

# EQUALITY IMPACT ASSESSMENT FORM

July 2019

## THE COUNCIL'S EQUALITIES STATEMENT

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

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

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

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

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

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

The protected characteristics are:

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

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

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

## THE EQUALITY IMPACT ASSESSMENT

<b>NAME OF NEW OR REVISED PROPOSAL *</b>	Youth Service core funding contribution to external grant-oriented delivery
<b>DIRECTORATE</b>	Education, Lifelong Learning & Schools
<b>SERVICE AREA</b>	Youth Service
<b>CONTACT OFFICER</b>	Paul O'Neill
<b>DATE FOR NEXT REVIEW OR REVISION</b>	Reviewed as part of established monitoring arrangements

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

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

The Council's work across Equalities, Welsh Language and Human Rights is covered in more detail through the [Equalities and Welsh Language Objectives and Action Plan 2016-2020](#).

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

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

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

## PURPOSE OF THE PROPOSAL

<b>1</b>	<b>What is the proposal intended to achieve?</b> <p>It is proposed to cut £15,000 from the core youth service budget as part of the MTFP requirements. The £15,000 funds the HUB outreach youth project that replaced the loss of provision following the demise of Communities First Funding.</p> <p>The Youth Service employs 3 Youth Workers to work in the Local Authority LPCs (Learning Pathways Centres) during the day; all posts are funded by Education. For the past two years, the youth service has utilised the LPC youth workers to support young people during the evenings, this work is not related or connected to the work in the LPCs, it is a way of utilising available staff to the benefit of more young people. The budget funds the costs of running 3 sessions per week (transport, venue hire, resources and session activities) for up to 50 young people per year. Referrals are received from the IAA (Childrens Services) and Schools via the TYFE referral route for young people in need of supported intervention in the community. These young people do not match the criteria for TYFE, Targeted Outreach Project (TOP) or Hub Legacy, this provision essentially plugs a gap in provision now that CF no longer exists.</p>
<b>2</b>	<b>Who are the service users affected by the proposal?</b> <ul style="list-style-type: none"><li>• Young people, mostly aged 8 to 16 (with some 17+ year olds), who are reliant on youth work support and targeted interventions to support their often complex needs.</li><li>• Young people who are referred into the project around social and emotional behaviour issues.</li></ul>

## IMPACT ON THE PUBLIC AND STAFF

<b>3</b>	<b>Does the proposal ensure that everyone has an equal access to all the services available or proposed, or benefits equally from the proposed changes, or does not lose out in greater or more severe ways due to the proposals?</b> <p>The withdrawal of the £15,000 will result in the provision ceasing to operate, therefore there will be no access to these sessions any longer.</p> <p>Young people who are referred via the TYFE referral process and referred in to the Hub Outreach provision will need to be re-considered against the criteria for other projects (as listed earlier) and either added to a waiting list until they can be picked up, declined and referred back to the referrer, or signposted to open access youth work provision for universal provision rather than supported intervention where they receive tailored support (action plans) based on their specific needs.</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?)*

<b>Protected Characteristic</b>	<b>Positive, Negative, Neutral</b>	<b>What will the impact be? If the impact is negative how can it be mitigated?</b>
<b>Age</b>	<b>Negative</b>	The loss of the funding will end the provision for up to 50 young people per annum.
<b>Disability</b>	<b>Neutral</b>	
<b>Gender Reassignment</b>	<b>Neutral</b>	
<b>Marriage &amp; Civil Partnership</b>	<b>Neutral</b>	
<b>Pregnancy and Maternity</b>	<b>Neutral</b>	
<b>Race</b>	<b>Neutral</b>	
<b>Religion &amp; Belief</b>	<b>Neutral</b>	
<b>Sex</b>	<b>Neutral</b>	
<b>Sexual Orientation</b>	<b>Neutral</b>	

**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 impact

## INFORMATION COLLECTION

<b>6</b>	<p><b>Please outline any evidence and / or research you have collected which supports the proposal? This can include an analysis of service users.</b></p> <p>The service has the capacity to support around 50+ young people per year, however, the service is referral based and therefore can work with the most complex young people that have a variety of needs. Youth Workers will support young people until they are ready to move on to more open access services and with the more complex cases, this can take longer than some young people who respond positively to limited support. The service will not 'close' a young person until the time is right, where other grant funded programmes require services to close down a young person after a set number of weeks even if they are not ready or their needs are unmet. Therefore, in 2018/19, 30 young people were supported for the year, (at £15,000) this equates to £500 per young person to provide positive programmes of intervention that respond to young people's individual issues. All participating young people showed a progression in personal &amp; social skills using the youth service distance travelled tool, where young people evidenced an improvement in confidence, self-esteem, team working skills, decision making skills and communication. 70% of young people also achieved a local accreditation during their time spent with the youth workers. Additional outcomes reported at the end of 2018/19 included:</p> <ul style="list-style-type: none"><li>• 100% of young people reported that they knew who to speak to if they had a problem</li><li>• 100% of young people reported that they felt better are ready to deal with issues and problems</li><li>• 100% of young people reported an improvement in personal and social skills</li></ul>
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## CONSULTATION

<b>7</b>	<p><b>Please outline the consultation / engagement process and outline any key findings.</b></p> <p>No specific consultation relevant to this proposal has been undertaken.</p>
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## MONITORING AND REVIEW

<b>8</b>	<p><b>How will the proposal be monitored?</b></p> <p>The provision falls within the Youth Service Quality and Performance Management Framework, once withdrawn, the impact of the loss of provision will be monitored and evident in the youth service targets, the impact on the TYFE referral process and waiting lists, and potential pressure on other parts of the services in the attempt not to turn young people away from services.</p>
<b>9</b>	<p><b>How will the monitoring be evaluated?</b></p> <p>N/A</p>

<b>10</b>	<b>Have any support / guidance / training requirements been identified?</b>  N/A
<b>11</b>	<b>If any adverse impact has been identified, please outline any mitigation action.</b>  Though the impact on those with protected characteristics is minimal, those experiencing other challenges, including family breakdown and poverty, will be.

<b>12</b>	<b>What wider use will you make of this Equality Impact Assessment?</b>  N/A
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<b>13</b>	<p><b>An equality impact assessment may have four possible outcomes, through more than one may apply to a single proposal. Please indicate the relevant outcome(s) of the impact assessment below.</b></p> <p style="text-align: right;"><b>Please tick as appropriate:</b></p> <p>✓ <b>No major change</b> – the impact assessment demonstrated that the proposal was robust; there was no potential for discrimination or adverse impact. All opportunities to promote equality have been taken. <span style="float: right;"><input type="checkbox"/></span></p> <p><b>Adjust the proposal</b> – the impact assessment identified potential problems or missed opportunities. The proposal was adjusted to remove barriers or better promote equality. <span style="float: right;"><input type="checkbox"/></span></p> <p><b>Continue the proposal</b> – the impact assessment identified the potential problems or missed opportunities to promote equality. The justification(s) for continuing with it have been clearly set out. (The justification must be included in the impact assessment and must be in line with the duty to have due regard. Compelling reasons will be needed for the most important relevant proposals.) <span style="float: right;"><input type="checkbox"/></span></p> <p><b>Stop and remove the proposal</b> – the impact assessment identified actual or potential unlawful discrimination. The proposal was stopped and removed, or changed. <span style="float: right;"><input type="checkbox"/></span></p>
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<b>Form completed by:</b>	
<b>Name:</b>	Paul O'Neill
<b>Job Title:</b>	Senior Youth Service Manager
<b>Date:</b>	25/11/19

<b>Head of Service Approval</b>	
<b>Name:</b>	Keri Cole

<b>Job Title:</b>	Chief Education Officer
<b>Signature:</b>	
<b>Date:</b>	26 /11 /19