and permits rather than personal characteristics.</p> <p>The scheme includes flexibility through</p> | <p>No direct impacts specific to religion or belief have been identified. The scheme applies equally to all users.</p> <p>However, indirect impacts may arise where religious practices influence daily routines. For example, individuals who are fasting may experience increased fatigue or reduced physical resilience, making walking, wheeling or cycling even</p>                                                                                                                                                                                                                                                                                                                                                                      |

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|                                                                                                                                                                                          | <p>the individual circumstances permit, allowing access to be considered where needs arise outside standard categories.</p> <p>Information about the scheme has been communicated through school channels and public materials to ensure broad awareness across the school community.</p> <p>By reducing traffic and creating a calmer environment during school drop-off and pick-up times, the scheme aims to provide wider benefits for all users</p> | <p>short distances more demanding, particularly during warmer weather.</p> <p>There may also be occasions where school drop-off or pick-up times overlap with religious observance or prayer times, which could affect how some users plan their journeys.</p> <p>These impacts are mitigated through:</p> <ul style="list-style-type: none"> <li>• Clearly defined and limited operating times, allowing users to plan ahead;</li> <li>• Access to exemptions, permits and the individual circumstances permit where there is a demonstrated need;</li> <li>• Alternative parking options and the Park and Stride approach, enabling flexibility in how journeys are made;</li> <li>• Clear, advance communication to support awareness and planning; and</li> <li>• Ongoing monitoring and engagement to identify any issues affecting different groups.</li> </ul> |
| <p><b>3.11 Socio-economically disadvantaged*</b> – identify the impact on people who are disadvantaged due to factors like family background, educational attainment, neighbourhood,</p> | <p>The School Street aligns with the West of England Combined Authority transport vision, as set out in the Joint Local Transport Plan 4, which is to “connect people and places for a vibrant, inclusive</p>                                                                                                                                                                                                                                            | <p>Some individuals experiencing socio-economic disadvantage may face challenges in adapting to the scheme, particularly where they have limited transport options or less flexibility in how</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

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| <p>employment status can influence life chances<br/><b>(this is not a legal requirement, but is a local priority).</b></p> | <p>and carbon neutral West of England.” This includes improving access to services and opportunities for residents, including those in more disadvantaged circumstances.</p> <p>Active travel is the most cost-effective form of travel. By encouraging walking, wheeling and cycling, the scheme can help reduce the cost of daily journeys, which may be particularly beneficial for economically disadvantaged people.</p> <p>The scheme contributes to the wider objectives of the Joint Local Transport Plan by supporting low-carbon transport within Bath, alongside improvements to user health and wellbeing and transport equality through the provision of accessible infrastructure for all.</p> <p>The School Street permit system is free of charge and based on need, including an individual circumstances category. This helps ensure that those who require vehicle access are not financially disadvantaged and that different personal situations can be accommodated.</p> <p>The Widcombe (Zone 02) pick-up and drop-off permit also provides an option to</p> | <p>they travel. Households with less flexible working arrangements may find it more difficult to adjust to parking outside the School Street and completing part of the journey by walking or wheeling.</p> <p>The cost of the Widcombe (Zone 02) pick-up and drop-off permit, currently £20 per year, may represent an additional expense for some households, although it remains optional and is not required to access the scheme.</p> <p>These impacts are mitigated through:</p> <ul style="list-style-type: none"> <li>• The School Street aims to make active travel easier (which remains the most cost-effective form of travel), safer and more enjoyable;</li> <li>• Access to permits based on demonstrated need, including the individual circumstances permit where flexibility is required;</li> <li>• The availability of the Widcombe (Zone 02) pick-up and drop-off permit on surrounding streets, providing a closer parking option;</li> <li>• A Park and Stride network that includes both free and paid parking options, allowing families to select arrangements that best suit their circumstances;</li> </ul> |
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|                                                                                                                    | <p>park closer to the School Street boundary on surrounding streets. While there is a cost associated with this permit, it offers flexibility for those who need to drive and reduce walking distance.</p>                                                                                                                                                                                                                                                                                                                         | <ul style="list-style-type: none"> <li>• Clear and consistent operating times, supporting planning and routine-setting; and</li> <li>• Ongoing monitoring and engagement to ensure the scheme operates fairly and remains responsive to different needs.</li> </ul> <p>While some users may experience disruption or need to adjust established routines, the scheme aims to balance these impacts with longer-term benefits, including improved safety and reduced traffic during school drop-off and pick-up times. Continued monitoring will help ensure that any disproportionate impacts are identified and addressed where possible.</p> |
| <p><b>3.12 Rural communities*</b> identify the impact / potential impact on people living in rural communities</p> | <p>The School Street is located in an urban area of Bath and is designed to address traffic, safety and environmental conditions specifically outside the school. While the scheme is focused on a local urban street, it has been designed to remain accessible to all users, including those travelling into the area from surrounding rural communities.</p> <p>Access arrangements are based on need and include exemption permits. These measures provide flexibility for people who may need to travel by car, including</p> | <p>People travelling from rural communities are often more reliant on private vehicles due to longer journey distances and fewer public transport options. As a result, some parents, carers, staff and visitors travelling into Bath may find it less convenient to access the school area directly during School Street operating times.</p> <p>Those unfamiliar with the area may need additional time to identify suitable parking locations and adapt established travel routines. Some users may also incur</p>                                                                                                                          |

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|  | <p>those from rural areas where public transport options may be limited and journeys are often longer.</p> <p>To support users who continue to drive, the scheme is accompanied by a Park and Stride map identifying a range of nearby parking options, including both free and paid spaces. The Widcombe (Zone 02) pick-up and drop-off permit also provides an opportunity to park closer to the School Street boundary on surrounding roads.</p> <p>Communication materials have been designed to help users understand how the scheme operates and what alternative access arrangements are available.</p> | <p>parking costs if they choose to use paid parking locations or purchase a Widcombe (Zone 02) pick-up and drop-off permit, which currently costs £20 per year.</p> <p>These impacts are mitigated through:</p> <ul style="list-style-type: none"> <li>• A Park and Stride map identifying a range of nearby free and paid parking options;</li> <li>• The availability of the Widcombe (Zone 2) pick-up and drop-off permit for parking on surrounding streets;</li> <li>• Access permits where there is a demonstrated need, including short-term accessibility and individual circumstances permits;</li> <li>• Clear signage, advance communication and the presence of School Street stewards to support those unfamiliar with the scheme; and</li> <li>• Ongoing monitoring and engagement to identify and respond to any issues affecting rural users.</li> </ul> <p>While some users travelling from rural areas may need to adjust how they access the school, the scheme seeks to balance these impacts with the benefits of improved safety and a less congested</p> |
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|                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | environment during school drop-off and pick-up times.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <p><b>3.13 Armed Forces Community **</b><br/>serving members; reservists; veterans and their families, including the bereaved. Public services are required by law to pay due regard to the Armed Forces Community when developing policy, procedures and making decisions, particularly in the areas of public housing, education and healthcare (to remove disadvantage and consider special provision).</p> | <p>The School Streets initiative supports inclusive access to education and recognises the unique circumstances of the Armed Forces Community. Key considerations include:</p> <ul style="list-style-type: none"> <li>• <b>Commitment to inclusive education access:</b><br/>The Council acknowledges the legal duty to pay due regard to the Armed Forces Community when developing policy. School Streets schemes will consider the needs of service children, particularly where mobility and frequent relocations may affect access to education and understanding of local rules.</li> <li>• <b>Flexible consultation and communication:</b><br/>Consultation materials and engagement processes will be designed to support families who may be new to the area or unfamiliar with local procedures.</li> </ul> | <p><b>Transient access to education and unfamiliarity with local schemes:</b><br/>Families in the Armed Forces Community may move frequently and be unaware of School Streets restrictions or exemption processes, potentially leading to confusion or unintended non-compliance.</p> <p><b>Mitigation:</b></p> <ul style="list-style-type: none"> <li>• Participating schools will be encouraged to provide clear, accessible information about School Streets in school welcome packs.</li> <li>• Exemption policies will be easy to understand and apply for, with support available via phone or email.</li> </ul> |
| <p><b>3.14 Care Experienced ***</b><br/>This working definition is currently under review and therefore subject to change:</p>                                                                                                                                                                                                                                                                                 | <p>The School Street is designed as a location-based safety and access measure that applies consistently to all users, including those who are care-</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <p>Care-experienced children may have more complex or changing care arrangements, which can affect travel patterns and who is responsible for</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

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| <p>In B&amp;NES, you are 'care-experienced' if you spent any time in your childhood in Local Authority care, living away from your parent(s) for example, you were adopted, lived in residential, foster care, kinship care, or a special guardianship arrangement.</p> | <p>experienced. It does not rely on assumptions about family structure and instead focuses on supporting a wide range of caring arrangements.</p> <p>The scheme recognises that children may be accompanied to school by different adults, including foster carers, kinship carers (grandparents, uncles/aunts, older siblings etc), adoptive parents or support workers. The permit system is designed to be flexible and based on need, allowing applications from individuals with caring responsibilities regardless of their relationship to the child.</p> <p>The inclusion of an individual circumstances permit provides additional flexibility for more complex or non-standard caring arrangements, enabling access to be considered on a case by case basis. Permits are free of charge and issued for defined periods, helping ensure that access is not restricted by financial barriers.</p> <p>Communication and engagement have been directed at the broader school community, supporting awareness among a wide range of carers and support networks.</p> | <p>school drop-off and pick-up. Restrictions on vehicle access during school run periods may create some challenges where multiple carers are involved or where routines differ between households.</p> <p>These impacts are mitigated through the flexibility of the permit system, which allows different carers or support workers to apply for access where needed. The individual circumstances permit provides an additional route for addressing more complex situations.</p> <p>As with other users, any inconvenience is limited by the short operating periods and term-time-only nature of the scheme. The availability of nearby parking and the presence of stewards during operating hours further support accessibility.</p> <p>Ongoing monitoring and engagement with the school community will help ensure that the needs of care-experienced children and their carers are understood and that the scheme continues to operate in an inclusive and supportive way.</p> |
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\*There is no requirement within the public sector duty of the Equality Act to consider groups who may be disadvantaged due to socio economic status, or because of living in a rural area. However, these are significant issues within B&NES and have therefore been included here.

\*\* The Equality Act does not cover armed forces community. However, the Armed Forces Bill (which came in on 22 Nov 2022) introduces a requirement to pay 'due regard' to make sure the Armed Forces Community are not disadvantaged when accessing public services.

\*\*\*The Equality Act does not cover care experienced people. B&NES adopted this group as a protected characteristic in March 2024 alongside over 80 other Local Authorities. Although we have data for care leavers and children/young people who are currently in the care of B&NES we do not have wider data on disadvantage experienced through being in care.

## 4. Bath and North East Somerset Council Equality Impact Assessment Improvement Plan

Please list actions that you plan to take as a result of this assessment/analysis. These actions should be based upon the analysis of data and engagement, any gaps in the data you have identified, and any steps you will be taking to address any negative impacts or remove barriers. The actions need to be built into your service planning framework. Actions/targets should be measurable, achievable, realistic and time framed.

| Issues identified                                                                              | Actions required                                                                                                                        | Progress milestones                                                                                                                               | Officer responsible | By when                                           |
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| No specific issues currently identified, but need to ensure EIA remains current and responsive | Implement a regular review cycle of the Equality Impact Assessment (EIA) to ensure it stays up to date and captures any emerging issues | 1. Schedule and complete periodic EIA review<br>2. Gather feedback and identify any new impacts or barriers<br>3. Update EIA document accordingly | Cathryn Brown       | Ongoing, with formal review by end of Autumn term |

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| Potential for new issues arising with new cohort/changes in service users | Conduct an additional targeted review of the EIA when the new school year begins and new children/parents engage | 1. Complete Autumn review after new intake<br>2. Assess any new data or feedback<br>3. Record and address any new issues identified | Cathryn Brown | Autumn term (e.g. by end of October) |
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## 5. Sign off and publishing

Once you have completed this form, it needs to be 'approved' by your Divisional Director or their nominated officer. Following this sign off, send a copy to the Equality Team ([equality@bathnes.gov.uk](mailto:equality@bathnes.gov.uk)), who will publish it on the Council's website. Keep a copy for your own records.

**Signed off by:** Chris Major

**Date:** 12/08/2026



Director of Place Management