

Fairness and Equalities Impact Assessment (FEIA)

Version 1 – 4 October 2019

The purpose of this assessment is to provide balanced information to support decision making and to promote better ways of working in line with equalities (Equalities Act 2010), Welsh language promotion (The Welsh Language (Wales) Measure 2011), sustainable development (Wellbeing of Future Generations (Wales) Act 2015), and the four parameters of debate about fairness identified by the Newport Fairness Commission (NFC Full Report to Council 2013).

Completed by: Karyn Keane **Role:** Assistant Head of Education

Head of Service: Sarah Morgan **Date:** 10/12/2019

I confirm that the above Head of Service has agreed the content of this assessment

Yes

When you complete this FEIA, it is your responsibility to submit it to
impact.assessment@newport.gov.uk

1. Name and description of the policy / proposal being assessed. Outline the policy's purpose.

This proposal sets out the intention to revise the staffing structure of the Education Welfare Service to achieve savings for realisation in the 2020/21 financial year.

2. Outline how you have/ will involve stakeholders who will be affected by the policy/proposal

Formal consultation will take place as part of the council's budget setting process for 2020/21.

This proposal will be subject to standard consultation processes as part of the council's budget setting arrangements for 2020/21 before a decision is taken by Cabinet as to whether or not to proceed with the proposal. All stakeholders will be encouraged to participate in the consultation.

3. What information/evidence do you have on stakeholders? e.g. views, needs, service usage etc. Please include all the evidence you consider relevant.

There are 57 schools in Newport, each having a specific annual target for attendance that is set by the local authority and monitored by the school's inspection body, Estyn. Each school will have access to a named Education Welfare Officer whose work supports them to achieve this attendance target.

Stakeholders will include:

- all staff within the Education Welfare service;
- other staff across the wider central education service;
- Headteachers, Governing Bodies and those school staff with specific responsibility for attendance and safeguarding;

- Young people and families supported by the Education Welfare service;
- Wider partners who are impacted by the work undertaken by the Education Welfare service





4. Equalities and Welsh language impact


Protected characteristic	Impact:			Provide further details about the nature of the impact in the section below. Does it: 1. Promote equal opportunity 2. Promote community cohesion 3. Help eliminate unlawful discrimination/ harassment/ victimisation?
	Positive	Negative	Neither	
Age	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>The Autumn 2019 Pupil Census indicates that there are 21,140 pupils of statutory school age (5-16 years) being educated in Newport. In terms of education welfare, this proposal will impact on these children and young people as they are the primary clients of the Education Welfare service. 4024 of these pupils are eligible for free school meals. The attendance rates in the 12 schools where over 30% of learners are eligible for free school meals ranged from 91.8% to 95.2% during the period September 2019 to November 2019. The disadvantage these learners face can be associated with lower levels of attendance at school and lower levels of attainment. By allocating a named Education Welfare Officer to each school and by identifying those schools where pupils face the greatest amount of poverty, a service consisting of 7 officers can still provide support to all pupils across the 5-16 age range, including those who are eligible for free school meals.</p> <p>With regard to affected staff, 77% of Education Welfare Service employees are over 50 years old. All affected staff will be treated equally regardless of their age.</p>
Disability	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>This proposal will impact on children and young people with disabilities as this group faces barriers related to learning or health that may affect their attendance at school. The Autumn Pupil Census 2019 indicates that there are 4721 pupils of statutory school age who have Additional Learning Needs (ALN) of whom 750 have a statement of Special Education Needs. These pupils attend mainstream schools across the city or may also attend one of the 2 special schools located in Newport.</p> <p>The reduction in the support provided to families of children with ALN and other conditions that affect a pupil's abilities to learn will pose a risk to the support for wellbeing in schools which will impact on end of key stage results, attendance and exclusion rates. This therefore has an associated</p>

Protected characteristic	Impact:			Provide further details about the nature of the impact in the section below. Does it: 1. Promote equal opportunity 2. Promote community cohesion 3. Help eliminate unlawful discrimination/ harassment/ victimisation?
	Positive	Negative	Neither	
				<p>impact on the proposal in relation to the Education Welfare service which will be operating with a smaller staff cohort than at present. By allocating a named Education Welfare Officer to each school, a service consisting of 7 officers can still provide support to ALN pupils, and those with a statement of SEN, across the 5-16 age range in both mainstream and special schools.</p> <p>There are no employees in the team that class themselves as disabled.</p>
Gender reassignment/transgender	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	In terms of any affected staff, pupils or families, we do not hold data in relation to this.
Marriage or civil partnership	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	5 of the 9 affected employees are single with the remainder being married or in partnerships. This proposal does not specifically affect this protected characteristic in a disproportionate way. All affected staff will be treated equally regardless of their marriage or civil partnership status.
Pregnancy or maternity	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	This proposal does not specifically affect this protected characteristic in a disproportionate way. Any affected staff will be treated equally regardless of their status under this protected characteristic.
Race	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>The Autumn 2019 Pupil Census indicates that there are 5594 pupils from black and minority ethnic groups in school in Newport. The Education Welfare Services provides support to these families in order to promote attendance. This proposal will impact on these families as these groups will have a reduced provision from the Education Welfare Service. By allocating a named Education Welfare Officer to each school, a service consisting of 7 officers can still provide support to pupils from black and minority ethnic groups across the 5-16 age range.</p> <p>No Education Welfare Service employee identifies themselves as being from a black or minority ethnic group. All affected staff will be treated equally regardless of their status under this protected characteristic.</p>
Religion or Belief or non-belief	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	3 of the 9 affected employees have declared a religious belief. This proposal does not specifically affect this protected characteristic in a disproportionate way. All

Protected characteristic	Impact:			Provide further details about the nature of the impact in the section below. Does it: 1. Promote equal opportunity 2. Promote community cohesion 3. Help eliminate unlawful discrimination/ harassment/ victimisation?
	Positive	Negative	Neither	
				affected staff will be treated equally regardless of their religion, belief or non-belief.
Sex/ Gender Identity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Of the 21,140 pupils of statutory school age in Newport, the Autumn 2019 Pupil Census indicates that 10,838 are male and 10,302 are female. Both male and female pupils will be equally affected by this proposal. By allocating a named Education Welfare Officer to each school, a service consisting of 7 officers can still provide support to male and female pupils across the 5-16 age range. Overall, 9 members of staff will be affected by these proposals, 3 males and 6 females. The proposed cuts would therefore have a disproportionate impact on the female workforce.
Sexual Orientation	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	This proposal does not specifically affect this protected characteristic in a disproportionate way. All affected staff will be treated equally regardless of their status under this protected characteristic.
Welsh Language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Of the 57 schools in Newport, 4 are Welsh medium with 1 of these being a secondary school and 3 being primary schools. The average attendance for the schools in this cluster from September to November 2019 was 95.6%. These schools, their pupils, staff and families will be affected equally by any reduction in Education Welfare Service staffing. 164 pupils attending the 4 Welsh medium schools have Additional Learning Needs (ALN). The reduction in staff will affect the availability of support for these families. By allocating a named Education Welfare Officer to each school, a service consisting of 7 officers can still provide support to pupils in Welsh medium schools. From employee surveys that have been undertaken, most of potentially affected employees state they have no or little Welsh language skills. The Local Authority has duties under the Welsh Language Act and the proposal reduction in staffing levels will have an impact on the ability to deliver services bilingually.

How has your proposal embedded and prioritised the sustainable governance principles in its development?

Sustainable Development Principle	Does your proposal demonstrate you have met this principle? Describe how.
 <p>Long Term</p> <p>Balancing short term need with long term and planning for the future</p>	<p>The Council must achieve a balanced budget and maintain the best service for its customers. Customers are wider than those in schools alone. This budget proposal prevents a further, disproportionate funding reduction to wider Council services.</p> <p>There are no other options available within Education Welfare Service other than to make savings linked to staff reductions. Without the Education Welfare Service making a significant saving, there will be exacerbated pressure on other frontline services across the city. The Education Welfare Service is at a point where any post lost will significantly impact on deliverable outcomes of the service area. With this in mind consideration has been given to posts which will have the least impact overall.</p>
 <p>Collaboration</p> <p>Working together with other partners to deliver objectives</p>	<p>This proposal does not aid greater collaboration. In the case of the removal of EWO's, it requires more support and independence from school based staff.</p>
 <p>Involvement</p> <p>Involving those with an interest and seeking their views</p>	<p>All budget proposals will be consulted upon. Key stakeholders linked to this proposal include Chairs of Governors, Head teachers, Trade Unions, parents, pupils, Schools Forum and Newport City Council staff.</p>
 <p>Prevention</p> <p>Putting resources into preventing problems occurring or getting worse</p>	<p>The Council must achieve a balanced budget and maintain the best service for its customers. Customers are wider than those in schools alone. This budget proposal prevents a further, disproportionate funding reduction to wider Council services.</p>

Sustainable Development Principle	Does your proposal demonstrate you have met this principle? Describe how.
 <p data-bbox="244 450 336 472">Integration</p> <p data-bbox="145 488 424 629">Considering impact on all wellbeing goals together and on other bodies</p>	<p data-bbox="459 302 1404 472">This proposal is not supportive of improving educational attainment or supporting pupils disadvantaged by poverty. However, adding additional funding pressure to other service areas also puts council wide services at further risk, particularly those services which are aligned to vulnerable groups.</p>

5 What will the impact be on the wellbeing goals (under Wellbeing of Future Generations Act 2015)?

The proposal will likely have a negative impact on services for promoting school attendance. Low attendance has been demonstrated to align with poorer academic outcomes and therefore, reduced employment opportunities. School attendance is a key performance indicator for the Local Authority.

6 Will the proposal/policy have a disproportionate impact on a specific geographical area of Newport?

In terms of the Education Welfare Service, rates of school attendance are typically lower in more deprived parts of Newport. These areas currently have a higher allocation of the Education Welfare Service resources. A reduction in the scope and resource of the Education Welfare Service will have a disproportionate impact on these areas.

7 How does the proposal/policy relate to the parameters of debate about Fairness identified by the Newport Fairness Commission

The budget process considers where the Council's reducing financial resources should be spent. These services affect children that are vulnerable. The proposal should be seen collectively alongside other proposals.

8 Taking this assessment as a whole, what could be done to mitigate any negative impacts of your policy and better contribute to positive impacts?

The deletion of Education Welfare Officer posts is likely to have an impact on the local authority's rate of primary and secondary attendance and the increased rate of persistent absence of pupils. Both measures are linked. EWO's play a pivotal part in ensuring that the culture of poor attendance is avoided within families. EWO's support schools with attendance issues and attend home visits, providing welfare checks to pupils with poor rates of attendance of those which are home tutored. In light of this budget saving proposal, the Education Welfare Team would continue to work across all schools, but focus on pupils with a higher rate of non-attendance. Where work

could not continue across all schools, targeted support would be allocated to those schools with the greatest level of need.

9 Monitoring, evaluating and reviewing

Progress against targets relating to pupil achievement and school attendance is monitored regularly and reported to Welsh Government and Council Scrutiny annually.

Monitoring of the children most affected by this proposal will be ongoing by schools and by central education.

School attendance is monitored monthly and reported to Welsh Government and Council Scrutiny annually. School attendance rates are a key performance indicator for the Local Authority.

10 Involvement

This proposal is being made as part of the Council's 2020/21 budget process which will include consultation and engagement with relevant key stakeholders.

11 Summary of Impact (for inclusion in any report)

Equality Act 2010 AND Welsh Language

The proposal will have an impact on services for Children and Young People. The impact will negatively affect children and young people with ALN as there will be a significant reduction in the support provided to families. This may result in an additional number of pupils reporting as school phobic / refusers as well as potentially increasing the number of pupil exclusions. The proposal will have an impact on services for Children and Young People as there will be reduced capacity for direct service for children and young people.