

# Fairness and Equalities Impact Assessment (FEIA)

This is an integrated Impact Assessment which aims to ensure Newport City Council makes decisions which are fair, take account of relevant evidence, and seek to secure the best outcomes for our communities. **An FEIA should be used to inform the first steps of decision-making, at concept stage, not when a decision is already made, or at the point when it cannot be influenced.** This impact assessment considers our legislative responsibilities under:

- The Equality Act (2010), including the Socio-economic Duty
- The Wellbeing of Future Generations (Wales) Act (2015)
- The Welsh Language (Wales) Measure (2011)

The FEIA process is not intended to prevent decisions being made, but to ensure we have considered their potential impact. An FEIA also helps us to focus on how we can reduce any negative impacts and provides us with evidence that we have met our legal duties.

*For support to complete your FEIA, please contact the [Equalities Team](#)*

## What do we mean by Fairness?

The Newport Fairness Commission is an independent body which advises the council on the best use of resources and powers to achieve the fairest outcomes for local people. The Fairness Commission has established four **Principles of Fairness** which should be considered as part of any decisions that the council make – the questions below are useful to reflect on before you start your FEIA.

<b>Equity</b>	Are people being treated in a consistent way, whilst acknowledging their differences (for example, need, barriers to accessing services)?
	Will the gap between those with more, and those with less be reduced?
	Have the interests of different groups affected (including minority or disadvantaged communities) been taken into account?
<b>Priority</b>	Have the needs of the most disadvantaged and vulnerable across the city been given priority?
	Have you considered possible indirect consequences for minority/disadvantaged communities when other priorities are directing decisions?
<b>Inclusion</b>	Will the voices of all those affected by your decision be heard?
	Are people able to participate in and shape a service, as well as receiving it?
	Have you considered the impact of your decision on the relationship between communities, and the spaces they share?
<b>Communication</b>	Are decisions being made transparently and consistently?
	How will decisions be communicated to people who are affected in a clear way, with the opportunity for feedback?

## Part 1: Identification

Name of person completing the FEIA	Sarah Morgan
Role of person completing the FEIA	<b>Chief Education Officer</b>
Date of completion	<b>February 10<sup>th</sup> 2023</b>
Head of Service who has approved this FEIA	<b>As above</b>

### 1. What is being assessed? *(Please double click on the relevant box(es) (X) and select 'checked' as appropriate)*

- New or revised policies, practices or procedures (which modify service delivery or employment practices)
- Service review or re-organisation proposals which affect the community and/or staff
- Efficiency or saving proposals
- Setting budget allocations for new financial year and strategic financial planning
- Decisions affecting service users, employees or the wider community including (de)commissioning or revising services
- New project proposals affecting staff, communities or access to the built environment
- Public events
- Local implementation of National Strategy/Plans/Legislation
- Strategic directive and intent, including those developed at Regional Partnership Boards and Public Service Boards
- Medium to long term plans (for example, corporate plans, development plans, service delivery and improvement plans)
- Setting objectives (for example, well-being objectives, equality objectives, Welsh language strategy)
- Major procurement and commissioning decisions
- Decisions that affect the ability (including external partners) to offer Welsh language opportunities and services
- Other *please explain in the box below:*

**2. Please describe the overall aims, objectives and intended outcomes of your decision**

The proposal is to provide an overall cash uplift to the total school budget (ISB) for 2023/24. The cash uplift equates to a 5.1% increase to the school budget and is based on schools absorbing circa 50% of the identified pressures themselves, with the Council funding the balance.

Individual school budgets are driven by a prescribed formula, primarily predicated on pupil numbers. As a result, some schools will be better placed to absorb the cost pressures than others.

**3. Who are the main stakeholders who may be impacted by your decision and what data do you hold on them? Consider communities of place (people who live in the same geographic area) and communities of interest (people who share particular characteristics but may live in different geographic areas). Stakeholders may include residents, local businesses, community groups, staff or partners.**

This proposal may impact:

- Headteachers
- Governing Bodies
- All Education Workforce staff
- Pupils
- Parents and carers of school aged pupils

## Part 2: Engagement

When completing this section, you need to consider whether you have sufficient information about the views and experiences of people who your decision will impact upon. If you don't, you may need to undertake a period of engagement/consultation before continuing. An FEIA is a live document, so can be updated with consultation findings, and amended as needed during the decision-making process.

The council has a duty to consult and engage with people who may experience inequalities as a result of your decision. This includes people **who share Protected Characteristics** (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation) and people who **have lived experience of socio-economic disadvantage**. The council's Youth Promise also requires us to ensure **all young people in Newport are listened to and included in decisions affecting them**.

The council also has a duty to ensure that any consultation is available bilingually (in Welsh as well as English), and you may like to consider any other community languages that are spoken by people who may be impacted by your decision. Below are some questions that should be included in any public consultation relating to a decision which may impact on the use of Welsh language in Newport:

1. Do you believe that the proposed decision/policy will have a positive or negative effect on opportunities to use the Welsh language?
2. If you think it will have a negative effect, what steps could we take to lessen or remove this and improve positive effects?
3. Do you believe that the proposed decision/policy will treat the Welsh language less favourably than the English language?

### 1. How have you engaged with people who may be affected by your decision (the stakeholders you have identified)?

Public engagement was undertaken following Newport City Council Cabinet's agreement of budget proposals as a basis for consultation. This process took two forms: an online public-wide SNAP survey for all citizens and a shortened survey accessible to free bus Wi-Fi users. The opportunity to contribute to the consultation was advertised across various social media platforms (in both Welsh and English). In addition, it was promoted on the landing page of the council website for ease of access. The main aim of this consultation was to capture the views and opinions of Newport residents on the draft budget and medium-term financial plan, particularly their thoughts on each budget-saving proposal. The consultation ran from 15 December 2022 until 02 February 2023. 1,473 responses were received, including 820 through the online consultation survey and 653 through the bus Wi-Fi survey. The feedback received is reflected in this FEIA and will be considered by Cabinet before agreement on final budget savings proposals (see Table 1).

Table 1: Budget consultation 2023/24 Timetable

Cabinet agrees budget proposals as a basis for consultation	14 December 2022
Consultation Period	14 December 2022 to 2 February 2023
Cabinet considers feedback from consultation and agrees final budget proposals and recommends resulting overall budget and council tax required to full Council	15 February 2023
Council approves the 2022/23 overall budget and resulting council tax level required	28 February 2023

## 2. What do you know about the views or experiences of people who may be affected by your decision?

It is recognised that schools require funding levels to be at an appropriate level in order to support the statutory provision of education and to facilitate a broad and balanced curriculum for its learners. Schools are able to provide the highest volumes of support for pupils when staffing resources can be allocated to intervention and catch-up provision for learners. It is recognised that disadvantaged groups of learners require bespoke or targeted support and that these groups maybe more disadvantaged unless they have resources focussed on them.

### Consultation findings

820 responses were received through the online public-wide SNAP survey. This survey specifically asked respondents:

- What they think the Council should do with this saving proposal
- How important is protecting funding for this service compared to other services in the Council's budget savings proposal; and
- Any other comments about this savings proposal.

Key findings from the SNAP survey indicated that the majority of respondents agreed with this proposal (see Tables below). **Q13a:** What do you think the council should do with this saving proposal?

Schools Funding	No. of people	% of people
<b>A: Agree with the proposal</b>	253	42.17%
<b>B: Make a smaller increase in funding</b>	141	23.50%
<b>C: Make a larger increase in funding</b>	135	22.50%
<b>D: Not sure</b>	71	11.83%

NB: There were 220 no responses.

**Q13b:** How important is protecting funding for this service compared to other services in the council's budget savings proposals for 2023/24?

	No. of people	% of people
<b>1 of most importance</b>	237	42.86%
<b>2</b>	124	22.42%
<b>3</b>	119	21.52%
<b>4</b>	25	4.52%
<b>5 of least importance</b>	48	8.68%

NB: There were 267 no responses.

A separate consultation summary which sets out feedback in more detail is available separately to this impact assessment.

## Part 3: Assessment

This section requires you to assess the potential impact of your decision on a range of groups who may experience specific disadvantages. Your assessment should be supported by evidence – either from your own engagement/consultation, similar or previous engagement, what you already know about the people who access your service, or from local and national sources of information.

Useful documents which set out information about how communities are impacted by inequalities include [EHRC – Is Wales Fairer?](#) and the council’s [COVID-19 Community Impact Assessment](#). Your decision may have both positive and negative impacts – if this is the case, please place a cross in both boxes.

### 1. Impact on people that share Protected Characteristics

[Protected Characteristics](#) are defined under the Equality Act 2010, and describe groups of people who are protected from discrimination, either in the workplace, or through the provision of goods and services. The council must consider how decisions may impact on people differently because of a protected characteristic, and how any negative impact could be reduced. National guidance on assessing equality impacts and the Public Sector Equality Duty can be found [here](#). You can also access further advice and examples of positive and negative impacts [here](#).

Protected characteristic	Impact:			<p><b>Provide further details about the nature of the impact in the sections below, considering the Public Sector Equality Duty that the council has to:</b></p> <ol style="list-style-type: none"> <li>Promote equal opportunity across different groups</li> <li>Promote community cohesion</li> <li>Help eliminate unlawful discrimination/ harassment/ victimisation</li> </ol>
	Positive	Negative	Neither	
<b>Age</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Any required savings from a cash flat budget will be linked to children and young people primarily.
<b>Disability</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Schools support pupils with disabilities. Pupils with disabilities can be placed in a mainstream or specialist provision. Pupils with Additional Learning Needs may receive a reduced level of support if less intervention is provided.

Protected characteristic	Impact:			<p>Provide further details about the nature of the impact in the sections below, considering the Public Sector Equality Duty that the council has to:</p> <ol style="list-style-type: none"> <li>Promote equal opportunity across different groups</li> <li>Promote community cohesion</li> <li>Help eliminate unlawful discrimination/ harassment/ victimisation</li> </ol>
	Positive	Negative	Neither	
<b>Gender Reassignment</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	This group of learners are likely to need additional mental and emotional support, however individual pupils and their families can access School Based Counselling and a range of external support services which support the school community.
<b>Marriage or civil partnership</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	There is no evidence to suggest that this proposal will positively or negatively impact people who share this protected characteristic.
<b>Pregnancy or maternity</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	There is no evidence to suggest that this proposal will positively or negatively impact people who share this protected characteristic.
<b>Race</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Education research suggests that pupils from some Black and Minority Ethnic backgrounds can be disadvantaged within school unless specific action is taken to support individual children. A reduction in staffing may impact Black and Minority Ethnic groups if less intervention and support is provided.
<b>Religion or Belief or non-belief</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	There is no evidence to suggest that this proposal will positively or negatively impact people who share this protected characteristic. Faith and non-faith schools have their funding formula set on an equivalent basis.
<b>Sex</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p>There is no evidence to suggest that this proposal will positively or negatively impact people who share this protected characteristic.</p> <p>Schools are expected to evaluate the outcomes of girls and boys to consider if either sex is disadvantaged in their outcomes, subsequent actions to improve girls or boys outcomes should then be in place within a School Development Plan.</p>

Protected characteristic	Impact:			Provide further details about the nature of the impact in the sections below, considering the Public Sector Equality Duty that the council has to:  1. Promote equal opportunity across different groups 2. Promote community cohesion 3. Help eliminate unlawful discrimination/ harassment/ victimisation
	Positive	Negative	Neither	
<b>Sexual Orientation</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p>There is no evidence to suggest that this proposal will positively or negatively impact people who share this protected characteristic.</p> <p>While this group of learners are likely to need additional mental and emotional support. Individual pupils and their families can access School Based Counselling and a range of external support services which support the school community.</p>

## 2. Impact on Welsh Language

The Welsh Language (Wales) Measure specifies that for all policy decisions, the council must consider the effects (both positive and negative) on the Welsh language. For further guidance on Welsh language considerations see [here](#).

	Impact:			
	Positive	Negative	Neither	
<b>Welsh Language</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	There is no evidence to suggest that this proposal will positively or negatively impact the Welsh Language or compliance with Welsh Language Standards

**1. Please describe how you have ensured your engagement has considered the view of Welsh speakers in Newport and the impact of your decision on the Welsh language.**

This proposal has been part of the public consultation pack which is part of wider council budget saving proposals. All consultation supporting documents, information and surveys were available equally in Welsh, either through our website, social media or upon request of paper/alternative formats. The consultation was advertised bilingually, and participants were given the option to read and complete this in either Welsh or English. Welsh speakers made up 2% of those participating the online public-wide SNAP survey.

### 3. The Sustainable Development Principle

The Well-being of Future Generations Act puts in place a sustainable development principle which helps organisations consider the impact they could have on people living in Wales in the future, and ensure they are focused on tackling long-term challenges. Below, consider how your decision promotes, advances, or contradicts the [5 ways of working](#) which underpin the sustainable development principle. You can access further guidance on considering the sustainable development principle [here](#).

<p>Long term</p> 	<p><i>The importance of balancing short-term needs with the need to safeguard the ability to also meet long-term needs.</i></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 service.</p> <p>However, there are risks around the long-term impact of the children if the Council and schools do not provide the support they require, especially if school funding levels continue to reduce. This may have an impact on their future attendance, exam results, employability, and wellbeing. This FEIA will be reviewed over time to consider impact.</p>
<p>Prevention</p> 	<p><i>Putting resources into preventing problems occurring or getting worse</i></p>	<p>All partners are facing financial challenges. As responsible partners we have a duty to ensure that funding challenges are balanced and proportionate.</p> <p>The continued funding will support the schools to continue. However reduced funding often means that wider preventative and non-statutory work in schools is reduced or ceased. This is a challenging balance to strike.</p> <p>This FEIA will be reviewed over time to consider impact.</p>
<p>Integration</p> 	<p><i>Considering how the public body's well-being objectives may impact upon each of the well-being goals, on their other objectives, or on the objectives of other public bodies.</i></p>	<p><b><u>Wales' Well-being Goals</u></b></p> <p><b>A prosperous Wales</b></p> <p>The budget proposal may impact on pupil outcomes, especially within groups of learners which are already disadvantaged. This in turn may</p>

		<p>impact their progress into employment, education, or training on leaving school.</p> <p><b>A resilient Wales</b> Overall, the proposal allows wider council services to continue as each service area takes a budget reduction in a proportionate way. Without this council services would not be able to continue and this would not support the wide range of council service users with varying needs across a wide age range.</p> <p><b>A healthier Wales</b> Educational and health research demonstrates that individuals with less qualifications have poorer health outcomes, however in maintaining 'other wider' council services, the health needs of the wider population are more likely to be met and the Council will continue to review this as part of its long term planning</p> <p><b>A more equal Wales</b> Overall the proposal allows wider council services to continue as each service area takes a budget reduction in a proportionate way. Without this council services would not be able to continue and this would not support the wide range of council service users with varying needs across a wide age range.</p> <p><b>A Wales of more cohesive communities</b> This proposal does not specifically aid community cohesion. Wider school work may cease as this is preventative and non statutory work. Opportunities for supporting families need to be considered through other service provision.</p> <p><b>A Wales of vibrant culture and thriving Welsh Language</b></p> <p><b>A globally responsible Wales</b> The proposal may reduce the opportunity for Welsh speaking professionals to be employed in both English and Welsh medium schools. However the delivery of the Welsh language in schools is a statutory requirement, as is the development of Welsh culture.</p> <p>This FEIA will be reviewed over time to consider emerging impact.</p>
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<p>Collaboration</p> 	<p><i>Working together to deliver objectives.</i></p>	<p>Schools will continue to be invited to collaborate across the region, sharing best practice and developing new strategies to support learner outcomes. However, collaboration will become more challenging as school budget for staff supply costs reduce.</p>
<p>Involvement</p> 	<p><i>Involving those with an interest and seeking their view - ensuring that those people reflect the diversity of the area.</i></p>	<p>Public engagement was undertaken following Newport City Council Cabinet's agreement of budget proposals as a basis for consultation. This proposal was included as part of the public consultation pack. The main aim of this consultation was to involve and capture the views of all residents, including those who share protected characteristics, are affected by socio-economic disadvantage and are the most vulnerable to the impact of savings proposals.</p>

## 4. Socio-economic Duty

The [Socio-economic Duty](#) is set out in the Equality Act 2010, and requires the council, when making strategic decisions, to pay due regard to the need to reduce the inequalities of outcome that result from socio-economic disadvantage. Inequalities of outcome are felt most acutely in areas such as health, education, work, living standards, justice and personal security, and participation.

A 'strategic decision' is defined by Welsh Government as a decision **which affects how the council fulfils its statutory purpose over a significant period of time and does not include routine 'day to day' decisions**. Strategic decisions include:

- Corporate plans
- Setting wellbeing, equality and other strategic objectives
- Changes to, or development of public services
- Strategic financial planning
- Strategic policy development

If you do not think your decision meets this definition, and you do not plan on carrying out a Socio-economic Duty Assessment in this section, please provide your rationale below. Any decision which is presented to a Cabinet Member, at Cabinet or Council will be viewed as a strategic decision.

If your decision does meet the definition, please consider the impact of your decision on the socio-economically disadvantaged groups, and areas of inequality that may arise from socio-economic disadvantage contained in the matrix below. The groups listed are not exhaustive and you should consider any additional groups relevant to your decision who may experience socio-economic disadvantage in the following ways:

- **Low Income/Income Poverty** - cannot afford to maintain regular payments such as bills, food, clothing, transport etc.
- **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
- **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.)
- **Area Deprivation** - where you live (rural areas), where you work (accessibility of public transport)
- Socio-economic Background – for example, parents' education, employment and income

Indicate a positive or negative impact, or both where they apply, and the severity of this impact by coding the sections of the grid based on the below. *If there is no/neutral impact, please leave blank.*

Negative Impact		Positive Impact	
N1	Negative impact – mild	P1	Positive impact – mild
N2	Negative impact – moderate	P2	Positive impact – moderate
N3	Negative impact – significant	P3	Positive impact – significant
N4	Potential for negative impact (but unsure)	P4	Potential for positive impact (but unsure)

Areas of inequality that may arise from socio-economic disadvantage – definitions
<b>Education</b> :The capability to be knowledgeable, to understand and reason, and to have the skills and opportunity to participate in the labour market and in society
<b>Work</b> : The capability to work in just and favourable conditions, to have the value of your work recognised, even if unpaid, to not be prevented from working and to be free from slavery, forced labour and other forms of exploitation
<b>Living Standards</b> : The capability to enjoy a comfortable standard of living, in appropriate housing, with independence and security, and to be cared for and supported when necessary.
<b>Justice, Personal Security and Community Safety</b> : The capability to avoid premature mortality, live in security, and knowing you will be protected and treated fairly by the law
<b>Health</b> : The capability to be healthy, physically and mentally, being free in matters of sexual relationships and reproduction, and having autonomy over care and treatment and being cared for in the final stages of your life
<b>Participation</b> : The capability to participate in decision making and in communities, access services, know your privacy will be respected, and express yourself

Groups	Areas of inequality						
	Living Standards	Work	Health	Education	Justice and community safety	Participation	Physical Environment
Children living in poverty				N2-N3			
Low income households without dependent children				N1			
Unemployed young people				N4			
Long term unemployed				N4			
Homeless households				N4			
Refugees, migrants and asylum seekers				N2			

Deprived neighbourhoods - WIMD rank in 10% most deprived LSOA				N3			
People on Universal Credit / income related benefits				N2			
Adults with no qualifications or low qualifications				N2			
People living in low quality housing or in Houses of Multiple Occupation				N3			

**1. What evidence do you have about socioeconomic disadvantage and inequalities of outcome in relation to this decision?**

This proposal is anticipated to increase inequalities of outcome for several groups that are likely to experience socio-economic disadvantage against the area of education.

There are over 27,000 pupils in Newport schools, around 20% are entitled to Free School Meals and are therefore socioeconomically disadvantaged. Other disadvantaged group may include Children who are Looked After, Service Children, learners from Black and Minority Ethnic communities, Young Carers and pupils with additional Learning Needs. Educational research shows that disadvantaged groups may be further disadvantaged over their lifetime within a school setting unless intervention and support is provided.

**2. Please describe how you have ensured your engagement has considered the views of people living in Newport who are affected by socio-economic disadvantage.**

Public engagement was undertaken following Newport City Council Cabinet's agreement of budget proposals as a basis for consultation. This engagement captured the views and opinions of a wide range of people, including people living in areas of Newport ranked within 10% most deprived in Wales by the WIMD, who are likely to be affected by socio-economic disadvantage.

**3. Does this decision contribute to a cumulative impact?**

This savings proposal is part of a series of council decisions around budget savings that may contribute to a cumulative impact.

The Council will review the cumulative impact of this decision in relation to all budget savings proposals following Cabinet's agreement of the final budget proposals for 2023 -24. As part of our FEIA process, we will continue to monitor the impact of this

budget savings proposal, including any potential impacts identified at this stage, actual impacts if implemented and the potential cumulative impact. This document will be reviewed and may be updated to reflect any changes

## Part 3: Actions and Outcomes

Considering any negative impacts that you have identified, indicate below how you will reduce these, increase the potential for positive impacts, and how you will monitor those impacts. Further guidance on how to complete your action plan can be found [here](#).

IMPACT ON PEOPLE THAT SHARE PROTECTED CHARACTERISTICS			
Summary of impact	Action to reduce negative impact / opportunities to increase positive impacts	How this impact will be monitored	Owner
This proposal has the potential to impact on age, disability, and race.	<ul style="list-style-type: none"> <li>The local authority will continue to engage with its schools to consider its priority areas through the school's self-evaluation process its and School Development Plans. This will allow partners to consider next steps, how schools can be supported and how best practice can be shared across the city. This will support pupils across all age ranges, gender gaps in attainment and any disadvantaged groups such as pupils from Black and Minority Ethnic communities.</li> </ul>	<ul style="list-style-type: none"> <li>Each school will share School Development Plans and self-evaluation findings with the local authority on an annual basis. Governing Bodies will also monitor progress of pupils at all ages and stages.</li> </ul>	Governing Bodies, Headteachers and local authority.
	<ul style="list-style-type: none"> <li>The local authority and schools have a duty to provide support for pupils with Additional Learning Needs</li> </ul>	<ul style="list-style-type: none"> <li>Will be monitored through their internal systems (Edu Key). The local authority will continue to identify and support ALN learners through ALN panel and through its Inclusion Service support.</li> </ul>	Schools and the local authority.
		<ul style="list-style-type: none"> <li>This will be monitored via the Headteachers report to the</li> </ul>	Governing Bodies

<b>IMPACT ON WELSH LANGUAGE</b>			
<b>Summary of impact</b>	<b>Action to reduce negative impact / opportunities to increase positive impacts</b>	<b>How this impact will be monitored</b>	<b>Owner</b>
This proposal should not disproportionately impact on this protected characteristic.			
<b>SOCIO-ECONOMIC IMPACTS</b>			
<b>Summary of impact</b>	<b>Action to reduce negative impact / opportunities to increase positive impacts</b>	<b>How this impact will be monitored</b>	<b>Owner</b>
Less resources to secure positive outcomes for those learners disadvantaged by poverty.	The local authority and Welsh Government will continue to require schools to strategically plan for this group of learners. Best practice on how to reduce the attainment and attendance gap between free school meal and non-free school meal learners will be shared across schools.	Via local authority monitoring School Development Plans and self-evaluation practices. Via local authority attendance monitoring. Through the monitoring of the Pupil Deprivation Grant spend.	Chief Education Officer
<b>SUSTAINABLE DEVELOPMENT PRINCIPLE</b>			
<b>Summary of impact</b>	<b>Action to reduce negative impact / opportunities to increase positive impacts</b>	<b>How this impact will be monitored</b>	<b>Owner</b>
N/ A			

Once your FEIA is complete, please forward to [nccequality@newport.gov.uk](mailto:nccequality@newport.gov.uk)