


Initial Equalities Screening Record Form

Date of Screening:	Directorate: Delivery	Section: Customer Experience	
1. Activity to be assessed	Transport Policies for: Bracknell Forest Children aged 5 -16 annual publication. Post 16 – Education Transport Policy annual publication.		
2. What is the activity?	<input checked="" type="checkbox"/> Policy/strategy <input type="checkbox"/> Function/procedure <input type="checkbox"/> Project <input type="checkbox"/> Review <input type="checkbox"/> Service <input type="checkbox"/> Organisational change		
3. Is it a new or existing activity?	<input type="checkbox"/> New <input checked="" type="checkbox"/> Existing		
4. Officer responsible for the screening	Matt Howlett		
5. Who are the members of the screening team?	Debra Hayes, Sarah Matthews		
6. What is the purpose of the activity?	To annually publish the Council's Education Transport policies		
7. Who is the activity designed to benefit/target?	Eligible learners within BFC as per current Education Transport policies which are reviewed annually.		
Protected Characteristics	Please tick yes or no	Is there an impact? What kind of equality impact may there be? Is the impact positive or adverse or is there a potential for both? If the impact is neutral please give a reason.	What evidence do you have to support this? E.g. equality monitoring data, consultation results, customer satisfaction information etc Please add a narrative to justify your claims around impacts and describe the analysis and interpretation of evidence to support your conclusion as this will inform members decision making, include consultation results/satisfaction information/equality monitoring data
8. Disability Equality – this can include physical, mental health, learning or sensory disabilities and includes conditions such as dementia as well as hearing or sight impairment.	Y	Some learners may be eligible for education transport assistance due to a disability.	Some types of disability will automatically grant eligibility for learners to be in receipt of education transport assistance. This can be statutory (ages 5-16) or discretionary (Post 16)
9. Racial equality		N	No impact – Race does not affect eligibility for transport.
10. Gender equality		N	No impact – Gender does not affect eligibility for transport.

11. Sexual orientation equality		N	No impact – Sexual Orientation does not affect eligibility for transport.	
12. Gender re-assignment		N	No impact –Gender reassignment does not affect eligibility for transport.	
13. Age equality	Y		Eligibility for statutory transport for children of compulsory school age only. Discretionary transport accounts for Post 16 learners up to the age of 25 if they have an EHCP.	Transport assistance may be statutory for eligible learners aged 5-16 or discretionary for Post 16 learners up to the age of 25 with an EHCP.
14. Religion and belief equality	Y		It is not BFC policy to provide transport assistance to learners who do not attend their nearest DA school due to “parental preference”.	Learners being placed in faith schools that are not their nearest DA school are considered “parental preference”
15. Pregnancy and maternity equality		N	No impact – Pregnancy or maternity does not affect eligibility for transport.	
16. Marriage and civil partnership equality		N		
17. Please give details of any other potential impacts on any other group (e.g. those on lower incomes/carers/ex-offenders, armed forces communities) and on promoting good community relations.	Low income families have different eligibility criteria when the eligibility is assessed on the distance from home to the school.			
18. If an adverse/negative impact has been identified can it be justified on grounds of promoting equality of opportunity for one group or for any other reason?	BFC follows DfE statutory guidance with regard to Post 16 education transport; therefore Post 16 learners without an EHCP or disability are not automatically eligible for transport assistance.			
19. If there is any difference in the impact of the activity when considered for each of the equality groups listed in 8 – 14 above; how significant is the difference in terms of its nature and the number of people likely to be affected?	Currently, approximately 300 learners with various physical or learning disabilities are in receipt of transport assistance.			

20. Could the impact constitute unlawful discrimination in relation to any of the Equality Duties?		N	
21. What further information or data is required to better understand the impact? Where and how can that information be obtained?	The DfE have two published documents containing statutory guidance for LAs: Home to school travel guidance – July 2014 Post 16 transport and travel support to education and training – January 2019		
22. On the basis of sections 7 – 17 above is a full impact assessment required?		N	There are no significant changes to the policy this year.
23. If a full impact assessment is not required; what actions will you take to reduce or remove any potential differential/adverse impact, to further promote equality of opportunity through this activity or to obtain further information or data? Please complete the action plan in full, adding more rows as needed.			
Action	Timescale	Person Responsible	Milestone/Success Criteria
24. Which service, business or work plan will these actions be included in?	Delivery		
25. Please list the current actions undertaken to advance equality or examples of good practice identified as part of the screening?	The DfE does give LAs powers of discretion and our policies are not “blanket” policies. Eligibility for transport is needs based with every application judged accordingly. DfE guidelines are unlikely to change regarding eligibility and disability.		
26. Assistant Director signature.	<div style="display: flex; justify-content: space-between;"> <div style="text-align: center;">  Signature: </div> <div style="text-align: right;"> Date: 10.11.2020 </div> </div>		