

EQUALITY IMPACT ASSESSMENT FORM

October 2018

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.

The Council is required to have due regard to the need 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
- Disability
- Gender Re-assignment
- Marriage and Civil Partnership
- Pregnancy and Maternity
- Race
- Religion, Belief or Non-Belief
- Sex
- Sexual Orientation
- Welsh Language*

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

Further advice on completing impact assessments can be found on the equalities pages of

THE EQUALITY IMPACT ASSESSMENT

NAME OF NEW OR REVISED PROPOSAL*	Education Welfare Service – Vacancy Management (£46k)
DIRECTORATE	Education & Corporate Services
SERVICE AREA	Learning, Education & Inclusion
CONTACT OFFICER	Paul Warren
DATE FOR NEXT REVIEW OR REVISION	Summer Term 2019

***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 for assistance.

PURPOSE OF THE PROPOSAL

1	<p>What is the proposal intended to achieve? <i>(Please give a brief description and outline the purpose of the new or updated proposal by way of introduction.)</i></p> <ul style="list-style-type: none">• During 2018/19, following requests from 2 Education Welfare Officers (EWO's) to progress with regards to the Voluntary Severance Scheme, the opportunity was taken to review the service delivery model and establish a new structure. In addition, the new structure was also considered in the context of another member of the Team leaving and taking up an opportunity outside of the Authority.• The Service was subsequently restructured from September 2018, addressing the loss of the 3 posts. The EWO's compliment of 11.24 FTE's was reduced to 8.45 FTE's but with a new full time Administrative Post to support the Team. The Administrative Post will assist with regards to creating capacity for the remaining EWO posts.• The new model is designed to increase the flexibility of staff in the Team to support schools and to not be rigidly fixed to designated schools.
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2	<p>Who are the service users affected by the proposal? <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> <ul style="list-style-type: none">• In line with the re-structure, we will be reviewing the service delivery to schools, with an expectation that they become more self sufficient with regards to managing the attendance & welfare of pupils on a day to day basis. This will ensure that our statutory duties will take precedence over all other support mechanisms.• There will also be a further opportunity to review and expand our quality assurance measures, reporting mechanisms and impact assessments.• Additional resources in the way of administrative support, will assist with regards to filtering, allocating & monitoring caseloads, manage case management systems and reporting mechanisms.
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IMPACT ON THE PUBLIC AND STAFF

3	<p>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? <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> <ul style="list-style-type: none">• A robust referral process will ensure that EWO time is focussed on the most vulnerable with the more day to day issues dealt with by schools.• Schools will need to be robust in the referral process to ensure that caseloads within the Team are realistic.• Potential increase in our attendance rates through a more shared responsibility with our Schools.
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4 **Is your proposal going to affect any people or groups of people with protected characteristics?**
(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?)

Protected Characteristic	Positive, Negative, Neutral	Relevance of the Policy or Practice
Age	Neutral	
Disability	Neutral	
Gender Reassignment	Neutral	
Marriage & Civil Partnership	Neutral	
Pregnancy and Maternity	Neutral	
Race	Neutral	
Religion & Belief	Neutral	
Sex	Neutral	
Sexual Orientation	Neutral	

5 **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.**
(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.)

None

INFORMATION COLLECTION

6	<p>Please outline any evidence and / or research you have collected which supports the proposal? This can include an analysis of service users. <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> <ul style="list-style-type: none">• The revised structure only commenced in September 2018 and the Administrative Post is still to be appointed. No significant issues have arisen to date, appraisal is on-going.
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CONSULTATION

7	<p>Please outline the consultation / engagement process and outline any key findings. <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> <ul style="list-style-type: none">• Staff engagement – discussing the changes.• School engagement – identifying clearly roles & responsibilities.• Savings proposals for 2019/20 will be presented to Education for Life Scrutiny in December 2018.• Savings proposals to be discussed with Headteacher representatives (Primary & Secondary) in a November meeting with Education SMT.• Wider consultation as part of the Authority's engagement with residents.
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MONITORING AND REVIEW

8	<p>How will the proposal be monitored? <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>
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	<ul style="list-style-type: none"> • Staff discussions. • Feedback from Schools. • Monitoring of data (attendance).
9	<p>How will the monitoring be evaluated? <i>(What methods will be used to ensure that the needs of all sections of the community are being met?)</i></p> <ul style="list-style-type: none"> • Evaluations incorporated into the outcomes of intervention planning meeting process and the schools causing concern regional meetings.
10	<p>Have any support / guidance / training requirements been identified? <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>Not applicable.</p>
11	<p>If any adverse impact has been identified, please outline any mitigation action.</p> <ul style="list-style-type: none"> • Potential reduction in attendance rates if schools do not fulfil the expectations of the new “model”. • Updating Service Level Agreement with Schools – clarify roles & responsibilities.
12	<p>What wider use will you make of this Equality Impact Assessment? <i>(What use will you make of this document i.e. as a consultation response, appendix</i></p>

to approval reports, publicity etc. in addition to the mandatory action shown below?)

EIA included in the Report to Education for Life Scrutiny December 2018.

13	<p>If any adverse impact has been identified, please outline any mitigation actions.</p> <ul style="list-style-type: none"> • Potential reduction in attendance rates if schools do not fulfil the expectations of the new “model”. • Updating Service Level Agreement with Schools – clarify roles & responsibilities.
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14	<p>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.</p> <p style="text-align: right;">Please tick as appropriate:</p> <p>No major change – 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>Adjust the proposal – 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>Continue the proposal – 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>Stop and remove the proposal – 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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Completed by:	Paul Warren
Date:	8 th October 2018
Position:	Strategic Lead for School Improvement
Name of Head of Service:	Keri Cole