

# EQUALITY IMPACT ASSESSMENT FORM

July 2019

## THE COUNCIL'S EQUALITIES STATEMENT

This Council recognises that people have different needs, requirements and goals and we will work actively against all forms of discrimination by promoting good relations and mutual respect within and between our communities, residents, elected members, job applicants and workforce.

We will also work to create equal access for everyone to our services, irrespective of ethnic origin, sex, age, marital status, sexual orientation, disability, gender reassignment, religious beliefs or non-belief, use of Welsh language, BSL or other languages, nationality, responsibility for any dependents or any other reason which cannot be shown to be justified.

EIAs are a legal requirement under equalities legislation (Equality Act 2010 (Statutory Duties) (Wales) Regulations 2011) where the potential for a significant negative impact has been identified. This legislation has been in place since 2000. We also have a legislative duty to:

- eliminate unlawful discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act 2010
- advance equality of opportunity between people who share a relevant protected characteristic and those who do not
- foster good relations between people who share a protected characteristic and those who do not.

The Act explains that having due regard for advancing equality involves:

- removing or minimising disadvantages experienced by people due to their protected characteristics
- taking steps to meet the needs of people from protected groups where these are different from the needs of other people
- encouraging people with protected characteristics to participate in public life or in other activities where their participation is disproportionately low.

The protected characteristics are:

- |                                  |                                  |
|----------------------------------|----------------------------------|
| • Age                            | • Race                           |
| • Disability                     | • Religion, Belief or Non-Belief |
| • Gender Re-assignment           | • Sex                            |
| • Marriage and Civil Partnership | • Sexual Orientation             |
| • Pregnancy and Maternity        | • Welsh Language*                |

\* The Welsh language is not identified as a protected characteristic under the Equality Act

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Man gwyrddach

Mae'r ddogfen hon ar gael yn Gymraeg, ac mewn ieithoedd a fformatau eraill ar gais.  
This document is available in Welsh, and in other languages and formats on request.



2010, however in Wales we also have to treat Welsh and English on an equal basis as well as promoting and facilitating the use of the Welsh language.

## THE EQUALITY IMPACT ASSESSMENT

<b>NAME OF NEW OR REVISED PROPOSAL *</b>	Schools – Savings Target – 2% reduction Secondary Additional Funding - £22k
<b>DIRECTORATE</b>	Education & Corporate Services
<b>SERVICE AREA</b>	Education – Schools
<b>CONTACT OFFICER</b>	Jane Southcombe
<b>DATE FOR NEXT REVIEW OR REVISION</b>	On-going financial monitoring of all Schools.

**\*Throughout this Equalities Impact Assessment Form, ‘proposal’ is used to refer to what is being assessed, and therefore includes policies, strategies, functions, procedures, practices, initiatives, projects and savings proposals.**

The aim of an Equality Impact Assessment (EIA) is to ensure that Equalities and Welsh Language issues have been proactively considered throughout the decision making processes governing work undertaken by every service area in the Council as well as work done at a corporate level.

The Council’s work across Equalities, Welsh Language and Human Rights is covered in more detail through the **Equalities and Welsh Language Objectives and Action Plan 2016-2020**.

When carrying out an EIA you should consider both the positive and negative consequences of your proposals. If a project is designed for a specific group e.g. disabled people, you also need to think about what potential effects it could have on other areas e.g. young people with a disability, BME people with a disability.

There are a number of supporting guidance documents available on the **Corporate Policy Unit Portal** and the Council’s Equalities and Welsh Language team can provide advice as the EIA is being developed. Please note that the team does not write EIAs on behalf of service areas, the support offered is in the form of advice, suggestions and in effect, quality control.

Contact [equalities@caerphilly.gov.uk](mailto:equalities@caerphilly.gov.uk) for assistance.

## PURPOSE OF THE PROPOSAL

<b>1</b>	<p><b>What is the proposal intended to achieve?</b> <i>(Please give a brief description and outline the purpose of the new or updated proposal by way of introduction.)</i></p> <p>In 2019/20 the budget for “Secondary Additional Funding” is circa £1.1m, this is distributed on a formula basis to all secondary schools. The significant drivers for distribution of this funding are pupil numbers and free school meals. This budget was introduced a number of years ago to support our secondary schools and to assist with regards to reducing the number of redundancies [Secondary Schools fund 60% of any redundancy costs].</p> <p>In 2019/20 the level of formula led funding ranged from £57k in one of our secondary schools to £167k in another.</p> <p>The level of saving required would consequently range from £1.1k to £3.3k per school, based on 2019/20 figures.</p>
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<b>2</b>	<p><b>Who are the service users affected by the proposal?</b> <i>(Who will be affected by the delivery of this proposal? e.g. staff members, the public generally, or specific sections of the public i.e. youth groups, carers, road users, people using country parks, people on benefits etc. Are there any data gaps?)</i></p> <p>Schools are required under their delegated powers to balance their own individual budgets, consequently they will be required to identify budget savings to cover the £22k. How schools deal with this pressure will vary from school to school.</p>
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## IMPACT ON THE PUBLIC AND STAFF

<b>3</b>	<p><b>Does the proposal ensure that everyone has an equal access to all the services available or proposed, or benefits equally from the proposed changes, or does not lose out in greater or more severe ways due to the proposals?</b> <i>(What has been done to examine whether or not these groups have equal access to the service, or whether they need to receive the service in a different way from other people?)</i></p> <p>Since schools are responsible for setting their individual budget, the impact will vary from school to school.</p> <p>The Authority has established processes in place to support schools and any issues would be picked up as part of normal process.</p>
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<b>4</b>	<b>Is your proposal going to affect any people or groups of people with protected characteristics?</b> <i>(Has the service delivery been examined to assess if there is any indirect effect on any groups? Could the consequences of the policy or savings proposal differ dependent upon people's protected characteristics?)</i>	
	<b>Protected Characteristic</b>	<b>Positive, Negative, Neutral</b>
		<b>What will the impact be? If the impact is negative how can it be mitigated?</b>
	<b>Age</b>	Neutral
	<b>Disability</b>	Neutral
	<b>Gender Reassignment</b>	Neutral
	<b>Marriage &amp; Civil Partnership</b>	Neutral
	<b>Pregnancy and Maternity</b>	Neutral
	<b>Race</b>	Neutral
	<b>Religion &amp; Belief</b>	Neutral
	<b>Sex</b>	Neutral
	<b>Sexual Orientation</b>	Neutral

<b>5</b>	<p><b>In line with the requirements of the Welsh Language Standards. (No.1) Regulations 2015, please note below what effects, if any (whether positive or adverse), the proposal would have on opportunities for persons to use the Welsh language, and treating the Welsh language no less favourably than the English language.</b></p> <p><i>(The specific Policy Making Standards requirements are Standard numbers 88, 89, 90, 91, 92 and 93. The full detail of each Standard is available on the Corporate Policy Unit Portal. Although it is important that what is outlined in the proposal is available in Welsh and English, please consider wider impacts on Welsh speakers.)</i></p> <p>None anticipated.</p>
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## INFORMATION COLLECTION

<b>6</b>	<p><b>Please outline any evidence and / or research you have collected which supports the proposal? This can include an analysis of service users.</b> <i>(Is this service effectively engaging with all its potential users or is there higher or lower participation of uptake by one or more protected characteristic groups? If so, what has been done to address any difference in take up of the service? Does any savings proposal include an analysis of those affected?)</i></p> <p>This 2% savings target is consistent with regards to the 2% savings proposal for schools against the 2019/20 Individual Schools Budget (ISB) allocation of £103m.</p>
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## CONSULTATION

<b>7</b>	<p><b>Please outline the consultation / engagement process and outline any key findings.</b> <i>(Include method of consultation, objectives and target audience. What steps have been taken to ensure that people from various groups have been consulted during the development of this proposal? Have you referred to the Equalities Consultation and Monitoring Guidance?)</i></p> <p>The Education Senior Management Team (SMT) have met with a small group of representative Heads to discuss in detail the Directorates financial position and the draft savings proposals for 2020/21.</p> <p>The Corporate Director for Education &amp; Corporate Service and Chief Education Officer have met with Secondary Heads in November 2019 to discuss the schools savings target.</p> <p>Details of the Directorates draft budget savings proposals 2020/21 have been shared with Headteachers in the November 2019 Regional meetings.</p> <p>Savings proposals for 2020/21 will be presented to Education for Life Scrutiny Committee on 9<sup>th</sup> December 2019.</p> <p>Wider consultation as part of the Authority's engagement with residents.</p>
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## MONITORING AND REVIEW

<b>8</b>	<p><b>How will the proposal be monitored?</b> <i>(What monitoring process has been set up to assess the extent that the service is being used by all sections of the community, or that the savings proposals are achieving the intended outcomes with no adverse impact? Are comments or complaints systems set up to record issues by Equalities category to be able analyse responses from particular groups?)</i></p> <p>The Authority has established processes in place to support schools and any issues will be picked up as part of normal process.</p>
<b>9</b>	<p><b>How will the monitoring be evaluated?</b> <i>(What methods will be used to ensure that the needs of all sections of the community are being met?)</i></p> <p>The Authority has established processes in place to support schools and any issues will be picked up as part of normal process.</p>
<b>10</b>	<p><b>Have any support / guidance / training requirements been identified?</b> <i>(Has the EIA or consultation process shown a need for awareness raising amongst staff, or identified the need for Equalities or Welsh Language training of some sort?)</i></p> <p>None at this time.</p>
<b>11</b>	<p><b>If any adverse impact has been identified, please outline any mitigation action.</b></p> <p>The Authority has established processes in place to support schools and any issues will be picked up as part of normal process.</p>

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<b>12</b>	<p><b>What wider use will you make of this Equality Impact Assessment?</b> <i>(What use will you make of this document i.e. as a consultation response, appendix to approval reports, publicity etc. in addition to the mandatory action shown below?)</i></p> <p>. This equality impact assessment will be appended to the report to Cabinet and be available for public inspection.</p>
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<b>13</b>	<p><b>An equality impact assessment may have four possible outcomes, through more than one may apply to a single proposal. Please indicate the relevant outcome(s) of the impact assessment below.</b></p> <p style="text-align: right;"><b>Please tick as appropriate:</b></p> <p><b>No major change</b> – the impact assessment demonstrated that the proposal was robust; there was no potential for discrimination or adverse impact. All opportunities to promote equality have been taken. <input checked="" type="checkbox"/></p> <p><b>Adjust the proposal</b> – the impact assessment identified potential problems or missed opportunities. The proposal was adjusted to remove barriers or better promote equality. <input type="checkbox"/></p> <p><b>Continue the proposal</b> – the impact assessment identified the potential problems or missed opportunities to promote equality. The justification(s) for continuing with it have been clearly set out. (The justification must be included in the impact assessment and must be in line with the duty to have due regard. Compelling reasons will be needed for the most important relevant proposals.) <input type="checkbox"/></p> <p><b>Stop and remove the proposal</b> – the impact assessment identified actual or potential unlawful discrimination. The proposal was stopped and removed, or changed. <input type="checkbox"/></p>
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<b>Form completed by:</b>	
<b>Name:</b>	Jane Southcombe
<b>Job Title:</b>	Finance Manager (Education, Lifelong Learning & Schools)
<b>Date:</b>	1 <sup>st</sup> November 2019

<b>Head of Service Approval</b>	
<b>Name:</b>	Richard Edmunds
<b>Job Title:</b>	Corporate Director
<b>Signature:</b>	
<b>Date:</b>	18 <sup>th</sup> November 2019