



ADVANCED PUBLICATION OF REPORTS

This publication gives five clear working days' notice of the decisions listed below.

These decisions are due to be signed by individual Cabinet Members
and operational key decision makers.

Once signed all decisions will be published on the Council's
Publication of Decisions List.

- 1. 12 X EXPERIMENTAL SCHOOL STREETS (Pages 1 - 54)**

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London Borough of Enfield**Portfolio Report****Report of Doug Wilkinson****Subject: 12 x Experimental School Streets****Cabinet Member: Councillor Ian Barnes****Executive Director: Sarah Cary****Ward Southbury, Upper Edmonton, Town, Enfield Lock, Chase, Enfield Highway, Cockfosters, Winchmore Hill & Haselbury.****Key Decision: Yes - KD 5359****Purpose of Report**

1. The purpose of this report is to provide an evaluation and recommendation in relation to the 12 experimental school street pedestrian and cycling zones introduced in September 2020.

Proposal(s)

2. That the Deputy Leader of the Council agrees that:
 - The 12 designs shown in Appendix A that have been implemented on an experimental traffic order be made permanent.
 - That all 12 schools have camera enforcement measures installed to assist the schools with enforcement, as funding allows.

Reason for Proposal(s)

3. These proposals will create a safer and cleaner entrance to the school. These measures will enable more active forms of travel as part of the wider Healthy Streets programme.
4. These interventions are targeting traffic and road danger reduction near the school gates, to protect our vulnerable children.
5. They support the reduction in air and noise pollution.
6. In addition, they encourage the uptake of active modes of travel; such as scooting, walking and cycling enabling a few more minutes of quality time on the journey to school, leading to healthier communities.
7. Active modes of travel also help to tackle childhood obesity and can improve attention and retention in the classroom.

Relevance to the Council's Corporate Plan

8. Good homes in well-connected neighbourhoods; The scheme directly supports the Council's commitment to reduce congestion, improve air quality and encourage people to walk and cycle.
9. Sustain strong and healthy communities; The scheme also helps to deliver the Council commitment to improve health by promoting active travel.
10. Build our local economy to create a thriving place; Wider investment in the walking & cycling network forms part of the Council's strategy to support our high streets and town centres by providing safe and easy access to local shops and services.

Background

11. The Portfolio decision (PL 20.062 P) in August 2020, approved the experimental implementation of 12 pedestrian and cycling zones outside the schools shown below.

Table 1 – list of participating schools

	School Name	Address	Postcode	Pupil intake	Ward
1	George Spicer Primary School	Southbury Road (Closure on Sketty Road)	EN1 1YF	840	Southbury
2	Raynham Primary School	Raynham Avenue	N18 2JQ	801	Upper Edmonton
3	Chase Side Primary School	Trinity Street	EN2 6NS	460	Town
4	Keys Meadow Primary School	Tysoe Avenue	EN3 6FB	430	Enfield Lock
5	Worcester's Primary School	Goat Lane	EN1 4UF	668	Chase
6	Kingfisher Hall Primary Academy	The Ride	EN3 7GB	465	Enfield Highway
7	De Bohun Primary School	Green Rd	N14 4AD	448	Cockfosters
8	Lavender Primary School	Lavender Road	EN2 0SX	538	Chase
9	Bush Hill Park Primary School	Main Avenue	EN1 1DS	547	Southbury
10	Meridian Angel Primary School	Albany Road (closure on Ladysmith Road)	N18 2DX	188	Upper Edmonton
11	St Pauls CE Primary School	Ringwood Way	N21 2RA	420	Winchmore Hill
12	Hazelbury School	Haselbury Road (closure on Westerham Avenue)	N9 9TT	1150	Haselbury

12. A 'School Street' is when the roads immediately surrounding a school are closed to motor traffic. They operate Monday to Friday in term time, during set times at drop-off and pick-up. School Streets remain open to pedestrians, cyclists and exempt vehicles such as local business owners, residents and the emergency services.
13. In June 2020 The Healthy Streets team were successful in securing funding from Transport for London to deliver up to 12 experimental School streets to support schools in creating a safe environment around the school gates, including increasing the ability for social distancing as required at that time in pandemic.
14. Schemes were implemented using experimental traffic orders (ETO's) The Enfield (prescribed routes) (No. 5) Experimental order 202 was made on the 12 August 2020 and came into force on 26 August 2020 (see Appendix B). The schemes were put into operation by volunteer marshals managed by the schools on the 7th of September 2020. This initiative was a working partnership between the school and the council, where the council provided all the necessary local communications, statutory obligations, equipment and training to enable the school to staff and operate the scheme. These were only proposed at schools that have understood their commitment to making the scheme work and therefore signed up for involvement. There are 68 primary school in Enfield. With the implementation of this trial we have increased the coverage of school streets at primary school locations from 2 schools (2.9%) to 14 schools (20.5%).

Main Considerations for the Council

15. The 12 experimental school streets were launched with a let's talk page on 21st September 2020. This page remained open until 6th June 2021 and enabled residents and businesses to share their views.
16. Communication with residents in the immediate area around each school (typically in the region of 600 properties) took place at various stages during the project:
 - First letter – informing the local area of the proposal and how the scheme will operate and why is important - August 2020.
 - Second letter – explaining the permitting system for residents - sent August 2020.
 - Third letter– informing the local area that the scheme had been implemented and how to comment on Let's talk – September 2020.
 - Fourth letter– informing the local area that the consultation period was due to close- sent May 2021.
17. All relevant Ward Councillors were notified by email prior to letters being distributed.
18. A full training package was developed for the Schools staff and any pre-selected volunteers. The delivery of the training package was carried out over two days in the run up to the schemes opening. The training consisted of a full briefing, an operational walk through and demonstration of the scheme in a playground environment, a selection of role play scenarios to demonstrate how to deal with practical issues. Crib sheets, lanyards and custom made hi viz vests were provided to all marshals. The training material was also handed over to the school to use for new volunteers and refresher courses. In addition to this a practical video was made to aid as a consistent tool that could also be shared on social media platforms.
19. In the initial stages of implementation daily calls were made to all schools to monitor the success of the operation and to provide additional support where necessary. This

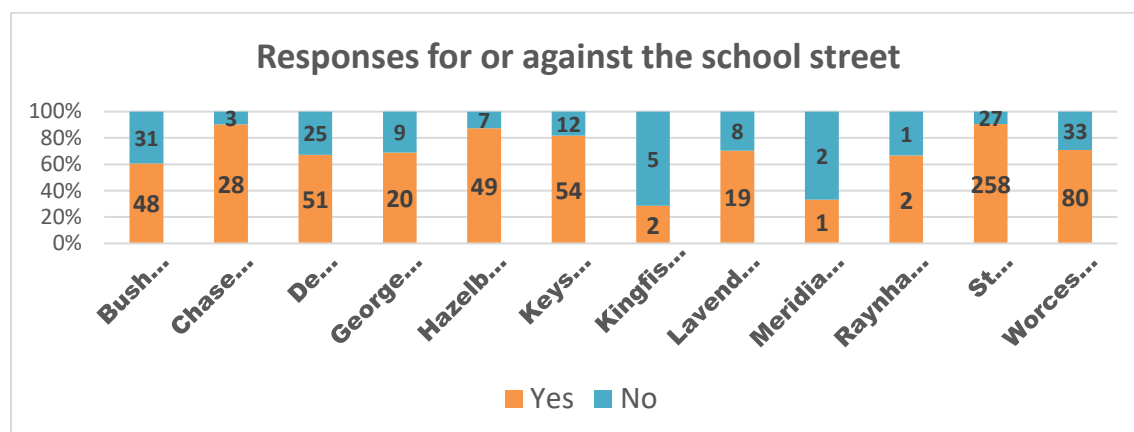
moved to a weekly online review in October which then continued throughout the duration of the consultation period, up to May 2021.

20. As part of the evaluation of the experimental schemes we asked head teachers to submit their comments to us. All 12 schools have written letters supporting the scheme and requested that their trials are made permanent. However, a number of schools have expressed concerns over the challenges of utilising school staff / volunteers to support the enforcement of the projects (through the use of temporary barriers during the closure periods). The first two school streets that the Council introduced in FY19/20 utilised camera enforcement to reduce this burden. It is therefore the intention to introduce camera enforcement at all permanent school street sites. Costs of installation will vary by individual sites, but initial assessments indicate a cost in the region of £850k to convert all 12 sites to include camera enforcement. This funding will be secured from Transport for London / enforcement revenue, ensuring that no Council Tax receipts will be used in delivering these upgrades, ensuring the sustainability of these school street projects.
21. In May 2020 we supported schools to carry out a separate perception survey of staff and parents, to understand how they felt as the operators or users of the schemes. The survey was open for 3 weeks and have over 600 responses. This is summarised below. (appendix C)
22. From October 2020 to May 2021 period, the site received over 2500 visits. The site and survey were developed to understand the public feedback of the scheme. Of those visits nearly half went on to download a document or view additional information on the page. Overall, 9% of people that visited the site participated in the survey. This is considered an above average response for participation in public surveys.,

Table 2. Number of responses in favour, unsure, or against a School Street remaining in place.

School	Yes	No	Unsure	Total
Bush Hill Park Primary School	48	31	9	88
Chase Side Primary School	28	3	0	31
De Bohun Primary School	51	25	17	93
George Spicer Primary School	20	9	4	33
Hazelbury Primary School	49	7	5	61
Keys Meadow Primary School	54	12	23	89
Kingfisher Hall Primary Academy & Waverley School	2	5	0	7
Lavender Primary School	19	8	1	28
Meridian Angel Primary School	1	2	0	3
Raynham Primary School	2	1	0	3
St Paul's CE Primary School	258	27	2	287
Worcesters Primary School	80	33	97	210

Graph to show in favour or against responses.













23. The number of 'Yes' responses outweigh the 'No' responses for all schools apart from Kingfisher Hall Primary Academy and Meridian Angel Primary School.

24. For Kingfisher Hall Primary Academy and Meridian Angel Primary School, the response rate to the question was very low, with only 7 and 3 responses respectively. Therefore, we cannot say conclusively that the community do not wish to see a School Street remain in place and this low response rate needs to be balanced against the policy approach of creating safer streets by schools and the support of the school in delivering this.

25. At Worcesters Primary School, the School Street has been challenging for the school community to operate which may explain why a high number of respondents selected 'unsure' for this question. We have been working with the school closely to address these challenges. Worcesters primary is part of the school expansion plan and will received an ANPR camera enforced school street via this programme. Some amendments may be made to the final proposal to enhance the overall operation of the scheme.

26. The table below provides some early indication that these interventions are enabling a positive shift towards active travel.

Table 4. Percentage change in the number of respondents travelling to school by each mode of travel

Mode of Travel	Actual variation	% change	Increase  or decrease 
Walk	+49	14	
Cycle	+16	200	
Scoot/Skate	+6	40	
Park and Stride	+4	22	
Car (including taxi or car share)	- 72	29	
Bus	+ 5	17	
Train/rail/tube/other public transport	- 1	25	
Other	- 3	50	

27. In addition to the summary of engagement outlined above, throughout the consultation process a number of objections/representations have been received. Below is a summary of the themes raised and officer responses.

Table 5 – Summary of objections

Theme	Officer Response
Traffic	The perception of increased traffic may not be directly attributed to the School street scheme. This could be attributed to a temporary increase in private motor vehicle use post Covid 19 with reduced confidence and reduced capacity in the public transport network.
Idling / Pollution	Idling is a behavioural issue widely associated with the school run and a concern at all school locations, unrelated to the implementation of school street projects. This is being addressed by the Air quality team. in support from parking services.
Inconsiderate parking, blocked access to driveways	Inconsiderate parking is a behavioural issue widely associated with the school run. In the vast majority of responses, it was acknowledged that this is a historic issue. The School Streets project recognises this issue and will work in partnership with other Council departments to reduce this in both existing and future projects.
Abuse from drivers	The council has seen a rise in abuse at several schools across the borough, at schools with and without a school street. This issue is generally linked to inconsiderate parking and conflict between residents and visitors. The implementation of a School streets in time will support a behaviour change away from vehicle use on the school run which in turn is expected to see a reduction in these incidents, in addition to scheme reviews which may implement further interventions to discourage non-residential traffic at peak times.
Disruption to road local network	In temporarily closing a road at school drop off and pick up time can impact the wider network with the potential to reassign motor traffic to more primary routes. This needs to be considered in the context of the benefits that the projects offer in terms of safety and longer-term changes in how young people travel to school.
Speeding / Road danger in adjacent roads	It is acknowledged that traffic may have in some cases been displaced onto neighbouring roads. As traffic volumes have not reduced, speed is unlikely to have increased.
Closure ineffective / Enforcement	Enforcement support has been given to all schools. Where this issue is prevalent the council is deploying ANPR cameras to reduce non-compliance.
Loss of parking	The relevantly small size of school streets closure means that very little on street parking has been lost.

Disruption to business	Businesses within any closure point have been identified and engaged with. This work is ongoing to ascertain how we can support the business to continue to operate unhindered in conjunction with the timed restrictions.
Improved air quality	A study was performed by Transport for London during the trial, that concluded average reductions in Nitrous Oxide concentrations up to 34% in the AM peak.
Reduced stress	When reducing road danger, noise and air pollution the environment may improve. This benefits the well-being of local resident and those travelling to and from school using active travel modes
Reduced congestion around school	By creating walking and cycling zones outside school this has improved areas that were previously congested and hostile.
Promotes walking and cycling	School streets are implemented to encourage more walking and cycling in our young people and their parents and carers. This has several benefits for the environment and the well-being of the individuals and the wider community.
Prioritising green transport	School streets are implemented to encourage more walking and cycling in our young people and their parents and carers. This has several benefits for the environment and the well-being of the individuals and the wider community.
Improved health	School streets support more active travel and help for young people and their carers to increase their activity and lead healthier lifestyles.
Improved quality of life within closure	When traffic is reduced in local residential roads people feel happier and safer and this can have improved outcomes for the communities physical and mental well-being.

28. We recognise that in implementing new measures such as these, there may be an element of short-term disruption. The council acknowledges that the associated issues laid out in the above table are genuine concerns of the local community which has assisted the ongoing development of the future school street schemes. A number of the themes raised are more consistent themes that are raised at Schools across the Borough and are therefore not all associated with the implementation of school streets. The school streets initiative, in conjunction with wider elements of the Healthy Streets programme, are intended to help address these issues.

Safeguarding Implications

29. In adjusting access in and around the area of the schools within Appendix A, it was identified that Special Education Needs transportation could be disrupted. Engagement has taken place with colleagues in the transport departments and they are fully sighted on the schools formed part of these trials.

30. In order to minimise risks to parents and young people during the operation of this scheme, vehicular access through the scheme is limited. The exempted vehicles listed within the traffic orders are disabled blue badge holders, dial-a-ride buses; refuse collection vehicles, mechanical street cleansing vehicles and Royal Mail postal

service. Residents who live within the closure will be issued permits upon application via the parking service team. See appendix B.

Public Health Implications

31. Transport is one of the fundamental determinants of health; it may be health-damaging or health promoting. The behaviour change programme delivering school streets will contribute towards making transport in Enfield much more health-promoting by increasing physical activity and reducing the health costs of motorised transport. It will increase physical activity by making this part of everyday life e.g. walking or cycling as a normal, everyday transport mode. Achieving a modal shift towards active travel will also reduce the health damaging effects of motorised transport e.g. road traffic injuries, air pollution, community segregation and noise. Such is the effect of physical activity upon health that it has been calculated that a modal shift to levels of active transport in The Netherlands would save the NHS £17 billion per year. This would be achieved through savings in treating Type 2 diabetes, heart disease, stroke, some cancers, musculo-skeletal disease and dementia. Creating an environment that enables more walking and cycling would also be likely to positively impact upon health inequalities as income or wealth would become a less significant factor in a person's ability to travel within the borough e.g. access to employment, healthcare, social networks etc.
32. Reducing obesity is a priority for Enfield, as outlined in the Borough's Health and Wellbeing Strategy. 61.4% of adults are classified as overweight or obese (ALS, 2016). Data for academic years 2014/15 to 2016/17 shows that the average prevalence of excess weight in year 6 pupils is 41.5%. This is higher than London (37.9%) and England (33.87%) averages. If left unchanged, this will lead to serious health complications later in life, such as diabetes, heart disease and cancers.
33. Creating an environment where people actively choose to walk and cycle as part of everyday life can have a significant impact on public health and has the potential to reduce health inequalities. It is an essential component of a strategic approach to increasing physical activity and may be more cost-effective than other initiatives that promote exercise, sport and active leisure pursuits
34. Increased walking and cycling offer many other advantages including cleaner air, less noise, more connected neighbourhoods, less stress and fear, and fewer road traffic injuries.
35. More walking and cycling also has the potential to achieve related policy objectives:
 - a. Supports local businesses and promotes vibrant town centres
 - b. Provides a high-quality, appealing public realm
 - c. Reduces road danger and noise
 - d. Increases the number of people of all ages out on the streets, making public spaces seem more welcoming and providing opportunities for social interaction and children's play
 - e. Provides an opportunity for everyone, including people with impairments, to exercise and enjoy the outdoor environment.
36. There is an extensive evidence base for effective action on active travel. The most relevant review has been conducted by the National Institute for Health and Care Excellence, looking specifically at local measures to promote active transport¹

¹ National Institute for Health and Care Excellence. Walking and cycling: local measures to promote walking and cycling as forms of travel or recreation. London 2012.
PL 21/026 P

37. Overall, the School streets project will help ease environmental problems related to congestion, local air quality, reduce our impact on climate change and improve health, safety and accessibility for all in our communities. This supports Public Health's efforts to embed Health in all Policies across the Council.
38. We have collaborated the public health team to promote school streets as part of the climate action network.
39. The strategic delivery of this project will positively impact upwards of 7000 pupils attending the 12 schools.

Equalities Impact of the Proposal

40. Local authorities have a responsibility to meet the Public Sector Duty of the Equality Act 2010. The Act gives people the right not to be treated less favourably because of any of the protected characteristics. We need to consider the needs of these diverse groups when designing and changing services or budgets so that our decisions do not unduly or disproportionately affect access by some groups more than others. The Public Sector Duty Act 2010 requires Local Authorities, in the performance of their functions, to:
Eliminate discrimination, harassment, victimisation and other prohibited conduct.
Advance equality of opportunity. Foster good relations.
41. In recommending this proposal we have considered the needs of all highway users including those from the protected characteristic groups. All members of the community have full access to the highways however it is recognised that some protected groups may have practical problems in using the service. We are confident that these proposals will ensure that everyone will continue to benefit from this service.

Age	Positive impact – the reduction in motor traffic through the area will create a safer environment for both young and old. Streets less dominated by motor traffic create a healthier environment for all ages.
Disability	Neutral impact – some residents rely on motor vehicles for transport. These proposals do not prevent motor vehicle access to any property within the area. A residential area with reduced motor traffic has the potential to enable a wider range of people to use cycling as a mobility aid, evidenced through the work of Wheels for Wellbeing ² .
Gender reassignment	Neutral impact - No specific impacts identified.
Marriage or civil partnership	Neutral impact - No specific impacts identified.
Pregnancy and maternity	Neutral impact - No specific impacts identified.
Race	Neutral impact - No specific impacts identified.

² <https://wheelsforwellbeing.org.uk/>
PL 21/026 P

Religion or belief	Neutral impact - No specific impacts identified.
Sex	Neutral impact - No specific impacts identified.
Social economic	Slight positive impact – Any impact on social economic inequality is likely to be low, as those on low incomes are less likely to own cars, meaning they are more likely to walk or cycle and these projects promote active health and create a safer environment for this to occur.

Environmental and Climate Change Considerations

42. The table below provides an overview of environmental and climate change considerations

Consideration	Impact of Proposals
Energy consumption in delivering service	Neutral There are no changes proposed to the current service delivery arrangements.
Measures to reduce carbon emissions	Positive Transport generates a significant amount of greenhouse gas emissions (39% of Enfield's borough-wide CO2 emissions in 2018). The proposals will enable: Increased levels of active travel. Reduced private vehicle trips - As evidenced in the engagement summary (27% reduction)
Environmental management	Slight positive The key component of this scheme is the delivery of over 45 planters to schools, to act as the marker for the perimeter of the scheme, bringing an increase in greening to the street. The main impact will be in the implementation of the project and the resultant embedded carbon. Some recycled materials will be used, along with environmentally friendly planting. However, the main offset will be a forecast reduction in the use of private vehicles as noted above.
Climate change mitigation	Neutral There will be no long-term contracts entered into as part of this proposal.

Risks that may arise if the proposed decision and related work is not taken

43. Several risks have been identified:

Risk Category	Risks
Strategic	A reduction in the ability to deliver on its commitments that form part of the Climate Action Plan and Health and Wellbeing Strategy to increase active and sustainable travel.
Reputational	Inaction to address the issues of road safety and pollution at the school gate during peak times, risks reputational damage.

Risks that may arise if the proposed decision is taken and actions that will be taken to manage these risks

Risk Category	1. Comments/Mitigation
Strategic	Risk: Not delivering health and other benefits associated with an increase in levels of active travel. Mitigation: Corporate support for the Healthy Streets programme.
Operational	Risk: Disruption to the road network Mitigation: All sites have been reviewed by a variety of transport professionals to ensure impact was minimal.
Financial	Risk: Additional costs for amendments to individual schemes. Mitigation: The council have allocated supporting fund from enforcement income. An addition bid for enhancements to the scheme has been submitted to Transport for London.
Reputational	Risk: Opposition to the scheme from some residents/ organisations. Mitigation: Then long-term benefit outweighs the short-term inconvenience
Regulatory	Risk: Failure to comply with statutory requirements. Mitigation: The scheme is being delivered by experienced design and engineering specialists.

Financial Implications

44. Future adaptation to a scheme(s) may be required, should any issues arise in operation or in relation to the development of the school. A contingency fund for this has not been identified.
45. It is the intention to introduce camera enforcement at all permanent school street sites. Costs of installation will vary by individual sites, but initial assessments indicate a cost in the region of £850k to convert all 12 sites to include camera enforcement. This funding will be secured from Transport for London / enforcement revenue, ensuring that no Council Tax receipts will be used in delivering these upgrades, ensuring the sustainability of these school street projects.
46. The costs for maintaining all planter locations will be incorporated into the current grounds' maintenance regime as business as usual, and managed within the Highways services dept.

Legal Implications

47. The recommendations set out in this report are within the Council's powers and duties.
48. The Highways Act 1980 provides a general power for the Council to improve highways. The Road Traffic Regulation Act 1984 and supporting regulations enable the Council to make traffic management orders to restrict traffic in a variety of ways, including temporary road closures.
49. In exercising powers under the Road Traffic Regulation Act 1984, section 122 of the Act imposes a duty on the Council to have regard (so far as practicable) to securing the 'expeditious, convenient and safe movement of vehicular and other traffic (including pedestrians) and the provision of suitable and adequate parking facilities on and off the highway'. The Council must also have regard to such matters as the desirability of securing and maintaining reasonable access to premises and the effect on the amenities of any locality affected. Any final decision to implement any scheme needs to take account of the considerations set out above and the outcome of public consultation.
50. Section 9 of the Road Traffic Relegation Act 1984 enables the Council to make experimental traffic orders which can remain in place for a maximum of 18 months. All objections and representations made during the experimental period must be considered before deciding whether to make the scheme permanent.
51. During the course of the trial all email objections were logged and acknowledged in accordance with the experimental traffic order (see appendix B) "Any person may object to the making of the permanent Order for the purpose of such indefinite continuation, within a period of six months beginning with the date on which the experimental Order comes into force or, if the Order is varied by another Order or modified pursuant to section 10(2) of the 1984 Act, beginning with the date on which the variation or modification or the latest variation or modification comes into force. Any such objection must be made in writing and must state the grounds on which it is made and be sent to the Head of Traffic and Transportation, the Civic Centre, Silver Street, Enfield, Middlesex, EN1 3XD, or by e-mail to traffic@enfield.gov.uk, quoting the reference TG 1456."
52. The Greater London Authority (GLA) Act 1999 empowers the Mayor, through TfL, to provide grants to London Boroughs to assist with the implementation of the Mayor's Transport Strategy.

Workforce Implications

53. None identified.

Property Implications

54. None identified.

Other Implications

55. As the School Streets programme expands, through further funding awards this in turn will accrue further infrastructure assets which will need to be considered for future maintenance and replacement at the end of its lifecycle. Whilst every care is taken in the procurement process to obtain high quality products, ongoing liability for the products cannot be apportioned to the awarded funding and will need to be met from the Council maintenance budget.

Options Considered

Option	Comment
Do nothing	This is not recommended as this project is considered a key measure in protecting young people at pick up and drop off times.
Extend the experiment	This is not recommended as this could create the impression that road safety is not being taken seriously.
Remove the experiment in part or full	This is not recommended as the operational and air quality evaluations conducted by Transport for London, have demonstrated the school streets have a dramatic effect at reducing road danger and pollution and that overall, there is wide public and political support for school streets.

Conclusions

The council is in receipt of letters of support from all 12 schools that have participated in the trial. The key themes from the surveys that have been conducted demonstrates an overwhelming level of support from parents, residents and the wider independent evaluations conducted by transport for London.

The implementation of School streets aligns with Enfield Council longer-term objectives of enabling active travel to help improving health and wellbeing and contribute towards delivery of the Climate Change Action Plan.

On that basis, it is recommended that the 12 trial school street locations listed in identified within this report be made permanent.

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Date of report: 30th June 2021

Background Papers

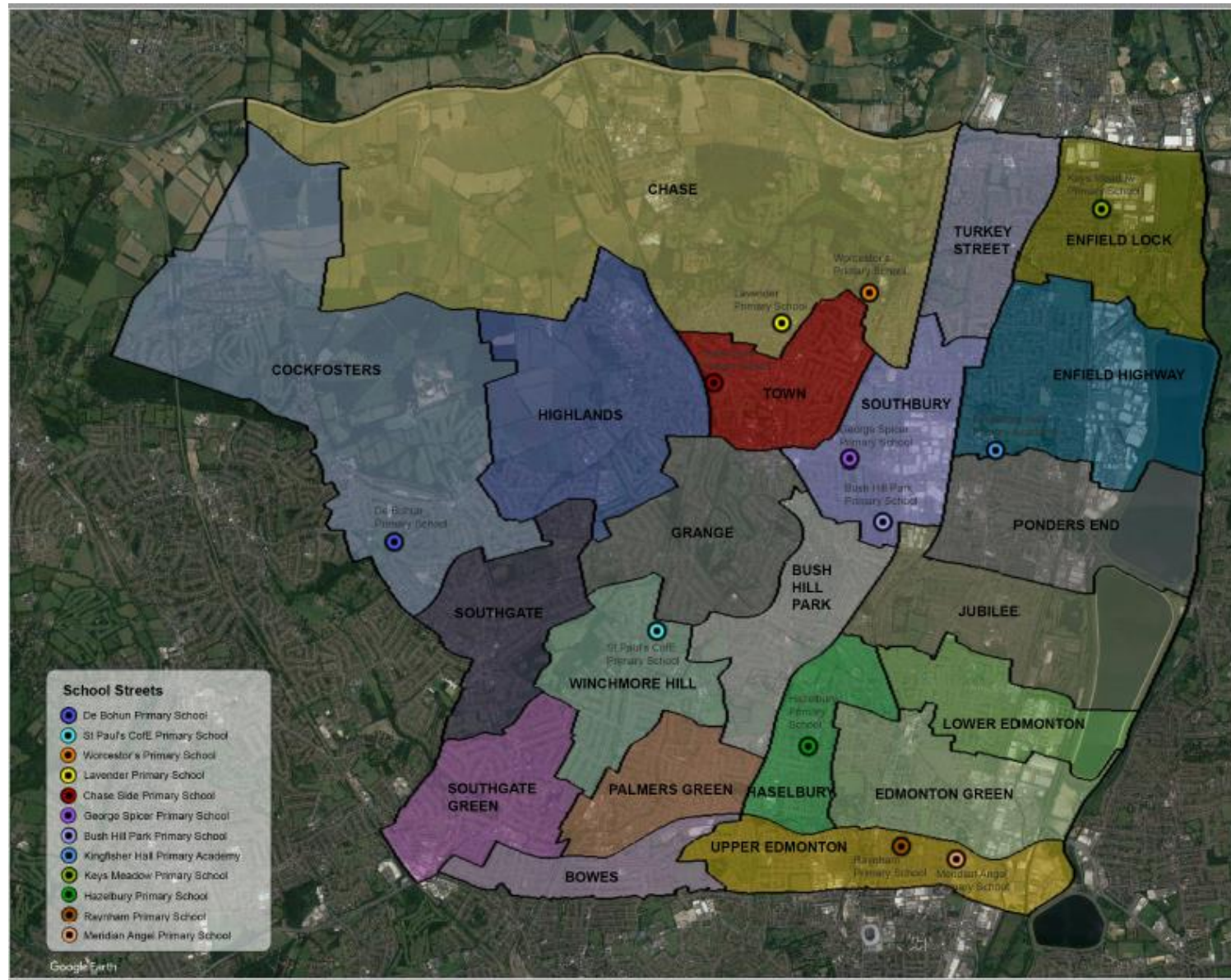
- A. School streets information page – <https://new.enfield.gov.uk/services/improving-enfield/school-streets/#1>
- B. Let's Talk school streets – <https://letstalk.enfield.gov.uk/schoolstreets>
- C. London Council / Transport for London Air Quality report - <https://www.london.gov.uk/WHAT-WE-DO/environment/environment-publications/school-streets-air-quality-study>
- D. TfL school streets evaluation report - <https://content.tfl.gov.uk/school-streets-evaluation-report-website.pdf>

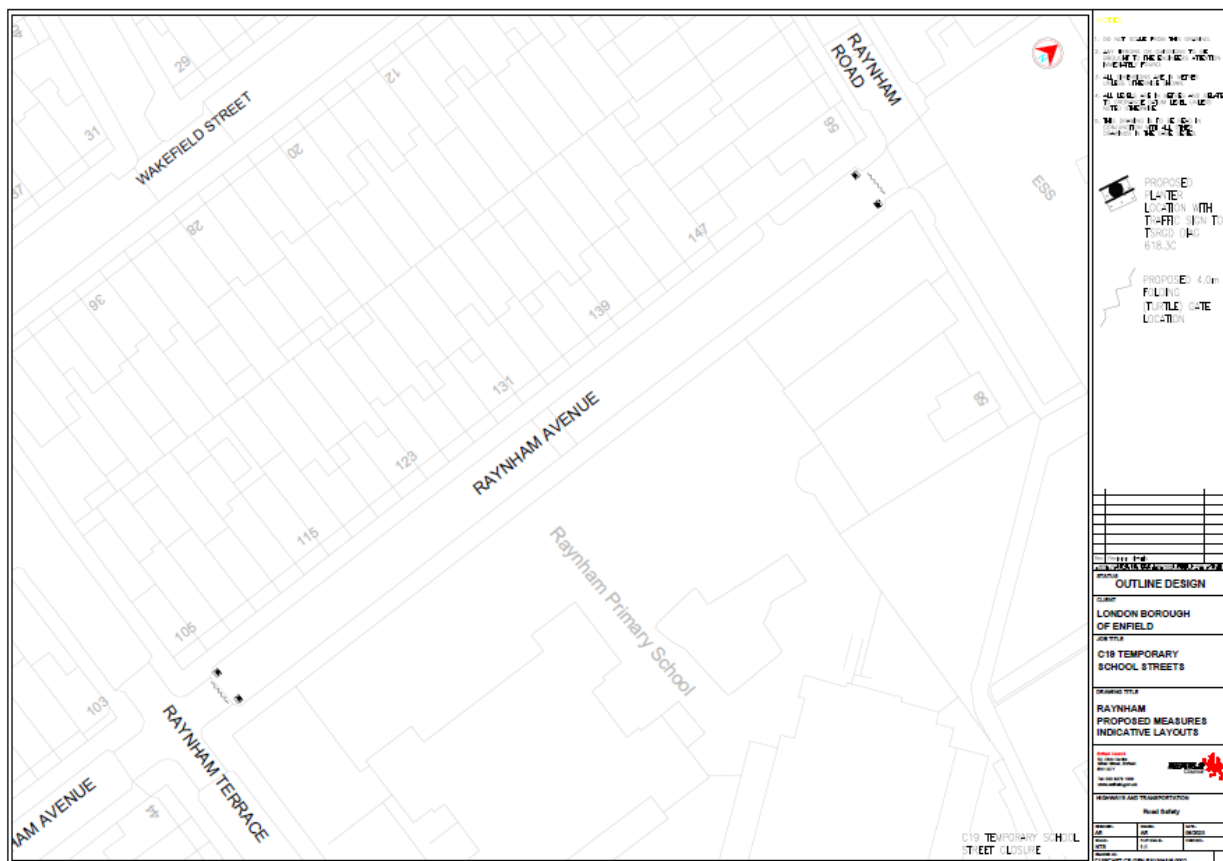
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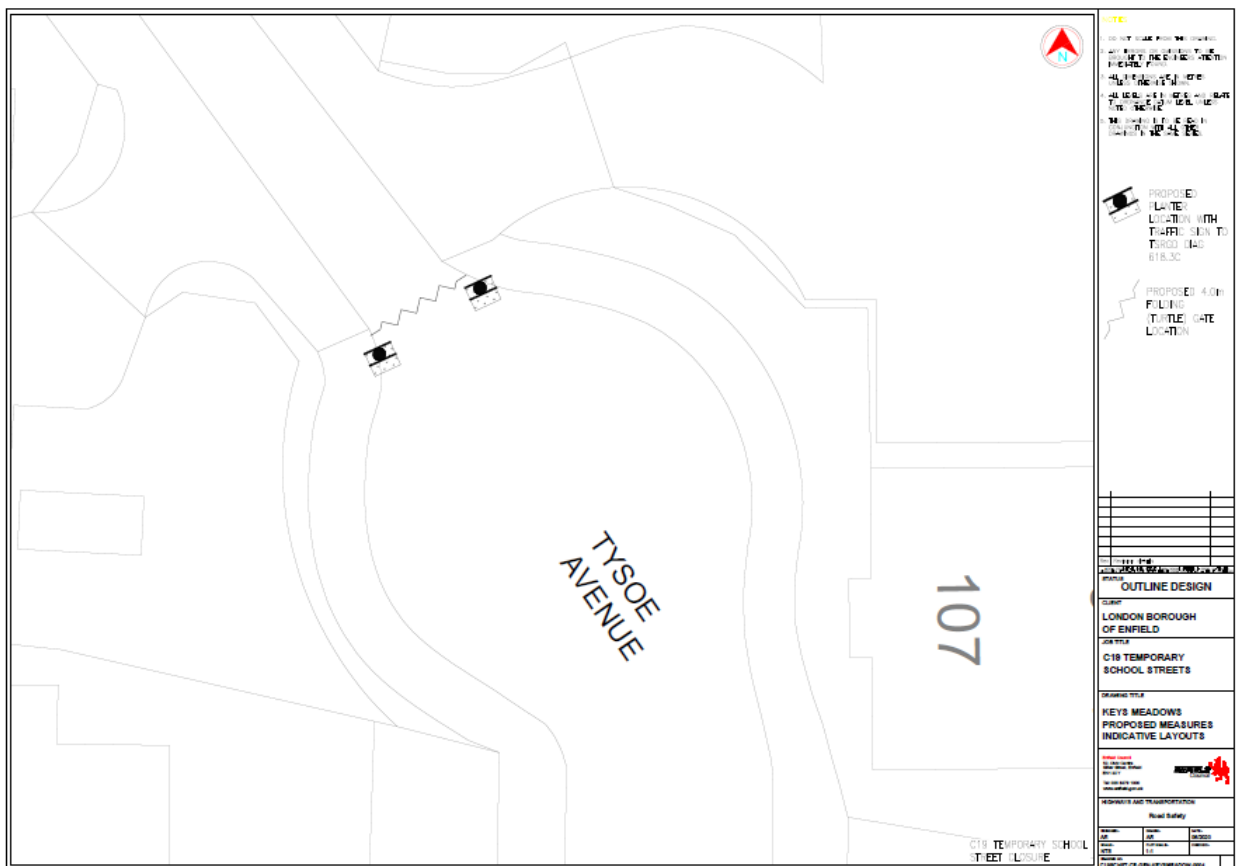
Appendices

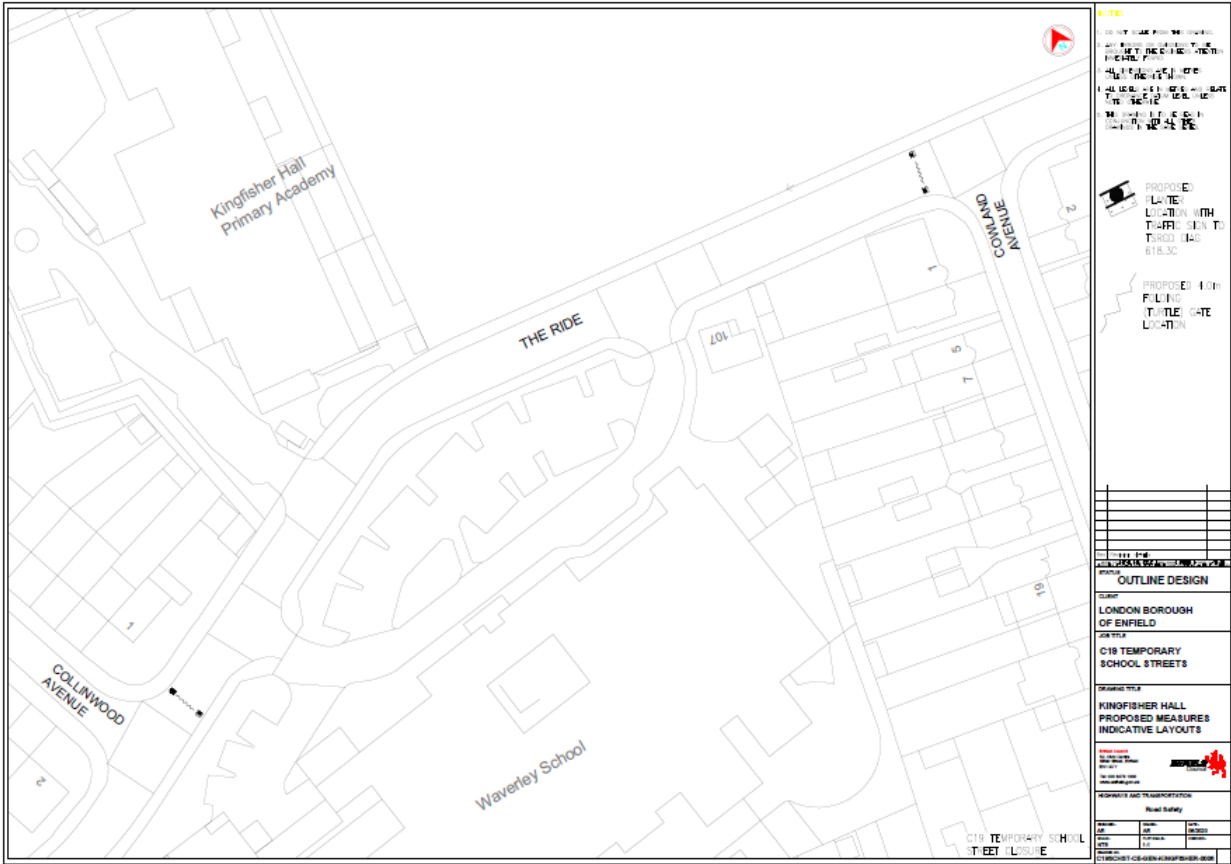
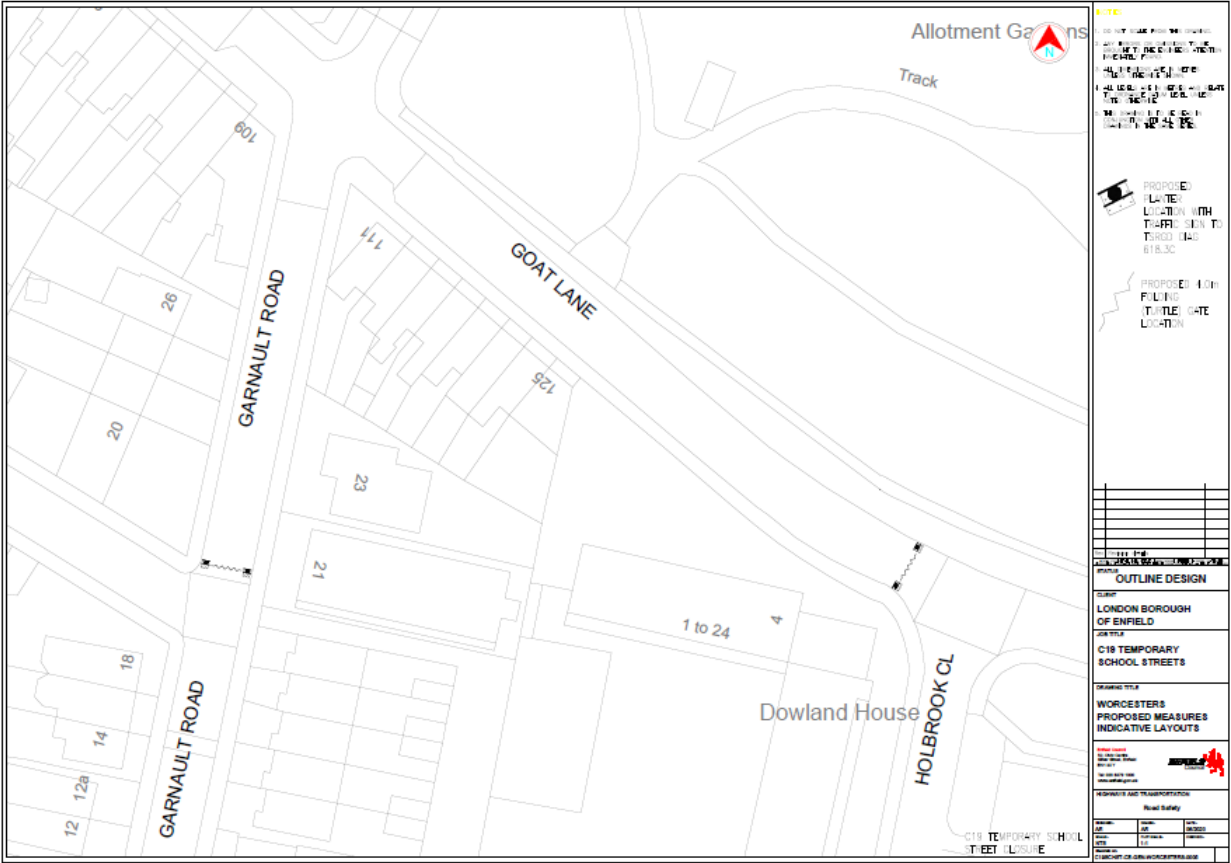
- Appendix A – Plans of 12 schools
- Appendix B – Traffic order
- Appendix C – Engagement summary
- Appendix D – EQIA assessment

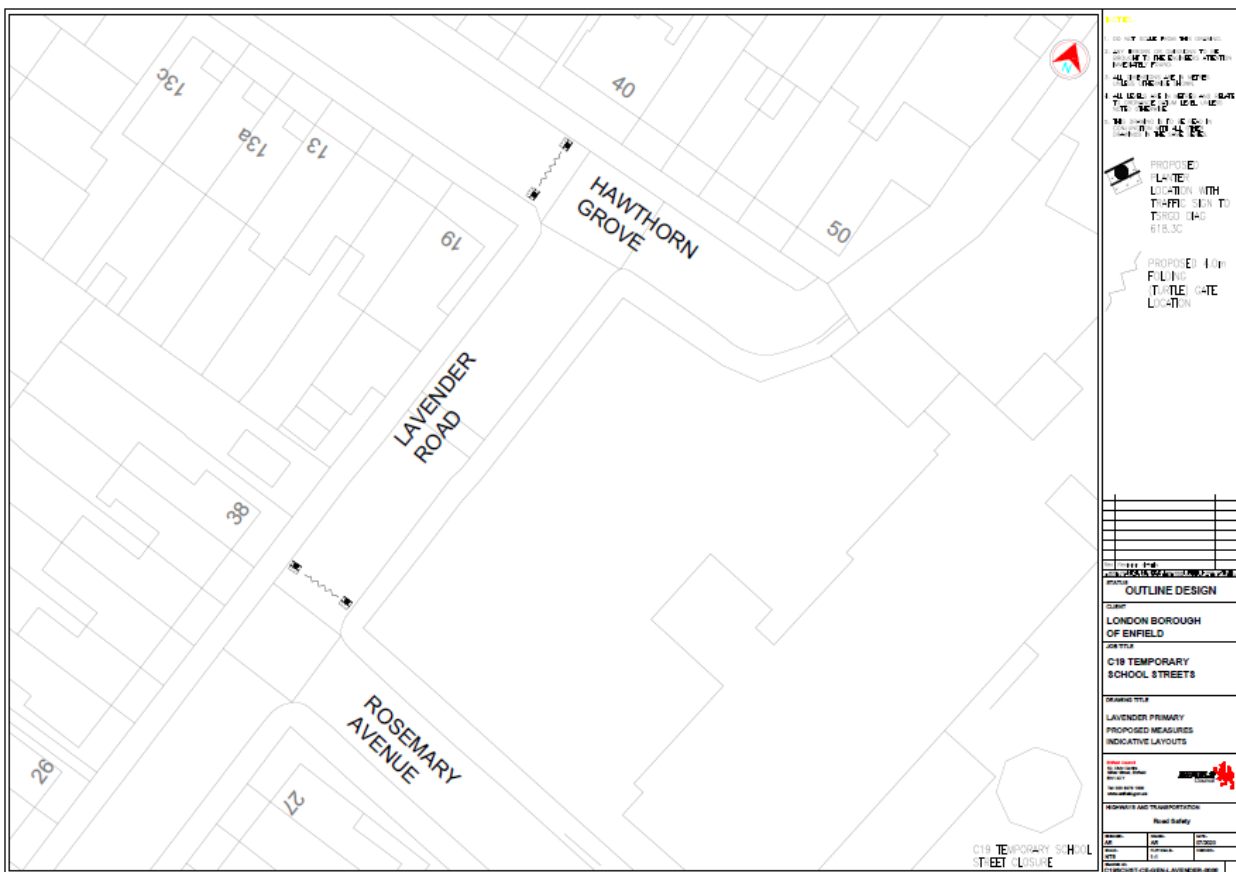
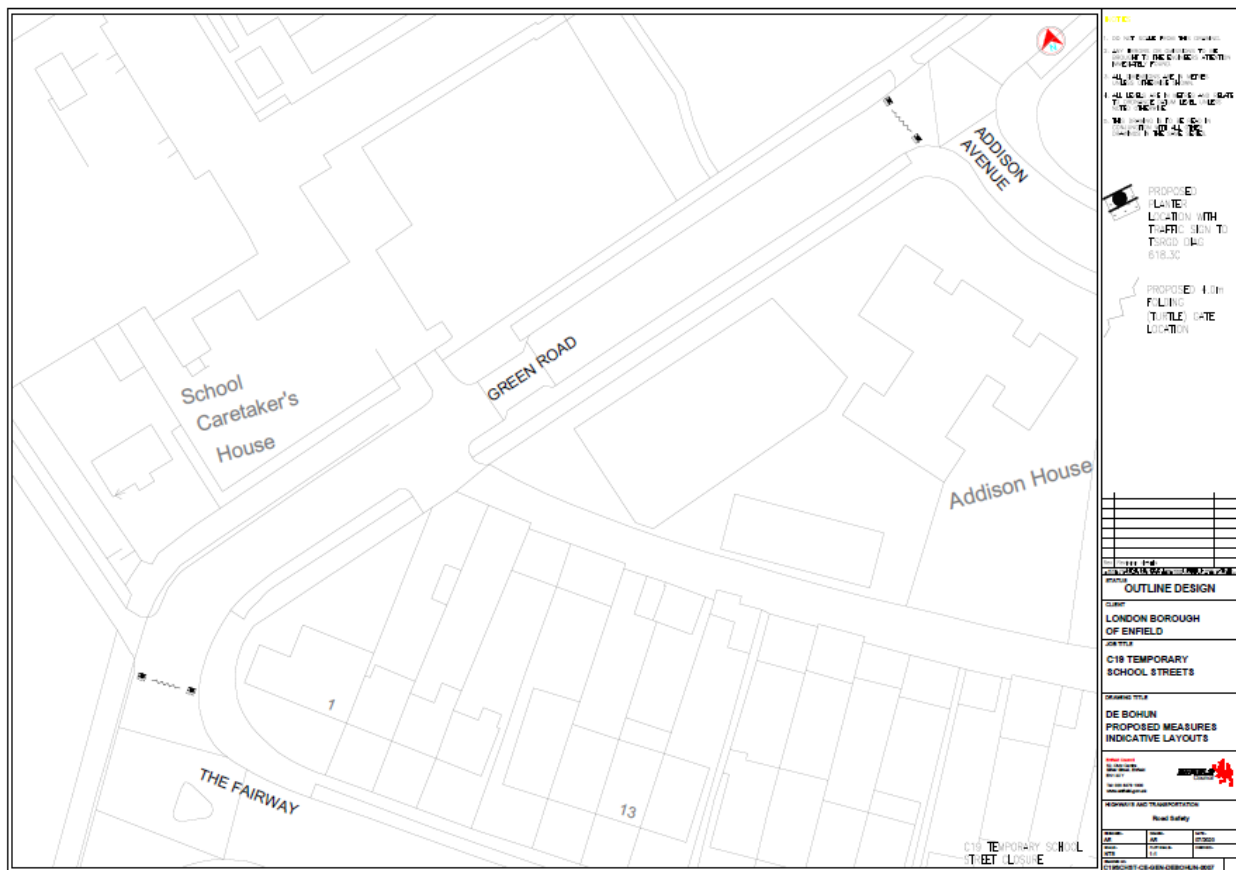
Appendix A – school streets location plans

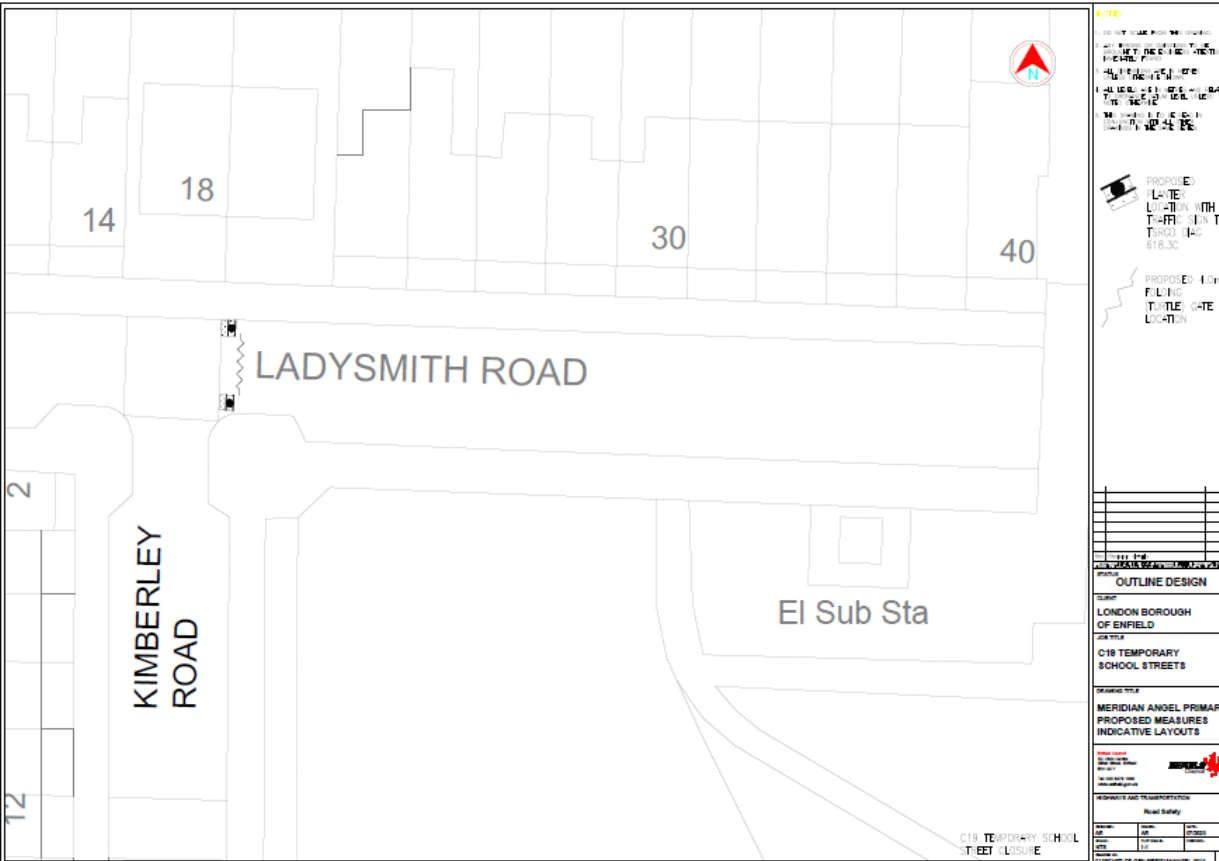
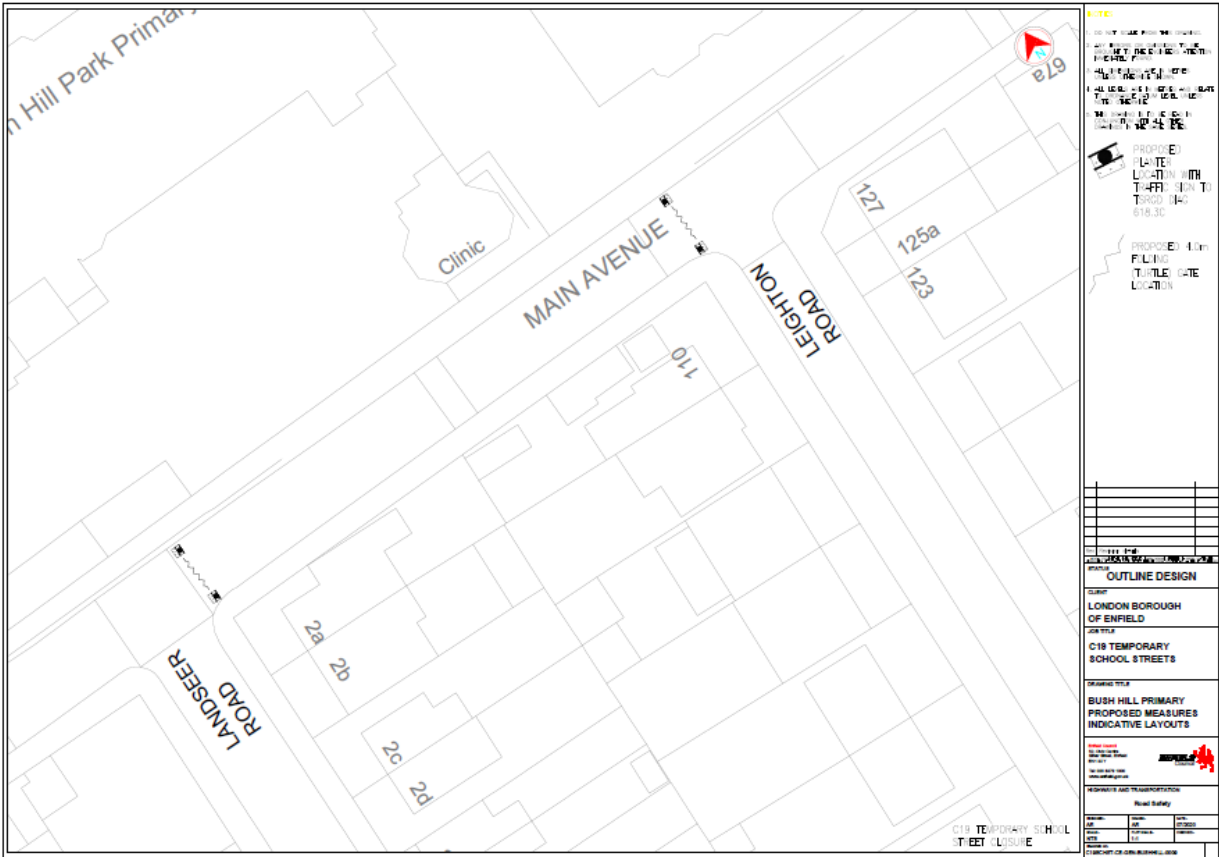


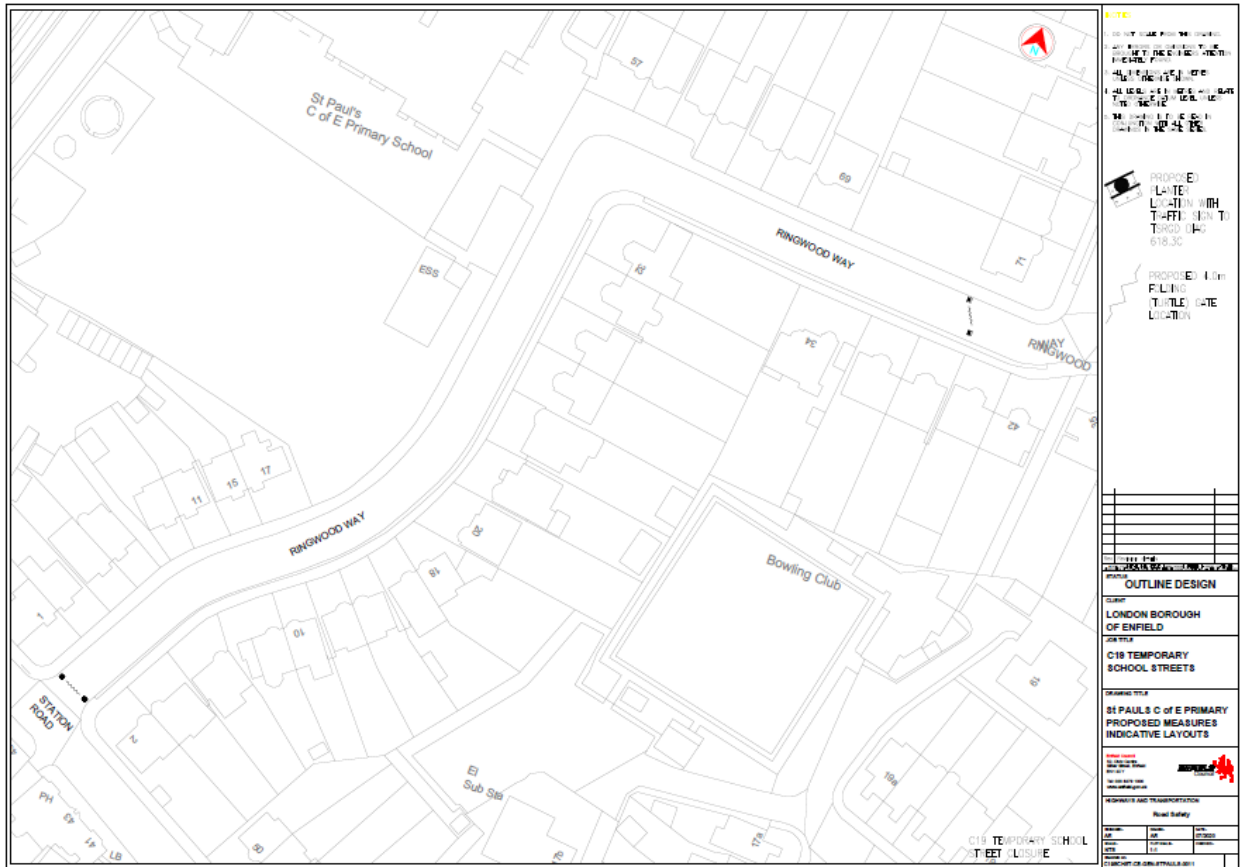












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Appendix B – Experimental Traffic order



**THE COUNCIL OF THE LONDON BOROUGH OF ENFIELD
TRAFFIC MANAGEMENT ORDER**

2020 No. 36

The Enfield (Prescribed Routes) (No. 5)
Experimental Traffic Order 2020

Made 12 August 2020

Coming into operation 26 August 2020

The Council of the London Borough of Enfield, after consulting the Commissioner of Police of the Metropolis, in exercise of the powers conferred by sections 9 and 10 of the Road Traffic Regulation Act 1984(a) and of all other powers thereunto enabling, hereby make the following Order:-

1. This Order shall come into operation on 26 August 2020 and may be cited as the Enfield (Prescribed Routes) (No. 5) Experimental Traffic Order 2020.

2. Interpretation

(1) In this Order:-

"closure point" means a part of a street specified in column 3 of Schedule 1 to this Order and "prescribed hours" in relation to a closure point means the period specified in relation thereto in column 4 of that Schedule;

"Council" means the Council of the London Borough of Enfield;

(a) 1984 c.27

"Dial-a-ride" means a vehicle:-

(i) displaying so as to be conspicuous on the outside of a vehicle a logo in a form approved by or with the authority of the Council and containing the words "Dial-a-ride", and
(ii) constructed or adapted for the carriage of disabled persons and their companions and which is being used to provide a service for the carriage of such person

"disabled person's badge" has the same meaning as in the Local Authorities Traffic Orders (Exemption for Disabled Persons) (England) Regulations 2000 (b);

"enactment" means any enactment, whether public general or local and includes any order, byelaw, rule, regulation, scheme or other instrument having effect by virtue of an enactment.

"access permit" means a permit issued by the Council for the purpose of permitting access to a closure point or pedestrian and cycle zone during the prescribed hours in accordance with the provisions of this Order and "valid" in relation to such a permit means the details of the vehicle in respect of which such permit is issued appear on the white list in relation to the closure point or pedestrian and cycle zone to which access is being permitted;

"pedestrian and cycle zone" means a street or part thereof specified in column 3 of Schedule 2 to this Order and "prescribed hours" in relation to a pedestrian and cycle zone means the period specified in relation thereto in column 4 of that Schedule;

"traffic sign" means a sign of any size, type and colour prescribed and authorised under, or having effect as though prescribed or authorised under section 64 of the Road Traffic Regulation Act 1984.


"white list" means a list kept by the Council of motor vehicles that from time to time are exempted from the provisions of Articles 3 and 4 of this Order.

- (2) Any reference in this Order to any enactment shall be construed as a reference to that enactment as amended, applied, consolidated, re-enacted by or as having effect by virtue of any subsequent enactment.

- (3) The reference in Article 5 of this Order to Diagram 618.3C shall be construed as a reference to the sign diagram in item 2 of the sign table set out in Part 2 of Schedule 8 to the Traffic Signs Regulations and General Directions 2016(c), provided that if this sign diagram is revoked and re-enacted by a subsequent enactment then reference to it in this Order shall be construed as a reference to the corresponding diagram number re-enacted by that subsequent enactment.
3. No person shall cause or permit any motor vehicle to enter or leave a closure point during the prescribed hours when bollards or other obstructions provided under section 94 of the Road Traffic Regulation Act 1984 are placed in that length of road.
4. Subject to Article 5 of this Order, no person shall cause or permit any motor vehicle to enter or leave a pedestrian and cycle zone during the prescribed hours.
5. The provisions of Article 4 of this Order shall apply only at such times during the prescribed hours as shall be indicated by the placing and displaying of a traffic sign or traffic signs of the type shown in Diagram 618.3C.
6. Nothing in Article 3 or 4 of this Order shall apply:
- (a) in relation to any vehicle being used for ambulance, fire brigade or police purposes if the observance of that Article would be likely to hinder the use of that vehicle for the purpose for which it is being used on that occasion; or
 - (b) to anything done with the permission or at the direction of a police constable in uniform or a civil enforcement officer; or
 - (c) to any person who causes any vehicle to proceed in accordance with any restriction or requirement indicated by traffic signs placed pursuant to section 66 or 67 of the Road Traffic Regulation Act 1984; or
 - (d) in relation to any vehicle displaying a valid access permit; or
 - (e) in relation to any vehicle displaying a disabled person's badge; or

- (f) in relation to dial-a-ride buses; or
 - (g) in relation to a refuse collection vehicle, whilst being used for purpose of the collection of refuse from premises either located within, or only accessible therefrom a street within a pedestrian and cycle zone; or
 - (h) in relation to a mechanical street cleansing vehicle, whilst being used for purpose of the cleansing of a street within a pedestrian and cycle zone; or
 - (i) in relation to a vehicle being used for the purpose of the provision of a universal postal service, provided the vehicle bears the livery of a universal postal service provider.
7. In pursuance of section 10(2) of the Road Traffic Regulation Act 1984, a person authorised by the Council of the London Borough of Enfield or some other person authorised in that behalf by that person, may, if it appears to them essential in the interests of the expeditious, convenient and safe movement of traffic, or of the provision of suitable and adequate parking facilities on the highway, or for preserving or improving the amenities of the area through which any road affected by this Order runs, modify or suspend any provision of this Order, save that no modification shall make an addition.

Dated this twelfth day of August 2020.



Head of Traffic and Transportation
(The officer appointed for this purpose).

SCHEDULE 1
Closure points

1 Item	2 School	3 Closure point	4 Prescribed Hours
1	Bush Hill Primary School	Main Avenue , between a point 1 metre east of the eastern kerb-line of Landseer Road and a point 3.5 metres east of that kerb-line.	between 8.15 a.m. and 9.15 a.m. and between 2.45 p.m. and 3.45 p.m. on Mondays to Fridays inclusive
2	Bush Hill Primary School	Main Avenue , between a point 1 metre west of the western kerb-line of Leighton Road and a point 3.5 metres west of that kerb-line.	between 8.15 a.m. and 9.15 a.m. and between 2.45 p.m. and 3.45 p.m. on Mondays to Fridays inclusive
3	Chase Side Primary School	Trinity Street , between the north-western kerb-line of Chase Side and a point 2.5 metres north-west of that kerb-line.	between 8.15 a.m. and 9.15 a.m. and between 2.45 p.m. and 3.45 p.m. on Mondays to Fridays inclusive
4	De Bohun Primary School	Green Road , between a point 6 metres north-east of the north-eastern kerb-line of The Fairway and a point 8.5 metres north-east of that kerb-line.	between 8.15 a.m. and 9.15 a.m. and between 2.45 p.m. and 3.45 p.m. on Mondays to Fridays inclusive
5	De Bohun Primary School	Green Road , between a point 2.5 metres south-west of the south-western kerb-line of Addison Avenue and a point 5 metres south-west of that kerb-line.	between 8.15 a.m. and 9.15 a.m. and between 2.45 p.m. and 3.45 p.m. on Mondays to Fridays inclusive
6	George Spicer Primary School	Sketty Road , between a point 5 metres west of the eastern wall of Nos. 66/68 Sketty Road and a point 2.5 metres west of that wall.	between 8.15 a.m. and 9.15 a.m. and between 2.45 p.m. and 3.45 p.m. on Mondays to Fridays inclusive

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SCHEDULE 1 (continued)

1 Item	2 School	3 Closure point	4 Prescribed Hours
7	George Spicer Primary School	Sketty Road , between the western kerb-line of Clydach Road and a point 2.5 metres west of that kerb-line.	between 8.15 a.m. and 9.15 a.m. and between 2.45 p.m. and 3.45 p.m. on Mondays to Fridays inclusive
8	George Spicer Primary School	Kimberley Gardens , between the north-eastern wall of No. 20 Kimberley Gardens and a point 2.5 metres south-west of that wall.	between 8.15 a.m. and 9.15 a.m. and between 2.45 p.m. and 3.45 p.m. on Mondays to Fridays inclusive
9	George Spicer Primary School	Craddock Road , between the north-eastern wall of No. 18 Craddock Road and a point 2.5 metres south-west of that wall.	between 8.15 a.m. and 9.15 a.m. and between 2.45 p.m. and 3.45 p.m. on Mondays to Fridays inclusive
10	George Spicer Primary School	Mafeking Road , between the south-western kerb-line of Sketty Road and a point 2.5 metres south-west of that kerb-line.	between 8.15 a.m. and 9.15 a.m. and between 2.45 p.m. and 3.45 p.m. on Mondays to Fridays inclusive
11	Hazelbury Primary School	Westerham Avenue , between the eastern kerb line of Orpington Gardens and a point 2.5 metres east of that kerb-line.	between 8.15 a.m. and 9.15 a.m. and between 2.45 p.m. and 3.45 p.m. on Mondays to Fridays inclusive
12	Hazelbury Primary School	Westerham Avenue , between the eastern wall of No. 181 Haselbury Road and the eastern boundary of No. 181 Haselbury Road.	between 8.15 a.m. and 9.15 a.m. and between 2.45 p.m. and 3.45 p.m. on Mondays to Fridays inclusive

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SCHEDULE 1 (continued)

1 Item	2 School	3 Closure point	4 Prescribed Hours
13	Keys Meadow Primary School	Tysoe Avenue , between a point 17 metres south-east of a point opposite the western wall of Nos. 1 to 18 Broadview House, 109 Tysoe Avenue and a point 19.5 metres south-east of a point opposite that wall.	between 8.15 a.m. and 9.15 a.m. and between 2.45 p.m. and 3.45 p.m. on Mondays to Fridays inclusive
14	Kingfisher Hall Primary School	The Ride , between a point 8 metres east of the eastern kerb-line of Collinwood Avenue and a point 10.5 metres east of that kerb-line.	between 8.15 a.m. and 9.15 a.m. and between 2.45 p.m. and 3.45 p.m. on Mondays to Fridays inclusive
15	Kingfisher Hall Primary School	The Ride , between a point 5.5 metres west of the western kerb-line of Cowland Avenue and a point 8 metres west of that kerb-line.	between 8.15 a.m. and 9.15 a.m. and between 2.45 p.m. and 3.45 p.m. on Mondays to Fridays inclusive
16	Lavender Primary School	Hawthorn Grove , between a point 5.5 metres west of the common boundary of Nos. 40 and 42 Hawthorn Grove and a point 3 metres west of that common boundary.	between 8.15 a.m. and 9.15 a.m. and between 2.45 p.m. and 3.45 p.m. on Mondays to Fridays inclusive
17	Lavender Primary School	Lavender Road , between a point 1 metre north of the common boundary of Nos. 36 and 38 Lavender Road and a point 3.5 metres north of that common boundary.	between 8.15 a.m. and 9.15 a.m. and between 2.45 p.m. and 3.45 p.m. on Mondays to Fridays inclusive

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SCHEDULE 1 (continued)

1 Item	2 School	3 Closure point	4 Prescribed Hours
18	Meridian Angel Primary School	Ladysmith Road, between a point 1 metre north-west of the common boundary of Nos. 18 and 20 Ladysmith Road and a point 1.5 metres south-east of that common boundary.	between 8.15 a.m. and 9.15 a.m. and between 2.45 p.m. and 3.45 p.m. on Mondays to Fridays inclusive
19	Raynham Primary School	Raynham Avenue, between the common boundary of Nos. 105 and 107 Raynham Avenue and a point 4 metres south of that common boundary.	between 8.15 a.m. and 9.15 a.m. and between 2.45 p.m. and 3.45 p.m. on Mondays to Fridays inclusive
20	Raynham Primary School	Raynham Avenue, between the northern wall of No. 56 Raynham Road and a point 4 metres south of that wall.	between 8.15 a.m. and 9.15 a.m. and between 2.45 p.m. and 3.45 p.m. on Mondays to Fridays inclusive
21	St Paul's C of E Primary School	Ringwood Way, between a point 4 metres north-east of the north-eastern kerb-line of Station Road and a point 6.5 metres north-east of that kerb-line.	between 8.15 a.m. and 9.15 a.m. and between 2.45 p.m. and 3.45 p.m. on Mondays to Fridays inclusive
22	St Paul's C of E Primary School	Ringwood Way, between a point 1.5 metres west of the western wall of No. 71 Ringwood Way and a point 1 metre east of that wall.	between 8.15 a.m. and 9.15 a.m. and between 2.45 p.m. and 3.45 p.m. on Mondays to Fridays inclusive
23	Worcesters Primary School	Goat Lane, between a point 3.5 metres north-west of the western kerb-line of Holbrook Close and a point 6 metres north-west of that kerb-line.	between 8.15 a.m. and 9.15 a.m. and between 2.45 p.m. and 3.45 p.m. on Mondays to Fridays inclusive

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SCHEDULE 1 (continued)

1 Item	2 School	3 Closure point	4 Prescribed Hours
24	Worcesters Primary School	Garnault Road, between a point 4 metres north of the northern boundary of No. 19 Garnault Road and a point 6.5 metres north of that boundary.	between 8.15 a.m. and 9.15 a.m. and between 2.45 p.m. and 3.45 p.m. on Mondays to Fridays inclusive

SCHEDULE 2
Pedestrian and Cycle Zones

1 Item	2 School	3 Pedestrian and Cycle Zone	4 Prescribed Hours
1	Bush Hill Primary School	Main Avenue , between a point 2 metres east of the eastern kerb-line of Landseer Road and a point 2 metres west of the western kerb-line of Leighton Road.	between 8.15 a.m. and 9.15 a.m. and between 2.45 p.m. and 3.45 p.m. on Mondays to Fridays inclusive
2	Chase Side Primary School	Trinity Street , north-west to south-east arm, throughout its length.	between 8.15 a.m. and 9.15 a.m. and between 2.45 p.m. and 3.45 p.m. on Mondays to Fridays inclusive
3	De Bohun Primary School	Green Road , between a point 7 metres north-east of the north-eastern kerb-line of The Fairway and a point 3.5 metres south-west of the south-western kerb-line of Addison Avenue.	between 8.15 a.m. and 9.15 a.m. and between 2.45 p.m. and 3.45 p.m. on Mondays to Fridays inclusive
4	George Spicer Primary School	Sketty Road , between a point 4 metres west of the eastern wall of Nos. 66/68 Sketty Road and a point 1 metre west of the western kerb-line of Clydach Road.	between 8.15 a.m. and 9.15 a.m. and between 2.45 p.m. and 3.45 p.m. on Mondays to Fridays inclusive
5	George Spicer Primary School	Kimberley Gardens , between the south-western kerb-line of Sketty Road and a point 1 metre south-west of the north-eastern wall of No. 20 Kimberley Gardens.	between 8.15 a.m. and 9.15 a.m. and between 2.45 p.m. and 3.45 p.m. on Mondays to Fridays inclusive
6	George Spicer Primary School	Craddock Road , between the south-western kerb-line of Sketty Road a point 1 metre south-west of the north-eastern wall of No. 18 Craddock Road.	between 8.15 a.m. and 9.15 a.m. and between 2.45 p.m. and 3.45 p.m. on Mondays to Fridays inclusive
7	Hazelbury Primary School	Westerham Road , between a point 1 metre east of the eastern kerb-line of Orpington Gardens and the eastern boundary of No. 181 Haselbury Road.	between 8.15 a.m. and 9.15 a.m. and between 2.45 p.m. and 3.45 p.m. on Mondays to Fridays inclusive

1 Item	2 School	3 Pedestrian and Cycle Zone	4 Prescribed Hours
8	Keys Meadow Primary School	Tysoe Avenue , all that part of the carriageway that is public highway situated north-west of a point 18.5 metres south-east of a point opposite the western wall of Nos. 1 to 18 Broadview House, 109 Tysoe Avenue.	between 8.15 a.m. and 9.15 a.m. and between 2.45 p.m. and 3.45 p.m. on Mondays to Fridays inclusive
9	Kingfisher Hall Primary School	The Ride , between a point 9 metres east of the eastern kerb-line of Collinwood Avenue and a point 5.5 metres west of the western kerb-line of Cowland Avenue.	between 8.15 a.m. and 9.15 a.m. and between 2.45 p.m. and 3.45 p.m. on Mondays to Fridays inclusive
10	Lavender Primary School	Hawthorn Grove , between a point 4.5 metres west of the common boundary of Nos. 40 and 42 Hawthorn Grove and the eastern extremity of Hawthorn Grove.	between 8.15 a.m. and 9.15 a.m. and between 2.45 p.m. and 3.45 p.m. on Mondays to Fridays inclusive
11	Lavender Primary School	Lavender Road , between a point 2 metres north of the common boundary of Nos. 36 and 38 Lavender Road and its junction with Hawthorn Grove.	between 8.15 a.m. and 9.15 a.m. and between 2.45 p.m. and 3.45 p.m. on Mondays to Fridays inclusive
12	Meridian Angel Primary School	Ladysmith Road , between the common boundary of Nos. 18 and 20 Ladysmith Road and the south-eastern extremity of Ladysmith Road.	between 8.15 a.m. and 9.15 a.m. and between 2.45 p.m. and 3.45 p.m. on Mondays to Fridays inclusive
13	Raynham Primary School	Raynham Avenue , between a point 2 metres south of the northern wall of No. 56 Raynham Road and a point 2 metres south of the common boundary of Nos. 105 and 107 Raynham Avenue.	between 8.15 a.m. and 9.15 a.m. and between 2.45 p.m. and 3.45 p.m. on Mondays to Fridays inclusive
14	St Paul's C of E Primary School	Ringwood Way , between a point 5.5 metres north-east of the north-eastern kerb-line of Station Road and the western wall of No. 71 Ringwood Way.	between 8.15 a.m. and 9.15 a.m. and between 2.45 p.m. and 3.45 p.m. on Mondays to Fridays inclusive

1 Item	2 School	3 Pedestrian and Cycle Zone	4 Prescribed Hours
15	Worcesters Primary School	Goat Lane , between a point 4.5 metres north-west of the western kerb-line of Holbrook Close and the common boundary of Nos. 103 and 105 Goat Lane.	between 8.15 a.m. and 9.15 a.m. and between 2.45 p.m. and 3.45 p.m. on Mondays to Fridays inclusive
16	Worcesters Primary School	Garnault Road , between its junction with Goat Lane and a point 5 metres north of the northern boundary of No. 19 Garnault Road.	between 8.15 a.m. and 9.15 a.m. and between 2.45 p.m. and 3.45 p.m. on Mondays to Fridays inclusive

Appendix C - School Streets engagement summary.

Summary

A statutory consultation was run from 24.09.2020 to 07.06.2021 where people could share their comments on the trial School Streets. Letters were delivered to residents and properties near each scheme to publicise the survey hosted on the Let's Talk Enfield site, and schools were encouraged to send the survey out to parents and staff directly. Additionally, residents could email or write to the Council directly with comments and objections.

There were two surveys published throughout the trial. The survey asked for respondents' views on whether the trial was effective in enabling social distancing, and if they supported it being made permanent. The survey was updated during the consultation period to include questions on respondents' perceptions of the street and travel behaviour since the School Street was introduced.

Following feedback from schools about a low response rate to the survey from parents, a second survey was sent out to schools to gather perceptions of parents and staff specifically. For the purpose of the report we will refer to the survey hosted on the Let's Talk Enfield site as 'Survey 1', and the survey sent by schools to parents and teachers as 'Survey 2'. The questions asked in both surveys were different, and some were similar but worded differently. Where questions were the same, responses from both surveys have been reported on together, and where different they have been reported on separately.

Respondents

Table 1 below shows the total number of respondents who answered the surveys per school. There were a varying number of respondents per school, with some having a very low response rate and some very high. The lowest response was 3, highest was 289, the mean rate was 34 and the average 73. Several mechanisms were used to ensure every parent and resident were given an opportunity to participate.

Table 1.

Table showing the number of total respondents per school across both surveys.

School Street	No. Respondents
Bush Hill Park Primary School	90
Chase Side Primary School	31
De Bohun Primary School	96
George Spicer Primary School	34
Hazelbury Primary School	61
Keys Meadow Primary School	90
Kingfisher Hall Primary Academy	7
Lavender Primary School	28
Meridian Angel Primary School	3
Raynham Primary School	4
St. Pauls CE Primary School	289
Worcesters Primary School	138
Total	871

The surveys asked respondents about their relationship to the School Street, shown in table 2. The highest number of respondents were parents/guardians of a child who attends the school which reflects the engagement of the schools with their parent community.

Table 2. Showing relationship of respondents to the School Street they were commenting on.

What is your relationship to the School Street?	No. of responses
I am a resident of the School Street within the closure area	25
I am a resident of the street, outside of the School Street closure area	18
I am a local resident living on a nearby street	50
I am a parent or guardian of a child/children who attends the school	583
I am a member of staff at the school	116
I don't live nearby, but pass through the area regularly	6
Total	798

Responses about making the School Streets permanent

Survey 1 initially asked respondents the question 'Do you think this kind of measure should be considered for the longer term?' and respondents were asked to answer on a scale from 'definitely yes' to 'definitely no'.

When the survey was updated, the wording of this question changed slightly to 'To what extent do you agree with the following statement: This measure should remain in place for the longer term' and respondents were asked to answer on a scale from 'definitely agree to definitely disagree'.

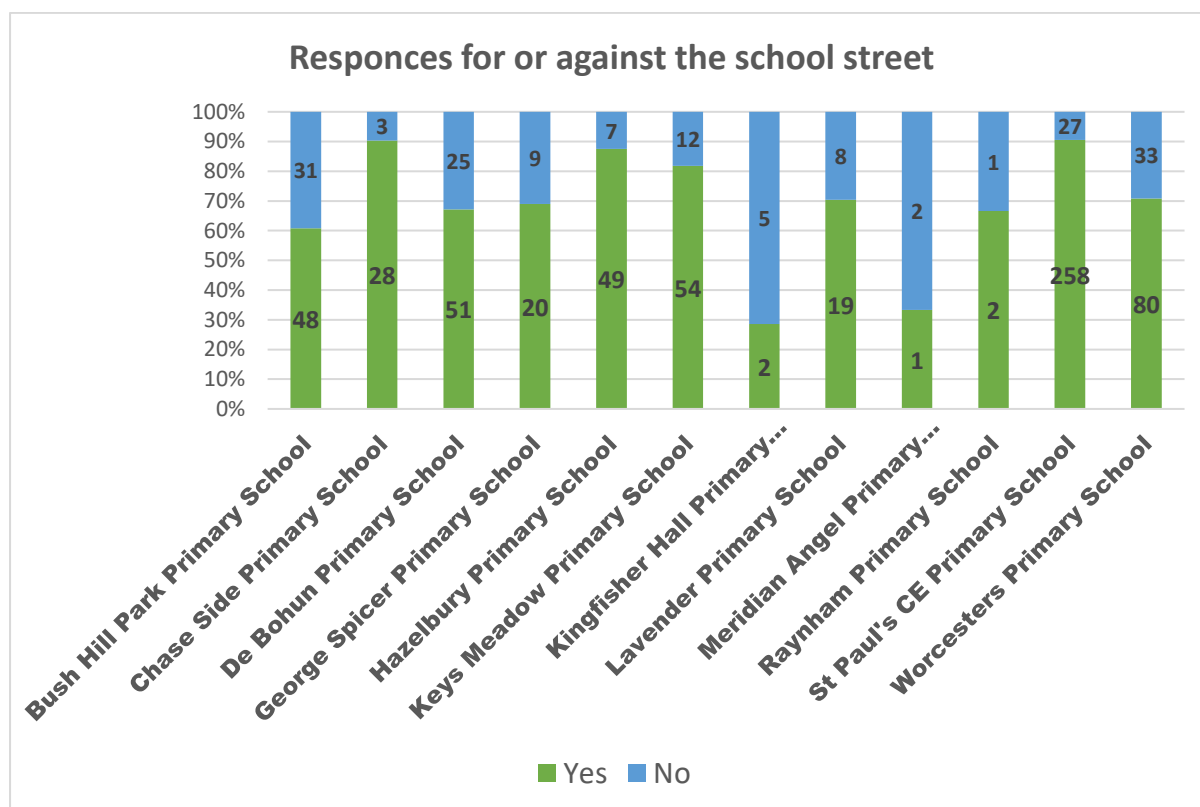
For the purpose of reviewing perceptions of whether respondents feel the School Streets should remain in place or not, the positive and negative answers have been grouped into 'Yes' and 'No' categories. For example, in question 1, 'definitely yes' and 'yes' have been grouped, and 'definitely no' and 'no' have been grouped. In the second question, 'definitely agree' and 'somewhat agree' have been grouped as 'yes', and 'definitely disagree' and 'somewhat disagree' have been grouped as 'no'. This allows us to identify the level of support for each scheme across all of the similar questions.

In Survey 2, we asked the question: 'Having seen the School Street in operation for the last 6 months, would you like the School Street to be made permanent?' and respondents were able to answer 'yes', 'unsure', or 'no'.

All of the responses have been categorised and collated in Table 3:

Table 3. Number of responses in favour, unsure, or against a School Street remaining in place.

School	Yes	No	Unsure	Total
Bush Hill Park Primary School	48	31	9	88
Chase Side Primary School	28	3	0	31
De Bohun Primary School	51	25	17	93
George Spicer Primary School	20	9	4	33
Hazelbury Primary School	49	7	5	61
Keys Meadow Primary School	54	12	23	89
Kingfisher Hall Primary Academy & Waverley School	2	5	0	7
Lavender Primary School	19	8	1	28
Meridian Angel Primary School	1	2	0	3
Raynham Primary School	2	1	0	3
St Paul's CE Primary School	258	27	2	287
Worcesters Primary School	80	33	97	210



Supplementary figures at the end of this report shows this data broken down per question. Overall, the respondents showed a positive response about keeping the School Streets in place. 66% of respondents for all schemes indicated that the School Street should remain in place, 17% said they were unsure, and 17% indicated that it shouldn't remain.

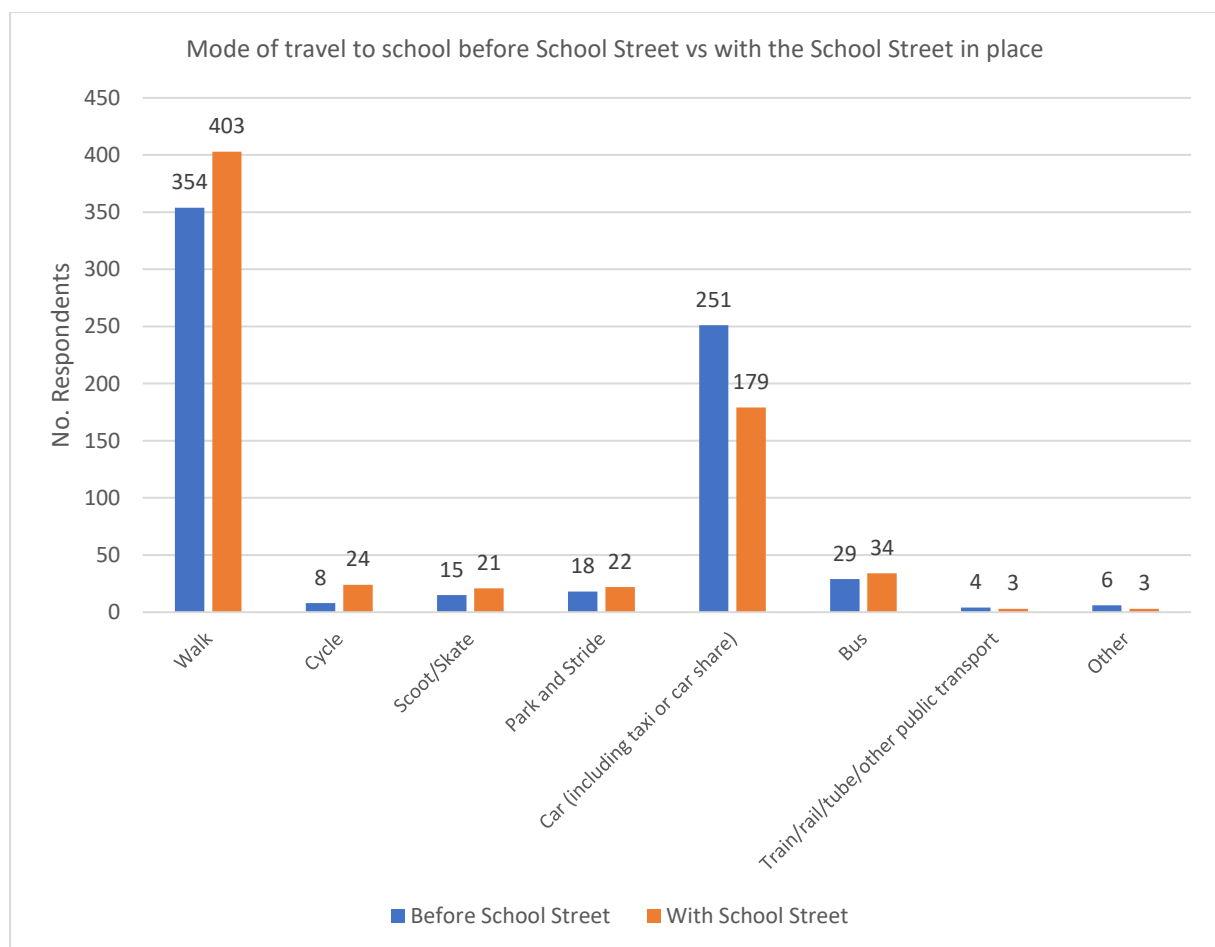
The number of 'Yes' responses outweigh the 'No' responses for all schools apart from Kingfisher Hall Primary Academy, Meridian Angel Primary School, Raynham Primary School and Worcesters Primary School. For Kingfisher Hall Primary Academy, Meridian Angel Primary School, and Raynham Primary School, the response rate to the question was very low, with only 7, 3 and 3 responses respectively. Therefore we cannot say conclusively that the community do not wish to see a School Street remain in place.

At Worcesters Primary School, the School Street has been challenging for the school community to operate which may explain why a high number of respondents selected 'unsure' for this question. We have been working with the school closely to address these challenges and are working towards a better solution for them.

Mode of travel before vs after School Streets











The surveys asked respondents questions about how they travelled to school with their child/children before the School Street launched, and since it has been in place. Figure 1 below shows the number of respondents for each mode of travel across all schools in the survey.

Figure 1. Bar graph of respondent's mode of travel reported before the School Street and since the School Street has been in place.



There was an increase in the number of respondents using sustainable modes of travel such as walking, cycling, scooting and using the bus, and a decrease of respondents using their cars to travel to school. The number of people choosing to park and stride has also increased, perhaps due to our promotion of a 10-minute walking map around each School Street and encouraging people to park further from the school gates.

Table 4. Percentage change in the number of respondents travelling to school by each mode of travel

Mode of Travel	Actual variation	%change	Increase  or decrease 
Walk	+49	14	
Cycle	+16	200	
Scoot/Skate	+6	40	
Park and Stride	+4	22	
Car (including taxi or car share)	- 72	29	
Bus	+ 5	17	
Train/rail/tube/other public transport	- 1	25	
Other	- 3	50	

Key Issues/Comments on each scheme




In both surveys, there was a question for open text comments. There were 389 respondents who chose to leave a comment. All comments have been reviewed and categorised into key themes. Emails received about the School Streets scheme have been analysed in the same way.

Each comment was recorded as one comment per school but could fall into multiple themes in the table. For example, a comment could have been generally positive and cited 2 positive themes, plus made a suggestion. In this case it would be counted as a positive comment and recorded against each of the 3 other themes raised. Note that some comments were classified as 'generally positive about the scheme' and 'generally against the scheme', but these don't add up to the total number of comments received per school because some comments were neutral.

Table 5 shows the key themes cited. Where a dot is denoted under a school name, we received comments about that issue.

Table 5. Table summarising key feedback about each School Street scheme. These have been collated from comments in the surveys and emails received during the duration of the trial period.

Key

	Positive comments
	Negative comments
	Suggestions and enhancements

		School Name	Bush Hill Park	Chase Side	De Bohun	George Spicer	Hazelbury	Keys Meadow	Kingfisher Hall	Lavender	Meridian Angel	Raynham	St. Paul's	Worcesters
			No. Comments Received per school											
Key Themes Identified	1	Generally positive about the scheme	7	12	8	5	13	7	2	5		1	11 9	20
	2	Generally against the scheme	2	5	12	8	5	5	4	7	2	1	15	17
	3	Positive changes - easy to social distance	•	•		•		•			•		•	•
	4	Positive changes to air quality	•				•						•	•
	5	Positive changes to road safety	•	•		•	•	•		•			•	•
	6	Positive changes - less traffic		•			•	•		•			•	•
	7	Positive changes - more active travel		•			•		•	•	•		•	•
	8	Negative impact - air quality not improved		•	•	•	•	•	•	•			•	•
	9	Negative impact - parking issues outside school street/idling	•	•	•	•	•	•	•	•		•	•	•
	10	Negative impact - more traffic in local streets	•	•	•	•	•	•	•	•			•	•
	11	Negative impact - strain on school staff and volunteers	•		•	•	•	•					•	•
	12	Negative impact - streets not safer	•	•	•	•		•		•			•	•
	13	Inconvenient for residents. E.g. hard to park or access their house			•	•	•	•	•	•	•		•	•
	14	Suggestion - provide support to operate barrier/ install ANPR/better enforcement	•	•	•	•		•		•		•	•	•
	15	Suggestion - change times	•	•	•			•	•				•	•
	16	Suggestion - improved signage or notification of school street times	•			•				•			•	•
	17	Suggestion - increase size/change location of school street	•		•	•	•	•	•	•		•	•	•
	18	Suggestion - other measures needed around school street	•	•		•				•			•	•
	19	Other comment	•	•	•		•	•	•	•		•	•	•

The key themes from the above table have been extracted to understand how to address these issues.

Below is a summary of the themes raised and officer responses.

Key.

	Positive comments
	Negative comments
	Suggestions and enhancements

	Theme	Officer Response
1	Generally positive about the scheme	Awareness of the school street scheme is high and the understanding regarding the derived benefits of reducing road danger, pollution and enabling more active travel
2	Generally against the scheme	We will continue to work with local residents and schools to better understand where improvements can be achieved.
3	Positive changes - easy to social distance	The schemes primary objective was to support young people returning to education to be able to circulate freely during pick up and drop off times. Deploying marshalled school streets has ensured that pedestrian and cycling zones have minimal vehicle movements.
4	Positive changes to air quality	Creating pedestrian and cycling zones is a simple way to reduce pollution and improve air quality at the school gates.
5	Positive changes to road safety	Creating pedestrian and cycling zones has reduced vehicle movements around the school gates and improved road safety where road danger is most prevalent.
6	Positive changes - less traffic	School street can contribute greatly to a calmer environment with reduce noise pollution and traffic. This has a significant benefit to the household in the intervention area and to the children have a much calmer approach to school.
7	Positive changes - more active travel	School streets encourage active travel such as park and stride, whilst creating more walking and cycling journeys. This helps to increase physical activity in parents and children.
8	Negative impact - air quality not improved	Supporting measures that restrict vehicle trips will encourage a shift to active travel in the medium to long term.
9	Negative impact - parking issues outside school street/idling	Idling that creates a rise in pollution is a behavioural issue widely associated with the school run and a concern at all school locations. This is being addressed by parking services. There has been a minimal impact on parking loss with the delivery of the programme. Congestion around schools at pick up and drop off times is a long-standing issue that school streets will help to affect.
10	Negative impact - more traffic in local streets	The perception of increased traffic should not to be directly attributed to the School street scheme. This could be attributed to a temporary increase in vehicle use post Covid 19 with reduced public confidence in the public transport network.
11	Negative impact - strain on school staff and volunteers	The school street volunteer marshals are operated by parent and teaching staff, where more parents could offer to support the scheme the need for the school to compliment the marshal process will be reduced.
12	Negative impact - streets not safer	Road safety is a behaviour that we are all collectively responsible for in our actions. The objective of the school street programme is to reduce the dominance of motor vehicle trips during peak time. As the migration happens street will feel safer.
13	Inconvenient for residents. E.g. hard to park or access their house	The School streets Scheme is appreciative of traffic displacement and will endeavour to recommend additional interventions to discourage this behaviour in adjacent streets in future schemes.
14	Suggestion - provide support to operate barrier/ install ANPR/ better enforcement	We will continue to work with local residents and schools to better understand where improvements can be achieved. Where necessary the council will deploy ANPR cameras to improve compliance.

15	Suggestion - change times	During the experimental period the scheme operated on one operating time to create consistency within all schools. We will consider making amendments to operating times where this does not affect safety or compromise mode shift to more active methods of travel.
16	Suggestion - improved signage or notification of school street times	All signage has been installed within the accordance of the Dept for Transport guidance – Traffic signs regulations and general directions 2016 https://tsrgd.co.uk/ The information contained on the signs musty be compliant. Temporary warning signs were installed for 8 weeks at the start of the trial. All signage is visible from a road junction to be able to divert around the closure.
17	Suggestion - increase size/change location of school street	School street closures are designed to protect the areas directly outside the school gates. The placement of the current closure points has been developed in conjunction with the schools leadership teams and considering a minimal impact on the road network.
18	Suggestion - other measures needed around school street	Other enhancements to nearby roads will be considered on a case by case basis that may include: parking restrictions or restricting through traffic.

Appendix D- EQIA assessment

Enfield Equality Impact Assessment (EqIA)

Introduction

The purpose of an Equality Impact Assessment (EqIA) is to help Enfield Council make sure it does not discriminate against service users, residents and staff, and that we promote equality where possible. Completing the assessment is a way to make sure everyone involved in a decision or activity thinks carefully about the likely impact of their work and that we take appropriate action in response to this analysis.

The EqIA provides a way to systematically assess and record the likely equality impact of an activity, policy, strategy, budget change or any other decision.

The assessment helps us to focus on the impact on people who share one of the different nine protected characteristics as defined by the Equality Act 2010 as well as on people who are disadvantaged due to socio-economic factors. The assessment involves anticipating the consequences of the activity or decision on different groups of people and making sure that:

- unlawful discrimination is eliminated
- opportunities for advancing equal opportunities are maximised
- opportunities for fostering good relations are maximised.

The EqIA is carried out by completing this form. To complete it you will need to:

- use local or national research which relates to how the activity/ policy/ strategy/ budget change or decision being made may impact on different people in different ways based on their protected characteristic or socio-economic status;
- where possible, analyse any equality data we have on the people in Enfield who will be affected e.g. equality data on service users and/or equality data on the Enfield population;
- refer to the engagement and/ or consultation you have carried out with stakeholders, including the community and/or voluntary and community sector groups and consider what this engagement showed us about the likely impact of the activity/ policy/ strategy/ budget change or decision on different groups.

The results of the EqIA should be used to inform the proposal/ recommended decision and changes should be made to the proposal/ recommended decision as a result of the assessment where required. Any ongoing/ future mitigating actions required should be set out in the action plan at the end of the assessment.

The completed EqIA should be included as an appendix to relevant EMT/ Delegated Authority/ Cabinet/ Council reports regarding the service activity/ policy/ strategy/ budget change/ decision. Decision-makers should be confident that a robust EqIA has taken place, that any necessary mitigating action has been taken and that there are robust arrangements in place to ensure any necessary ongoing actions are delivered.

SECTION 1 – Equality Analysis Details

Title of service activity / policy/ strategy/ budget change/ decision that you are assessing	School streets
Lead officer(s) name(s) and contact details	Craig Nicol
Team/ Department	Health Streets
Executive Director	Sarah Carey
Cabinet Member	Cllr Ian Barnes
Date of EqIA completion	July 2021

SECTION 2 – Summary of Proposal

Please give a brief summary of the proposed service change / policy/ strategy/ budget change/project plan/ key decision

Please summarise briefly:

What is the proposed decision or change?

What are the reasons for the decision or change?

What outcomes are you hoping to achieve from this change?

Who will be impacted by the project or change - staff, service users, or the wider community?

A 'School Street' is when the roads immediately surrounding a school are closed to motor traffic. They operate Monday to Friday in term time, during set times at drop-off and pick-up. School Streets remain open to pedestrians, cyclists and exempt vehicles such as local business owners, residents and the emergency services.

The council are committed to reducing road danger, pollution and health inequality in and around our schools where the boroughs young people are most vulnerable.

1. These proposals will create a safer and cleaner entrance to the school. These measures will enable more active forms of travel as part of the wider Healthy Streets programme.
2. These interventions are targeting traffic and road danger reduction near the school gates, to protect our vulnerable children.
3. They support the reduction in air and noise pollution.

4. In addition, they encourage the uptake of active modes of travel; such as scooting, walking and cycling enabling a few more minutes of quality time on the journey to school, leading to healthier communities.
5. Active modes of travel also help to tackle childhood obesity and can improve attention and retention in the classroom.

This scheme also delivers against the Transport for London healthy street objectives by:

- ✓ Improving clean air.
- ✓ Supporting pedestrians from all walks of life.
- ✓ Making access easier.
- ✓ Reduce noise pollution
- ✓ Encouraging people to walk, cycle and use public transport
- ✓ Making people feel safe
- ✓ Enabling people to see and do more
- ✓ People feel relaxed

SECTION 3 – Equality Analysis

This section asks you to consider the potential differential impact of the proposed decision or change on different protected characteristics, and what mitigating actions should be taken to avoid or counteract any negative impact.

According to the Equality Act 2010, protected characteristics are aspects of a person's identity that make them who they are. The law defines 9 protected characteristics:

1. Age
2. Disability
3. Gender reassignment.
4. Marriage and civil partnership.
5. Pregnancy and maternity.
6. Race
7. Religion or belief.
8. Sex
9. Sexual orientation.

At Enfield Council, we also consider socio-economic status as an additional characteristic.

“Differential impact” means that people of a particular protected characteristic (e.g. people of a particular age, people with a disability, people of a particular gender, or people from a particular race and religion) will be significantly more affected by the change than other groups. Please consider both potential positive and negative impacts, and, where possible, provide evidence to explain why this group might be particularly affected. If there is no differential impact for that group, briefly explain why this is not applicable.

Please consider how the proposed change will affect staff, service users or members of the wider community who share one of the following protected characteristics.

Age

This can refer to people of a specific age e.g. 18-year olds, or age range e.g. 0-18 year olds.

Will the proposed change to service/policy/budget have a **differential impact [positive or negative]** on people of a specific age or age group (e.g. older or younger people)?

Please provide evidence to explain why this group may be particularly affected.

Positive impact – During the timed closures (1hr in the morning and afternoon) streets will be calmer, quieter and safer. Reductions in noise and air pollution will benefit the wider neighbourhood, whilst the reduction in vehicle movements will encourage more active travel in our young people.

Mitigating actions to be taken

N/A

Disability

A person has a disability if they have a physical or mental impairment which has a substantial and long-term adverse effect on the person's ability to carry out normal day-day activities.

This could include:

Physical impairment, hearing impairment, visual impairment, learning difficulties, long-standing illness or health condition, mental illness, substance abuse or other impairments.

Will the proposed change to service/policy/budget have a **differential impact [positive or negative]** on people with disabilities?

Please provide evidence to explain why this group may be particularly affected.

Positive – All consideration has been given to residents / parents & carers and young students who may have disabilities. Disabled badge holders within the closure area are exempt from the vehicle restrictions during the hours of operation. Blue badgen holder should follow the exemption application process.

We have worked with the senior leadership team at all schools to ensure we can identify children with additional needs and parents of able-bodied children that may need additional support and access needs. **This requires ongoing monitoring with schools.**

Mitigating actions to be taken
Continue to monitor the access requirements of people who may have a disability and require access to the school.

Gender Reassignment
This refers to people who are proposing to undergo, are undergoing, or have undergone a process (or part of a process) to reassign their sex by changing physiological or other attributes of sex.
Will this change to service/policy/budget have a differential impact [positive or negative] on transgender people?
Please provide evidence to explain why this group may be particularly affected.
No differential impact - the scheme is gender neutral and should not affect anyone from this protected group.
Mitigating actions to be taken
N/A

Marriage and Civil Partnership
Marriage and civil partnerships are different ways of legally recognising relationships. The formation of a civil partnership must remain secular, whereas a marriage can be conducted through either religious or civil ceremonies. In the U.K both marriages and civil partnerships can be same sex or mixed sex. Civil partners must be treated the same as married couples on a wide range of legal matters.
Will this change to service/policy/budget have a differential impact [positive or negative] on people in a marriage or civil partnership?
Please provide evidence to explain why this group may be particularly affected
No differential impact - the scheme should not affect anyone from this protected group.
Mitigating actions to be taken

N/A

Pregnancy and maternity

Pregnancy refers to the condition of being pregnant or expecting a baby. Maternity refers to the period after the birth and is linked to maternity leave in the employment context. In the non-work context, protection against maternity discrimination is for 26 weeks after giving birth, and this includes treating a woman unfavourably because she is breastfeeding.

Will this change to service/policy/budget have a **differential impact [positive or negative]** on pregnancy and maternity?

Please provide evidence to explain why this group may be particularly affected

Negative – In some circumstances a pregnant person may find it difficult to walk shorty distances.

Mitigating actions to be taken

Closure points are designed to enclosure the school gates only, having a minimal impact on the distance of road covered.

Race

This refers to a group of people defined by their race, colour, and nationality (including citizenship), ethnic or national origins.

Will this change to service/policy/budget have a **differential impact [positive or negative]** on people of a certain race?

Please provide evidence to explain why this group may be particularly affected

No differential impact - the scheme should not affect anyone from this protected group.

Mitigating actions to be taken

N/A

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Religion and belief

Religion refers to a person's faith (e.g. Buddhism, Islam, Christianity, Judaism, Sikhism, Hinduism). Belief includes religious and philosophical beliefs including lack of belief (e.g. Atheism). Generally, a belief should affect your life choices or the way you live.

Will this change to service/policy/budget have a **differential impact [positive or negative]** on people who follow a religion or belief, including lack of belief?

Please provide evidence to explain why this group may be particularly affected.

No differential impact - the scheme should not affect anyone from this protected group.

Mitigating actions to be taken

N/A

Sex

Sex refers to whether you are a man or woman.

Will this change to service/policy/budget have a **differential impact [positive or negative]** on men or women?

Please provide evidence to explain why this group may be particularly affected.

No differential impact - the scheme should not affect anyone from this protected group.

Mitigating actions to be taken

N/A

Sexual Orientation

This refers to whether a person is sexually attracted to people of the same sex or a different sex to themselves. Please consider the impact on people who identify as heterosexual, bisexual, gay, lesbian, non-binary or asexual.

Will this change to service/policy/budget have a **differential impact [positive or negative]** on people with a sexual orientation?

Please provide evidence to explain why this group may be particularly affected.

No differential impact - the scheme should not affect anyone from this protected group.

Mitigating actions to be taken

N/A

Socio-economic deprivation

This refers to people who are disadvantaged due to socio-economic factors e.g. unemployment, low income, low academic qualifications or living in a deprived area, social housing or unstable housing.

Will this change to service/policy/budget have a **differential impact [positive or negative]** on people who are socio-economically disadvantaged?

Please provide evidence to explain why this group may be particularly affected.

Positive – Car ownership could be potentially lower in people who are socio-economically disadvantaged, and therefore may benefit from alternative routes that promote active travel and connecting to the public transport network

Mitigating actions to be taken.

N/A

SECTION 4 – Monitoring and Review

How do you intend to monitor and review the effects of this proposal?

Who will be responsible for assessing the effects of this proposal?

1. Traffic surveys are commissioned to understand the level of traffic and predict pollution levels, so that this can be benchmarked and checked during the operation of the scheme.
2. School participate in the STARS (Sustainable, travel, active, responsible, safe) is a Transport for London accredited road safety programme which allows us to track and monitor how children travel to school and how involved in behaviour change the school is.

An objective of a STARS accredited school with a school street is to achieve and maintain gold status, which equates to 90% of pupils travelling actively.

STARS activities have a significant impact on increasing the number of families using sustainable and active travel.

Schools also internally promote walking and cycling events to encourage active travel. This is monitored and rewarded by the school.

3. Perception surveys and consultations are undertaken to establish how people feel about the changes and if this has affected how they feel the environment may have changed or how their travel habits may have changed.

SECTION 5 – Action Plan for Mitigating Actions.

Identified Issue	Action Required	Lead officer	Timescale/By When	Costs	Review Date/Comments
Disability	Continue to monitor the access requirements of people who may have a disability and require access to the school.	Craig Nicol	ongoing	Time	

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