



Caerphilly County Borough Council - Integrated Impact Assessment

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

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

PLEASE NOTE: Section 3 Socio-economic Duty only needs to be completed if proposals are of a strategic nature or when reviewing previous strategic decisions.

See page 6 of the Preparing for the Commencement of the Socio-economic Duty Welsh Government Guidance.

1. Proposal Details

Lead Officer:- Paul Warren

Head of Service:- Keri Cole

Service Area and Department:- Education/ School Improvement

Date:- 09.12.2021

What is the proposal to be assessed? *Provide brief details of the proposal and provide a link to any relevant report or documents.*

Update Members on the self-evaluation process and its impact on strategic planning. To also raise awareness of the contribution of self-evaluation towards the implementation of a revised education strategy.



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

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

2a Age (people of all ages)

- (i) Does the proposal have any positive, negative or neutral impacts on the protected characteristics and how?

Neutral

- (ii) If there are negative impacts how will these be mitigated?

- (iii) What evidence has been used to support this view?

2b Disability (people with disabilities/ long term conditions)

- (i) Does the proposal have any positive, negative or neutral impacts on the protected characteristics and how?

Neutral

- (ii) If there are negative impacts how will these be mitigated?

- (iii) What evidence has been used to support this view?

2c Gender Reassignment (anybody who's gender identity or gender expression is different to the sex they were assigned at birth)

- (i) Does the proposal have any positive, negative or neutral impacts on the protected characteristics and how?

Neutral

- (ii) If there are negative impacts how will these be mitigated?



(iii) What evidence has been used to support this view?

2d Marriage or Civil Partnership (*people who are married or in a civil partnership*)

(i) Does the proposal have any positive, negative or neutral impacts on the protected characteristics and how?

Neutral

(ii) If there are negative impacts how will these be mitigated?

(iii) What evidence has been used to support this view?

2e Pregnancy and Maternity (*women who are pregnant and/or on maternity leave*)

(i) Does the proposal have any positive, negative or neutral impacts on the protected characteristics and how?

Neutral

(ii) If there are negative impacts how will these be mitigated?

(iii) What evidence has been used to support this view?

2f Race (*people from black, Asian and minority ethnic communities and different racial backgrounds*)

(i) Does the proposal have any positive, negative or neutral impacts on the protected characteristics and how?

Neutral

(ii) If there are negative impacts how will these be mitigated?

(iii) What evidence has been used to support this view?

2g Religion or Belief (*people with different religions and beliefs including people with no beliefs*)



- (i) Does the proposal have any positive, negative or neutral impacts on the protected characteristics and how?

Neutral

- (ii) If there are negative impacts how will these be mitigated?
- (iii) What evidence has been used to support this view?

2h Sex (*women and men, girls and boys and those who self-identify their gender*)

- (i) Does the proposal have any positive, negative or neutral impacts on the protected characteristics and how?

Neutral

- (ii) If there are negative impacts how will these be mitigated?
- (iii) What evidence has been used to support this view?

2i Sexual Orientation (*lesbian, gay, bisexual, heterosexual, other*)

- (i) Does the proposal have any positive, negative or neutral impacts on the protected characteristics and how?

Neutral

- (ii) If there are negative impacts how will these be mitigated?
 - (iii) What evidence has been used to support this view?
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3. Socio-economic Duty (Strategic Decisions Only)

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

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

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

3a Low Income / Income Poverty (cannot afford to maintain regular payments such as bills, food, clothing, transport etc.)

(i) Does the proposal have any positive, negative or neutral impacts on the following and how?

Neutral

(ii) If there are negative impacts how will these be mitigated?

(iii) What evidence has been used to support this view?



3b Low and/or No Wealth (*enough money to meet basic living costs and pay bills but have no savings to deal with any unexpected spends and no provisions for the future*)

- (i) Does the proposal have any positive, negative or neutral impacts on the following and how?

Neutral

- (ii) If there are negative impacts how will these be mitigated?

- (iii) What evidence has been used to support this view?

3c Material Deprivation (*unable to access basic goods and services i.e. financial products like life insurance, repair/replace broken electrical goods, warm home, hobbies etc.*)

- (i) Does the proposal have any positive, negative or neutral impacts on the following and how?

Neutral

- (ii) If there are negative impacts how will these be mitigated?

- (iii) What evidence has been used to support this view?

3d Area Deprivation (*where you live (rural areas), where you work (accessibility of public transport) Impact on the environment?*)

- (i) Does the proposal have any positive, negative or neutral impacts on the following and how?

Neutral

- (ii) If there are negative impacts how will these be mitigated?

- (iii) What evidence has been used to support this view?

3e Socio-economic Background (*social class i.e. parents education, employment and income*)



- (i) Does the proposal have any positive, negative or neutral impacts on the following and how?

Neutral

- (ii) If there are negative impacts how will these be mitigated?

- (iii) What evidence has been used to support this view?

3f Socio-economic Disadvantage *(What cumulative impact will the proposal have on people or groups because of their protected characteristic(s) or vulnerability or because they are already disadvantaged)*

- (i) Does the proposal have any positive, negative or neutral impacts on the following and how?

Neutral

- (ii) If there are negative impacts how will these be mitigated?

- (iii) What evidence has been used to support this view?

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

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

Objective 1 - Improve education opportunities for all

The education self-evaluation process is an integral feature of the iterative cycle of strategic planning and service improvement. It is fundamental in ensuring the directorate secures ongoing improvements that positively contributes to the objectives in the service improvement plan and corporate plan. Self-evaluation provides key evidence for improvement across the Education Directorate.

Objective 2 - Enabling employment

Neutral



Objective 3 - Address the availability, condition and sustainability of homes throughout the county borough and provide advice, assistance or support to help improve people's well-being

Neutral

Objective 4 - Promote a modern, integrated and sustainable transport system that increases opportunity, promotes prosperity and minimises the adverse impact on the environment

Neutral

Objective 5 - Creating a county borough that supports healthy lifestyle in accordance with the Sustainable Development principle with in the Well-being of Future Generations (Wales) Act 2015

Neutral

Objective 6 - Support citizens to remain independent and improve their well-being

Neutral

4a. Links to any other relevant Council Policy (*How does your proposal deliver against any other relevant Council Policy*)

Shared ambitions

Education Service Improvement Plan



5. Well-being of Future Generations (Wales) Act 2015 – The Five Ways of Working *(Also known as the sustainable development principles. The Act requires the Council to consider how any proposal improves the economic, social, environmental and cultural well-being of Wales using the [five ways of working](#) as a baseline)*

How have you used the Sustainable Development Principles in forming the proposal?

Long Term

Contributes to the implementation of a revised Education Strategy that will identify milestones for the next 5 years.

Prevention

Self-evaluation is an accurate reflection of the strengths and areas for improvement across schools and other education settings.

Integration

The self-evaluation process and forthcoming Education Strategy will require support from partners to ensure impact is meaningful and sustainable.

Collaboration

The success of the self-evaluation process relies on a range of data across education services, LA partners in other directorates and external partners.

Involvement

All staff across education directorate contribute towards self-evaluation. This process also takes account of the views of learners and young people.

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

Does the proposal maximise our contribution to the Well-being Goals and how?

A Prosperous Wales

An innovative, productive and low carbon society which recognises the limits of the global environment and therefore uses resources efficiently and proportionately (including acting on climate change); and which develops a skilled and well-educated population in an economy which generates wealth and provides employment opportunities, allowing people to take advantage of the wealth generated through securing decent work

The self-evaluation process is targeted appropriately to ensure pupils have the employability skills for future working.



A Resilient Wales

A nation which maintains and enhances a biodiverse natural environment healthy functioning ecosystems that support social, economic and ecological resilience and the capacity to adapt to change (for climate change)

No specific contribution.

A Healthier Wales

A society in which people's physical and mental well-being is maximised and in which choices and behaviours that benefit future health are understood

Health and wellbeing is a key feature of self-evaluation and identifies support that is required.

A More Equal Wales

A society that enables people to fulfil their potential no matter what their background or circumstances (including their socio-economic background and circumstances)

No specific contribution.

A Wales of Cohesive Communities

Attractive, viable, safe and well-connected communities

No specific contribution.

A Wales of Vibrant Culture and Thriving Welsh Language

A society that promotes and protects culture, heritage and the Welsh language, and which encourages people to participate in the arts, and sports and recreation

Takes account of the Welsh language.

A Globally Responsible Wales

A nation which, when doing anything to improve the economic, social, environmental and cultural well-being of Wales, takes account of whether doing such a thing may make a positive contribution to global well-being

No specific contribution.



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

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

7a. Links with Welsh Government's Cymraeg 2050 Strategy and CCBC's Five Year Welsh Language Strategy 2017-2022 and the Language Profile

- (i) Does the proposal have any positive, negative or neutral impacts on the following and how?

Neutral

- (ii) If there are negative impacts how will these be mitigated?

- (iii) What evidence has been used to support this view? *e.g. the WESP, TAN20, LDP, Pupil Level Annual School Census*

7b. Compliance with the Welsh Language Standards. *Specifically Standards 88–93*

- (i) Does the proposal have any positive, negative or neutral impacts on the following and how?

Neutral

- (ii) If there are negative impacts how will these be mitigated?

- (iii) What evidence has been used to support this view? *e.g. the WESP, TAN20, LDP, Pupil Level Annual School Census*

7c. Opportunities to promote the Welsh language *e.g. status, use of Welsh language services, use of Welsh in everyday life in work / community*

- (i) Does the proposal have any positive, negative or neutral impacts on the following and how?

Neutral

- (ii) If there are negative impacts how will these be mitigated?
- (iii) What evidence has been used to support this view? *e.g. the WESP, TAN20, LDP, Pupil Level Annual School Census*

7d. Opportunities for persons to use the Welsh language *e.g. staff, residents and visitors*

- (i) Does the proposal have any positive, negative or neutral impacts on the following and how?

Neutral

- (ii) If there are negative impacts how will these be mitigated?
- (iii) What evidence has been used to support this view?
e.g. the WESP, TAN20, LDP, Pupil Level Annual School Census

7e. Treating the Welsh language no less favourably than the English language

- (i) Does the proposal have any positive, negative or neutral impacts on the following and how?

Neutral

- (ii) If there are negative impacts how will these be mitigated?
- (iii) What evidence has been used to support this view? *e.g. the WESP, TAN20, LDP, Pupil Level Annual School Census*

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

Self-evaluation includes the progress of pupils in Welsh medium education. WESP is also included within the process.



8. Data and Information

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

Data/evidence *(Please provide link to report if appropriate)*

N/A - The document identifies the process of self-evaluation.

Key relevant findings

How has the data/evidence informed this proposal?

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

N/A - The document identifies the process of self-evaluation.

9. Consultation

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

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

N/A - The document identifies the process of self-evaluation.



10. Monitoring and Review

How will the implementation and the impact of the proposal be monitored, including implementation of any amendments?

N/A – The document identifies the process of self-evaluation.

What are the practical arrangements for monitoring?

How will the results of the monitoring be used to develop future proposals?

When is the proposal due to be reviewed?

Who is responsible for ensuring this happens?

11. Recommendation and Reasoning (delete as applicable)

- Implement proposal with no amendments
- Implement proposal taking account of the mitigating actions outlined
- Reject the proposal due to disproportionate impact on equality, poverty and socio-economic disadvantage

Have you contacted relevant officers for advice and guidance? (delete as applicable)

- Yes
- No

12. Reason(s) for Recommendations

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

There are no specific recommendations as this is not an operational document and there are no delivery implications.



13. Version Control

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

➤ Version 1

Author:-

Brief description of the amendments/update:-

Revision Date:-

➤ Version 2

Author:-

Brief description of the amendments/update:-

Revision Date:-

Integrated Impact Assessment Author

Name:- Paul Warren

Job Title:- Strategic Lead for School Improvement

Date:- 09.12.2021

Head of Service Approval

Name:-

Job Title:-

Signature:-

Date:-