



Department of
Education

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DRAFT BUDGET 2015-16

EQUALITY AND HUMAN RIGHTS SCREENING

TRANSPORT LIGHTING AND SIGNAGE

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Index

1. POLICY SCOPING
2. EVIDENCE
3. SCREENING QUESTIONS
4. SCREENING DECISION
5. TIMETABLING AND PRIORITISING
6. MITIGATION
7. MONITORING
8. DISABILITY DISCRIMINATION
9. CONSIDERATION OF HUMAN RIGHTS ISSUES
10. RURAL PROOFING

1. POLICY SCOPING

1.1 Title of policy

Transport Lighting and Signage – reduction in funding.

1.2 Type of Policy Development

Reduction in funding for transport lighting and signage.

1.3 Description of policy

In 2000-2001, the Assembly's Environment Committee considered the issue of the safety of home to school transport and made twenty-eight recommendations to improve this. One of the key recommendations resulted in the installation of flashing warning lights and signs to designated school buses by 1 September 2014. This was established under the Road Vehicles Lighting (Amendment) Regulations (NI) 2011. The aim of the system was to make school buses more visible and identifiable to drivers thereby reducing the number of children killed or injured when entering or exiting the vehicle. **This policy has now been fully enacted and funding is no longer required.**

1.4 What factors could contribute to, or detract from the intended aim/outcome of the policy?

None	<input checked="" type="checkbox"/>
Legislative	<input type="checkbox"/>
Financial	<input type="checkbox"/>
Others please specify)	<input type="checkbox"/>

1.5 Main stakeholders affected

Pupils (Actual or Potential)	✓
Parents	
Teaching Staff	
Trade Unions or Professional Organisations	
Other Public Sector Organisations	✓
Departmental Staff	
Others (please specify) – private transport operators providing service to pupils	✓

1.6 Who is responsible for :

(a) Devising the policy

This policy was initially proposed by the Assembly's Environment Committee and the policy/legislation was taken forward by the Department of the Environment (DOE).

(b) Implementing it

Implementation of this policy was taken forward by the Department of Education, the five Education and Library Boards, the Department for Regional Development, and representatives from the private sector.

(c) Explain the relationship?

The Department of Education operates a policy of providing home to school transport for certain eligible pupils. This is administered by the Education and Library Boards which achieve this by purchasing sessional tickets from Translink, procuring private operator transport, and operating a Board bus fleet. DOE are responsible for legislation governing the licensing and operation of all of these vehicles.

1.7 Other policies or objectives with a bearing on this policy

The home to school transport policy arises from Article 52 of The Education and Libraries (NI) Order 1986. The policy is contained within Department of Education Circular 1996/41 (as amended in 2009) and has strategic aims, inter alia, of supporting eligible children in their period of compulsory attendance at school, and of ensuring that children should travel in "safety and reasonable comfort" on vehicles hired, or provided, by Education and Library Boards.

2. EVIDENCE

2.1 What evidence/information (both qualitative and quantitative) have you gathered to inform this policy?

Section 75 Category	Details of Evidence/Information
Religious Belief	Neither the home to school transport policy, nor the implementation of lighting and signage legislation gather information on religious belief.
Political Opinion	Neither the home to school transport policy, nor the implementation of lighting and signage legislation gather information on political opinion.
Racial Group	Racial Group is not an eligibility criterion.
Age	Only eligible pupils are eligible for home to school transport. As the age for compulsory education is restricted, it is likely that there will be an impact on this basis. Pupil age is monitored by Education and Library Boards to ensure only eligible pupils are provided transport. Pupils are predominantly aged 4-18 years old.
Marital Status	Marital status of users is not monitored or requested as part of this policy.
Sexual Orientation	Neither the home to school transport policy, nor the implementation of lighting and signage legislation gather information on sexual orientation.
Men And Women Generally	Gender is not an eligibility criterion.
Disability	Disability may impact eligibility for transport assistance as a pupil may be eligible on the basis of Special Educational Needs. Information about these pupils is gathered by Education and Library Boards and is used to determine suitable transport.
Dependants	Information regarding dependents are not monitored or collected as part of this process.

2.2 Taking into account the evidence gathered at 2.1 what are the needs, experiences and priorities of each of the categories in relation to this particular policy?

Section 75 category	Needs/Experiences/Uptake/Priorities
Religious Belief	N/A
Political Opinion	N/A
Racial Group	N/A
Age	Where transport is provided to eligible pupils it is essential that the transport provided to these pupils is safe. This includes the process of entering and exiting the vehicle.
Marital Status	N/A
Sexual Orientation	N/A
Men And Women Generally	N/A
Disability	Should transport be provided on the basis of disability, it is essential that this transport provision is safe. This includes the process of entering and exiting the vehicle.
Dependants	N/A

3. SCREENING QUESTIONS

3.1 What is the likely impact of this policy on equality of opportunity for each of the Section 75 equality categories?

Section 75 category	None*	Minor *	Major *	Details of policy impact Level of impact?
Religious belief	✓			
Political opinion	✓			
Racial group	✓			
Age	✓			As this policy has already been implemented, a reduction in funding will have no impact.
Marital status	✓			
Sexual Orientation	✓			
Men and women generally	✓			
Disability	✓			As this policy has already been implemented, a reduction in funding will have no impact.
Dependants	✓			

3.2 Are there opportunities to better promote equality of opportunity for people within the Section 75 equality categories?

Section 75 category	NO*	Yes*	Provide Details
Religious belief	✓		
Political opinion	✓		
Racial group	✓		
Age	✓		
Marital status	✓		
Sexual Orientation	✓		
Men and women generally	✓		
Disability	✓		
Dependants	✓		

3.3 To what extent is the policy likely to impact on good relations between: people of different religious belief, political opinion or racial group?

Good relations category	No impact*	Minor impact*	Major impact*	Details of policy impact
Religious belief	✓			
Political opinion	✓			
Racial group	✓			

3.4 Are there opportunities to better promote good relations between people of different religious belief, political opinion or racial group?

Good relations category	NO*	YES*	Provide Details
Religious belief	✓		
Political opinion	✓		
Racial group	✓		

3.5 Additional considerations - Multiple identities

Please provide details of data on the impact of the policy on people with multiple identities and specify relevant Section 75 categories concerned.

There have been no negative impacts on any multiple identity groups. The reduction of available funds will have no impact as this policy has already been implemented.

4. SCREENING DECISION

Not to conduct an equality impact assessment because no equality issues have been identified.

Please provide details which support the decision

The proposed changes to funding on this policy will not have an effect on its implementation as this has already been completed in order to maintain compliance with legislation. As such, no adverse impact will be had on the Section 75 groups.

5. TIMETABLING AND PRIORITISING

5.1 If the policy has been 'screened in' for equality impact assessment, then please answer the following questions to determine its priority.

On a scale of 1-3, with 1 being the lowest priority and 3 being the highest, assess the policy in terms of its priority for equality impact assessment.

Criterion	Priority Rating
Effect on equality of opportunity and good relations	
Social need	
Effect on people's daily lives	
Relevance to a public authority's functions	
Total	N/A

Details of the Department's Equality Impact Assessment Timetable will be included in a Quarterly Screening Report.

5.2 If the policy is affected by timetables established by other relevant Public Authorities please provide details

6. MITIGATION

If you conclude that the likely impact is 'minor' and an equality impact assessment is not to be conducted, you should consider: mitigation to lessen the severity of any equality impact, or the introduction of an alternative policy to better promote equality of opportunity or good relations.

Why and how will the policy/decision be amended or changed or an alternative policy introduced to better promote equality of opportunity and/or good relations?

N/A

7. MONITORING

Effective monitoring will help identify any future adverse impact arising from the policy, as well as help with future planning and policy development.

Please detail what data you will collect in the future in order to monitor the effect of the policy on any of Section 75 equality categories.

Education and Library Boards monitor usage of board vehicles, including safety aspects. DOE monitor compliance with the legislation and ensure all vehicles used for the dedicated transport of pupils from home to school have met this standard. PSNI collect and monitor road safety statistics including injuries and deaths.

8. DISABILITY DISCRIMINATION

- 8.1 Please state if the policy/decision in any way discourages persons with disabilities from participating in public life or fails to promote positive attitudes towards persons with disabilities.**

N/A

- 8.2 Please state if there is an opportunity to better promote positive attitudes towards persons with disabilities or encourage participation in public life by making changes to the policy/decision or introducing additional measures.**

N/A

- 8.3 Please detail what data you will collect in the future in order to monitor the effect of the policy with reference to the disability duties.**

As stated in 7, compliance with the legislation is monitored by the ELBs, DOE and the PSNI. This will include for pupils with disabilities.

9 CONSIDERATION OF HUMAN RIGHTS ISSUES

9.1 How does the policy/decision affect anyone's Human Rights?

I.E.

[The Human Rights Act \(1998\)](#)

[The United Nations Convention on the Rights of the Child \(UNCRC\)](#)

[The United Nations Convention on the Rights of Persons with Disabilities \(UNCRPD\)](#)

[The United Nations Convention on the Elimination of All Forms of Discrimination Against Women \(CEDAW\)](#)

Insert Right Considered	*
Positive Impact	
Negative Impact (human right interfered with or restricted)	
Neutral Impact	✓

If the effect you have identified is positive or neutral proceed to Question 9.3.

9.2 If you have identified a negative impact who is affected and how?

N/A

At this stage you should determine whether to seek legal advice and to refer to the issue to the Equality Team to consider:

- *whether there is a law which allows you to interfere with or restrict rights*
- *whether this interference or restriction is necessary and proportionate*
- *what action would be required to reduce the level of interference or restriction).*

9.3 Outline any actions which could be taken to promote or raise awareness of human rights or to ensure compliance with the legislation in relation to the policy/decision.

This policy promotes safety of pupils when boarding and exiting a dedicated school vehicle. This policy does not otherwise impact on Human Rights legislation.

10 CONSIDERATION OF RURAL IMPACTS

10.1 Is there potentially a direct, or indirect, impact on rural areas?

YES*	
NO*	✓

Guidance on Rural Impact Assessment can be found in Thinking Rural: The Essential Guide to Rural Proofing

10.2 If YES please attach a DARD Rural Issues Statement Pro-forma (A Pro-forma can be found in TRIM Document DE1/14/117152)

