



HIGHWAYS ADVISORY COMMITTEE AGENDA

7.00 pm

**Tuesday
11 January 2022**

VIRTUAL MEETING

Members 8: Quorum 4

COUNCILLORS:

**Conservative Group
(4)**

Christine Vickery (Vice-Chair)
John Crowder
Sally Miller BCAC
Michael White

**Residents' Group
(1)**

Paul Middleton

**Upminster & Cranham
Residents' Group (1)**

Christopher Wilkins

**Independent Residents'
Group
(1)**

David Durant

**North Havering Residents
Group (1)**

Brian Eagling (Chairman)

For information about the meeting please contact:

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Members of the public are entitled to report on meetings of Council, Committees and Cabinet, except in circumstances where the public have been excluded as permitted by law.

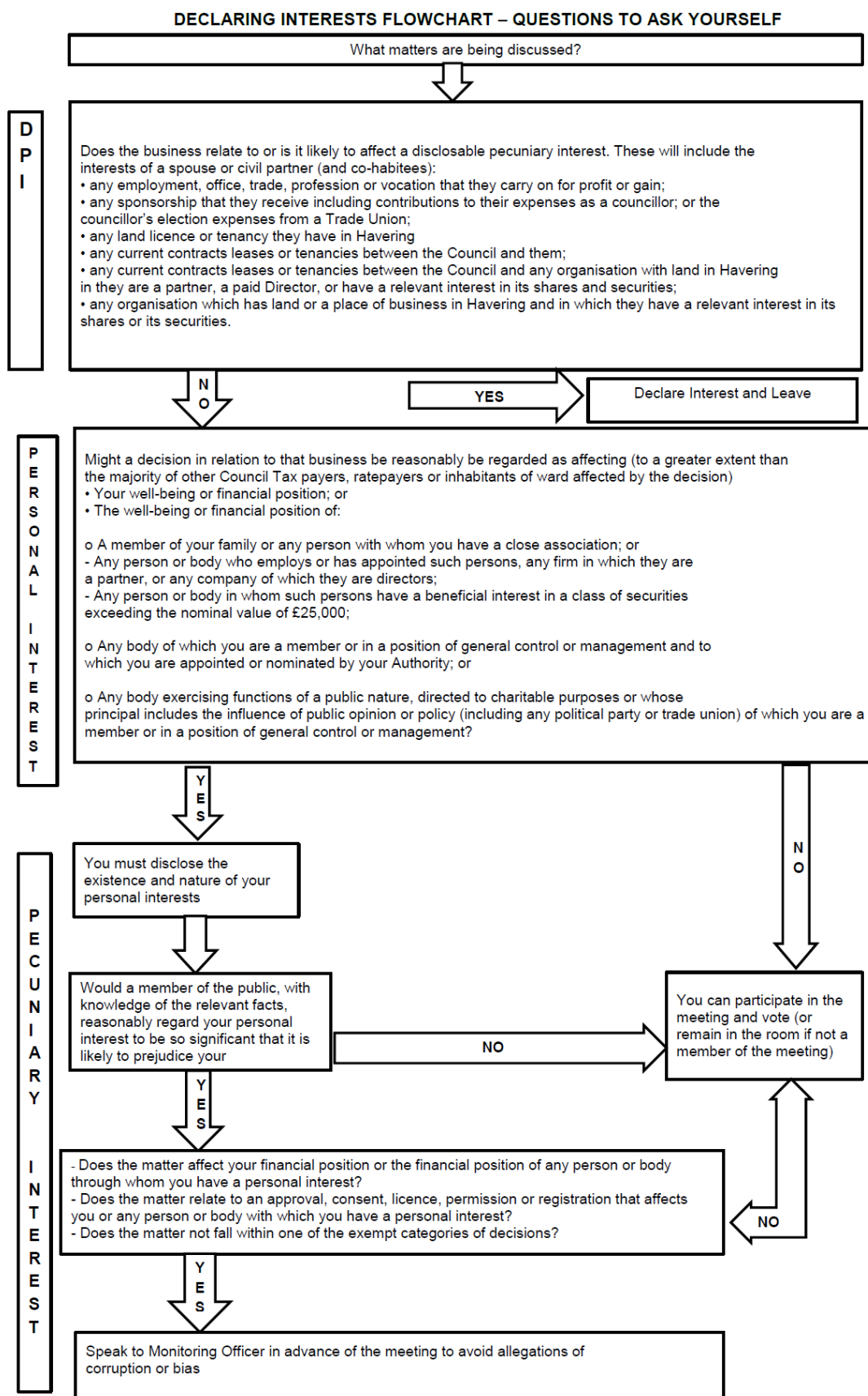
Reporting means:-

- filming, photographing or making an audio recording of the proceedings of the meeting;
- using any other means for enabling persons not present to see or hear proceedings at a meeting as it takes place or later; or
- reporting or providing commentary on proceedings at a meeting, orally or in writing, so that the report or commentary is available as the meeting takes place or later if the person is not present.

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Members of the public are asked to remain seated throughout the meeting as standing up and walking around could distract from the business in hand.



AGENDA ITEMS

1 CHAIRMAN'S ANNOUNCEMENTS

The Chairman will announce details of the arrangements in case of fire or other events that might require the meeting room or building's evacuation.

The Chairman will also announce the following:

The Committee is reminded that the design work undertaken by Staff falls under the requirements of the Construction (Design & Management) Regulations 2015. Those Staff undertaking design work are appropriately trained, experienced and qualified to do so and can demonstrate competence under the Regulations. They also have specific legal duties associated with their work.

For the purposes of the Regulations, a Designer can include an organisation or individual that prepares or modifies a design for any part of a construction project, including the design of temporary works, or arranges or instructs someone else to do it.

While the Committee is of course free to make suggestions for Staff to review, it should not make design decisions as this would mean that the Committee takes on part or all of the Designer's responsibilities under the Regulations.

2 APOLOGIES FOR ABSENCE AND ANNOUNCEMENT OF SUBSTITUTE MEMBERS

(if any) - receive.

3 DISCLOSURE OF INTERESTS

Members are invited to disclose any interest in any of the items on the agenda at this point of the meeting.

Members may still disclose any interest in an item at any time prior to the consideration of the matter.

4 MINUTES (Pages 1 - 4)

To approve as a correct record the minutes of the meeting of the Committee held on 14 December 2021, and to authorise the Chairman to sign them.

5 SCHOOL STREETS (SS) PHASE 1 - REQUEST TO CONVERT THE SCHEME FROM EXPERIMENTAL TO PERMANENT (Pages 5 - 46)

Report attached.

Zena Smith
Democratic and Election Services Manager

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**MINUTES OF A MEETING OF THE
HIGHWAYS ADVISORY COMMITTEE
Town Hall, Main Road, Romford
14 December 2021 (7.00 - 8.15 pm)**

Present:

COUNCILLORS

Conservative Group +Ray Best, +Judith Holt and +Robert Benham

Residents' Group Paul Middleton

**Upminster & Cranham
Havering Residents'
Group** Christopher Wilkins

**North Havering
Residents Group** Brian Eagling (Chairman)

Apologies were received for the absence of Councillors Sally Miller, Christine Vickery, Michael White and David Durant.

+Councillor Judith Holt substituted for Councillor White, +Councillor Ray Best substituted for Councillor John Crowder and +Councillor Robert Benham substituted for Councillor Vickery.

All decisions were taken with no votes against unless stated.

The Chairman reminded Members of the action to be taken in an emergency.

19 DISCLOSURE OF INTERESTS

There were no disclosures of interest.

20 MINUTES

The minutes of the meeting held on 16 November 2021 were agreed as a correct record and signed by the Chairman.

**21 SCHOOL STREETS (SS) PHASE 1 - REQUEST TO CONVERT THE
SCHEME FROM EXPERIMENTAL TO PERMANENT**

The report before the Committee asked to consider and recommend approval to convert the scheme from experimental to permanent.

Councillor Judith Holt addressed the Committee on aspect of the scheme.

The Committee considered a motion to defer the scheme for further clarification.

Members **RESOLVED** to **DEFER** consideration of the item for officer to return with a fresh report.

The motion to defer was carried by 5 votes to one abstention.

22 **OLD STATION LANE - REQUEST TO FORMALLY ADVERTISE PAID FOR PARKING BAYS USING EITHER 'PAY & DISPLAY' OR 'PAY BY PHONE' (CASHLESS) PARKING PAYMENT METHODS (REFERENCE: SCH1061)**

The report before the Committee detailed proposal to formally advertise paid for parking bays using either 'Pay & Display' or 'Pay by Phone'.

The Committee considered the report and **RESOLVED** to recommend to the Cabinet Member for Public Realm in consultation with the Leader of the Council that the parking restrictions as detailed in the report and shown on the drawing No. SCH1061 proceed to formal consultation as follows:

1. The proposals to convert part of the existing 'At Any Time' Waiting Restrictions into Pay and Display or Pay by Phone/Cashless parking bays operational from Monday to Saturday between 8.30am to 6.30pm (2 hours maximum stay – Tariff C).
2. If at the close of consultation, no objections are received to the proposals outlined, the scheme proceeds to full implementation.
3. That the estimated cost of the scheme as set out in the report was £0.005m/£0.0005m depending on the agreed option, which would be met by the Schemes Revenue budget (A26910).

23 **MOVING TRAFFIC CONTRAVENTION RECOMMENDATIONS**

The Committee considered a report that sought its approval on Moving Traffic Contravention.

The Committee following a debate **RESOLVED** to recommend to the Cabinet Member for Public Realm in consultation with the Leader of the Council that:

1. the 3 existing closed circuit television (CCTV) enforcement cameras at the locations outlined in the report be relocated to 3 recommended locations to be agreed as detailed in Appendix A.

- i. URN102 Birkbeck Road Romford.
 - ii. URN107 Dagenham Road Norwood Avenue.
 - iii. URN112 Mildmay Road Palm Road
2. the 13 new sites be brought forward for enforcement of existing restrictions by closed circuit television cameras as detailed on the plans in Appendix B
3. it be noted that a further 6 sites originally considered for enforcement by CCTV would not be brought forward as they failed to meet the criteria for operation as set out in the report.
4. The Committee noted that:
 - a) the estimated cost of the trial scheme implementations was £0.309m.
 - b) that these types of measures were implemented for enforcement of existing restrictions only; and are expected to have no appreciable bearing on existing traffic flows; which are unlikely to increase as a result of the process;
 - c) that enforcement by the Council would only apply to Borough roads and not to roads on the Transport for London Road Network (TLRN), which are enforced by Transport for London (TfL).

24 **SCHOOL STREET PHASE 2 - RECOMMENDATIONS TO FORMALLY CONSULT ON IMPLEMENTING SCHOOLS USING THE EXPERIMENTAL TRAFFIC ORDER PROCESS**

The report before the Committee sought recommendations to formally consult on implementing schools streets using the experimental traffic order process.

The Committee considered the report and following a debate **RESOLVED** to recommend to the Cabinet Member for Public Realm in consultation with the Leader of the Council to authorise the initiation of experimental traffic scheme(s) under section 9 of the Road Traffic Regulation Act 1984 in roads in the vicinity of the following school sites and as detailed on the plans in Appendix A:

- a) Due to their locality Drapers Academy, Drapers Maylands, Lime Academy Forest Approach were consulted as part of

one scheme and the proposed hours of operation are 8am to 9am and 2.30 to 3.30pm.

- b) Drapers Pyrgo Priory hours of operation 8am to 9am and 2.30pm to 3.30pm.
- c) Emerson Park Academy proposed hours of operation 8.20am to 9.15am and 3.00pm to 3.30pm.
- d) Parsonage Farm Primary proposed hours of operation 8.30am to 9.15am and 2.30pm to 3.30pm.
- e) James Oglethorpe Primary school proposed hours of operation 8am to 9am and 2.30pm to 3.30pm.
- f) RJ Mitchell Primary school proposed hours of operation 8.20am to 9.05am and 2.30pm to 3.25pm.
- g) Redden Court proposed hours of operation 8.15am to 9.00am and 2.30pm to 3.30pm.
- h) Harold Wood Primary school proposed hours of operation 8.15am to 9.00am and 2.30pm to 3.30pm.

It was noted that the estimated costs of the scheme was £0.0700m which would be met from Environment Moving Traffic Contravention Capital budget C38000.

Chairman

HIGHWAYS ADVISORY COMMITTEE

11 January 2022

Subject Heading:	School Streets (SS) Phase 1 – Request to convert the scheme from experimental to permanent
CMT Lead:	Councillor Osman Dervish
Report Author and contact details:	Sam Antoine - Project Manager sam.antoine@havering.gov.uk 01703 433305
Policy context:	Havering Local Development Framework (2008) Havering Air Quality Action Plan (2018) Havering Local Implementation Plan (LIP) 2018/19 Delivery Plan. The Havering Plan - Connections – Making life easier delivering a consistent and sustainable approach to parking to meet the needs of residents, businesses and all borough users.
Financial Summary	The cost of introducing the experimental School Streets was met from the 2020/21 LIP budget. Officers are now requesting the scheme be made permanent and the cost of funding these works would be £0.0050m which has been awarded as part of Havering's 2021/22 LIP budget.

The subject matter of this report deals with the following Council Objectives

Communities making Havering	[x]
Places making Havering	[x]
Opportunities making Havering	[]
Connections making Havering	[x]

SUMMARY

- 1.1 The Road Traffic Regulation Act 1984 (RTRA 1984), places a duty on the council to secure the expeditious, convenient, and safe movement of vehicular and other traffic (including cyclists and pedestrians), on Havering roads.
- 1.2 The Traffic Management Act 2004 places a duty on Local Authorities to ensure the free flow of traffic on the roads they manage, and provides the process for issuing, processing and dealing with challenges related to Penalty Charge Notices issued for parking, bus lane and moving traffic contraventions.
- 1.3 Following the introduction of a number of Experimental Traffic Management Orders (ETMOs) to implement three School Street schemes in Havering in September 2020 and subsequent monitoring of scheme outcomes, this report seeks approval to make the schemes permanent and to in line with its statutory duties convert the Experimental Traffic Orders to Permanent Orders.

RECOMMENDATIONS

- 2.1 That the Highways Advisory Committee having considered this report and the results of consultation recommend to the Cabinet Member for Environment, in consultation with the Leader of the Council, that:
 - a) the experimental school street schemes for Branfil Primary School, Hylands Primary School and Squirrels Heath Infant & Junior Schools proceed to formal advertisement and making of the permanent traffic order; as shown on the drawings in **Appendix E** and detailed in the following table:

Scheme Ref No.	School Name	Roads Included in the 'Pedestrian and Cycle only' zone (School Street)	Times of operation (AM)	Times of operation (PM)
S1	Branfil Primary School	- Southview Drive - Cedar Drive	8.00 - 9.30am	2 – 3:30pm
S2	Hylands Primary School	- Benjamin Close	8 – 9:30am	2.30 - 4.00pm
S3	Squirrels Heath Infant & Junior Schools	- Salsbury Rd	8:00 – 9.3 am	2:30– 4pm

- c) Approve the officer's recommendations to overrule the small number of objections received during the experimental order statutory consultation period and agree that officers write to the objectors where possible and explain why their objections have been overruled.

REPORT DETAIL

1. Background

- 1.1. The issue of traffic congestion and road safety outside schools is common throughout the borough and the surrounding areas. Overall, there is no specific solution that is suitable in all situations, as the road layout, school demographic and catchment area vary and have differing effects on how traffic behave at pick up/drop off periods.
- 1.2. In keeping with the London Borough of Havering Air Quality Action Plan (2018) and the aspirations of School Travel Plans, it was therefore proposed to carry out a pilot scheme to try and improve the traffic congestion, air quality and general road safety near to the identified schools as part of an experiment to determine the outcomes that could be achieved.
- 1.3. A School Street is a road outside a school with a temporary restriction on motorised traffic at school drop-off and pick-up times. The restriction applies to school traffic and through traffic. The result is a safer, healthier and pleasant environment for everyone.
- 1.4. School Street schemes offer a proactive solution for school communities to tackle air pollution, poor health and road danger reduction. A School Street scheme encourages a healthier lifestyle through providing safe infrastructure for families to walk, scoot or cycle to school. A school street improves the environment for all by reducing car traffic and thus air pollution.
- 1.5. School Street schemes also helps to deliver corporate objectives, and contributes to the 'Towards a Better' Havering strategy to keep its residents and borough users safe by delivering on their 'Keep Havering Moving Strategy'.
- 1.6. As part of the Council's continued commitment to reducing congestion and road danger outside of schools and improvements to public health, funding for School Streets has been agreed in Highways, Traffic and Parking's moving traffic enforcement budget.
- 1.7. As part of the Mayor of London's School Air Quality Audit Programme and in response to concerns raised by schools, parents, residents and members regarding high volumes of traffic around Havering Schools including, excessive speeds, congestion and air pollution around the borough School Streets would be implemented to improve safety around schools but to improve air quality and reduce emissions
- 1.8. The aim of School streets is to align with a number of the Councils strategic policies including Policy 12 in the corporate plan to develop healthy communities and Policy 23 to promote sustainable travel in the borough. Shaping the environment to promote physical activity as part of the Havering's Prevention of Obesity Strategy. As well as helping to deliver on the recently develop Havering Climate Action Plan. Finally the objectives of Havering Local Implementation Plan (LIP) are well aligned with school streets.
- 1.9. Havering Council is committed to creating the best possible street environments outside all schools across the borough. The purpose of these restrictions in the immediate vicinity of the schools was to:
 - a) create a healthier and Safer Havering by delivering residential traffic reduction schemes, safe and healthy (or 'liveable') neighbourhood schemes and healthy streets improvements to improve the quality of life and the health of our residents.

- b) encourage people to increase their levels of active travel and levels of physical activity in our population through educational and behavioural change programmes.
- c) create a Greener and More Sustainable Havering by reducing the levels of air pollutants associated with transport and improving air quality in Havering, through traffic and congestion reduction and increased sustainable travel.
- d) improve road safety through reducing the volume of traffic using roads past school gates.
- e) increase the number of families using active transport as their method of travel to school.
- f) improve local air quality near the school.
- g) encourage more people to walk and cycle instead of driving.
- h) make it safer for school children to cross the road by reducing the number of cars parked outside the school.
- i) create active and healthy environments near our schools.
- j) make the street environment outside the school more attractive.
- k) reduce traffic on the road.
- l) make it easier for local residents who drive to enter and exit their street.
- m) encourage safer driving; and to
- n) reduce traffic noise.

1.7 In 2019 all primary and secondary schools throughout the borough were assessed for their suitability for a school street.

1.8 For restricted access to be considered suitable for a School Street scheme, the main entrance of the school must not be located on, or share a junction with a:

- a) trunk road denoted by an 'A' number;
- b) distributor road denoted by a 'B' number; or
- c) a key through route used by Transport for London buses.

1.9 The above list is not exhaustive, and a site may be excluded due to linking key routes without a viable diversion.

1.10 Factors that are also used as part of the assessment when considering a school for the School Streets programme are detailed below:

- a) If any complaints had been received and the nature of the complaint.
- b) If the location had previously been considered for a Public Space Protection Order (PSPO).
- c) Accreditation to TfL's Sustainable Travel: Active, Responsible, Safe (STARS) scheme; which has been developed for London schools and nurseries and is

intended to inspire young people to travel to school sustainably, actively, responsibly and safely by championing walking, scooting and cycling.

- d) Road traffic collisions – Killed or Seriously Injured data (KSI).
- e) If the school is located on a road with direct vehicular access.
- f) Existing parking controls.
- g) Existing speed limit; or
- h) if the location was Included within a controlled parking zone (cpz).

1.11 Due to limited funding it was agreed the 23 schools in support of the scheme would be separated into three phases. Phase 1 was delivered in 2020 and phase 2 if agreed would be delivered in the first quarter of 2022. Phase 3 would be progressed in 2022/23 if funding is awarded.

1.12 Following consideration of the options and internal consultations it was concluded that a part time pedestrianised road closure approach (School Street) was the most appropriate and it was recommended this proposal be taken forward as the pilot method for the Phase 1 schemes on an experimental basis at three sites, which were:

- a) Branfil Primary School.
- b) Hylands Primary School; and
- c) Squirrels Infant & Junior Primary School

1.13 Officers engaged with the schools to understand their requirements for the proposals and the statutory 6 month consultation ended on 16th August 2020. The table below gives details of the themes of responses received through the consultation.

Support	Oppose
<ul style="list-style-type: none"> • ill reduce dangerous driving • Reduce congestion • Will stop cars speeding • Stop pavement parking • Stop driveways being blocked • Reduce selfish parking • Improve visibility when crossing the road • Make it safer for children • Reduce pollution in the immediate area • Allow access for school bus without obstruction • Stop road rage • Reduce noise pollution • Reduce the number of unattended and obstructive vehicles • Prevent aggressive confrontation • Stop engine idling • Reduce the chances of an accident • Stop vehicles from driving on the kerb to get passed • Will stop parents from abusing the parking restrictions • Will reduce littering from parents • The road will be safer due to continuous and automated enforcement • Will prevent anti-social behaviour • Will encourage those to walk or use transport • Generally safer streets 	<ul style="list-style-type: none"> • Deliveries will be very hard to manage • Careers and medical practitioners visit on a regular basis and cannot change appointments • Traders cant visit • Visitors will not be able to visit • Dictating and controlling lives of the residents. • Displacing the issue elsewhere and potentially making it more dangerous • Will take a lot of people time to apply for any exemptions which is an inconvenience • An excessive measure for any issues occurring • Some parents can't help but to drive as many are not in the catchment area • Drop off areas should be allocated • The severity of issues are weather dependant as many walk during the summer • Will burden residents more than parents. • Many issues are not just caused by parents • Accident stats are low so do not justify these tough measures • Will reduce attendance to nearby amenities such as the local parks • Should not be done as a blanket measure as all roads are different • Should not be enforced with PCNS • Parents will use other school entrances • Speeding will increase amongst residents in the road. • Will affect house price. • Applying for dispensation would be difficult if internet is down or for those who do not have it • Will exacerbate issues to a nearby school which may not have school streets • Will cause a lot of confusion amongst residents and delivery drivers • Should only be considered for worse effected roads

2 Implementation

- 2.7 Preliminary considerations and internal consultations indicated that a part time pedestrianised road closure approach was the most appropriate method to restrict traffic on roads outside of the following schools; Branfil Primary School, Hylands Primary School and Squirrels Infant & Junior School, during the school drop off and pick up periods.
- 2.8 The lead Cabinet Member for Environment has been consulted and officers engaged with residents, businesses and statutory stakeholders in the lead up to the introduction of the mitigation measures.

- 2.9 Ward Members were also consulted when the mitigation measures were originally proposed under the experimental orders and were in support of the mitigation measures and the ETMO process. They will also be informed of the outcome monitoring results, the objections received and about the decision on making the traffic orders permanent (subject to the approvals sought in this report).
- 2.10 Residents, businesses and schools within the consultation areas, were invited to take part in a public consultation exercise during the first six months of the scheme being in operation. The consultations gave them the opportunities to express their views on the proposals on the future of the scheme.
- 2.11 The 'pedestrian and pedal cycle' only zones operate from Monday to Friday during school term time and is monitored by CCTV camera enforcement, preventing access by motor vehicles, including parents/guardians, but still allowing residents full access to their properties by way of a permit / access permit. Emergency services are already exempt, but there are future plans to allow Blue Badge holders, and other permitted vehicles such as, Hackney Carriage License vehicles and council refuse and waste collections will be reviewed. Those who contravene may be issued with a penalty charge notice (PCN) by the enforcement cameras.
- 2.12 The current designs continue to offer safer environments for school children, parents, and carers and all borough users outside of schools during morning drop off and afternoon pick up times.
- 2.13 General traffic is not permitted to use the School Streets during the designated times detailed on the Pedestrian and Cycle only zone traffic signs. Non-registered vehicles that enter the pedestrian and cycle only zone during operational times are automatically issued with a PCN.
- 2.14 Residents who live within the pedestrian and cycle only zone are able to drive on the street at all times by registering their vehicles for a virtual exemption permit. The Pedestrian and Cycle only zone does not apply at weekends.
- 2.15 Detailed figures provided in **Appendix A** outlines the traffic volumes at all three locations and the surrounding areas, the poor parking over a 5 day period between 23-27 November 2020 demonstrates the parking issues within facing residents and the need for approval to a permanent order.
- 2.16 **Appendix B** to this report details the pre-consultation responses show that a range of between 48% and 78% either agreed or strongly agreed with the school streets proposals, and these are detailed in the tables below.

3 Recommendations

- 3.7 Following on from the implementation of the Phase 1 of the School Streets restrictions The effect of this restricted traffic on roads outside of the schools during the school drop off times and pick up as shown in **Appendix A**. Restrictions were in place Monday to Friday, preventing vehicular access for parents/guardians but still allowing residents full access to their properties that lived within the restricted area.
- 3.8 The enforcement was carried out with the use of Closed Circuit Television (CCTV) cameras which were installed in agreed locations. Enforcement is only being carried out during school term times, as the purpose of the schemes are to create a safe space around the schools for children.
- 3.9 The scheme outcomes have been monitored since implementation, and the impacts of the schemes have been universally positive, with reductions in traffic flows, and delivering a safer walking and cycling environment for sustainable travel to the schools is reflected in the PCN

details provided at **Appendix C** and show that there was almost a 50% reduction in traffic and therefore, showing that not only is compliance working, but the councils objectives are being met in line with.

3.10 Statutory consultation with the public on the future of the scheme was undertaken during the first six months following the implementation of the experimental traffic order and the comments received during this statutory engagement phase have been taken on board in the preparation of this report.

3.11 Several concerns/objections to the Phase 1 School Streets proposals were received during the six month experimental consultation period from both residents and parents who lived outside of the area and these are detailed below:

- a) to improve air quality and safety outside schools, the proposed operational hours would affect them getting to work; and
- b) traffic will be displaced elsewhere in the surrounding streets.

3.12 Requests were also received to:

- a) exempt Hackney Carriage Licensed taxis and blue badge holders during the restricted times; and to
- b) amend the operational times of some of the zones in line with post covid-19 school opening / closing times.

3.13 Officers undertook surveys with the schools, residents and businesses in the roads directly affected by the proposals and roads located in close proximity between the 1st and 18th July 2021 and the results are detailed in the table below at **Appendix D**.

3.14 Where applicable the tables detail the responses received from:

- a) residents living in the road where the experimental School Street is in operation.
- b) residents living within a 2 mile radius of where the experimental School Street is in operation.
- c) members of the public who live outside of the 2 mile radius of where the experimental School Street is in operation but within the borough of Havering and
- d) members of the public who live outside of the borough.

3.15 The results confirm that the school, residents and business respondents in the area around Branfil Primary School were marginally non supportive of the implementation of a School Street scheme initially but of those who responded during this later survey it can be seen there's an overall agreement at 20 to 0. No responses were received from members of the public outside of the 2 mile radius of the school.

3.16 The results confirm that the school, residents and business respondents in the area around Hylands Primary School who were initially in support of the implementation of a School Street scheme show that this still remains the case.

3.17 Squirrels Infant & Junior Primary Schools who were in support of the implementation of a School Street scheme initially show that this still remains the case for those within the school street who are directly affected but respondents from the surrounding are marginally disagreed at 21 to 22. However, there were 18 respondents who neither agreed nor disagreed to the scheme. No responses were received from members of the public who live outside of the borough.

3.18 Analysis of the results also revealed that 80% of respondents to the survey did not respond to the questions asking how the scheme has affected their deliveries which suggests this isn't an

issue at this stage. However, customers who rely on TomTom for accurate real-time traffic information and routing guidance are partnering with one.network, among other incident data suppliers, to ensure School Streets schemes are included within their satellite navigation systems.

- 3.19 At this stage any changes to the controls are not recommended as this would require further extensive consultation which would result in the eighteen month experimental deadline being surpassed. If this were to happen the schemes would no longer be enforceable.
- 3.20 It is considered that the results of the reduction in traffic, removal of erroneous and dangerous parking and the benefits to the safety and health of residents and attendees to the school far outweigh the oppositions raised to the scheme and it is therefore recommended that the Committee overrules the objections and agrees to make the schemes permanent.
- 3.21 If agreement is given to make the schemes permanent, officers would continue to monitor and review the schemes. Any proposals to make changes would be presented at a future meeting for approval to progress the undertaking separate consultations to address the concerns raised.
- 3.22 It is noted that officers would continue to monitor the operation and effectiveness of the approved schemes with any consequential proposals for changes presented at a future meeting of the Highways Advisory Committee.

IMPLICATIONS AND RISKS

4 Financial implications and risks:

- 4.1 This report is asking HAC to recommend to the Cabinet Member the formal consultation of the above schemes.
- 4.2 The estimated cost of £0.0050m will be met from £0.0050m which has been awarded as part of Havering's 2021/22 LIP budget.
- 4.3 The costs shown are an estimate of the full costs of the schemes, should all proposals be implemented. It should be noted that subject to the recommendations of the committee a final decision then would be made by Cabinet Member for Environment in 2022 with regards to actual implementation and scheme detail. Therefore, final costs are subject to change.
- 4.4 The council currently has two contracts with suppliers Videalert LTD and Chipside LTD to aid with the implementation of both School Street and Moving Traffic Contravention (MTCs) schemes using CCTV. Both contracts are prescriptive in their requirements and allow little flexibility for future growth or expansion of the infrastructure for MTC cameras. This means that we must deliver current requirements within the parameters of the existing contracts.
- 4.5 The Council is procuring a new MTC camera contract that will provide future proofing for the service, and new contract arrangements are expected to be in place shortly. .
- 4.6 Due to the fact enforcement would be undertaken using cameras, there will be an associated PCN income generated by these schemes, although the value of this revenue cannot be estimated in advance. Ideally, the council wants full compliance which will mean income will be negligible.
- 4.7 This is a standard project for Public Realm and there is no expectation that the works cannot be contained within the cost estimate. There is an element of contingency built into the financial

estimate. In the unlikely event of an overspend, the balance would need to be contained within the overall Public Realm budget

5 Alternative Options Considered and rejected

5.1 Alternative Options were considered and rejected due to the positive outcome of the consultation.

6 Legal implications and risks:

The implementation of the three School Streets schemes for Branfil Primary School, Hylands Primary School and Squirrels Heath Infant & Junior Schools were introduced in September 2020. The Council has allowed the mandatory 6-months objections period to lapse before seeking a decision on whether or not the experimental order is made permanent and this decision is being taken within 18-months of the order coming into force. Section 9 RTRA 1984 (3) provides that an experimental order shall not continue in force for longer than 18 months.

In making a decision on the permanency of the experimental scheme the Council has considered the effectiveness of the scheme in a live setting and taken account of all public representations received during the statutory objection period.

The Council's power to make an order regulating or controlling vehicular traffic on roads is set out in Section 6 of Part 1 RTRA 1984. Schedule 1 of the RTRA 1984 lists those matters as to which Orders can be made under Section 6. The Traffic Signs Regulations and General Directions 2016 govern road traffic signs and road markings.

Before an Order is made, the Council should ensure that the statutory procedures set out in the Local Authorities Traffic Orders (Procedure) (England & Wales) Regulations 1996 are complied with.

Section 122 RTRA 1984 imposes a general duty on local authorities when exercising functions under the RTRA. It provides, insofar as is material, to secure the expeditious, convenient and safe movement of vehicular and other traffic (including pedestrians). This statutory duty must be balanced with any concerns received over the implementation of the proposals.

In considering any consultation responses, the Council must balance the concerns of any objectors with the statutory duty under section 122 RTRA 1984.

7 Human Resources implications and risks:

7.1 If the School Streets Scheme is accepted as permanent, there are no HR implications or risks arising directly.

7.2 The enforcement of School Street zones is an automated process using CCTV. Reviewing of moving traffic footage for all existing cameras throughout the borough is administered by Highways, Traffic and Parking Control's Operations team who review 37 enforcement cameras.

7.3 The enforcement of School Street zones is an automated process using CCTV. Reviewing of moving traffic footage for all existing cameras throughout the borough is administered by Highways, Traffic and Parking Control's Operations team who review 37 enforcement cameras

7.4 School streets operate for no more than 2 hours a day per site during term time only. The additional footage recorded for all the proposed schemes is expected to be no more than 2,000 clips per week. To put this in perspective, 1 existing camera out of the existing 37, which monitors Tangent Link records approximately 1,500 clips per week needing review.

7.5 The Operations team has the current capacity for the additional reviewing. This is not a change to their job description needing evaluation and will not require recruitment to cover the work.

8 Equalities implications and risks:

8.1 Havering has a diverse community made up of many different groups and individuals. The council values diversity and believes it essential to understand and include the different contributions, perspectives and experience that people from different backgrounds bring.

8.2 The Public Sector Equality Duty (PSED) under section 149 of the Equality Act 2010 requires the council, when exercising its functions, to have due regard to:

- (i) the need to eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010;
- (ii) the need to advance equality of opportunity between persons who share protected characteristics and those who do not, and;
- (iii) foster good relations between those who have protected characteristics and those who do not.

8.3 Note: 'Protected characteristics' are: age, sex, race, disability, sexual orientation, marriage and civil partnerships, religion or belief, pregnancy and maternity and gender reassignment.

8.4 The council demonstrates its commitment to the Equality Act in its decision-making processes, the provision, procurement and commissioning of its services, and employment practices concerning its workforce. In addition, the council is also committed to improving the quality of life and wellbeing of all Havering residents in respect of socio-economics and health determinants.

8.5 This scheme represents an opportunity to deliver a range of positive impacts, safe streets and improved driver behaviours on London Borough of Havering roads for everyone. Following consideration of any likely impacts and the development of appropriate mitigations, no negative impacts on prescribed impact groups with protected characteristics have been identified that have not been addressed by the proposed mitigations.

8.6 Restricting vehicular access to schools during pick-up and drop-off time will encourage walking and cycling for parents / guardians and children would contribute to improving their health. This will also reduce the pollution caused by traffic and idling vehicles which will benefit all those living in close proximity, and those travelling to and from, the schools.

8.7 An equalities impact assessment was conducted on 24 August 2020 and reviewed again on 17 November 2021.

BACKGROUND PAPERS

9 The following background material has been utilized in the development of this document:

9.1 Mayoral of London's School Air Quality Audit Programme

9.2 Delegated Approval Report - School Streets Phase 1.

9.3 Key Executive Decision – Consultation Outcome on 24.08.20.

9.4 Havering's Air Quality Action Plan 2018-2023

APPENDICES

APPENDIX A – TRAFFIC DATA (Pre-Implementation)

Branfil Primary School

Between 07:55 - 09:35 and 13:55 - 15:35	Acacia Drive	Cedar Avenue	Gaynes Park Road	Little Gaynes Lane	South View Drive	Sycamore Avenue	Total
Accident							0
Blocking drop kerbs	62	22	4	17	15	12	132
Dangerous manoeuvres			7	2			9
Double parking in road	1					2	3
Driving on pavements		1					1
Mounting pavements		6			7		13
Parked cars are obstructive and stopping other vehicles passing	31	3	181	90	17	15	337
Parking on any parking restriction illegally	3	2	19	9	1		34
Parking on junctions with or without yellow lines							0
	97	34	211	118	40	29	529

Hylands Primary School

Between 07:55 - 09:35 and 14:25 - 16:05	Benjamin Close	Claremont Road	Clifton Road	Globe Road	Malvern Road	Rossall Close	Total
Accident							0
Blocking drop kerbs		1	29		18	43	91
Double parking in road		4	7	5	2		18
Mounting pavements	4			1	1	1	7
Parked cars are obstructive and stopping other vehicles passing		3	1	36	2	1	43
Parking on any parking restriction illegally	1			44	20	23	88
	5	8	37	86	43	68	247

Squirrels Infant & Junior Primary School

Between 07:55 - 09:35 and 14:25 - 16:05	Hazelmere Gardens	Heath Park Road	Lytton Road	Margaret Road	Salisbury Road
---	-------------------	-----------------	-------------	---------------	----------------

Blocking drop kerbs	87	73	19		48
Blocking safe crossing points					
Dangerous manoeuvres					
Double parking in road	1				5
Driving on pavements					
Mounting Pavements	2	63			1
Parked cars are obstructive and stopping other vehicles passing		25	1	2	2
Parking on any parking restriction illegally	8	26	2	6	15
	98	187	22	8	71

Squirrels Infant & Junior Primary School - continued

Between 07:55 - 09:35 and 14:25 - 16:05	Balmoral Road	Brentwood Road	Cavenham Gardens	Great Gardens Road	Overall Total
Blocking drop kerbs	3		27	19	276
Blocking safe crossing points					0
Dangerous manoeuvres					0
Double parking in road					6
Driving on pavements		1			1
Mounting Pavements		3	1	2	72
Parked cars are obstructive and stopping other vehicles passing		1	8	7	46
Parking on any parking restriction illegally	18			1	76
	21	5	36	29	477

APPENDIX B – (Consultation Results Pre-Implementation)

Schools	Opposed Scheme		Supports Scheme		Grand Total	
Branfil	74	51.39%	70	48.61%	144	100.00%

Business	0	0.00%	2	1.39%	2	1.39%
Resident	50	34.72%	54	37.50%	104	72.22%
Someone who works in the area	3	2.08%	5	3.47%	8	5.56%
Visitor	21	14.58%	9	6.25%	30	20.83%

Hylands	16	21.62%	58	78.38%	74	100.00%
Business	1	1.35%	0	0.00%	1	1.35%
Resident	15	20.27%	34	45.95%	49	66.22%
Someone who works in the area	0	0.00%	3	4.05%	3	4.05%
Visitor	0	0.00%	21	28.38%	21	28.38%

Squirrels Heath	18	29.03%	44	70.97%	62	100.00%
Business	0	0.00%	0	0.00%	0	0.00%
Resident	14	22.58%	40	64.52%	54	87.10%
Someone who works in the area	3	4.84%	0	0.00%	3	4.84%
Visitor	1	1.61%	4	6.45%	5	8.06%

APPENDIX C – Penalty Charge Notice (PCN) Traffic Data

School	PCNs issued Nov 20 – Mar 21	PCNs issued Apr 21 – Sep 21
Branfil Primary School	1061	617
Hylands Primary School	225	101
Squirrels Infant and Junior Primary Schools	1378	593
Total	2664	1331

APPENDIX D – (Consultation Results Post-Implementation)

Number of consultation responses received for the experimental School Street scheme for Branfil Primary School

Roads located where the experimental School Street is in operation	Agree	Disagree	Neither Agree or Disagree
Cedar Avenue	16	0	
Southview Drive	4	0	
Total	20	0	0

Roads located within a 2 mile radius of where the experimental School Street is in operation.	Agree	Disagree	Neither Agree or Disagree
Wayside Avenue	1		
Lingfield Avenue	1		
Gayne Park Road		3	
Sycamore Avenue		2	
Acacia Dive		5	1
Brackendale Gardens		1	
Southview Drive		2	
Little Gaynes Lane			1
Total	2	13	2

Number of consultation responses received for the experimental School Street scheme for Hylands Primary School

Roads where the experimental School Street is in operation	Agree	Disagree	Neither Agree or Disagree
Benjamin Close	10	0	0

Roads located within a 2 mile radius of where the experimental School Street is in operation.	Agree	Disagree	Neither Agree or Disagree
Globe Road		10	2
Granger Way	1		2
Clifton Road	1	3	1
Rossall Close		5	2
Malvern Road	2		
Mellowes Road	1	2	
Mashiters Walk	1		
Hyland Close	1		
Glanville Drive			1
Loom Grove	1		
Juliette Mews	1		
Manor Road	1		
Norman Road	1		
Brentwood Road	2		2
Saunton Road			1
Strathmore Gardens			1
Bush Elms Lane			1
Northdown Road	1		
Southdown Road	1		
London Road	1		
Tolbut Court	1		
Grenfeill Avenue	1		
Park Crescent	2		
Grosvenor Drive	1		
Ravenscourt Grove			
Park Lane			1

Victoria Road	1		
Hillcrest Road	1		
Allandale Road	1		
Savoy Grove	1		
Wootton Close	1		
Haze Rise	1		
Bell Avenue	1		
Bell house Avenue	1		
Northdown Road	1		
Elm Parade			1
Coronation Drive			1
Osbourne Road	1		
Total	32	20	16

Roads located outside of the 2 mile radius of where the experimental School Street is in operation but within the borough of Havering	Agree	Disagree	Neither Agree or Disagree
Cross Road	1		
Tyne Close	1		
Rectory Road	1		
The Grove	1		
Total	4		

Roads located outside of the borough	Agree	Disagree	Neither Agree or Disagree
Hyme Road	1	1	
Folkestone Road	1		
Total	2	1	

Number of consultation responses received for the experimental School Street scheme for Squirrels Heath Infant & Junior Primary Schools

Roads located where the experimental School Street is in operation	Agree	Disagree	Neither Agree or Disagree
Salisbury Road	18	1	5

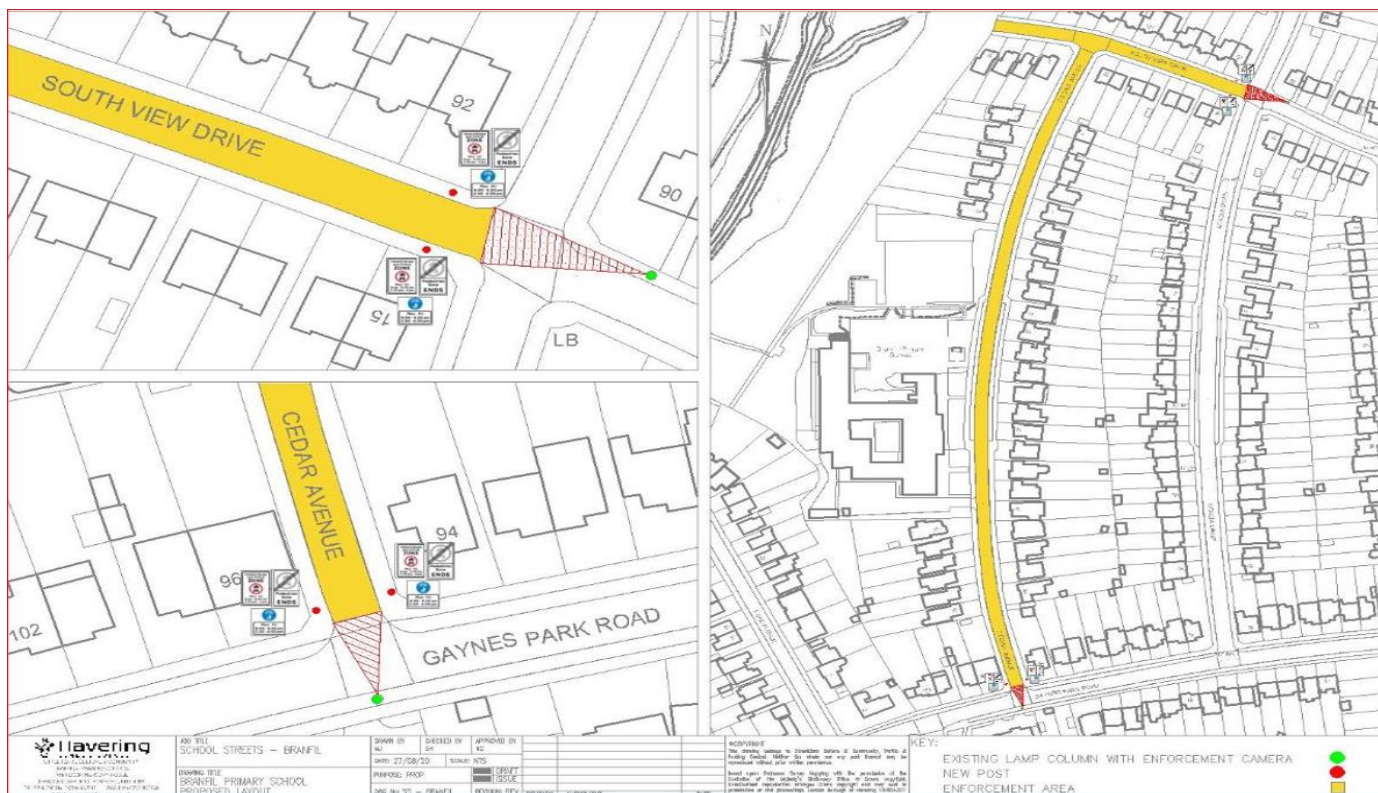
Roads located within a 2 mile radius of where the experimental School Street is in operation.	Agree	Disagree	Neither Agree or Disagree
Brentwood Road	3	4	3
Great Gardens Road	1	2	
Margaret Road	3		
Lytton Road		3	2
Heath Park Road	2	5	3
Balmoral Road		2	1

Faith Close	2		
Kingsley Court	1		
Maybrick Road		1	
Royle Close		1	
Cranham Road		1	2
Pemberton Avenue	1		
Fairholme Avenue	1		
Cavenham Gardens	1		1
Hamilton Road			1
Hastings Road	1		
Lawrence Road	1		2
Hazelmere Gardens		2	2
Total	20	21	17

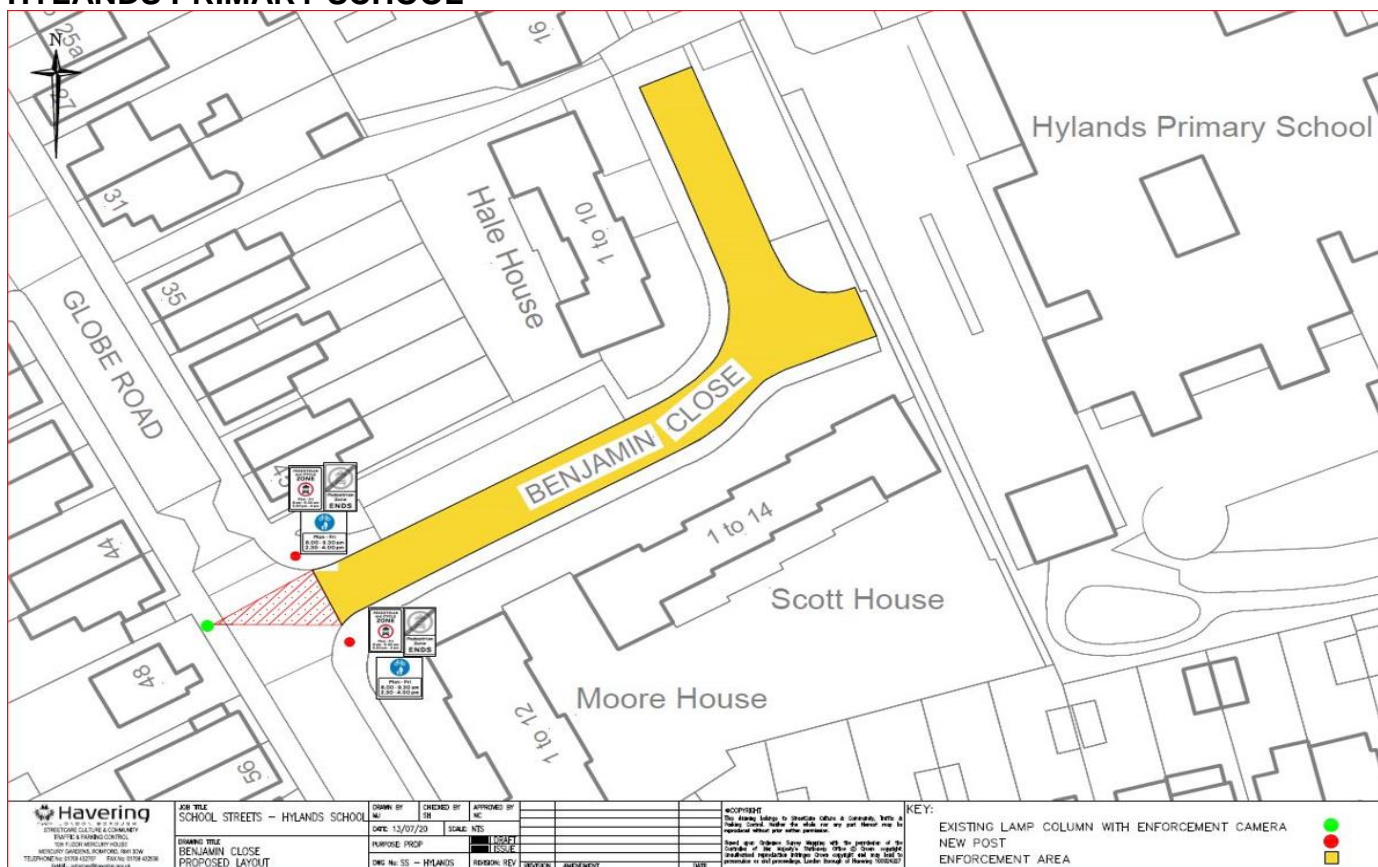
Roads located outside of the 2 mile radius of where the experimental School Street is in operation but within the borough of Havering	Agree	Disagree	Neither Agree or Disagree
Ferguson Court		1	
Suttons Avenue			1
Coronation Drive	1		
Total	1	1	1

APPENDIX E: SCHOOL STREET LOCATION DRAWINGS

BRANFIL PRIMARY SCHOOL



HYLANDS PRIMARY SCHOOL





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Equality & Health Impact Assessment (EqHIA)

Document control

Title of activity:	School Streets
Lead officer:	Sam Antione – Project Manager Highways, Traffic and Parking, Neighbourhoods Directorate
Approved by:	Nicolina Cooper – Group Manager Highways, Traffic and Parking, Neighbourhoods Directorate
Date completed:	24/08/2020. Reviewed 17/11/2021
Scheduled date for review:	If the orders are made permanent it should be monitored and reviewed if amendments are requested after the date the orders are made permanent.

Did you seek advice from the Corporate Policy & Diversity team?	No
Did you seek advice from the Public Health team?	Yes
Does the EqHIA contain any confidential or exempt information that would prevent you publishing it on the Council's website?	No

Please submit the completed form via e-mail to EqHIA@havering.gov.uk thank you.

1. Equality & Health Impact Assessment Checklist

Please complete the following checklist to determine whether or not you will need to complete an EqHIA and ensure you keep this section for your audit trail. If you have any questions, please contact EgHIA@haverling.gov.uk for advice from either the Corporate Diversity or Public Health teams. Please refer to the Guidance in Appendix 1 on how to complete this form.

About your activity

1	Title of activity	School Streets
2	Type of activity	<p>School Streets are promoted by the Mayor of London as part of the Transport Strategy and more recently Transport for London (TfL) in response to the Covid pandemic. Funding was made available by TfL to promote the introduction of School Streets to encourage a modal shift away from car use and encourage more walking, cycling and scooting to school to help reduce the environmental impact of pollution at school pick up and drop off times, reduce congestion and improve safety for children.</p>
3	Scope of activity	<p>The aims of the project plans are to introduce School Streets outside of schools that have been identified to meet the criteria as set out in TfL's Streetspace plan. The schools were assessed for funding through Transport for London's Streetspace plan on the following key principles:</p> <ul style="list-style-type: none"> • Road danger was a recognised and significant issue prior to the COVID-19 outbreak • Where there was a recognised and significant problem with crowding outside school prior to the COVID-19 outbreak. • Where a large number of complaints had been received, and or a Councillor had highlighted safety concerns raised by residents • Where there are two or more schools in close proximity to one another. • Schools with narrow footways posing a safety risk to children. • Schools with large intake/multi form entry, that even with a staggered start/finish times crowding outside is still likely. <p>The shortlisted schools were evaluated by Transport Planning, the Education, Achievement and Learning Service and the Highways, Traffic and Parking Service.</p>

4a	Are you changing, introducing a new, or removing a service, policy, strategy or function?	Yes	If the answer to <u>any</u> of these questions is 'YES', please continue to question 5.	If the answer to <u>all</u> of the questions (4a, 4b & 4c) is 'NO', please go to question 6.
4b	Does this activity have the potential to impact (either positively or negatively) upon people (9 protected characteristics)?	Yes		
4c	Does the activity have the potential to impact (either positively or negatively) upon any factors which determine people's health and wellbeing?	Yes		
5	If you answered YES:	Please complete the EqHIA in Section 2 of this document. Please see Appendix 1 for Guidance.		
6	If you answered NO:			

Completed by:	Omar Tingling / Sam Antione – Project Manager Highways, Traffic and Parking, Neighbourhoods Directorate
Date:	17/11/2021

2. The EqHIA – How will the strategy, policy, plan, procedure and/or service impact on people?

Background/context:
<p>School Street schemes offer a proactive solution for school communities to tackle air pollution, poor health and road danger reduction. A School Street scheme will encourage a healthier lifestyle and active travel to school for families and lead to a better environment for everyone.</p> <p>Any of the schools in Havering that are located in suitable area on the road network can have a school street introduced.</p> <p>They can be enforced using physical restrictions such as temporary bollards, like water filled barriers or large planters on wheels.</p> <p>Though it is preferable to use camera enforcement to minimise reliance on 3rd parties such as school staff, or other Council Services and to minimise disruption to local residents and the schools themselves. This also makes enforcing the scheme more effective and</p>

likely to have a permanent impact on changing behaviour and a modal shift in transport habits.

When considering a School Street candidate, the following key principles apply:

- Road danger was a recognised and significant issue prior to the COVID-19 outbreak
- Where there was a recognised and significant problem with crowding outside school prior to the COVID-19 outbreak.
- Where a large number of complaints had been received, and or a Councillor had highlighted safety concerns raised by residents
- Where there are two or more schools in close proximity to one another.
- Schools with narrow footways posing a safety risk to children.
- Schools with large intake/multi form entry, that even with a staggered start/finish times crowding outside is still likely.

In light of the COVID-19 outbreak, Transport for London is encouraging applications for funding to deliver School Streets across London. The funding that will be made available will cover a percentage of the cost for schemes in the short to medium term.

**Expand box as required*

Who will be affected by the activity?

All road users will have access prohibited to School Street zones for a short period of time in the morning and afternoon at school drop off and pick up times unless they are exempt from the prohibition.

Each School Street zone is designed to protect the main entrances for the schools. The zone will pedestrianize the immediate area and be terminated at suitable junctions that allow for traffic to avoid the zones during the times of prohibition. All entry and exit points will be clearly signposted.

The enforcement will only be for vehicles entering the zone during the times of prohibition and will not restrict any vehicle exiting if they were already parked in the zone. This means residents and their visitors needing to exit during the times of restriction will not be unduly penalised.

Exemptions will be for all children with disabled badges and or their parent / guardians if they are also registered as disabled and have a valid blue badge. All vehicles registered to a property in the zones will also qualify for an exemption.

Any school travel assistance vehicles provided by Education and Learning Services for children unable to attend school without it will also be included in the exemptions.

Teachers and school staff will not be included as they are not considered essential vehicles. Nor will any Council Service vehicles such as waste and recycling. Emergency vehicles will be automatically granted an exemption and will not need to register.

Exemptions are to be kept to an absolute minimum, as to allow too many vehicles to drive through a School Street zone undermines the intent of the schemes by reintroducing road danger which puts the safety of children at risk.

**Expand box as required*

Protected Characteristic - Age: Consider the full range of age groups

Please tick (✓)
the relevant box:

Positive

✓

Neutral

Negative

Overall impact:

Older adults should do some type of physical activity every day. Any type of activity is good for you. The more you do the better.

Adults aged 65 and over should:

- aim to be physically active every day. Any activity is better than none. The more you do the better, even if it's just light activity
- do activities that improve strength, balance and flexibility on at least 2 days a week
- do at least 150 minutes of moderate intensity activity a week or 75 minutes of vigorous intensity activity if you are already active, or a combination of both
- reduce time spent sitting or lying down and break up long periods of not moving with some activity

**Expand box as required*

Evidence:

NHS physical activity guidelines for older people:

<https://www.nhs.uk/live-well/exercise/physical-activity-guidelines-older-adults/#what-counts-as-light-activity>

**Expand box as required*

Sources used:

NHS

**Expand box as required*

Protected Characteristic - Disability: Consider the full range of disabilities; including physical mental, sensory and progressive conditions

Please tick (✓)
the relevant box:

Positive

✓

Overall impact:

Adults in possession of a valid disabled badge that are responsible for

Neutral		children enrolled in the schools will be eligible to register for an exemption. If a child is registered for a blue badge, their parent(s) and other immediate relatives like a grandparent(s) will also be eligible for an exemption. This will be evaluated on a case by case basis to include other relatives than those described, but will be limited to avoid abuse.
Negative		
<i>*Expand box as required</i>		
Evidence: Blue badges and the school pupil register.		
<i>*Expand box as required</i>		
Sources used: Documents provided by the blue badge holder and the schools.		
<i>*Expand box as required</i>		

Protected Characteristic - Sex/gender: Consider both men and women		
Please tick (✓) the relevant box:		Overall impact: A School Street scheme does not positively or negatively affect any person based on their gender.
Positive		
Neutral	✓	
Negative		
<i>*Expand box as required</i>		
Evidence: N/A		
<i>*Expand box as required</i>		
Sources used: N/A		
<i>*Expand box as required</i>		

Protected Characteristic - Ethnicity/race: Consider the impact on different ethnic groups and nationalities		
Please tick (✓) the relevant box:		Overall impact: A School Street scheme does not positively or negatively affect any person based on the ethnic group they identify with. <i>*Expand box as required</i>
Positive	<input type="checkbox"/>	
Neutral	<input checked="" type="checkbox"/>	
Negative	<input type="checkbox"/>	
Evidence: N/A <i>*Expand box as required</i>		
Sources used: N/A <i>*Expand box as required</i>		

Protected Characteristic - Religion/fait: Consider people from different religions or beliefs including those with no religion or belief		
Please tick (✓) the relevant box:		Overall impact: A School Street scheme does not positively or negatively affect any person who identifies with belief or nonbelief in a religion. <i>*Expand box as required</i>
Positive	<input type="checkbox"/>	
Neutral	<input checked="" type="checkbox"/>	
Negative	<input type="checkbox"/>	
Evidence: N/A <i>*Expand box as required</i>		

Sources used: N/A

**Expand box as required*

Protected Characteristic - Sexual orientation: Consider people who are heterosexual, lesbian, gay or bisexual							
Please tick (✓) the relevant box:	Overall impact: A School Street scheme does not positively or negatively affect any person's sexual orientation.						
<table border="1"> <tr> <td>Positive</td> <td></td> </tr> <tr> <td>Neutral</td> <td>✓</td> </tr> <tr> <td>Negative</td> <td></td> </tr> </table>	Positive		Neutral	✓	Negative		
Positive							
Neutral	✓						
Negative							
Evidence: N/A							
Sources used: N/A							

**Expand box as required*

Protected Characteristic - Gender reassignment: Consider people who are seeking, undergoing or have received gender reassignment surgery, as well as people whose gender identity is different from their gender at birth							
Please tick (✓) the relevant box:	Overall impact: A School Street scheme does not positively or negatively affect any person who chooses to change their gender.						
<table border="1"> <tr> <td>Positive</td> <td></td> </tr> <tr> <td>Neutral</td> <td>✓</td> </tr> <tr> <td>Negative</td> <td></td> </tr> </table>	Positive		Neutral	✓	Negative		
Positive							
Neutral	✓						
Negative							

**Expand box as required*

Evidence:	N/A
<i>*Expand box as required</i>	
Sources used:	N/A
<i>*Expand box as required</i>	

Protected Characteristic - Marriage/civil partnership: Consider people in a marriage or civil partnership		
Please tick (✓) the relevant box:		Overall impact:
Positive		A School Street scheme does not positively or negatively affect any person who is married or in a civil partnership.
Neutral	√	
Negative		
<i>*Expand box as required</i>		
Evidence:		
N/A		
<i>*Expand box as required</i>		
Sources used:		
N/A		
<i>*Expand box as required</i>		

Protected Characteristic - Pregnancy, maternity and paternity: Consider those who are pregnant and those who are undertaking maternity or paternity leave		
Please tick (✓) the relevant box:		Overall impact:
Positive	√	Exercising during your pregnancy is safe and healthy. You can do most types of exercise in pregnancy, including running, Pilates, weights, yoga and swimming.
Neutral		

Negative		
<i>*Expand box as required</i>		
Evidence: NHS exercise tips for pregnancy <p>Do not exhaust yourself. You may need to slow down as your pregnancy progresses or if your maternity team advises you to. If in doubt, consult your maternity team.</p> <p>As a general rule, you should be able to hold a conversation as you exercise when pregnant. If you become breathless as you talk, then you're probably exercising too strenuously.</p> <p>If you were not active before you got pregnant, do not suddenly take up strenuous exercise. If you start an aerobic exercise programme (such as running, swimming, cycling or aerobics classes), tell the instructor that you're pregnant and begin with no more than 15 minutes of continuous exercise, 3 times a week. Increase this gradually to daily 30-minute sessions.</p> Tommy's charity <p>Tommy's provide evidence based, expert and user led, accessible pregnancy information to support expectant parents in understanding what they can do to support a safe and healthy pregnancy.</p>		
<i>*Expand box as required</i>		
Sources used: https://www.nhs.uk/conditions/pregnancy-and-baby/pregnancy-exercise/ https://www.tommys.org/our-organisation/our-research/healthy-pregnancy		
<i>*Expand box as required</i>		

Socio-economic status: Consider those who are from low income or financially excluded backgrounds		
Please tick (✓) the relevant box:		Overall impact: <p>A School Street scheme does not positively or negatively affect any person who is from a low income family or a financially excluded background.</p>
Positive		
Neutral	✓	
Negative		
<i>*Expand box as required</i>		
Evidence: <p>N/A</p>		
<i>*Expand box as required</i>		

Sources used:

N/A

**Expand box as required*

Health & Wellbeing Impact: Consider both short and long-term impacts of the activity on a person's physical and mental health, particularly for disadvantaged, vulnerable or at-risk groups. Can health and wellbeing be positively promoted through this activity? Please use the Health and Wellbeing Impact Tool in Appendix 2 to help you answer this question.

Please tick (✓) all the relevant boxes that apply:

Positive

✓

Neutral**Negative****Overall impact:**

School Street schemes offer a proactive solution for school communities to tackle air pollution, poor health and road danger reduction. A School Street scheme will encourage a healthier lifestyle and active travel to school for families and lead to a better environment for everyone.

**Expand box as required*

Do you consider that a more in-depth HIA is required as a result of this brief assessment? Please tick (✓) the relevant box

Yes

☐

No

☒**Evidence:****Road danger reduction**

Statistics from the Department of Transport reveal that 14% of children killed on Great Britain's roads in 2018 were between the morning school run (7-9am) and 23% after school between 3-5pm. A [report](#) from insurer Admiral shows a 43% fall of road collisions during the holidays at school run time.

Health Benefits

The latest [Chief Medical Official Report](#), shows that "children in England are among the most overweight in Europe: 24% of children start primary school overweight or obese, rising to 33% by the time they leave primary school." Exercising vigorously at least once a day is key to a long lasting good health and this could be so easily achieved by having an active journey to school. Active travel also has the potential to transcend poor health inequality as the distribution of obesity in children is strongly linked to levels of deprivation.

Mental Health

Physical activity leads to chemical changes in the brain that trigger a positive mood and a feel good mind-set. Combining this with an activity children generally enjoy, like cycling or scooting, with their mates or chatting away on the way to school would result in pupils having a great start of the day, already focused and ready to learn. Cycling to school also increases self-confidence as children would have to put in practice a skill they have learnt as well as exercising self-control.

Air quality

The government recently published a [Review of Interventions to Improve Outdoor Air Quality and Public Health](#). The report confirms that children's long term health is at risk. As vulnerable receptors, their lungs development is particularly at risk with damages that will stay with them for the rest of their lives. Pollution also worsens asthma, and increases risks of allergies; it impacts on the brain by reducing attentiveness and memory. It has been linked to depression, anxiety and attention deficit disorder as well as raising the risk of heart disease later in life.

**Expand box as required*

Sources used:

Schoolstreets.org.uk
Department for Transport
Transport for London
Public Health England
Chief Medical Officer

**Expand box as required*

3. Outcome of the Assessment

The EqHIA assessment is intended to be used as an improvement tool to make sure the activity maximises the positive impacts and eliminates or minimises the negative impacts. The possible outcomes of the assessment are listed below and what the next steps to take are:

Please tick (✓) what the overall outcome of your assessment was:

✓	1. The EqHIA identified <u>no significant concerns</u> OR the identified <u>negative concerns</u> have already been <u>addressed</u>	➔	Proceed with implementation of your activity
	2. The EqHIA identified some <u>negative impact</u> which still needs <u>to be addressed</u>	➔	COMPLETE SECTION 4: Complete action plan and finalise the EqHIA
	3. The EqHIA identified some <u>major concerns</u> and showed that it is <u>impossible to diminish negative impacts</u> from the activity to an acceptable or even lawful level	➔	Stop and remove the activity or revise the activity thoroughly . Complete an EqHIA on the revised proposal.

4. Action Plan

The real value of completing an EqHIA comes from the identifying the actions that can be taken to eliminate/minimise negative impacts and enhance/optimize positive impacts. In this section you should list the specific actions that set out how you will address any negative equality and health & wellbeing impacts you have identified in this assessment. Please ensure that your action plan is: more than just a list of proposals and good intentions; sets ambitious yet achievable outcomes and timescales; and is clear about resource implications.

Protected characteristic / health & wellbeing impact	Identified Negative or Positive impact	Recommended actions to mitigate Negative impact* or further promote Positive impact	Outcomes and monitoring**	Timescale	Lead officer

Add further rows as necessary

* You should include details of any future consultations and any actions to be undertaken to mitigate negative impacts

** Monitoring: You should state how the impact (positive or negative) will be monitored; what outcome measures will be used; the known (or likely) data source for outcome measurements; how regularly it will be monitored; and who will be monitoring it (if this is different from the lead officer).

5. Review

In this section you should identify how frequently the EqHIA will be reviewed; the date for next review; and who will be reviewing it.

Review:

Scheduled date of review:

Lead Officer conducting the review:

**Expand box as required*

Please submit the completed form via e-mail to EqHIA@havering.gov.uk thank you.

Appendix 1. Guidance on Undertaking an EqHIA

This Guidance can be deleted prior to publication.

What is it?

The Equality & Health Impact Assessment (EqHIA) is a tool to ensure that your activity meets the needs of individuals and groups that use your service, whilst at the same time ensuring a person's chance of leading a healthy life is the same wherever they live and whoever they are. We want to ensure that the activities of the Council are 'fit for purpose' and meet the needs of Havering's increasingly diverse communities and employees. This robust and systematic EqHIA process ensures that any potential detrimental effects or discrimination is identified, removed, or mitigated and positive impacts are enhanced.

When to Assess:

An EqHIA should be carried out when you are changing, removing or introducing a new service, policy, strategy or function; for simplicity, these are referred to as an "activity" throughout this document. It is best to conduct the assessment as early as possible in the decision-making process.

Guidance: Equality & Health Impact Assessment Checklist

The Checklist in Section 1 asks the key questions,

4a) Are you changing, introducing a new, or removing a service, policy, strategy or function?

4b) Does this activity (policy/strategy/service/decision) have the potential to impact (either positively or negatively) upon people (9 protected characteristics)?

4c) Does this activity (policy/strategy/service/decision) have the potential to impact (either positively or negatively) upon any factors which determine people's health and wellbeing?

- If the answer to ANY of the questions 4a, 4b or 4c of the Checklist is 'YES' then you must carry out an assessment. e.g. Proposed changes to Contact Centre Opening Hours
'YES' = you need to carry out an EqHIA
- If the answer to ALL of the questions, 4a or 4b of the Checklist is NO, then you do not need to carry out an EqHIA assessment. e.g. Quarterly Performance Report
'NO' = you DO NOT need to carry out an EqHIA. Please provide a clear explanation as to why you consider an EqHIA is not required for your activity.

Using the Checklist

The assessment should take into account all the potential impacts of the proposed activity, be it a major financial decision, or a seemingly simple policy change. Considering and completing this EqHIA will ensure that all Council plans, strategies, policies, procedures, services or other activity comply with relevant statutory obligations and responsibilities. In particular it helps the Council to meet its legal obligation under the [Equality Act 2010 and the Public Sector Equality Duty](#) and its public health duties under the [Health and Social Care Act 2012](#).

Having Due Regard

To have due regard means that in making decisions and in its other day-to-day activities, the Council must consciously consider the need to:

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity between different groups
- Foster good relations between different groups
- Reduce inequalities in health outcomes

Combining Equality and Health Impact Assessment:

[Equality Impact Assessments \(EIAs\)](#) provide a systematic way of ensuring that legal obligations are met. They assess whether a proposed policy, procedure, service change or plan will affect people different on the basis of their 'protected characteristics' and if it will affect their human rights. Currently there are **nine protected characteristics** (previously known as 'equality groups' or 'equality strands'): age, disability, sex/gender, ethnicity/race, religion/faith, sexual orientation, gender reassignment, marriage/civil partnership, and pregnancy/ maternity/paternity.

An activity does not need to impact on all 9 protected characteristics – impacting on just one is sufficient justification to complete an EqHIA.

[Health Impact Assessments \(HIAs\)](#) consider the potential impact of any change or amendment to a policy, service, plan, procedure or programme on the health and wellbeing of the population. HIAs help identify how people may be affected differently on the basis of where they live and potential impacts on health inequalities and health equity by assessing the distribution of potential effects within the population, particularly within vulnerable groups. 'Health' is not restricted to medical conditions, or the provision of health services, but rather encompasses the wide range of influences on people's health and wellbeing. This includes, but is not limited to, experience of discrimination, access to transport, housing, education, employment - known as the 'wider determinants of health'.

This [Equality and Health Impact Assessment \(EqHIA\)](#) brings together both impact assessments into a single tool which will result in a set of recommendations to eliminate discrimination and inequality; enhance potential positive impacts and mitigate where possible for negative impacts. In conducting this EqHIA you will need to assess the impact (positive, neutral or negative) of your activity on individuals and groups with **protected characteristics** (this includes staff delivering your activity), **socio-economic status** and **health & wellbeing**. Guidance on what to include in each section is given on the next pages.

Guidance: What to include in background/context

In this section you will need to add the background/context of your activity, i.e. what is the activity intending to do, and why?

Make sure you include the scope and intended outcomes of the activity being assessed; and highlight any proposed changes. Please include a brief rationale for your activity and any supporting evidence for the proposal. Some questions to consider:

- What is the aim, objectives and intended outcomes?
- How does this activity meet the needs of the local population?
- Has this activity been implemented in another area? What were the outcomes?
- Is this activity being implemented as per best practice guidelines?
- Who were the key stakeholders in this activity?

*Note that the boxes will expand as required

Guidance: Who will be affected by the activity?

The people who will be affected may be

Residents: pay particular attention to vulnerable groups in the population who may be affected by this activity

Businesses/ manufacturing / developers / small, medium or large enterprises

Employees: e.g. Council staff for an internal activity, other statutory or voluntary sector employees, local businesses and services

*Note that the boxes will expand as required

Guidance: What to include in assessing a Protected Characteristic e.g. AGE

Please tick (✓) the relevant box:

Positive

Neutral

Negative

Overall impact: In this section you will need to consider and note what impact your activity will have on individuals and groups (including staff) with protected characteristics based on the data and information you have. You should note whether this is a positive, neutral or negative impact.

It is essential that you note all negative impacts. This will demonstrate that you have paid 'due regard' to the Public Sector Equality Duty if your activity is challenged under the Equality Act.

*Note that the boxes will expand as required

Evidence: In this section you will need to document the evidence that you have used to assess the impact of your activity.

When assessing the impact, please consider and note how your activity contributes to the three aims of the Public Sector Equality Duty (PSED) as stated in the section above.

It is essential that you note the full impact of your activity, so you can demonstrate that you have fully considered the equality implications and have paid 'due regard' to the PSED should the Council be challenged.

- If you have identified a **positive impact**, please note this.
- If you think there is a **neutral impact** or the impact is not known, please provide a full reason why this is the case.
- If you have identified a **negative impact**, please note what steps you will take to mitigate this impact. If you are unable to take any mitigating steps, please provide a full reason why. All negative impacts that have mitigating actions must be recorded in the **Action Plan**.
- **Please ensure that appropriate consultation with affected parties has been undertaken and evidenced**

Sources used: In this section you should list all sources of the evidence you used to assess the impact of your activity. This can include:

- Service specific data
- Population, demographic and socio-economic data. Suggested sources include:
 - o Service user monitoring data that your service collects
 - o [Havering Data Intelligence Hub](#)
 - o [Office for National Statistics \(ONS\)](#)

If you do not have any relevant data, please provide the reason why.

*Note that the boxes will expand as required

Guidance: What to include in assessing Health & Wellbeing Impact:

Please tick (✓) all the relevant boxes that apply:

Positive

Neutral

Negative

Overall impact: In this section you will need to consider and note whether the proposal could have an overall impact on, or implications for, people's health and wellbeing or any factors which determine people's health.

How will the activity help address inequalities in health?

Include here a brief outline of what could be done to enhance the positive impacts and, where possible, mitigate for the negative impacts.

*Note that the boxes will expand as required

Do you consider that a more in-depth HIA is required as a result of this brief assessment? Please tick (✓) the relevant box

Yes ☐ No ☐

Evidence: In this section you will need to outline in more detail how you came to your conclusions above:

- What is the nature of the impact?
- Is the impact **positive** or **negative**? It is possible for an activity to have **both positive and negative impacts**. Consider here whether people will be able to access the service being offered; improve or maintain healthy lifestyles; improve their opportunities for employment/income; whether and how it will affect the environment in which they live (housing, access to parks & green space); what the impact on the family, social support and community networks might be
- What can be done to mitigate the negative impacts and/or enhance the positive impacts?
- If you think there is a **neutral impact**, or the impact is not known, please provide a brief reason why this is the case.
- What is the likelihood of the impact? Will the impact(s) be in weeks, months or years? In some cases the short-term risks to health may be worth the longer term benefits.
- Will the proposal affect different groups of people in different ways? A proposal that is likely to benefit one section of the community may not benefit others and could lead to inequalities in health.

Please use the Health & Wellbeing Impact Tool in Appendix 2 as a guide/checklist to assess the potential wider determinants of health impacts.

This tool will help guide your thinking as to what factors affect people's health and wellbeing, such as social support, their housing conditions, access to transport, employment, education, crime and disorder and environmental factors. It is not an exhaustive list, merely a tool to guide your assessment; there may be other factors specific to your activity.

Some questions you may wish to ask include:

- Will the activity impact on people's ability to socialise, potentially leading to social isolation?
- Will the activity affect a person's income and/or have an effect on their housing status?
- Is the activity likely to cause the recipient of a service more or less stress?
- Will any change in the service take into account different needs, such as those with learning difficulties?
- Will the activity affect the health and wellbeing of persons not directly related to the service/activity, such as carers, family members, other residents living nearby?
- If there is a short-term negative effect, what will be done to minimise the impact as much as possible?

- Are the longer-term impacts positive or negative? What will be done to either promote the positive effects or minimise the negative effects?
- Do the longer term positive outcomes outweigh the short term impacts?

*Note that the boxes will expand as required

Sources used: In this section you should list all sources of the evidence you used to assess the impact of your activity. This could include, e.g.:

Information on the population affected

- Routinely collected local statistics (e.g. quality of life, health status, unemployment, crime, air quality, educational attainment, transport etc.)
- Local research/ Surveys of local conditions
- Community profiles

Wider Evidence

- Published Research, including evidence about similar proposals implemented elsewhere (e.g. Case Studies).
- Predictions from local or national models
- Locally commissioned research by statutory/voluntary/private organisations

Expert Opinion

- Views of residents and professionals with local knowledge and insight

*Note that the boxes will expand as required

Guidance: Outcome of the Assessment

On reflection, what is your overall assessment of the activity?

The purpose of conducting this assessment is to offer an opportunity to think, reflect and **improve** the proposed activity. It will make sure that the Council can evidence that it has considered its due regard to equality and health & wellbeing to its best ability.

It is not expected that all proposals will be immediately without negative impacts! However, where these arise, what actions can be taken to mitigate against potential negative effects, or further promote the positive impacts?

Please tick one of the 3 boxes in this section to indicate whether you think:

1. all equality and health impacts are adequately addressed in the activity – proceed with your activity pending all other relevant approval processes
2. the assessment identified some negative impacts which could be addressed – please complete the Action Plan in Section 4.
3. If the assessment reveals some significant concerns, this is the time to stop and re-think, making sure that we spend our Council resources wisely and fairly. There is no shame in stopping a proposal.

*Note that the boxes will expand as required

Guidance: Action Plan

For each protected characteristic/health & wellbeing impact where an impact on people or their lives has been identified, complete one row of the action plan. You can add as many further rows as required.

State whether the impact is Positive or Negative

Briefly outline the actions that can be taken to mitigate against the negative impact or further enhance a positive impact. These actions could be to make changes to the activity itself (service, proposal, strategy etc.) or to make contingencies/alterations in the setting/environment where the activity will take place.

For example, might staff need additional training in communicating effectively with people with learning difficulties, if a new service is opened specifically targeting those people? Is access to the service fair and equitable? What will the impact on other service users be? How can we ensure equity of access to the service by all users? Will any signage need changing? Does the building where the service being delivered comply with disability regulations?

Guidance: Review

Changes happen all the time! A service/strategy/policy/activity that is appropriate at one time, may no longer be appropriate as the environment around us changes. This may be changes in our population, growth and makeup, legislative changes, environmental changes or socio-political changes.

Although we can't predict what's going to happen in the future, a review is recommended to ensure that what we are delivering as a Council is still the best use of our limited resources. The timescale for review will be dependent on the scale of the activity.

A major financial investment may require a review every 2-3 years for a large scale regeneration project over 10-15 years.

A small policy change may require a review in 6 months to assess whether there are any unintended outcomes of such a change.

Please indicate here how frequently it is expected to review your activity and a brief justification as to why this timescale is recommended.

Appendix 2. Health & Wellbeing Impact Tool

Will the activity/service/policy/procedure affect any of the following characteristics? Please tick/check the boxes below

The following are a range of considerations that might help you to complete the assessment.

Lifestyle	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>	Personal circumstances	YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>	Access to services/facilities/amenities	YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>
<input type="checkbox"/> Diet <input checked="" type="checkbox"/> Exercise and physical activity <input type="checkbox"/> Smoking <input type="checkbox"/> Exposure to passive smoking <input type="checkbox"/> Alcohol intake <input type="checkbox"/> Dependency on prescription drugs <input type="checkbox"/> Illicit drug and substance use <input type="checkbox"/> Risky Sexual behaviour <input type="checkbox"/> Other health-related behaviours, such as tooth-brushing, bathing, and wound care		<input type="checkbox"/> Structure and cohesion of family unit <input type="checkbox"/> Parenting <input type="checkbox"/> Childhood development <input type="checkbox"/> Life skills <input type="checkbox"/> Personal safety <input type="checkbox"/> Employment status <input type="checkbox"/> Working conditions <input type="checkbox"/> Level of income, including benefits <input type="checkbox"/> Level of disposable income <input type="checkbox"/> Housing tenure <input type="checkbox"/> Housing conditions <input type="checkbox"/> Educational attainment <input type="checkbox"/> Skills levels including literacy and numeracy		<input type="checkbox"/> to Employment opportunities <input type="checkbox"/> to Workplaces <input type="checkbox"/> to Housing <input type="checkbox"/> to Shops (to supply basic needs) <input type="checkbox"/> to Community facilities <input type="checkbox"/> to Public transport <input type="checkbox"/> to Education <input type="checkbox"/> to Training and skills development <input type="checkbox"/> to Healthcare <input type="checkbox"/> to Social services <input type="checkbox"/> to Childcare <input type="checkbox"/> to Respite care <input type="checkbox"/> to Leisure and recreation services and facilities	
Social Factors YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>		Economic Factors YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>		Environmental Factors YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>	
<input checked="" type="checkbox"/> Social contact <input checked="" type="checkbox"/> Social support <input checked="" type="checkbox"/> Neighbourliness <input checked="" type="checkbox"/> Participation in the community <input type="checkbox"/> Membership of community groups <input checked="" type="checkbox"/> Reputation of community/area <input type="checkbox"/> Participation in public affairs <input type="checkbox"/> Level of crime and disorder <input type="checkbox"/> Fear of crime and disorder <input type="checkbox"/> Level of antisocial behaviour <input type="checkbox"/> Fear of antisocial behaviour <input type="checkbox"/> Discrimination <input type="checkbox"/> Fear of discrimination <input type="checkbox"/> Public safety measures <input checked="" type="checkbox"/> Road safety measures		<input type="checkbox"/> Creation of wealth <input type="checkbox"/> Distribution of wealth <input type="checkbox"/> Retention of wealth in local area/economy <input type="checkbox"/> Distribution of income <input type="checkbox"/> Business activity <input type="checkbox"/> Job creation <input type="checkbox"/> Availability of employment opportunities <input type="checkbox"/> Quality of employment opportunities <input type="checkbox"/> Availability of education opportunities <input type="checkbox"/> Quality of education opportunities <input type="checkbox"/> Availability of training and skills development opportunities <input type="checkbox"/> Quality of training and skills development opportunities <input type="checkbox"/> Technological development <input checked="" type="checkbox"/> Amount of traffic congestion		<input checked="" type="checkbox"/> Air quality <input type="checkbox"/> Water quality <input type="checkbox"/> Soil quality/Level of contamination/Odour <input checked="" type="checkbox"/> Noise levels <input type="checkbox"/> Vibration <input type="checkbox"/> Hazards <input type="checkbox"/> Land use <input type="checkbox"/> Natural habitats <input type="checkbox"/> Biodiversity <input type="checkbox"/> Landscape, including green and open spaces <input type="checkbox"/> Townscape, including civic areas and public realm <input checked="" type="checkbox"/> Use/consumption of natural resources <input type="checkbox"/> Energy use: CO2/other greenhouse gas emissions <input type="checkbox"/> Solid waste management <input type="checkbox"/> Public transport infrastructure	