

## Equality Impact Assessment Form

The Equality Act 2010 includes a public sector equality duty (the 'general duty'), replacing the separate duties on race, disability and gender equality. This came into force on 5 April 2011. The aim of the general duty is to ensure that public authorities and those carrying out a public function consider how they can positively contribute to a fairer society through advancing equality and good relations in their day-to-day activities. The duty ensures that equality considerations are built into the design of policies and the delivery of services, and that they are kept under review. This will achieve better outcomes for all.

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 Act
- 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 guidance refers to these three elements as the three 'aims' of the general duty and so when we discuss the general duty we mean all three aims.

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 Act describes fostering good relations as tackling prejudice and promoting understanding between people who share a protected characteristic and those who do not. Meeting the duty may involve treating some people more favourably than others, as long as this does not contravene other provisions within the Act.

The following principles are drawn from case law on the previous equality duties, and will continue to be relevant in relation to the new duty. To meet the general duty, a public authority must ensure:

- **Knowledge:** those who exercise its functions (its staff and leadership) are aware of the duty's requirements. Meeting the duty involves 'a conscious approach and state of mind'. Decision-makers should therefore be aware of the implications of the duty when making decisions about their policies and practices.
- **Timeliness:** the duty arises before and at the time that a particular policy is under consideration and a decision is taken. A public authority cannot satisfy the duty by justifying a decision after it has been taken.
- **Meaningful consideration:** consideration of the three aims of the general duty must form an integral part of the decision-making process. This is not a 'tick box' exercise – it must be exercised with rigour, with an open mind in such a way that influences the final decision.
- **Sufficient information:** the decision-maker must consider what information s/he has as well as what further information might be needed to give proper consideration to the general duty.
- **Review:** public bodies must have due regard to the aims of the general duty not only when a policy is developed and decided upon, but also when it is implemented and reviewed. The general duty is a continuing duty.
- **Non-delegation:** Anyone exercising public functions on behalf of a public body is required to meet the duty. This is because the duty rests with the public authority even if they have delegated any functions to another organisation.

The Equality and Human Rights Commission has produced guidance for the performance of the general duty in Wales, known as the specific duties in Wales. The specific duties include guidance on impact assessment and engagement that are both relevant to this process. Copies of the guidance are available on the Commission's website and via the equality section of StaffNet.

An impact assessment is a systematic way of finding out the impact of a policy on different protected groups. Officers who are responsible for policies are required to identify the likely impacts that may result from the introduction of a policy.

This impact assessment form has been developed to ensure that these groups are neither directly nor indirectly discriminated against in the planning and delivery of our services, nor by the decisions that we make.

An equality impact assessment must be carried out at a formative stage so that it is an integral part of the development of the policy, not a later justification of a measure that has already been determined.

### How should you assess impact?

1. Identify **the objectives** of your policy and how it will work.
2. Examine local and national **data and research**.
3. Assess **the likely impact** on the protected groups.
4. **Consult and involve** people who are likely to be affected by your policy.
5. Make arrangements to **monitor and review** the impact of your proposal.
6. **Publish** the assessment.

**It is the responsibility of the relevant Head of Service or Operational Manager to ensure that an assessment has been completed for the policy, practice, procedure or decision identified.**

Complete form electronically and return to the Equalities Section: [tsgreaves@valeofglamorgan.gov.uk](mailto:tsgreaves@valeofglamorgan.gov.uk). For support, ring: 01446 709446

<b>Title and Description of Policy, Procedure, Practice or Decision (referred to as “policy” throughout form).</b>	Improvement Plan Part 1 2013-2014
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### Who is responsible for developing and implementing the policy?

<b>Name</b>	Julia Archampong
<b>Job Title</b>	Performance Manager
<b>Directorate</b>	Corporate and Customer Services
<b>Division</b>	Improvement & Development

## 1. Background and screening:

Who will be affected by this policy?	Please ✓
Vale of Glamorgan residents	<input type="checkbox"/> ✓
Internal department(s) (please state which):	<input type="checkbox"/> ✓
Customers/residents in a specific geographical location	<input type="checkbox"/> Specify location:
Specific group of customers	<input type="checkbox"/> ✓
Specify group (for example, a particular age group or gender, gypsy / traveller children in education, people with dementia): <u>NEETs disabled people</u>	
Others	<input type="checkbox"/>
Please specify:	

## What research or baseline information do you have about how your service is used by various groups of people?

The Improvement Plan for 2013-2014 was informed by a comprehensive range of corporate and service information including:

- Corporate Plan priority outcomes;
- our annual service planning process;
- consultation findings from current consultations undertaken by the council;
- information on how council services are performing; and
- findings from improvement reviews and other reports from our regulators
- local and national policy developments.

Some of the services detailed within individual objectives in the plan will be universal whilst others will be focused on particular groups which may be defined by age, geographical location or other characteristics. The Improvement Plan reflects the priorities within the

Corporate Plan and the Community Strategy. An assessment of service management information as part of the annual service planning process also informed the Improvement Plan.

**Will this policy have a significant effect on how services are delivered?**

Yes  No

Please detail:

The Improvement Plan Part 1, produced annually, identifies eight improvement objectives which are the areas the council wishes to focus its attention in order to achieve significant improvements more quickly. By choosing these objectives, others that may be important to some groups or individuals, may be given a lower priority.

**Will this policy have a significant effect on how other organisations operate?**

Yes  No

Please detail:

Some of the services identified in the Improvement Plan will be developed in partnership with statutory partners, public and third sector organisations. This includes regional working as well as local partnerships for example, Prosiect Gwyrdd, the Joint Education Service, Cardiff and Vale UHB, waste awareness, the Local Service Board, disabled facilities grants and flood risk management activities.

**Does the policy involve a significant commitment of resources?**

Yes  No

Please detail:

Our improvement objectives are informed by the Corporate Plan, which sets out the priorities of the council for the next four years. The Corporate Plan is aligned to the council's budget setting process and the rolling 3 year Medium Term Financial Plan.

**Does the policy relate to an area where there are known inequalities (for example, disabled peoples' access to public transport, the gender pay gap, racist or homophobic bullying in schools, educational attainment of Gypsies and Travellers)?**

Yes  No

Please detail:

There are some examples in the plan including:

- reference to improving delivery of disabled facilities grants to children and young people, adults and older people;
- increasing the number of in-house foster carers to meet increasing demand and minimising the disadvantages for children in placing them outside the local authority area;
- using a wide range of data via termly Joint Education Service System Leader school monitoring visits to improve provision and outcomes for our most vulnerable pupils at key stage 3;
- utilising the Pupil Deprivation Grant to provide targeted intervention and improve attainment of pupils receiving free school meals;
- ensuring the workforce is reflective of the wider community;
- addressing gender pay gap issues in workforce planning;
- increasing opportunities for all residents to engage meaningfully in council decision making.
- reducing the number of young people who are not in employment, education or training.

**What are the intended outcomes of the policy (outcomes to be specific, measurable, achievable, results oriented, time-based)?**

Please detail:

The Improvement Plan Part 1 identifies eight improvement objectives to be achieved during the period April 2013- March 2014. Specific outcomes for each objective are detailed in relevant service plans. The eight improvement objectives are:

1. To promote sustainable practices in our business with a particular focus on promoting waste reduction, reducing landfill and increasing recycling. **[EIA undertaken on kitchen waste collection and alternate weekly waste collection service. No anticipated equality impact.]**
2. To reduce the time taken to deliver disabled facilities grants to children and young people and to adults to achieve the Welsh average performance of 2011-2012 as a minimum. **[EIA undertaken on housing renewal policy incorporating disabled facilities grants. Anticipated equality impact.]**
3. To increase the number of council foster carers. **[EIA to be completed. Focus is on increasing placements for children within the 11-16 years age range particularly for disabled children, children displaying challenging and often aggressive behaviour, who are non-school attendees and who may have difficulties with alcohol and substance misuse and older children as this**

**is in shortage. Anticipated equality impact.]**

4. To support and challenge schools in order to improve pupil attainment levels at Key Stage 3. **Whilst the objective relates to all pupil attainment at KS3, there is an additional focus on improving attainment for vulnerable children, reducing gender differences in attainment (gender differences have increased for Vale schools during the last few years and particularly for writing) and closing the gap in achievement due to disadvantage. Anticipated equality impact.]**
5. To implement effective and sustainable workforce planning for the council. **[EIA on Job Evaluation. EIA on workforce plan to be completed. Within the plan there is a focus on addressing the gender pay gap as part of implementation. Anticipated equality impact]**
6. To improve citizen engagement by ensuring residents' views are used to inform service development and improvement and further developing opportunities/mechanisms for residents to influence decision making. **[Corporate Services EIA covers citizen engagement. There is a focus on improving engagement with people with protected characteristics particularly involving them in developing, reviewing or changing services and making decisions that affect services via corporate standards for engagement. Anticipated equality impact.]**
7. To tackle the effects of climate change with a particular focus on local flood and coastal risk management. **[No anticipated equality impact]**
8. To reduce the number of young people aged 14-19 who are not in employment, education or training (NEET). **[EIA to be completed. There is an additional focus on providing targeted and intensive support to engage vulnerable young people with particular barriers to participation or to re-engagement in education, employment and training. Anticipated equality impact.]**

Some examples of outcomes by objective are as follows:

**Objective 1 – Promoting waste reduction, reducing landfill and increasing recycling**

- Reduction in waste to landfill and landfill tax paid by increasing participation of all residents in recycling.

**Objective 2 – Reducing the time taken to deliver disabled facilities grants (DFGs) to children and young people and to adults**

- 80% of people who have received a DFG are satisfied with the DFG process.
- 80% of people who received a DFG state that the work has made them feel safer and more independent in their own home.
- Elderly people are able to remain more independent, living in their own homes for longer.

**Objective 3 – Increasing the number of council foster carers**

- Increase in the number of approved in-house carers.
- Reduced use of externally provided foster care placements, leading to a reduction in expenditure per looked after child in fostering placements.
- A well managed cyclical process for recruiting quality foster carers.
- Enhanced processes for developing, motivating and retaining foster carers.

**Objective 4 – Improving pupil attainment at Key Stage 3 (KS3)**

- Improved KS 3 pupil attainment levels in the Vale.
- Improved attainment in writing, reading and number skills at KS 3.

**Objective 5 – Implementing sustainable workforce planning for the Council.**

- Alignment of financial and human resource planning processes and integration of workforce planning as part of wider service planning.
- Reduction in adverse staffing implications of organisational change.

**Objective 6 – Improving citizen engagement by ensuring the views of residents inform service development and improvement**

- Corporate standards for engagement, including guidance for engaging citizens with protected characteristics.
- Increased opportunities for all residents to engage meaningfully in council decision making.
- Greater understanding among residents of how they can interact with the council and the decisions they can affect, including a greater appreciation of the council's remit and the services that we deliver.

**Objective 7 – Managing the risk associated with local flood and coastal erosion**

- Avoided costs from flood damage to businesses and householders, buildings, infrastructure and services through proactive working with all stakeholders in flood prevention and mitigation measures.

**Objective 8 – Reducing the number of young people aged 14-19 are not in employment, education or training (NEET).**



- Reduction in the percentage of young people whose NEET status is unknown.
- Reduction in percentage of young people who leave full time education aged 18 and become NEET.
- Young people at risk of becoming NEET are identified and provided with targeted support through transitional periods, such as progression to post 16.

**How will these be measured?**

Please detail:

Specific outcomes for individual objectives are expanded upon in relevant service plans and progress against key actions and measures will be monitored via quarterly performance reporting to Corporate Management Team, all Scrutiny Committees and Cabinet. A report on achievement of intended outcomes will be published in October 2014 in the Improvement Plan Part 2.

**Will the policy impact upon other policies or practices?**

Yes  No

Please detail:

The Improvement Plan will impact on policies and practices developed across the council over the coming year for example a council policy on Home Adaptations (disabled facilities grants), an Engagement and Progression Framework targeting those at risk of becoming NEET, a Flood Risk Management Strategy and register and record of assets, a revised Training and Development Strategy, revised flexible working policies to support changing service demands, a Foster Carer and Recruitment Strategy, Information and Engagement Strategy.

**What data or research is available on the policy (for example, statistics, survey results, best practice advice)?**

Please detail:

There is a wide range of data, research and statistics available to support identification of improvement objectives and the way in which improvements will be implemented and services developed. Specific data can be obtained from the relevant service areas. Examples of some information considered with regards to each objective are as follows:

**Objective 2:** Local Housing Survey of property conditions in the Vale. Internal management information on disabled facilities grants including ethnic monitoring data. Annual returns for National Strategic Indicators and Public Accountability Measures provide all Wales performance and comparison information for disabled facilities grants covering children and young people and adults. Relevant statistics: Average calendar days taken to deliver all disabled facilities grants, is 346 days (2012/13). Performance for children/young people and adults (2012/13) is 454 and 337 days respectively. Percentage of customers satisfied with DFG process is 94.12%. Percentage, who feel the work has made them feel safe and enhanced their independence is 90.20%. Through completing disabled facilities grants 82% of applicants strongly believe the adaptation, has made it easier to live more independently in their own home, while 91% agree that the adaptation mean they will need less help to cook, bathe and move around their home.

**Objective 3:** Profile data for looked after children. Relevant statistics e.g. 77 in-house foster carers in place who provided placements for 106 children and young people in 2012/13. A total of 184 children and young people were placed in all types of provision (2012/13) with 78 placements made through procurement independent fostering agencies. The cost of externally provided foster care is higher than for internal provision and there are disadvantages for children in placing them outside the local authority area. Of the children looked after in 2012: 37 were aged 5 years old and under; 44 were aged between 5 and 11; 71 between 11 and 16 years; and 34 were aged 16+. Of the total looked after, 92 were male and 94 female. The largest age group of looked after children over the past four years is 11-16 years and there has been an increase in both the 5-11 years the 16+ age group during the past three years. The council currently have 30 looked after children placed with Independent Fostering Providers (IFP). 25 of these are aged between 11 – 18 years, 4 are aged between 5-10 years and one baby in a mother and baby placement. Of the 30 children placed with IFP we have 12 children within 5 sibling groups.

Based on trend data the service has identified that the greatest need over the past four years is for placements for children within the 11-16 years age range. In particular, there is a need for placements that can meet the needs of young people who may go missing from placements, who display challenging and often aggressive behaviour, who are non-school attendees and who may have difficulties with alcohol and substance-misuse. A second priority area is to recruit carers for sibling groups of two or more children including older sibling groups. A third priority area is to recruit foster carers for respite and short breaks for all children including disabled children. Additionally, there is a need to prioritise the recruitment of foster carers who are able to make a commitment to providing accommodation for young people for as long as they may require it.

**Objective 4:** WG annual returns of pupil attainment levels covering many categories including free school meals (FSM), gender and

Welsh language. Annual returns for National Strategic Indicators and Public Accountability Measures provide all Wales performance and comparison information for education including pupil attainment levels. Relevant statistics include: Pupils achieving the Core Subject Indicator as determined by teacher assessment – 72%; for girls performance is 76%, boys is 68%, FSM is 43%, non FSM 77%. KS3 performance for all pupils in reading writing and maths in combination is 67%.

**Objective 5:** Office for National Statistics data on local and national labour markets, Vale workforce profile, baseline equality data, biennial staff survey and other service management information. Annual returns for corporate health indicators including absence and leavers provide all Wales performance and comparison information. Relevant statistics as at 2011/12: Permanent workforce is 76% women and 24% men. Proportion of women to men in salary ranges up to £40k is broadly in line with overall gender balance in the council. At salary ranges above £40k the proportion of female to male employees decreases. Age profile is 16-29 (14%), 30-49 (53%), 50 and above (33%). Overall staff turnover is 8%. Voluntary retirees were highest at 6.3%. Percentage of staff leaving on redundancy grounds has increased from 0.1% to 0.5%. Proportion of BME employees has increased from 1.4% to 1.8% since 2010. Proportion of employees indicating that they have a disability is 1.3%, decreasing from 1.4% in 2010/11.

**Objective 6:** Various council consultations on a range of matters. Biennial Vale of Glamorgan Public Opinion Survey. Relevant statistics: Residents who feel they are able to influence decisions in their local area is 58% (POS 2011/12). The percentage proud to be living in the Vale is 97% (POS 2011/12).

**Objective 8:** Service management information collected from schools, the Youth service, Job Centre Plus, Careers Wales etc. WG best practice via Youth Engagement and Employment Action Plan and the Engagement and Progression Framework. Welsh Government Statistical Bulletin. Relevant statistics: Percentage of year 11 leavers NEET - 4.6% (Vale), Wales 5.45%. (StatsWales). Percentage of young people who are not known to be in education, employment or training at year 13 is 4.46%. Percent of year 12 leavers NEET is 2.01% (2011/12). Number of young people claiming job seekers allowance as at March 2013 was 830 (7.57%) down 0.73% on December 2012. Since June 2011, 228 18-24 year olds have been referred to the Rehab Jobfit programme – a two year plan with intervention and engagement moving young people into sustainable employment of 16 hours a week or more.

**Are there any gaps in data which necessitate further research or consultation?**

Yes  ✓

No

Please detail:

The above list is not exhaustive. The Local Service Board (LSB) has established a business intelligence group and the data gathering and analysis undertaken through the work of this group will help further inform activities undertaken by the council. A key area of focus is the needs of vulnerable groups, drilling down to understand what the data means for different communities.

The LSB Information and Engagement Strategy also recognises that engagement is only effective if all stakeholders are able to become involved. To ensure this is the case it emphasises the use of appropriate methods to engage hard to reach groups in the Vale.

In order to ensure a diverse range of people are consulted on a range of issues, a number of mechanisms exist through which a variety of groups can be reached. The LSB recognises the need to engage with older people in the Vale, and to consider their views the Vale 50+ Strategy Forum is consulted on a regular basis to ensure the opinions of older residents are considered in the decision making process.

It is equally important that younger residents are able to influence the decisions that affect them. For children and young people, participation is an 'enabling right' as set out in Article 12 of the United Nations Convention on the Rights of the Child (UNCRC). The LSB recognises the role that young people have to play in shaping services and so where appropriate they should be able to fully participate in engagement projects. This will require bespoke methods or approaches to engagement. From 2013/14 onwards the Vale of Glamorgan will have a Youth Council and a Youth Mayor who will be supported by the Vale of Glamorgan Council. These will provide all partners with an accessible forum through which to elicit the views and opinions of young people in the Vale.

The LSB recognises the diversity of the Vale in all of its work and this should apply equally to engagement. A database of equalities groups operating in the Vale is available to all LSB partners to enable them to ensure that this is the case.

Where decisions will have a direct impact on certain communities it will be essential that engagement is undertaken at community level. When doing this we must be mindful that there are both geographical communities and communities of need within the Vale. Careful consideration must be given when defining which communities are stakeholders and how we can involve them in the process.

**Is there any evidence that there are different levels of service uptake for different protected groups, Yes  No**

**for example, do men use the policy more than women?**

Please detail:

Improvement objectives cover a number of services affecting council staff, residents and visitors and there is no evidence to suggest different levels of uptake by protected groups.

Some individual objectives focus on improving service uptake for specific groups for example, e.g. the recruitment of foster carers is focusing on finding placements for older children and children with disabilities as it more difficult for the council to place these children and currently demand exceeds the supply of in-house carers. In the case of disabled facilities grants there is a particular focus on reducing the time taken to deliver adaptations for elderly people to help them to remain more independent, living in their own home for longer. This is because demand for home adaptations is increasing with the aging population.

Improving attainment at key stage 3 relates to all pupils although there is a particular focus on improving attainment for vulnerable children, reducing gender differences in attainment (gender differences have increased for Vale schools during the last few years and particularly for writing) and closing the gap in achievement due to disadvantage.

Within the Workforce Plan there is a focus on addressing the gender pay gap. Under citizen engagement, there is a focus on improving engagement with people with protected characteristics particularly involving them in developing, reviewing or changing services and making decisions that affect services.

**Is there any evidence that there are barriers that might exclude any of the protected groups from accessing the policy?**

Yes  No

Please detail:

There is no evidence to suggest barriers to accessing the Improvement Plan Part 1. In developing the plan due regard is given to promoting equality, tackling inequalities and promoting social inclusion. A wide variety of stakeholders including the general public were invited to comment on proposed objectives and the plan is promoted via a wide range of media.

Further consideration may need to be given to each objective on specific issues such as methods of engagement, access to public buildings, integrated service delivery etc. These will be covered within individual service plans, team plans and relevant strategies and

policy documents.

Also, as previously highlighted, individual objectives tend to focus on specific groups where the need for improvement in services have been identified, e.g. the need for more in-house foster care placements for older children and children with disabilities and improved attainment levels of vulnerable children, reducing gender differences in attainment at Key Stage 3.

**If there are no barriers, what is your evidence to support this?**

The purpose of improvement objectives is to improve services, and the successful implementation of intended outcomes should lead to a reduction in service inequalities.

**Is there evidence that any of the protected groups will have different needs or priorities with regard to the proposed policy?**

Yes  No

Please detail:

The plan highlights a number of areas where the council wants to focus on making improvements in the coming year. It is likely that there will be differing needs in relation to individual objectives as these target specific groups and lead officers will need to ensure appropriate equality impact assessments and engagement to inform intended outcomes. For example, under objective 3, consideration is given to increasing and improving placement choice by recruiting foster carers from diverse backgrounds that reflects the community of the Vale. In addition, the service promotes the racial, cultural and religious identity of children and young people and gives consideration to the gender, sexuality, disability of fostered children and young people when identifying a suitable placement.

**Is there any evidence that the policy could discriminate, directly or indirectly, against people in any of the protected groups?**

Yes  No

Please detail:

There is no evidence that the plan could discriminate and it has been developed with due regard to the council's responsibilities and Strategic Equalities Plan.

**Can anything be done further to promote equality of opportunity by altering the policy?**

Yes  No

Please detail:

This will be addressed within individual objectives and equality impact assessments (where appropriate) which will be more focused.

## 2. Relevance

**Is an equality impact assessment relevant to this policy?**

Yes  No

Where, as a result of the above screening, the officer responsible for the policy believes that an equality impact assessment is not relevant, they should initially discuss this with the Council's equalities coordinator, and record and explain the decision.

Please detail:

Due to the wide ranging nature of the plan, it is difficult to undertake a detailed impact assessment covering all aspects. More detailed work will be required on individual objectives at service level and where appropriate individual impact assessments undertaken e.g. the Workforce Plan and NEETs Strategy.

## 3. Gender

**Will the policy have a negative impact, directly or indirectly, on women or men?**

Please detail evidence:

No.

**Will the policy have a positive impact, directly or indirectly, on women or men?**

Please detail evidence:

Yes. Improvements included within the plan may have a positive impact on women and men for example the Workforce Plan is expected to have a positive effect on the way that staff are recruited and progressed and reduce the gender pay difference. Also

reducing the number of young people who are NEET will reduce the number of young men who are NEET. In the Vale, approximately 60% of young people who are NEET are male.

**Will the policy have no gender-specific impact?**

Please detail evidence:

Yes

**What action can you take to mitigate against any negative impact, and/or to have a more positive impact on men or women?**

Please detail evidence:

Implementation of individual objectives and outcomes at service level will need to give consideration to the impact on women and men.

**4. Race**

**Will the policy have a negative impact, directly or indirectly, on people based on their race, colour, nationality (including citizenship) or ethnic or national origin(s)?**

Please detail evidence:

No

**Will the policy have a positive impact, directly or indirectly, on people based on their race, colour, nationality (including citizenship) or ethnic or national origin(s)?**

Please detail evidence:

Yes. It is likely that planned improvements identified in the plan will have a positive impact. For example, the Workforce Plan is expected to have a positive effect on the way that staff are recruited and promoted.

**Will the policy have no impact, directly or indirectly, on people based on their race, colour, nationality (including citizenship) or ethnic or national origin(s)?**

Please detail evidence:



Yes

**What action can you take to mitigate against any negative impact, and/or to have a more positive impact on people based on their race, colour, nationality (including citizenship) or ethnic or national origin(s)?**

Please detail evidence:

Implementation of individual objectives and outcomes will need to give consideration to the impact directly or indirectly, on people based on their race, colour, nationality or ethnic or national origin(s).

## 5. Disability

**A person has a disability if s/he has a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day-to-day activities.**

**Will the policy have a negative impact, directly or indirectly, on disabled people?**

Please detail evidence:

No

**Will the policy have a positive impact, directly or indirectly, on disabled people?**

Please detail evidence:

Yes, for example objective 2, relates to improving delivery of disabled facilities grants to enhance independence. Also, under objective 1, waste reduction, additional support is provided for disabled people to enable them to participate in waste management initiatives e.g. green waste and recycling collection. In-house foster carer recruitment is targeting placements for children with disabilities as demand current exceeds availability (objective 3).

**Will the policy have no impact, directly or indirectly, on disabled people?**

Please detail evidence:

Yes

**What action can you take to mitigate against any negative impact, and/or to have a more positive impact on disabled people?**

Please detail evidence:

Implementation of individual objectives and outcomes will need to give consideration to the impact on disabled people.

## **6. Welsh language**

**Will the policy have a negative impact, directly or indirectly, on the Welsh language?**

Please detail evidence:

**Will the policy have a positive impact, directly or indirectly, on the Welsh language?**

Please detail evidence:

Yes. Individual objectives will give due consideration to the council's responsibilities in relation to Welsh language. Aspects of the plan (objective 4) refer to improving attainment levels at GCSE in 5 subjects including maths and English/Welsh.

**Will the policy have no impact, directly or indirectly, on the Welsh language?**

Please detail evidence:

Yes

**What action can you take to mitigate against any negative impact, and/or to have a more positive impact on the Welsh language?**

Please detail evidence:

Individual objectives will give due consideration to the council's responsibilities in relation to Welsh language.

## **7. Age**

**Will the policy have a negative impact, directly or indirectly, on different age groups (e.g. people over 50, people under 16)?**

Please detail evidence:

No

**Will the policy have a positive impact, directly or indirectly, on different age groups?**

Please detail evidence:

Yes. The plan includes specific objectives covering older people, adults and children and young people. For example, in-house foster carer recruitment focuses on placements for older children and children with disabilities. Delivery of disabled facilities grants generally focuses on children, young people and the elderly, helping them to remain independent within their own homes. Improving key stage 3 attainment targets all young people aged between 11 and 14 years in school. Reducing the level of young people who are NEET targets 14 - 19 year olds.

**Will the policy have no impact, directly or indirectly, on different age groups?**

Please detail evidence:

Yes

**What action can you take to mitigate against any negative impact, and/or to have a more positive impact on people of different age groups?**

Please detail evidence:

Individual objectives will give due consideration to the needs of different age groups at service level.

## **8. Religion, belief or non-belief**

**Will the policy have a negative impact, directly or indirectly, on people with different religions, beliefs or non-beliefs?**

Please detail evidence:

No

**Will the policy have a positive impact, directly or indirectly, on people with different religions, beliefs or non-beliefs?**

Please detail evidence:

No. E.g. Ethnic and cultural aspects of the disabled person's household will not be considered when determining provision for disabled facilities grants. Consultation with appropriate community or religious advisors may be necessary. There will be positive impact on service users regardless of religion, beliefs or non belief.

**Will the policy have no impact, directly or indirectly, on people with different religions, beliefs or non-beliefs?**

Please detail evidence:

Yes, although there will be a positive impact on service users generally as the focus of the Improvement Plan is to improve services.

**What action can you take to mitigate against any negative impact, and/or to have a more positive impact for people with different religions, beliefs or non-beliefs?**

Please detail evidence:

Individual objectives will give due consideration to the impact for people with different religions, beliefs or non-beliefs.

## **9. Sexual orientation**

**Will the policy have a negative impact, directly or indirectly, on lesbians, gays, bisexuals or heterosexual people?**

Please detail evidence:

No

**Will the policy have a positive impact, directly or indirectly, on lesbians, gays, bisexuals or heterosexual people?**

Please detail evidence:

No.

**Will the policy have no impact, directly or indirectly, on lesbians, gays, bisexuals or heterosexual people?**

Please detail evidence:

Yes, although there is likely to be a positive impact on service users generally as the focus of the Improvement Plan is to improve services.

**What action can you take to mitigate against any negative impact, and/or to have a more positive impact for lesbians, gays, bisexuals or heterosexual people?**

Please detail evidence:

Individual objectives will give due consideration at service level to impact for lesbian, gay, bisexual or heterosexual people.

## 10. Gender Reassignment

**Will the policy have a negative impact, directly or indirectly, on transgender people?**

Please detail evidence:

No

**Will the policy have a positive impact, directly or indirectly, on transgender people?**

Please detail evidence:

No.

**Will the policy have no impact, directly or indirectly, on transgender people?**

Please detail evidence:

Yes, although there will be a positive impact on service users generally as the focus of the Improvement Plan is to improve services.

**What action can you take to mitigate against any negative impact, and/or to have a more positive impact for transgender people?**

Please detail evidence:

Individual objectives will give due consideration at service level to impact for transgender people.

## 11. Pregnancy and maternity

**Will the policy have a negative impact, directly or indirectly, on women during pregnancy or maternity?**

Please detail evidence:

No

**Will the policy have a positive impact, directly or indirectly, on women during pregnancy or maternity?**

Please detail evidence:

There is likely to be a positive impact via the Workforce Plan.

**Will the policy have no impact, directly or indirectly, on women during pregnancy or maternity?**

Please detail evidence:

No.

**What action can you take to mitigate against any negative impact, and/or to have a more positive impact for women during pregnancy or maternity?**

Please detail evidence:

Individual objectives will give due consideration to the impact for women during pregnancy or maternity.

## 12. Consultation and involvement

**What consultation and involvement activities have taken place? (for example focus groups, public surveys, public meeting, etc.)**

Please detail:

The consultation on the draft improvement objectives was open to all Vale residents and relevant stakeholders. The consultation period ran from 02 April 2013 to 10 May 2013.

To enable residents and stakeholders to make informed comments on the draft improvement objectives details of how these were developed along with the full objectives themselves and the rationale underpinning each was made available online via the Vale of Glamorgan Council website. Paper copies of the same information were made available by request. Responses could be made to the consultation either online via email or in writing.

The consultation was widely promoted to the public. A press release promoting the consultation was featured in a number of local newspapers and the consultation featured on the front page of the council website for the duration of the consultation period. The consultation was also promoted via social media.

A list of relevant stakeholders was compiled. This included town and community councils, the council's strategic and LSB partners and a range of voluntary organisations operating in the Vale. Representatives of all of these organisations were contacted directly to inform them of the consultation process.

**What arrangements have been made to consult and involve people and organisations representing the protected characteristics, which have been identified as potentially being affected by the policy? (for example men, women, parents, carers, the black and minority ethnic community (including asylum seekers, refugees, economic migrants), disabled people, the Welsh speaking community, the lesbian, gay and bisexual community, transgender people, different faith groups, etc.)**

Please detail:

The consultation was circulated to a wide range of voluntary and community organisations (Vale Centre for Voluntary Services).

**How have the results of the consultation been implemented?**

**Please detail:**

Despite the extensive promotion of the consultation only four responses were received during the consultation period. One was from a member of the public and the others were from town and community councils in the Vale. Following consideration by cabinet, relevant amendments will be made to the report prior to being considered by the council on 26<sup>th</sup> June 2013. These include introducing measures for the early identification of NEETS at the end of Year 9, improving public engagement and the delivery of disabled facilities grants.

## 13. Monitoring

**What monitoring data do you intend to collect? (for example the number of disabled people using your service)**

**Please detail:**

Services will gather the required data as it relates to the services they provide in line with council policy and procedure.

**How often will you analyse and report this data?**

**Please detail:**

Progress with the Improvement Plan Part 1 will be monitored through established service plan monitoring arrangements on a quarterly basis. An end of year report on achievement of intended outcomes will be published in October 2014 in the Improvement Plan Part 2.

**Where will you publish the report on this data?**

**Please detail:**

Quarterly performance reports are available on the council's website. The Improvement Plan Part 2 will be published on the council's website in English and Welsh and can be made available in other formats in line with council policy.

#### **14. Publication of policy**

**How will you publish and publicise the policy to ensure equality of access to this information (including raising awareness with minority groups, producing information in accessible formats, etc.)?**

**Please detail:**

The Improvement Plan will be published on the council's website.

#### **15. Further action**

**Any recommendations for action that you plan to take as a result of this impact assessment (listed in the sections above) should be included in your Team Plan or Departmental Service Plan.**

**Please detail:**



## 16. Outcome

**An equality impact assessment may have four possible outcomes, though more than one may apply to a single policy. Please indicate the relevant outcome of the impact assessment below.**

Please tick as appropriate:

**No major change** – the impact assessment demonstrated that the policy was robust; there was no potential for discrimination or adverse impact. All opportunities to promote equality have been taken.

**Adjust the policy** – the impact assessment identified potential problems or missed opportunities. The policy was adjusted to remove barriers or better promote equality.

**Continue the policy** – the impact assessment identified the potential for adverse impact 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 policies.)

**Stop and remove the policy** – the impact assessment identified actual or potential unlawful discrimination. The policy was stopped and removed, or changed.

## 17. Authorisation

This equality impact assessment must be authorised by the relevant Head of Service or Operational Manager.

Approved by (name)	Bev Noon
Job Title	Operational Manager Communications and Policy
Date	21 May 2013

**18. Completed Impact Assessments:**

A copy of this form must be sent to the Equalities Coordinator for publication on the Council's website.