

Equality Impact Assessment Form

Please ensure that you refer to the 'Equality Impact Assessment Guidance' while completing this form. If you would like further guidance please contact the Equalities Officer or Equalities Team

Details
Name of Initiative to be assessed: Support for our minority ethnic, Gypsy, Roma and Traveller learners
Name of responsible officer: Sarah Bowen
Group/Directorate: People and Performance
Service Area: Education
Date: 19.03.18

(a) WHAT ARE YOU ASSESSING FOR IMPACT ?

Service/ Function <input checked="" type="checkbox"/>	Policy/ Procedure <input type="checkbox"/>	Project <input type="checkbox"/>	Strategy <input type="checkbox"/>	Plan <input type="checkbox"/>	Proposal <input type="checkbox"/>	Information/ Position statement <input type="checkbox"/>
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(b) Please name and describe below

1.1 For more than a decade the Welsh Government has provided targeted grant funding for Local Authorities to support our minority ethnic, Gypsy, Roma and Traveller learners. As a result of this funding the services that support these pupils have been able to foster good relationships with these communities, upskill staff in supporting their particular needs and enable inclusivity and improved wellbeing. Further funding has also been provided by European projects for these groups and for two years by the Local Authority for EAL.

(c) IS THE DELIVERY OF THIS INITIATIVE AFFECTED BY LEGISLATION OR OTHER DRIVERS SUCH AS CODES OF PRACTICE?

If so, please identify what and how?

UNCRC Article 3 (everyone who works with children should always do what is best for each child), Article 4 (the government should ensure that these rights are made available to children), Article 13 (right to have information), and Article 29 (right to become the best that you can be).

(d) Does the initiative directly affect service users, employees or the wider community?

Yes Continue assessment
 No No need to continue screening or carry out an EqlA

Screening/Relevance Test: Is an equality impact assessment required?

Screening is used to decide whether the initiative you are responsible for has a high or medium negative impact on any of the protected groups and will require a full EqlA. Please highlight the positive impact the decision will have on the protected characteristics.

What will be the effect on :-

Protected Characteristic	Impact? <i>Include Positive and Negative</i>
Age	Negative

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Disability	Negative
Gender Reassignment	Negative
Marriage & Civil Partnership	N/A
Pregnancy and Maternity	N/A
Race	Negative
Religion or Belief	Negative
Sex	Negative
Sexual orientation	Negative
Carers	Negative
Welsh Language	N/A

If after completing the EqlA screening/relevance test you determine that this service/function/policy/project is not relevant for an EqlA you must provide adequate explanation below (Please use additional pages if necessary).

Are you happy that you have sufficient evidence to justify your decision?

Yes ...X..... No



Signed:

Position: Inclusion Manager

N.B. If the initial screening process has identified actual or potential high or medium negative impact on a particular group or groups then you MUST carry out a full EqlA.

Full Equality Impact Assessment

You should use the information gathered at the screening stage to assist you in identifying possible negative/adverse impact, including positive impact, and clearly identify which protected groups are affected.

In terms of any disproportionate / negative / adverse impact that the proposal may have on a protected group, what steps (if any) could be taken to reduce that impact for each group identified. Attach a separate action plan if necessary.

The identification of funding to ensure the continuation of the teams that support our minority ethnic, Gypsy, Roma and Traveller learners

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If ways of reducing the impact have been identified but are not possible, please explain why they are not possible.

Please highlight positive impacts and actions that have been identified as a result of the assessment process.

It should be noted while the grants provided by WG have decreased over the years, the outcome of these groups have improved. This is due to the expertise and commitment of the team.

Evidence Sources

(i) Give details of any data or research that has led to your reasoning above, in particular, the sources used for establishing the demographics of service users.

The spending plan for the Gypsy Traveller and EAL grants for 2016/17 can be found via the hyperlinks below. These show the activities involved, performance measures and success criteria.

[Spending Plans\GT\201617\GYPSY TRAVELLER - EIG Evaluation report July 2017 v2.docx](#)

[Spending Plans\EAL\201617\MEAG -Merthyr spending plan 2016-17 \(2\).docx](#)

(ii) Give details of how you have engaged with service users on the proposals and steps to avoid any disproportionate impact on a protected group and how you have used any feedback to influence your decision.

The relevant staff and Headteachers have been made aware of the situation as has HR.

Are you satisfied that the engagement process complies with the requirements of the Statutory Equality duties?

Yes

Decision Log – (detail how Elected Members and Senior Managers have been involved in the decision process (give dates of key meetings and decisions made)

Senior managers and Cabinet members have been made aware of the lack of funding from WG and the implications.

Review

Date of Next Review:

If review is not required, explain why.

Awaiting outcome of Cabinet's decision on future funding for these services.

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Approved by:
Signature:
Job Title:
Approval date:

Date of Update:
Update recording