

Caerphilly County Borough Council - Integrated Impact Assessment

This integrated impact assessment (IIA) has been designed to help support the Council in making informed and effective decisions whilst ensuring compliance with a range of relevant legislation, including:

- Equality Act 2010 (Statutory Duties) (Wales) Regulations 2011
- Socio-economic Duty – Sections 1 to 3 of the Equality Act 2010
- Statutory Consultation v Doctrine of Legitimate Expectation and Gunning Principles
- Well-being of Future Generations (Wales) Act 2015
- Welsh Language (Wales) Measure 2011

PLEASE NOTE: Section 3 Socio-economic Duty only needs to be completed if proposals are of a strategic nature or when reviewing previous strategic decisions. See page 6 of the Preparing for the Commencement of the Socio-economic Duty Welsh Government Guidance.

PLEASE NOTE: Overwrite any grey text, it is there to guide you. Make sure the font colour is converted to black for accessibility reasons.

1. Proposal Details

Lead Officer	Head of Service	Service Area & Department	Date
	Keri Cole	Individual School Budgets (Formula Funding to Schools)	

What is the proposal to be assessed? Provide brief details of the proposal and provide a link to any relevant report or documents.
In 2024/25 the total cost pressures for schools is estimated at £8.283m. It is proposed that growth of £5.283m is provided to Schools as part of the Authority's Budget Strategy and that Schools themselves manage £3m of the estimated pressures. The £8.283m is based on, anticipated pay awards, general non-pay related inflationary pressures and pressures linked to service demand (e.g. increased pupil numbers in our special school and special resource bases). Schools are required under their delegated powers to balance their own individual budgets. How schools manage any financial pressures will vary from school to school. As part of normal financial planning and projections for future years, it had already been estimated that there could be a 1% reduction on the school budget in 2024/25.

As of 31st March 2023, school balances totalled £11m (this must be reviewed cautiously though as balances were not evenly shared across all 86 schools); 5 Primary & 3 Secondary Schools reported a deficit budget position. School balances are forecast to reduce by the end of financial year 2023-24 (currently forecasting balances of circa £4.6m as at 31.03.24). Schools are supported through established processes.

2. Equality Act 2010 (Statutory Duties) (Wales) Regulations 2011

(The Public Sector Equality Duty requires the Council to have “due regard” to the need to eliminate unlawful discrimination, harassment and victimisation; advance equality of opportunity between different groups; and foster good relations between different groups). Please note that an individual may have more than one protected characteristic.

<u>Protected Characteristics</u>	Does the proposal have any positive, negative or neutral impacts on the protected characteristics and how?	If there are negative impacts how will these be mitigated?	What evidence has been used to support this view?
Age (<i>people of all ages</i>)	<p>Depending on the financial position of a school there could be an impact on required staffing numbers. [Staffing numbers are also be impacted by a change in pupil numbers and or changes to external grant funding].</p> <p>Schools are required to review staffing required to support the curriculum as part of normal process.</p> <p>Staffing changes could impact other staff in the school and learners, but this would look different for each school.</p> <p>This will need to be considered at individual school level whilst setting the budget for 2024/25.</p>	<p>Established processes in place supported by HR & Finance.</p> <p>This could involve ending a fixed term contract or a process to consult with staff with regards to a redundancy situation.</p>	<p>Established policies & processes to support. Currently supporting a small number of schools with regards to reducing staff numbers for September 2024.</p>
Disability (<i>people with disabilities/ long term conditions</i>)	<p>This will need to be considered at individual school level whilst setting the budget for 2024/25.</p>		
Gender Reassignment (<i>anybody who’s gender identity or gender expression is different to the sex they were assigned at birth</i>)	<p>This will need to be considered at individual school level whilst setting the budget for 2024/25.</p>		

Marriage or Civil Partnership (<i>people who are married or in a civil partnership</i>)	Not applicable		
Pregnancy and Maternity (<i>women who are pregnant and/or on maternity leave</i>)	Not applicable		
Race (<i>people from black, Asian and minority ethnic communities and different racial backgrounds</i>)	This will need to be considered at individual school level whilst setting the budget for 2024/25.		
Religion or Belief (<i>people with different religions and beliefs including people with no beliefs</i>)	This will need to be considered at individual school level whilst setting the budget for 2024/25.		
Sex (<i>women and men, girls and boys and those who self-identify their gender</i>)	This will need to be considered at individual school level whilst setting the budget for 2024/25.		
Sexual Orientation (<i>lesbian, gay, bisexual, heterosexual, other</i>)	This will need to be considered at individual school level whilst setting the budget for 2024/25.		

3. Socio-economic Duty (Strategic Decisions Only)

(The Socio-economic Duty gives us an opportunity to do things differently and put tackling inequality genuinely at the heart of key decision making. Socio-economic disadvantage means living on a low income compared to others in Wales, with little or no accumulated wealth, leading to greater material deprivation, restricting the ability to access basic goods and services)

Please consider these additional vulnerable groups and the impact your proposal may or may not have on them:

- *Single parents and vulnerable families*
- *People with low literacy/numeracy*
- *Pensioners*
- *Looked after children*
- *Homeless people*
- *Carers*
- *Armed Forces Community*
- *Students*
- *Single adult households*
- *People misusing substances*
- *People who have experienced the asylum system*
- *People of all ages leaving a care setting*
- *People living in the most deprived areas in Wales (WIMD)*
- *People involved in the criminal justice system*

<u>Socio-economic Disadvantage</u>	Does the proposal have any positive, negative or neutral impacts on the following and how?	If there are negative impacts how will these be mitigated?	What evidence has been used to support this view?
Low Income / Income Poverty <i>(cannot afford to maintain regular payments such as bills, food, clothing, transport etc.)</i>	Neutral – to be considered at individual school level when setting the budget for 2024/25.		
Low and/or No Wealth <i>(enough money to meet basic living costs and pay bills but have no savings to deal with any unexpected spends and no provisions for the future)</i>	Neutral – to be considered at individual school level when setting the budget for 2024/25.		

<p>Material Deprivation (<i>unable to access basic goods and services i.e. financial products like life insurance, repair/replace broken electrical goods, warm home, hobbies etc.</i>)</p>	<p>Neutral – to be considered at individual school level when setting the budget for 2024/25.</p>		
<p>Area Deprivation (<i>where you live (rural areas), where you work (accessibility of public transport) Impact on the environment?</i>)</p>	<p>Neutral – to be considered at individual school level when setting the budget for 2024/25.</p>		
<p>Socio-economic Background (<i>social class i.e. parents education, employment and income</i>)</p>	<p>Neutral – to be considered at individual school level when setting the budget for 2024/25.</p>		
<p>Socio-economic Disadvantage (<i>What cumulative impact will the proposal have on people or groups because of their protected characteristic(s) or vulnerability or because they are already disadvantaged</i>)</p>	<p>Neutral – to be considered at individual school level when setting the budget for 2024/25. Socio-economic disadvantage is a feature across all schools in Caerphilly. Schools prioritise support for this group of learners and their families via the Annual School Development Plan. This will also include allocating resources appropriately from Welsh Government grant funding (Pupil Development Grant).</p>		

4. Corporate Plan – Council’s Well-being Objectives






(How does your proposal deliver against any/all of the Council’s Well-being Objectives? Which in turn support the national well-being goals for Wales as outlined in the Well-being of Future Generations (Wales) Act 2015. Are there any impacts (positive, negative or neutral? If there are negative impacts how have these been mitigated?) [Corporate Plan](#)

Objective 1 - Enabling our Children to Succeed in Education	<p>Objective 1 - Improve education opportunities for all.</p> <p>(ii) Raise standards of attainment. (iii) Reduce the impact of poverty on attainment for both vocational and non-vocational qualifications to provide equity of opportunity. (v) Support learning that enables young and adult employment opportunities including a focus on ‘future skills.</p> <p>Schools receive on-going support from Education Services (including the Education Achievement Service (EAS)) to mitigate against the risk identified above.</p> <p>The LA continues to monitor and where appropriate intervene to support leadership across schools.</p>
Objective 2 - Enabling our Residents to Thrive	<p>Not applicable</p>
Objective 3 - Enabling our Communities to Thrive	<p>Inability to mitigate against the proposed risk could potentially impact on future generations e.g. local economy and jobs.</p> <p>The LA continues to monitor and where appropriate intervene to support leadership across schools.</p>
Objective 4 - Enabling our Economy to Grow	<p>Inability to mitigate against the proposed risk could potentially impact on future generations e.g. local economy and jobs.</p> <p>The LA continues to monitor and where appropriate intervene to support leadership across schools.</p>
Objective 5 - Enabling our Environment to be Greener	<p>Not applicable</p>

4a. Links to any other relevant Council Policy
<i>(How does your proposal deliver against any other relevant Council Policy?)</i>
<p>Education Strategy Pursuing Excellence Together</p>

5. Well-being of Future Generations (Wales) Act 2015 – The Five Ways of Working (ICLIP)

(Also known as the sustainable development principles. The Act requires the Council to consider how any proposal improves the economic, social, environmental and cultural well-being of Wales using the five ways of working as a baseline)

<u>Ways of Working</u>	How have you used the Sustainable Development Principles in forming the proposal?
<p>Long Term</p> 	<p>Support schools with financial planning.</p>
<p>Prevention</p> 	<p>Support schools with financial planning.</p>
<p>Integration</p> 	<p>-</p>
<p>Collaboration</p> 	<p>-</p>
<p>Involvement</p> 	<p>Headteacher Meetings. Education Senior Management Team Part of the Authority's Budget Consultation.</p>

6. Well-being of Future Generations (Wales) Act 2015

<u>Well-being Goals</u>	Does the proposal maximise our contribution to the Well-being Goal and how?
<p>A Prosperous Wales <i>An innovative, productive and low carbon society which recognises the limits of the global environment and therefore uses resources efficiently and proportionately (including acting on climate change); and which develops a skilled and well-educated population in an economy which generates wealth and provides employment opportunities, allowing people to take advantage of the wealth generated through securing decent work</i></p>	<p>Although challenging we are working closely with schools to support with financial planning so that the impact on delivery of education to children will be reduced.</p>
<p>A Resilient Wales <i>A nation which maintains and enhances a biodiverse natural environment healthy functioning ecosystems that support social, economic and ecological resilience and the capacity to adapt to change (for climate change)</i></p>	<p>Although challenging we are working closely with schools to support with financial planning so that the impact on delivery of education to children will be reduced.</p>
<p>A Healthier Wales <i>A society in which people's physical and mental well-being is maximised and in which choices and behaviours that benefit future health are understood</i></p>	<p>Although challenging we are working closely with schools to support with financial planning so that the impact on delivery of education to children will be reduced.</p>
<p>A More Equal Wales <i>A society that enables people to fulfil their potential no matter what their background or circumstances (including their socio-economic background and circumstances)</i></p>	<p>Although challenging we are working closely with schools to support with financial planning so that the impact on delivery of education to children will be reduced.</p>
<p>A Wales of Cohesive Communities <i>Attractive, viable, safe and well-connected communities</i></p>	
<p>A Wales of Vibrant Culture and Thriving Welsh Language <i>A society that promotes and protects culture, heritage and the Welsh language, and which encourages people to participate in the arts, and sports and recreation</i></p>	<p>Although challenging we are working closely with schools to support with financial planning so that the impact on delivery of education to children will be reduced.</p>

<p>A Globally Responsible Wales <i>A nation which, when doing anything to improve the economic, social, environmental and cultural well-being of Wales, takes account of whether doing such a thing may make a positive contribution to global well-being</i></p>	<p>Although challenging we are working closely with schools to support with financial planning so that the impact on delivery of education to children will be reduced.</p>
---	--

7. Welsh Language (Wales) Measure 2011 and Welsh Language Standards

(The Welsh Language Measure 2011 and the Welsh Language Standards require the Council to have ‘due regard’ for the positive or negative impact a proposal may have on opportunities to use the Welsh language and ensuring the Welsh language is treated no less favourably than the English language) [Policy Making Standards - Good Practice Advice Document](#)



Requirement	Does the proposal have any positive, negative or neutral impacts on the following and how?	If there are negative impacts how will these be mitigated?	What evidence has been used to support this view? e.g the WESP, TAN20, LDP, Pupil Level Annual School Census
<p>Links with Welsh Government’s Cymraeg 2050 Strategy and CCBC’s Five Year Welsh Language Strategy 2022-2027 and the Language Profile</p>	<p>Neutral – to be considered at individual school level when setting the budget for 2024/25.</p>	<p>Consideration for the provision of Welsh medium education will be given to mitigate where necessary, to meet our Welsh Government obligations.</p>	
<p>Compliance with the Welsh Language Standards. Specifically Standards 88 - 93</p>			
<p>Opportunities to promote the Welsh language e.g. status, use of Welsh language services, use of Welsh in everyday life in work / community</p>			
<p>Opportunities for persons to use the Welsh language e.g. staff, residents and visitors</p>			
<p>Treating the Welsh language no less favourably than the English language</p>	<p>Neutral</p>		

7a. Having considered the impacts above, how has the proposal been developed so that there are positive effects, or increased positive effects on (a) opportunities for persons to use the Welsh language, and (b) treating the Welsh language no less favourably than the English language.

The proposal does not treat the Welsh language any less favourably than the English Language. Welsh Medium schools will not be disproportionately affected compared to their English Medium counterparts.

8. Data and Information

(What data or other evidence has been used to inform the development of the proposal? Evidence may include the outcome of previous consultations, existing databases, pilot projects, review of customer complaints and compliments and or other service user feedback, national and regional data, academic publications and consultants' reports etc.)

Data/evidence <i>(Please provide link to report if appropriate)</i>	Key relevant findings	How has the data/evidence informed this proposal?
<p>Part of the Local Authority's Budget Strategy which considers all services and provision across the Borough.</p> <p>Engagement with Education Senior Management Team.</p> <p>Engagement meetings set-up for all Headteachers in the Authority.</p>	<p>Stakeholders understand the pressures on the Authority's Budget for 2024-25.</p>	<p>Pressures considered as part of decision making, with consideration across the whole Authority.</p>

Were there any gaps identified in the evidence and data used to develop this proposal and how will these gaps be filled? *Details of further consultation can be included in Section 9.*

Further consultation with head teachers and residents.

9. Consultation

(In some instances, there is a legal requirement to consult. In others, even where there is no legal obligation, there may be a legitimate expectation from people that a consultation will take place. Where it has been determined that consultation is required, [The Gunning Principles](#) must be adhered to. [Consider the Consultation and Engagement Framework](#). Please note that this may need to be updated as the proposal develops and to strengthen the assessment.

Briefly describe any recent or planned consultations paying particular attention to evidencing the Gunning Principles.

Who was consulted?

Headteacher Meetings held – November 2023

Consultation was a two-way conversation. Heads were given the opportunity to express concerns and feedback on how the proposal could impact on their schools.

- Since schools are responsible for setting their individual budgets, the impact will vary from school to school. The Authority has established processes in place to support schools and any issues would be picked up as part of normal process.
- The significant spend in any school is staffing related. Consequently, there could be a need to reduce staff hours / and or the staffing numbers for some. This will be reviewed and determined by each school with established support.

Consultation will take place via the budget consultation process for the 2024/2025 budget. The consultation will close on 13th February 2024

What were the key findings?

Update following a period of public consultation:

The council's public consultation on the draft budget proposals for 2024/25 ran from Monday 22nd January 2024 until Tuesday 13th February 2024.

Residents and other stakeholder groups were invited to offer their views on the proposals in a number of ways. This included a survey (available online and in paper formats), attending face-to-face engagement sessions, using the council's online digital engagement platform and targeted stakeholder engagement with potentially impacted groups.

337 responses to the consultation were received by the closing date. A low response rate such as this comes with the caveat of self-selecting bias in the response and local media has focused attention on a small number of issues.

Face-to face conversations have had low levels of attendance (less than 10 visitors per session) with the exception of Caerphilly where over 40 people attended. A meeting was held with 9 Viewpoint Panel members and one person attended an online drop-in session.

The full consultation feedback report will be available at [Council Budget Setting 2024-2025 | The Caerphilly Conversation](#)

Through the survey, 85 respondents disagreed with the proposal, with 12 responses indicating they agreed with it. The proposal was raised at several of the public drop in sessions with the general consensus being that education budgets should be protected. The cumulative impact of proposed cuts that would impact upon young people was also raised across a number of the sessions. A response to the consultation was also received from the NAHT Cymru – included in the full consultation feedback report.

How have the consultation findings been taken into account?

Findings from the consultation will be included in a report for Cabinet and Full council for final consideration.

10. Monitoring and Review

How will the implementation and the impact of the proposal be monitored, including implementation of any amendments?	All schools supported through an SLA with the Finance Team.
What are the practical arrangements for monitoring?	Regular budget monitoring & meetings (as per SLA arrangements) at individual school level.
How will the results of the monitoring be used to develop future proposals?	All budget monitoring / financial analysis supports financial planning in the Authority.
When is the proposal due to be reviewed?	Regular budget monitoring & meetings (as per SLA arrangements) at individual school level.
Who is responsible for ensuring this happens?	Headteacher / Governing Body and the Local Authority.

11. Recommendation and Reasoning

<input type="checkbox"/>	Implement proposal with no amendments
<input type="checkbox"/>	Implement proposal taking account of the mitigating actions outlined
<input type="checkbox"/>	Reject the proposal due to disproportionate impact on equality, poverty and socio-economic disadvantage

Have you contacted relevant officers for advice and guidance?

Yes

No

12. Reason(s) for Recommendation

(Provide below a summary of the Integrated Impact Assessment. This summary should be included in the "Summary of Integrated Impact Assessment" section of the Corporate Report Template. The Integrated Impact Assessment should be published alongside the Report proposal).

The proposal is necessary in the context of indicative funding into the Local Authority, financial pressures (linked to pay awards, other inflationary pressures and particular service pressures in 2024-25) and a requirement to set a balanced budget for 2024-25.

The decision on this budget proposal is subject to public consultation.

13. Version Control

(The IIA should be used in the early stages of the proposal development process. The IIA can be strengthened as time progresses to help shape the proposal. The Version Control section will act as an audit trail to evidence how the IIA has been developed over time)

Version No.	Author	Brief description of the amendments/update	Revision Date
1	Jane Southcombe	Draft 1	
2		Updated to incorporate feedback from public consultation	15/02/24

Integrated Impact Assessment Author

Name:	Jane Southcombe
Job Title:	Finance Manager
Date:	31 st January 2024

Head of Service Approval

Name:	Keri Cole
Job Title:	Chief Education Officer
Date:	31 st January 2024
Signature	