



SPECIAL EDUCATION FOR LIFE SCRUTINY COMMITTEE – 17TH DECEMBER 2018

**SUBJECT: MEDIUM TERM FINANCIAL PLAN – SAVINGS PROPOSALS FOR
2019/20**

**REPORT BY: CORPORATE DIRECTOR FOR EDUCATION AND CORPORATE
SERVICES**

1. PURPOSE OF REPORT

- 1.1 To provide Members with details of the Directorates 2018/19 savings proposals to support the Authority's Medium Term Financial Plan (MTFP).

2. SUMMARY

- 2.1 The report provides details of the savings proposals, presented to Cabinet on 14th November 2018, for Members to consider prior to a final decision in February 2019.

3. LINKS TO STRATEGY

- 3.1 The report considers the use of resources within the Directorate to ensure that key strategies are achieved.
- 3.2 Effective financial planning and financial controls contribute to the Well-being Goals within the Well-being of Future Generations Act (Wales) 2015. In particular, as follows:
- A healthier Wales, supporting vulnerable learners can improve their well-being and add educational achievement.
 - A more equal Wales, a society that enables people to fulfil their potential no matter what their background is; and
 - A Wales of cohesive communities (in the context of improving quality of life with attractive, viable, safe and well connected communities).

4. THE REPORT

4.1 The Directorate's savings proposals for 2019/20 can be summarised as follows:

Description	£'000
<i>Savings with no direct public impact</i>	610
<i>Savings proposals with a public impact</i>	
<u>Low Impact</u>	
• Reduction - LMS Contingency	40
• Outdoor Education – Support to FSM Pupils	17
• Education Welfare Service	46
• Music Service	50
• Staffing Model in Libraries	50
<u>Medium Impact</u>	
• Schools	2,126
• Reduction – LMS Contingency	45
• School Improvement Initiatives	243
• Sensory Service (SENCOM)	17
• Libraries – Book Stock	85
• Youth Service – removal contribution to GAVO for Holiday Scheme post	25
Total Savings Proposals	3,354

4.2 The total proposed savings of £3.354m include savings proposals of £610k, these proposals are not expected to have an impact on the public and as in previous years have been consolidated into a single line for reporting purposes. These “nil impact” savings consist in the main of vacancy management, budget realignment & minor changes to service provision. A list of all the proposals that make up the £610k are included in Appendix 1.

4.3 Proposals that will have a Public Impact

4.3.1 The remaining savings proposals of £2,744k will impact on the public to varying degrees. The remainder of this report focuses on these proposals.

4.3.2 Reduction in LMS (Local Management of Schools Budget) Contingency Budget - £40k Public Impact Low; £45k Public Impact Medium – Temporary Savings Proposals)

The LMS Contingency budget (£193k in 2018-19) is established to deal with in year formula funding issues (e.g. floor area changes and NNDR revaluations). Recent spend trends indicate that a reduction of £40k is achievable and is consequently identified as a low risk. An additional sum of £45k is also proposed but identified to have a higher medium risk.

That said it is not anticipated that these proposed budget reductions will have any impact on schools in the short term. It is proposed that should any in year issues arise in excess of the reduced budget, consideration would need to be given to accessing LMS Contingency balances (subject to the appropriate approval).

4.3.3 Outdoor Education – Support for FSM (Free School Meal) Pupils attending courses £17k (Public Impact: Low)

This proposal is to remove the full budget of £17k currently utilised by schools for FSM eligible pupils to access Outdoor Education through Caerphilly Outdoor Adventure.

This budget was established many years ago and is effectively available to be accessed by all 86 schools in the Borough (equates to circa £200 per school). A review of the spend profile illustrates that only a small number of schools (8 in 2017-18) have accessed this funding. In 2017-18 all but one of the 8 schools had a Special Resource Base (SRB).

Consequently the impact of removing this funding will not be felt by all schools in the Authority, in fact other schools are already using their PDG (Pupil Development Grant) funding to support this activity.

In scenario's where a pupil is attending an SRB and the impact is linked to those in danger of an exclusion, this will be picked up as part of the current SRB Review.

4.3.4 Education Welfare Service – Vacancy Management - £46k (Public Impact: Low)

During 2018/19, following requests from 2 Education Welfare Officers (EWO's) to access the Voluntary Severance Scheme, the opportunity was taken to review the service delivery model. 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, with the compliment of 11.24 FTE's (EWO's), reducing to 8.45 FTE's but with a new full time administrative post to support the Team. The administrative post is assisting with regards to creating capacity for the remaining EWO's. The new model, which has created a saving of £46k, is designed to increase the flexibility of staff in the Team to support schools and to not be rigidly fixed to designated schools.

In reviewing the service delivery model, there is an expectation that schools will become more self-sufficient with regards to managing the attendance and welfare of pupils on a day to day basis. This will ensure that our statutory duties take precedence over all other support mechanisms. 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.

The revised structure only commenced in September 2018, no significant issues have arisen to date, appraisal is on-going.

4.3.5 Music Service – Budget Reduction - £50k (Public Impact: Low)

This proposal is to reduce the current budget allocation (circa £500k) by £50k in 2019-20, through a reduction in staff. Pupils are not at a disadvantage as there is currently a surplus of hours due to lack of uptake from schools in certain disciplines. In future any such gaps will be filled by agency staff. The position is currently being reviewed following requests from staff in relation to the voluntary severance scheme. There will be no impact on other members of the music service.

4.3.6 Libraries – Staffing Model in Libraries - £50k (Public Impact: Low - Medium)

Following the Authority's recent exercise with regards to "expressions of interest" from staff, together with a review of fixed term contracts it is considered feasible to release a number of posts from the Library structure and contribute £50k towards the Authority's savings targets.

The locations affected have yet to be determined. The workforce remodelling and the service delivery changes that this will lead to are considered low-medium risk and will not directly impact on the present number of library sites or the hours of operation that the public currently benefit from. No customer groups or individuals will be adversely affected by the workforce reductions anticipated.

There will be a manageable impact on Library staff at locations where officer numbers may reduce as a result of supporting individual expressions of interest. In each instance appropriate risk assessments will be undertaken and site modifications undertaken to ensure employee and customer safety and access to appropriate support personnel when required.

4.3.7 Schools - £2,126k (Public Impact: Medium)

This savings target of £2.1m for schools is in the context of an All Authority target (inclusive of Schools) of £15.6m. Schools account for approximately 30% of the Authority's budgetary spend, consequently this savings proposal of £2.1m (13% of the total savings required) does provide relative protection to schools from the full extent of savings required to deliver a balanced budget.

The proposals in the Budget Report 2019/20 includes growth for Schools with regards to cost pressures relating to Teachers / APT&C pay & superannuation costs, non pay inflationary pressures and specific school pressures, circa £6.8m (this includes pupil demographic growth and formula funding pressures linked to premises costs). Consequently the £2.1m savings target (net position circa £4.7m) is estimated to equate to a real terms cut of circa 2%.

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 £2.1m. How schools deal with this pressure will vary from school to school. School budgets are typically 80% staff related, hence it is expected that there will be a reduction in staff numbers in schools.

Since schools are responsible for setting their individual budget, 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.

4.3.8 School Improvement Initiatives – Budget Removal - £243k (Public Impact: Medium)

This proposal is to remove the full amount of funding set aside to support schools which get into difficulty from a school improvement perspective. These situations are normally linked to inspection outcomes and more recently to national categorisation.

Funding has been used to support additional staffing (teachers / Teaching assistants) for specified interventions for pupils. It has sometimes been used to improve a particular learning environment which has been highlighted as in need. It has also been used to purchase vital resources to build leadership capacity and mentoring on a temporary basis. This has also been used to support teaching heads wherever possible.

Due to the fact that this proposal removes the funding in full, there would need to be an understanding that should "emergency" funds be required, there is a potential to access funding from reserves (subject to the appropriate approval).

4.3.9 Sensory Service (SENCOM) – Budget Reduction - £17k (Public Impact: Medium)

The Sensory Service is hosted by Torfaen CBC. Proposals outlined to SEWC (South East Wales) Directors in early 2018 support the progression of a 2% reduction across the service.

In the short term it is not envisaged that there will be any impact on staff or pupils as the service will access a reserve fund to support the potential funding gap. Moving forwards this will be subject to review. The proposal has taken into account equal access based on the normal practice of a needs assessment.

The current Caerphilly CBC budget for the Sensory Service is £716k, circa 32% of the total cost of this service (across the 5 Local Authorities).

4.3.10 Libraries Book Stock – Budget Reduction - £85k (Public Impact: Medium)

This proposed budget reduction of £85k is against a 2018-19 budget allocation of circa £355k (approx. 24% of the budget).

The proposal includes the following:

Top slicing sections of the book fund to mitigate the impact of the budget reduction on key customer categories, including children, older residents, and learners.

Remove 50% of the allocated funding for DVD's (in line with usage patterns) with the remaining allocation ring fenced for popular customer interest areas such as children's titles.

Significantly increase the proportion of paperback titles purchased to increase the efficiency in resource spend and number of overall titles the Library Service are able to offer residents in the future.

Make increased use of the South Wales Books4U scheme of free inter-lending between 12 local authorities.

Review the free request service currently available with the intention of reintroducing charges for rare non-fiction titles which would not be cost effective to elect to buy.

The reductions in the resources budget will be managed carefully to ensure that key customer categories including children, older residents and learners' needs are safeguarded. Care will be taken to ensure that no specific resident groupings are adversely impacted by the resource fund reduction.

4.3.11 Youth Service – Removal of Contribution to GAVO (Gwent Association for Voluntary Organisations) for Holiday Scheme Co-Ordinator - £25k (Public Impact: Medium)

Since 2008, the Youth Service has supported the employment of a full time Holiday Scheme Co-Ordinator (employed by GAVO) whose function is to advise and support any groups considering the provision of School holiday period-specific activity for children and young people between the ages of 8 and 18 years.

This proposal is to end the final amount of grant funding to GAVO in full (£25k), following a 2 year phased reduction.

The "medium" impact assessment is not in relation to the impact on the service users but refers to the potential impact on GAVO. There will be no negative impact on service users, as the Youth Service has ensured that this aspect of work is integrated into Youth Service delivery.

5. WELL-BEING OF FUTURE GENERATIONS

- 5.1 Effective financial management is a key element in ensuring that the Well-being Goals within the Well-being of Future Generations Act (Wales) 2015 are met.

6. EQUALITIES IMPLICATIONS

- 6.1 An equalities impact assessment has been completed for all the 2019/20 savings proposals that are expected to have an impact on the public. This is to ensure that decisions that affect different individuals and groups are assessed at an appropriate and relevant level and at the correct stage in the process. Details contained in appendix 1 to 5.

6.2 Consultation with residents, when done in accordance with the Council's Public Engagement Strategy and the Equalities Consultation and Monitoring Guidance, also ensures that every resident, regardless of circumstances, has the opportunity to have their views heard and considered in the Council's decision-making process.

7. FINANCIAL IMPLICATIONS

7.1 As detailed throughout the report.

8. PERSONNEL IMPLICATIONS

8.1 The personnel implications of any agreed savings will be managed in accordance with the Council's HR Policies.

9. CONSULTATIONS

9.1 Consultation discussions and responses have been reflected in this report.

9.2 The Authority's wider budget consultation is running from 19th November 2018 to the 11th January 2019, details included in Draft Budget Proposals to Cabinet on 14th November 2018.

10. RECOMMENDATIONS

10.1 Members of the Scrutiny Committee are asked to consider and comment upon the range of savings proposals outlined in this report.

11. REASONS FOR THE RECOMMENDATIONS

11.1 To ensure that the views of the Scrutiny Committee are considered prior to savings proposals being presented to Cabinet on 13th February 2019 and then Council on the 21st February 2019.

12. STATUTORY POWER

12.1 The Local Government Acts 1998 and 2003.

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E-mail: southj@caerphilly.gov.uk

Consultees: Richard (Ed) Edmunds, Corporate Director for Education & Corporate Services
Keri Cole, Chief Education Officer
Sue Richards, Head Education, Planning & Strategy
Sarah Ellis, Lead for Inclusion & ALN
Sarah Mutch, Early Years Manager
Paul Warren, Strategic Lead for School Improvement
Gareth H Evans, Senior Manager Libraries
Paul O'Neill, Senior Youth Service Manager
Councillor Philippa Marsden, Cabinet Member for Education and Achievement
Nicole Scammell, Head of Corporate Finance & Section 151
Steve Harris, Head of Business Improvement Services, Corporate Services
Robert Tranter, Head of Legal Services & Monitoring Officer

Councillor Barbara Jones, Deputy Leader and Cabinet Member for Finance,
Performance and Governance
Anwen Cullinane, Senior Policy Officer (Equalities & Welsh Language)
Julie Baker, Principal Finance Officer (Schools)
Mike Lewis, Principal Accountant Education
Lynne Donovan, Head of People Services

Appendices:

- Appendix 1: Summary Listing – Nil Impact
- Appendix 2: Equality Impact Assessment – Reduction – LMS Contingency
- Appendix 3: Equality Impact Assessment – Outdoor Education – Support to FSM Pupils
- Appendix 4: Equality Impact Assessment – Education Welfare Service
- Appendix 5: Equality Impact Assessment – Music Service
- Appendix 6: Equality Impact Assessment – Staffing Model in Libraries
- Appendix 7: Equality Impact Assessment – Schools
- Appendix 8: Equality Impact Assessment – School Improvement Initiatives
- Appendix 9: Equality Impact Assessment – Sensory Service (SENCOM)
- Appendix 10: Equality Impact Assessment – Libraries – Book Stock
- Appendix 11: Equality Impact Assessment – Youth Service (GAVO)

Appendix 1

2019-20 Savings Proposals

Proposed Saving (no direct public impact)	£000's	Comments	Public Impact
<u>EDUCATION & LIFELONG LEARNING</u>			
Planning and Strategy			
Full-year impact of closure of Cwmcarn High School	221	Closure of Cwmcarn High in October 2018. Balance of lump sum funding. £200k reduction in 2018/19, £221k is the balance following closure. Pupil related funding remains within the formula.	Nil
Reduction in the School Meal Admin. Utility & Telephone Budget	10	Schools collecting significant levels of Catering income for Auth.& not funded for Catering utility costs on site. Significant staff time commitment within Schools to support this process. £10k relates to saving on telephone lines in most schools for Catering - as now using mobiles. Budget split - £252k Admin. Reimb. To Primary Schools; £162k Utilities Reimb. to Primary Schools; £10k Reimb. to Primary Schools.	Nil
5% Efficiency target P&S Mgt & Support Services	29	Opportunities with regards to additional income generation – most notably linked to grant funding	Nil
Learning, Education and Inclusion			
Rising 3's - budget realignment	50	Budget Realignment / Vacancy Management	Nil
Education Achievement Service (EAS) - 2% reduction in contribution	48	Budget Realignment / Vacancy Management	Nil
Education Improvement Grant (EIG) - Reduction in match-funding contribution	27	Budget Realignment / Vacancy Management	Nil
14-19 Transport Initiative - budget realignment	10	Budget Realignment / Vacancy Management	Nil
Early Years (Central Team) - budget realignment	20	Budget Realignment / Vacancy Management	Nil
Lifelong Learning			
Community Education (Youth Service) - premises, vacant posts etc.	100	Budget Realignment / Vacancy Management	Nil
Community Education (Adult Service) - budget realignment	50	Budget Realignment / Vacancy Management	Nil
Libraries - Staff Turnover / Supply Costs, IT Related & Transport	45	Budget Realignment / Vacancy Management	Nil
TOTAL Education and Lifelong Learning	610		

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 | • 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 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 Corporate Policy Unit Portal.

THE EQUALITY IMPACT ASSESSMENT

NAME OF NEW OR REVISED PROPOSAL *	Reduction in LMS (Local Management of Schools) Contingency Budget £40k – Low Impact £45k – Medium Impact (Temporary Savings Proposals)
DIRECTORATE	Education & Corporate Services
SERVICE AREA	Planning & Strategy
CONTACT OFFICER	Sue Richards, Head of Education Planning & Strategy
DATE FOR NEXT REVIEW OR REVISION	Termly Review

***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">• This budget (£193k in 2018-19) is established to deal with in year formula issues (e.g. floor area changes / NNDR revaluations). Recent trends have indicated that a reduction of £40k is achievable. This reduction is identified as low risk.• A further reduction of £45k is also proposed. This additional reduction is identified as medium risk.
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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">• It is not anticipated that there will be any impact on schools. If any in year issues arise in excess of the reduced budget, consideration would need to be given to accessing LMS Contingency balances (subject to the appropriate approval).
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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">• School formula methodology is the driver. Potential impact on 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">• Meetings held with all Heads to outline budget proposals for 2019/20 (November 2018).
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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">• Savings proposals for 2019/20 will be presented to Education for Life Scrutiny in December 2018.• Savings proposals discussed with all Headteachers available to attend meetings held on 6th & 7th November 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> <ul style="list-style-type: none">• On-going as part of budget monitoring arrangements.
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">• Will monitor spend requirements arising out of any in year formula changes.
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> <ul style="list-style-type: none">• Not applicable.
11	<p>If any adverse impact has been identified, please outline any mitigation action.</p> <ul style="list-style-type: none">• This budget (£193k in 2018-19) is established to deal with in year formula issues (e.g. floor area changes / NNDR revaluations). Recent trends have indicated that a reduction of £40k is achievable. This reduction is identified as low risk.• A further reduction of £45k is also proposed. This additional reduction is identified as medium risk, as this further reduction increases the potential for the need to use balances.• It is not anticipated that there will be any impact on schools. If any in year issues arise in excess of the reduced budget, consideration would need to be given to accessing LMS Contingency balances (subject to the appropriate approval).

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12	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 to approval reports, publicity etc. in addition to the mandatory action shown below?)</i> <ul style="list-style-type: none">• EIA included in the Report to Education for Life Scrutiny December 2018.
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13	<p>If any adverse impact has been identified, please outline any mitigation actions.</p> <ul style="list-style-type: none"> It is not anticipated that there will be any impact on schools. If any in year issues arise in excess of the reduced budget, consideration would need to be given to accessing LMS Contingency balances (subject to the appropriate approval).
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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:	Jane Southcombe
Date:	26 th October 2018
Position:	Finance Manager (Education, Lifelong Learning & Schools)
Name of Head of Service:	Sue Richards

EQUALITY IMPACT ASSESSMENT FORM

October 2018

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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:

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- advance equality of opportunity between people who share a relevant protected characteristic and those who do not
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THE EQUALITY IMPACT ASSESSMENT

NAME OF NEW OR REVISED PROPOSAL*	Outdoor Education – Support for FSM (Free School Meal) Pupils Attending Courses (£17k)
DIRECTORATE	Education & Corporate Services
SERVICE AREA	Planning & Strategy
CONTACT OFFICER	Keri Cole
DATE FOR NEXT REVIEW OR REVISION	Termly

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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> <p>Removal of £17k budget currently utilised by schools for FSM eligible pupils to access outdoor education through Caerphilly Outdoor Adventure (Communities).</p>
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> <p>This budget was established many years ago and is effectively available to be accessed by 86 schools (equates to circa £200 per school). Recent trends illustrate that only a small number of schools (8 in 2017-18) have accessed this funding. In 2017-18 all but one of the 8 schools had a Special Resource Base (SRB).</p> <p>Consequently the impact of removing this funding will not be felt across all schools in the Authority. Other schools are already using their PDG (Pupil Development Grant) funding.</p>

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">• Schools currently receive Pupil Development Grant (PDG) funding for deprivation and can consider use of this funding in their planning.• In scenario's where a pupil is attending an SRB and the impact is linked to those in danger of an exclusion, this will be picked up as part of the current SRB Review.
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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	Consideration given to alternative funding sources
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.)

No specific impact linked to this proposal.

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">• Meetings held with all Heads to outline budget proposals for 2019/20 (November 2018).• Uptake relates primarily to just 8 schools in the Authority and this is not equitable.• Usage & costs incurred by SRB's will be reviewed and considered as part of the SRB Review.
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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">• Savings proposals for 2019/20 will be presented to Education for Life Scrutiny in December 2018.• Savings proposals discussed with all Headteachers available to attend meetings held on 6th & 7th November 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

<p>8</p>	<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> <ul style="list-style-type: none"> • The impact will be reviewed as part of the current SRB Review.
<p>9</p>	<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.
<p>10</p>	<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> <ul style="list-style-type: none"> • Not applicable
<p>11</p>	<p>If any adverse impact has been identified, please outline any mitigation action.</p> <ul style="list-style-type: none"> • Schools currently receive Pupil Development Grant (PDG) funding for deprivation and can consider use of this funding in their planning. • In scenario's where a pupil is attending an SRB and the impact is linked to those in danger of an exclusion, this will be picked up as part of the current SRB Review.

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 to approval reports, publicity etc. in addition to the mandatory action shown below?)</i></p> <ul style="list-style-type: none">• EIA included in the Report to Education for Life Scrutiny December 2018.
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13	<p>If any adverse impact has been identified, please outline any mitigation actions.</p> <ul style="list-style-type: none"> • Schools currently receive Pupil Development Grant (PDG) funding for deprivation and can consider use of this funding in their planning. • In scenario's where a pupil is attending an SRB and the impact is linked to those in danger of an exclusion, this will be picked up as part of the current SRB Review.
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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:	Jane Southcombe
Date:	26 th October 2018
Position:	Finance Manager (Education, Lifelong Learning & Schools)
Name of Head of Service:	Keri Cole

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 | • 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 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

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 | • 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 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 Corporate Policy Unit Portal.

THE EQUALITY IMPACT ASSESSMENT

NAME OF NEW OR REVISED PROPOSAL *	Reduction in the Music Service budget - £50k (Budget of £500k in 2018-19)
DIRECTORATE	Education & Corporate Services
SERVICE AREA	Learning, Education & Inclusion
CONTACT OFFICER	Paul Warren
DATE FOR NEXT REVIEW OR REVISION	Annual

***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> <p>Workforce requests received in the recent "letters". Need to review & work this through to establish the position going forward in respect of staff reductions.</p>
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> <p>Members of staff who have requested voluntary severance. No impact on other members of the music service. Requests are currently being reviewed.</p>

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> <p>Pupils are not at a disadvantage. Currently there is a surplus of hours due to lack of uptake from schools in certain disciplines. In future, any gaps will be filled by agency staff.</p>
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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	none
Disability	neutral	none
Gender Reassignment	neutral	none
Marriage & Civil Partnership	neutral	none
Pregnancy and Maternity	neutral	none
Race	neutral	none
Religion & Belief	neutral	none
Sex	neutral	none
Sexual Orientation	neutral	none

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> <p>None</p>
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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">• 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.• Full review of music service to take place in 2019.
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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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	<p>Quality of delivery by agency staff will be monitored via senior leaders in the music staff.</p>
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> <p>As part of yearly operational plans linked to SIP.</p>

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>No</p>
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11	<p>If any adverse impact has been identified, please outline any mitigation action.</p> <p>None</p>
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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 to approval reports, publicity etc. in addition to the mandatory action shown below?)</i></p> <p>EIA included in the Report to Education for Life Scrutiny December 2018.</p>
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13	If any adverse impact has been identified, please outline any mitigation actions.
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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:	13 th November 2018
Position:	Strategic Lead for School Improvement
Name of Head of Service:	Keri Cole

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 | • 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 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*	Caerphilly County Borough Library Service – Workforce Remodelling Savings 2019-2020
DIRECTORATE	Education and Corporate Services
SERVICE AREA	Libraries
CONTACT OFFICER	Gareth H Evans, Senior Manager Libraries
DATE FOR NEXT REVIEW OR REVISION	April 2019 and six monthly thereafter

***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> <p>Following the Council's workforce remodelling exercise and the number of expressions of interest from County Borough Council Library employees, together with a review of fixed term contracts it is considered feasible to release a number of posts from the organisations current structure and make £50,000 of savings toward the Local Authority's Medium Term Financial Plan targets for 2018-2022.</p> <p>The saving of £50,000 will result from the release of 3.25 Full Time Equivalent posts within Libraries (currently 54.8 FTE's in the service).</p> <p>The locations affected have yet to be determined this process will shortly commence and be closely linked to the number and type of expressions in the recent workforce remodelling process.</p>
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> <p>The workforce remodelling and service delivery changes this will lead to are considered low-medium risk and will not directly impact on the present number of Library sites or the hours of operation that the public currently benefit from. No customer groups or individuals will be adversely affected by the workforce reductions anticipated.</p> <p>There will be a manageable impact on Library staff at locations where officer numbers may reduce as a result of supporting individual expressions of interest in accessing an early retirement route. In each instance appropriate risk assessments will be undertaken and site modifications undertaken to ensure employee and customer safety and access to appropriate support personnel when required.</p>

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> <p>As stated above no member of the public will be adversely affected by the workforce remodelling reductions and savings accrued. The impact on remaining staff will be managed to a low-medium risk status through detailed risk assessments and remedial changes to site undertaken or new processes and support routes to other personnel introduced to fully support each employee.</p>
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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	N/A	
Disability	N/A	
Gender Reassignment	N/A	
Marriage & Civil Partnership	N/A	
Pregnancy and Maternity	N/A	
Race	N/A	
Religion & Belief	N/A	
Sex	N/A	
Sexual Orientation	N/A	

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.)

The changes planned in workforce planning and delivery will have no effect on the Library Services duties under Welsh Language Standards and protocols.

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> <p>The changes proposed will not lead to reductions in Public Library opening times or the range of services available at the Local Authority's network of 18 sites.</p>
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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">• All the employees within the scope of the wider Council's workforce remodelling arrangements have, and continue to be, fully consulted and supported when they consider their options to access the severance measures available.• Dependent on the Council's decision to proceed with the £50,000 savings and employee release arrangements attached to this, all other staff remaining at the Library sites affected will be appropriately consulted and included in the individual risk assessments that will be completed. In addition appropriate trade union representatives will be briefed and invited to participate in the consultation and communication work that is required.• 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> <p>The proposed decrease in Library personnel at some locations will be carefully monitored and managed to ensure no customers or employees are adversely affected by the changes planned. As stated elsewhere in this paper each identified location will undergo a rigorous risk assessment which will be reviewed on a monthly basis for the first six months of implementation and then quarterly thereafter.</p>
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> <p>As stated elsewhere in this paper no customer groupings or individuals will be adversely impacted by the staffing reductions proposed as no loss of Library access or services are required.</p>
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>None at present.</p>
11	<p>If any adverse impact has been identified, please outline any mitigation action.</p> <p>None anticipated and should any arise through the detailed risk assessment process scheduled then mitigating action will be undertaken to ensure employee and customer welfare, safety and protection of the present service offer and access arrangements.</p>

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 to approval reports, publicity etc. in addition to the mandatory action shown below?)</i></p> <p>Copies of the EIA will be made available at all Library sites for public awareness and comment. EIA included in the Report to Education for Life Scrutiny December 2018.</p>
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13	<p>If any adverse impact has been identified, please outline any mitigation actions.</p> <p>See section 11 above.</p>
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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:	Gareth H Evans
Date:	7 th November 2018
Position:	Senior Manager Libraries
Name of Head of Service:	Sue Richards, Head of Education, Planning and Strategy

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 | • 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 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 Corporate Policy Unit Portal.

THE EQUALITY IMPACT ASSESSMENT

NAME OF NEW OR REVISED PROPOSAL *	Schools – MTFP Shortfall - £2.126m
DIRECTORATE	Education & Corporate Services
SERVICE AREA	Planning & Strategy
CONTACT OFFICER	Jane Southcombe
DATE FOR NEXT REVIEW OR REVISION	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 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> <p>This savings target of £2.1m for schools is in the context of an All Authority target (inclusive of Schools) of £15.6m. Schools account for approximately 30% of the Authority's budgetary spend, consequently this savings proposal of £2.1m (13% of the total savings required) does provide relative protection to schools from the full extent of savings required to deliver a balanced budget.</p> <p>The proposals in the Budget Report 2019/20 includes growth for Schools with regards to cost pressures relating to Teachers / APT&C pay & superannuation costs, non pay inflationary pressures and specific school pressures (this includes pupil demographic growth and formula funding pressures linked to premises costs). Consequently the £2.1m savings target is estimated to equate to a real terms cut of circa 2%.</p>
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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> <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 £2.1m. How schools deal with this pressure will vary from school to school. School budgets are typically 80% staff related, hence it is expected that there will be a reduction in staff numbers in schools.</p>
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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> <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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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 anticipated.

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> <p>This savings target (£2.1m) is part of the Authority's total savings proposals for 2019/20 of £15.6m. Schools account for approximately 30% of the Authority's budgetary spend, consequently this savings proposal of £2.1m (13% of the total savings required) does provide relative protection to schools from the full extent of savings required to deliver a balanced budget.</p>
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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">• Headteacher meetings with Director of Education & Corporate Service and Chief Education Officer to outline the budget proposals, early November 2018.• 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> <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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<p>9</p>	<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> <p>The Authority has established processes in place to support schools and any issues would be picked up as part of normal process.</p>
<p>10</p>	<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>None at this time.</p>
<p>11</p>	<p>If any adverse impact has been identified, please outline any mitigation action.</p> <p>Ongoing discussions with Headteachers to identify such requirements.</p>
<p>12</p>	<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 to approval reports, publicity etc. in addition to the mandatory action shown below?)</i></p> <p>EIA included in the Report to Education for Life Scrutiny December 2018.</p>

13	<p>If any adverse impact has been identified, please outline any mitigation actions.</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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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:	Jane Southcombe
Date:	6 th November 2018
Position:	Finance Manager (Education, Lifelong Learning & Schools)
Name of Head of Service:	Sue Richards

EQUALITY IMPACT ASSESSMENT FORM

October 2018

THE COUNCIL'S EQUALITIES STATEMENT

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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 | • 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 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 Corporate Policy Unit Portal.

THE EQUALITY IMPACT ASSESSMENT

NAME OF NEW OR REVISED PROPOSAL *	School Improvement Initiatives – Budget Reduction / Removal (£243k)
DIRECTORATE	Education & Corporate Services
SERVICE AREA	Learning, Education & Inclusion
CONTACT OFFICER	Keri Cole, Chief Education Officer
DATE FOR NEXT REVIEW OR REVISION	Termly Review

***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.**

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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> <p>This proposal is to remove the full amount of funding set aside to support schools which get into difficulty from a school improvement perspective. These situations are normally linked to inspection outcomes and more recently to national categorisation.</p> <p>However, there would need to be an understanding that should “emergency” funds be required, there is a potential to access funding from reserves (subject to the appropriate approval).</p>
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> <p>Funding has been used to support additional staffing (teachers / Teaching assistants) for specified interventions for pupils. It has sometimes been used to improve a particular learning environment which has been highlighted as in need. It has also been used to purchase vital resources to build leadership capacity and mentoring on a temporary basis.</p> <p>This has also been used to support teaching heads wherever possible.</p>

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> <p>As described previously, this allocation of funding is linked to the delivery of Post Inspection Action Plans and national categorisation.</p> <p>Action – Ongoing monitoring with the EAS (Education Achievement Service)</p>
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4	Is your proposal going to affect any people or groups of people with protected characteristics? <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>	
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	<p>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.</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</p>
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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> <p>Estyn Reports (available on the Estyn website) and national categorisation information (available on My Local School Website).</p>
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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">• 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> <p>This area of need is monitored through monthly intervention panels with Cabinet Member, Chair of Scrutiny, EAS, LA Senior Staff, Headteachers and Chair of Governors of identified schools.</p> <p>It will also be monitored through the “schools causing concerns” meetings between the Local Authority and EAS.</p>
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> <p>Evaluations incorporated into the outcomes of intervention planning meeting process and the schools causing concern regional meetings.</p>
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> <p>Reduction in the number of schools identified to access this funding, in an “emergency” situation would need to consider the use of balances, subject to the appropriate approval.</p>

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 to approval reports, publicity etc. in addition to the mandatory action shown below?)</i></p> <p>EIA included in the Report to Education for Life Scrutiny December 2018.</p>
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13	<p>If any adverse impact has been identified, please outline any mitigation actions.</p> <p>An understanding that should “emergency” funds be required, there is a potential to access funding from reserves (subject to the appropriate approval).</p>
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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:	Jane Southcombe
Date:	5 th October 2018
Position:	Finance Manager (Education, Lifelong Learning & Schools)
Name of Head of Service:	Keri Cole

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 | • 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 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 Corporate Policy Unit Portal.

THE EQUALITY IMPACT ASSESSMENT

NAME OF NEW OR REVISED PROPOSAL *	Reduction in the contribution to the Sensory Service (£17k) – Medium Impact
DIRECTORATE	Education & Corporate Services
SERVICE AREA	Learning, Education & Inclusion
CONTACT OFFICER	Sarah Ellis
DATE FOR NEXT REVIEW OR REVISION	6 monthly review

***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> <p>The Sensory Service is hosted by Torfaen CBC. Proposals outlined to SEWC (South East Wales) Directors in early 2018 support the progression of a 2% reduction across the service.</p>
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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> <p>In the short term it is not envisaged that there will be any impact on staff or pupils as the service will access a reserve fund to support the potential funding gap. Moving forwards this will be subject to review.</p>
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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> <p>Proposal has taken into account equal access based on the normal practice of a needs assessment.</p>
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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> <p>On-going discussion at SEWC Director level. Information received from the Service area to Directors.</p>
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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">• 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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	<p>Updates to SEWC Director Group meetings.</p>
<p>9</p>	<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> <p>On-going regular meetings with the service area relating to individual pupil needs.</p>
<p>10</p>	<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>None</p>
<p>11</p>	<p>If any adverse impact has been identified, please outline any mitigation action.</p> <p>It is anticipated that in the short term the reduction will be mitigated through the use of reserve funds.</p>
<p>12</p>	<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 to approval reports, publicity etc. in addition to the mandatory action shown below?)</i></p> <p>EIA included in the Report to Education for Life Scrutiny December 2018.</p>

13	<p>If any adverse impact has been identified, please outline any mitigation actions.</p> <p>It is anticipated that in the short term the reduction will be mitigated through the use of reserve funds.</p>
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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:	Sarah Ellis
Date:	13 th November 2018
Position:	Lead for Inclusion & ALN
Name of Head of Service:	Keri Cole

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 | • 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 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 and Lifelong Learning 2019-2020 Saving Proposals: Medium Impact – Reduction in Book fund £85,000
DIRECTORATE	Education and Corporate Services
SERVICE AREA	Libraries
CONTACT OFFICER	Gareth Evans Senior Manager Libraries
DATE FOR NEXT REVIEW OR REVISION	6 monthly reviews for the first 12 to 24 months post implementation.

***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> <p>Education and Lifelong Learning 2018-19 Saving Proposals:</p> <p>Medium Impact – Reduction in Book fund £85,000</p> <p>This saving proposal area includes:</p> <ul style="list-style-type: none">• Top slicing sections of the book fund to mitigate the impact of the budget reduction on key customer categories, including children, older residents, and learners.• Remove 50% of the allocated funding for DVD's with the remaining allocation ring fenced for popular customer interest areas such as children's titles.• Significantly increase the proportion of paperback titles purchased to increase the efficiency in resource spend and number of overall titles the Library Service are able to offer residents in the future.• Make increased use of the South Wales Books4U scheme of free inter-lending between 12 local authorities.• Review the free request service currently available with the intention of reintroducing charges for rare non-fiction titles which would not be cost effective to elect to buy.
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> <p>Medium Impact – Reduction in Book fund £85,000 (24% of Materials Budget)</p> <p>The impact of proportionally significantly disruptive resource fund reductions will be managed carefully to ensure key customer categories including children, older residents, and learner's needs are safeguarded.</p> <p>As noted in section 1 above a proportion of budget top slicing will be introduced to manage 50% of the savings required with the remainder achieved through:</p> <ul style="list-style-type: none">• Reductions to the Audio Visual budget – in particular DVD's linked to a review of spend against this format over the last 24 month period compared to use and income raised.• Purchase of adult paperback titles by default unless customer demand dictates that hardback copies of some author's work can justify individual 'case by case' selection.• Reduce the level of free access to request specific titles by re-introducing a level of charging for less popular fringe subject areas and authors that are unlikely to be read more broadly after the requestor's needs have been

satisfied.

- Increase the proportion of requests satisfied through participation in the 12 Local Authority 'Books4U' scheme.

The greatest care possible will be maintained to ensure no specific resident groupings are adversely impacted by the resource fund reduction.

The County Borough Library Service will also seek to affect increased discounts from book suppliers wherever possible and strategically purchase a greater proportion of paperback items that are less expensive.

IMPACT ON THE PUBLIC AND STAFF

3 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?

(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?)

No specific individual customer groupings will be adversely disadvantaged by the impact saving proposal identified in 2 above. With a strategy to protect provision to children, older residents, and learner's there will be less funding that can be allocated to other customer groupings however all the measures detailed in section 2 above will assist in managing the impact as fairly as possible.

4	<p>Is your proposal going to affect any people or groups of people with protected characteristics? <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></p>	
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	<p>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. <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>Some impact may take place as all areas of resource spend will require a degree of reduction, including materials in the Welsh language. The Borough Library Service will fail to meet the Welsh Government's Public Library Standards requirement for resource fund expenditure and the number of titles added to stock. This judgement is based on an analysis of last years spend on resources and the number of titles subsequently added to stock. In addition the Council's ability to meet the Welsh language material spend target may also prove challenging, though all efforts will be made to preserve this Standard.</p>
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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> <p>The saving proposal under consideration is not focused on one user group or community. The proposal will address all areas of resource fund provision equally, though spend on audio visual materials may merit further targeting to release money for more traditional formats.</p>
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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">• 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> <p>Customer feedback on the impact proposals will be collected as part of the Library Services normal operation. All service points operate user surveys as a matter of course and comments made are given appropriate consideration and responses. The impact of resource fund reductions and any amendments made to the proportion of audio visual titles, in particular DVD's, purchased should lead to few or no complaints as alternative delivery routes or stock sourcing will be employed to ensure continuity in the Library offer wherever possible.</p>
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	<p>Preparatory work to inform Audio Visual borrowers of the planned reductions in new title acquisition will be considered nearer the date that when the funding realignments are introduced. This communication between the Council and local residents will be conducted by onsite surveying and advanced notification of the reductions proposed.</p>
<p>9</p>	<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> <p>All customer comments will be considered and responded to separately. The feedback received from the reductions in resource fund spend will be assessed closely and any additional mitigating actions required introduced to support customers to continue to benefit from an excellent choice of books and other materials in the Borough's Libraries.</p> <p>The number of requests for book and other materials will be monitored as part of the County Borough Library Service's Annual Public Library Standards return and if needed alternative sourcing options, in addition to the Books4u scheme, will be considered including loans from the British Library in exceptional cases.</p> <p>The introduction of fees for rare out of print non-fiction titles that are likely to prove expensive to source will be considered as British Library Inter-Library Loans can cost £20 per item. The appropriate endorsement of a new request charging fees structure will be requested from the Education for Life Scrutiny Committee and Cabinet as appropriate.</p> <p>The County Borough Library Service consults its customers on a bi-annual basis by Children and Adult Public Library User Surveys that are nationally recognised. Both survey forms include satisfaction questions relating to choice of stock and different material format types.</p>
<p>10</p>	<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 at this time.</p>
<p>11</p>	<p>If any adverse impact has been identified, please outline any mitigation action.</p> <p>Medium Impact – Reduction in Book fund £85,000</p> <p>No individual customer groupings or communities will be adversely disadvantaged. The budget reduction proposed £85,000, represents 24% of the overall resource allocation and will be top sliced to ensure the minimum impact on the number and quality of materials acquired for the public. Some areas of customer need will be protected where possible including children, older residents, and learner's however it is hoped that by purchasing more titles in paperback format that the perceived</p>

reduction in choice will be minimal and that users will not receive a poorer service.

The County Borough Library Service will seek to achieve increased discounts from book suppliers.

The County Borough Library Service will increase its use of the South Wales Books4U inter-lending scheme between 12 local authorities.

Where requests are received for rare out of print non-fiction titles these will be sourced via the British Library. Council Member views will be sought on the option to re-introduce a customer request fee charge for these rare areas of stock.

Customers generally may experience longer waiting times for new or requested items though this should be manageable.

A review of the current proportion of the resource fund allocated to Audio Visual materials will take place, in particular DVD materials. Focusing on levels of loans over the last 2 years. Consideration will be given to reducing spend on this area so that additional budget can be released for traditional formats.

12 What wider use will you make of this Equality Impact Assessment?

(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?)

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

Copies of this Equality Impact Assessment will be made available for public inspection and feedback in all 18 static Library locations.

13	<p>If any adverse impact has been identified, please outline any mitigation actions.</p> <p>See section above.</p>
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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:	Gareth H Evans
Date:	10.10.2018
Position:	Senior Manager Libraries
Name of Head of Service:	Sue Richards Head of Education Planning and Strategy

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 | • 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 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 *	GAVO Holiday Scheme Coordinator funding (£25k)
DIRECTORATE	Education and Corporate Services
SERVICE AREA	Youth Service
CONTACT OFFICER	Paul O'Neill
DATE FOR NEXT REVIEW OR REVISION	6 month review.

***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	What is the proposal intended to achieve? The cessation of the final amount of grant funding to an external partner (GAVO), following a 2 period of reduction, thereby enabling the Youth Service to both achieve its MTFP-related responsibilities and to enable school holiday period coverage to be a fully integrated aspect of service delivery (service change is contingent upon savings, including in areas that are duplicated, such as the GAVO Holiday Scheme Coordinator grant).
2	Who are the service users affected by the proposal? All service users will be positively affected. Equalities-related impact will be positive should the service be successfully realigned to include year-round coverage. As the scope of the current arrangement allowed for advice and support to be given to those considering supporting Play scheme settings, the Youth Service is to provide this support directly in future (this support has been directly provided by the youth service historically, regardless).

IMPACT ON THE PUBLIC AND STAFF

3	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? The proposals ensure that more young people, including those with particular equalities-related needs, have equal access to holiday period support. CCBC Youth Service staff will benefit directly from the proposal, as cessation of the final element of the GAVO grant would impact positively on their continued employment prospects.
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4	<p>Is your proposal going to affect any people or groups of people with protected characteristics? Specific groups, particularly those that have hitherto received insufficient consideration, will experience positive consequences: The final phasing out of this external grant will allow for the positive reconfiguration of the youth service, as per Business Improvement Planning arrangements, supporting young people more widely throughout the County Borough.</p>	
Protected Characteristic	Positive, Negative, Neutral	Relevance of the Policy or Practice
Age	Positive	More young people, including those most in need of support, will benefit
Disability	Positive	The proposal will help to insure greater accessibility by young disabled people to the youth service
Gender Reassignment	Positive	More transgender young people will enjoy access to the youth service, including to the service's dedicated LGBTQ+ support group
Marriage & Civil Partnership	Neutral	This is an unknown area in the context of this proposal
Pregnancy and Maternity	Positive	The youth service's support arrangements for young parents will be more widely available and enhanced by the proposal
Race	Positive	More young people, in different parts of the County Borough, may be reached via the proposal – it is therefore more likely that a more significant proportion of young people other than those identifying as White may be included.
Religion & Belief	Neutral	This is an unknown area in the context of this proposal, though aspects of this topic are included within the service's curriculum
Sex	Positive	More transgender young people will enjoy access to the youth service, including to the service's dedicated LGBTQ+ support group
Sexual Orientation	Positive	More transgender young people will enjoy access to the youth service, including to the service's dedicated LGBTQ+ support group

5	<p>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. <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> Should the cessation of grant funding be approved and the corresponding changes to service structure be introduced, more young people whose first language is Welsh may be reached via the introduction of more formalised service links with Welsh medium schools: Consideration may be given to the opening of a 2nd Welsh medium youth club (the first is in the Rhymney valley) in the Caerphilly basin area; and more</p>
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	<p>welsh speakers may be reached via the introduction of outreach youth work.</p>
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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.</p> <p>The nature of the present funding relationship excludes the availability of individual user data, therefore individual beneficiary profiles have not been available. However, the final cessation of this grant funding will result in the more complete availability of user information and thorough information analysis and operational response (via the introduction of an improved model of youth service delivery).</p>
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CONSULTATION

7	<p>Please outline the consultation / engagement process and outline any key findings.</p> <p>Periodic consultations with service users, staff and partners/stakeholders have been conducted across the previous 5 year period, the results of all of which support the Youth Service's intentions to reconfigure to a year-round schedule of delivery, achievable in part via the cessation of external grant funding: Furthermore, the 3 year BIP consultation period has set a savings target for the Youth Service not necessarily limited to MTFP-related savings – these are only attainable via the cessation of external grant funding, most especially where this grant funding's original purpose is now redundant/duplicated – the introduction of new child care legislation has led to the withdrawal of community groups from the delivery of holiday playschemes and the role of the holiday scheme coordinator was originally predicated on the support of these groups to provide a holiday service. Furthermore, public consultations in relation to the year-on year reduction of this external grant funding stream for the past 2 years have been supportive of the reductions to date.</p>
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MONITORING AND REVIEW

8	<p>How will the proposal be monitored?</p> <p>The proposed youth service pilot delivery of a year-round model will be subject to the service's internal Quality performance management processes.</p>
9	<p>How will the monitoring be evaluated?</p> <p>A pilot youth service delivery that models the proposed service changes is imminent and will be subject to periodic evaluation at approximately 4 month intervals.</p>

10	Have any support / guidance / training requirements been identified? Yes. To support the service developments that obviate the need for a discrete Holiday Scheme Coordinator role, additions to the Youth Service's existing training support will include a specific focus on types of non building-based youth work that are of most relevance to apply in school holiday periods. This training is to be delivered pre and post- Christmas 2018.
11	If any adverse impact has been identified, please outline any mitigation action. N/A
12	What wider use will you make of this Equality Impact Assessment? A separate and all-encompassing EIA is informing the wider service changes that now replace the requirement for an external SLA to provide School Holiday coverage.

13	<p>If any adverse impact has been identified, please outline any mitigation actions.</p> <p>N/A</p>
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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.</p> <p><i>Adjust the proposal – the impact assessment identified potential problems or missed opportunities. The proposal was adjusted to remove barriers or better promote equality.</i> <input type="checkbox"/></p> <p><i>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.)</i> <input type="checkbox"/></p> <p><i>Stop and remove the proposal – the impact assessment identified actual or potential unlawful discrimination. The proposal was stopped and removed, or changed.</i> <input type="checkbox"/></p>
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Completed by:	Paul O’Neill
Date:	8/10/18
Position:	Senior Youth Service Manager
Name of Head of Service:	Paul Warren/Keri Cole