Enfield Council

Predictive Equality Impact Assessment (EQIA) - Equality Analysis

CHILDREN, YOUTH AND SUPPLEMENTARY SCHOOLS FUND 2013-14 ALLOCATIONS MARCH 2013
13. Predictive equality impact assessment/equality analysis template

Please complete this cover sheet

<table>
<thead>
<tr>
<th>Proposed change to service/policy/budget</th>
<th>Children, Youth &amp; Supplementary Schools Fund 2013-14 Allocations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Officer completing the assessment</td>
<td>Apu Alam</td>
</tr>
<tr>
<td>Extension Number</td>
<td>3440</td>
</tr>
<tr>
<td>Service</td>
<td>Strategy, Systems &amp; Performance</td>
</tr>
<tr>
<td>Department</td>
<td>Schools &amp; Children’s Services</td>
</tr>
<tr>
<td>Date impact assessment completed</td>
<td>6 March 2013</td>
</tr>
</tbody>
</table>
Section 1 – About the service, policy or budget, and proposed change

Q1. Please provide a brief description of the service/policy/budget
The Children, Youth & Supplementary Schools (CYSS) Fund is an annual small grants programme of Schools and Children’s Services Department. The programme is targeted at voluntary and community organisations. The Fund is approximately £90,000. The purpose of this small grants programme is to align more closely the objectives of the funded voluntary sector organisations with the priorities of Schools & Children Services 2013/14. These priorities include:

- enabling children and young people to achieve their full potential
- improving educational attainment for all children and young people
- ensuring that children and young people choose not to take part in anti-social behaviour or crime
- ensuring a range of positive activities that are affordable and accessible

Q2. Please provide a brief description of the proposed change(s) to the service/policy/budget
The CYSS Fund is a continuation of the programme that was launched last year and which superseded the former small grants programme known as ‘Every Child Matters’. The key change from last year is to the assessment process. This change will enable Enfield Youth Parliament members to have an active role in assessing and scoring the applications.

Q3. Does equalities monitoring of your service show that the beneficiaries in terms of the recipients of the service, policy or budget, and the proposed change, include people from the following groups?

<table>
<thead>
<tr>
<th>Group</th>
<th>Yes</th>
<th>No</th>
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<tbody>
<tr>
<td>R</td>
<td>Yes</td>
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<td>D</td>
<td>Yes</td>
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<td>A</td>
<td>Yes</td>
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<td>T</td>
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<td>M</td>
<td>No</td>
<td></td>
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<tr>
<td>P</td>
<td>No</td>
<td></td>
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</tbody>
</table>

Q4. If you answered ‘no’ to any of the groups listed in Q3, please state why?
We receive applications from some faith-based organisations and some are funded but not on the basis of their faith. One of the organisational criteria we specify is that organisation applying must "be independent of any statutory authority; non party political; and not seeking funding for religious purposes". We also exclude the funding of "religious or social activities and events". The impact assessment of how the programme benefits particular faiths is, therefore, not considered to be of particular importance to its objectives.

Equalities monitoring of the other groups is not considered to be relevant in relation to the objectives of the programme.

Q5. How will the proposed change eliminate discrimination, promote equality of opportunity, or promote good relations between groups in the community?
Enabling young people to have an input in the assessment and scoring of applications will offer a direct opportunity for their interests to be represented. This will contribute to the promotion of better intergenerational relations.
Section 2 – Consultation and communication

Q6. Please list any recent consultation activity with disadvantaged groups carried out in relation to this proposal

A consultation was carried out between 10 October – 30 December 2011. The groups consulted included organisations representing minority ethnic communities in Enfield: Greek, Turkish, Albanian, Somali, Congolese, other African, Bangladeshi, Tamil, Polish, Indian (Punjabi), Afro-Caribbean, and Eastern European. An Enfield charity led by people with learning difficulties was also consulted on the proposed programme changes.

Q7. Please state how you have publicised the results of these consultation exercises, and what action you have taken in response

The responses to the consultation were taken into account when designing the content of the CYSS Fund and its operational aspects.

Section 3 – Assessment of impact

Q8. Please describe any other relevant research undertaken to determine any possible impact of the proposed change

We have consulted with the convenors of the joint Council/Enfield Voluntary Action Supplementary Schools Forum to identify whether the proposed application form for the Fund in any way discriminates against Supplementary Schools – many of which are led by and specific to minority ethnic communities. Their view was that the form did not discriminate against or in favour of this organisation type.

Q9. Please list any other evidence you have that the proposed change may have an adverse impact on different disadvantaged groups in the community

None evident.
Q10. Could the proposal discriminate, directly or indirectly, and if so, is it justifiable under legislation? Please refer to the guidance notes under the heading, 7. Useful Definitions
No.

Q11. Could the proposal have an adverse impact on relations between different groups? If so, please describe
Only in so far, as like all other funding programmes, it involves organisations in competition with each other for finite resources.

Q12. How could this proposal affect access to your service by different groups in the community?
This proposal will not have any direct impact on access to Council services by different groups in the community. In the long term, certain activities e.g. English for Speakers of Other Languages (ESOL) may contribute to a better understanding of Council services and how to access them.

Q13. How could this proposal affect access to information about your service by different groups in the community?
This proposal will not have any direct impact on access to information on Council services by different groups in the community. In the long term, certain activities e.g. ESOL may contribute to a better understanding of Council services and how to access them.
### Section 4 – Tackling socio-economic inequality

**Q14. Will the proposal in any way specifically impact on communities disadvantaged through the following socio-economic factors? Please explain below. If it does not, please state how you intend to remedy this (if applicable to your service), and include it in the action plan.**

**Communities living in deprived wards/areas**
A project criterion is that an applicant organisation must “demonstrate local need for the project and provide some evidence to support it.”

**People not in employment, education or training**
The Fund provides resources towards some activities that will improve educational attainment or develop skills that, in the long term, improve access to training and employment.

**People with low academic qualifications**
The Fund provides resources towards some activities that will enable children and young people to improve their educational qualifications such as GCSE grades.

**People living in social housing**
The Fund provides resources that many disadvantaged communities will benefit from and it is estimated that a significant proportion of beneficiaries live in social housing.

**Lone parents**
The Fund provides resources for activities and services aimed at children and young people. Families including lone parent families will benefit from this provision.

**People on low incomes**
The activities provided through the Fund’s resources will be delivered by organisations in the not-for-profit sector. Most will be provided free or at low cost and, therefore, more likely to be affordable to people on low incomes.

**People in poor health**
Some of the activities provided through the Fund’s resources e.g. sports and arts activities may contribute to improved physical and mental health among children and young people.

**Any other socio-economic factor**
None

### Section 5 – Impact on staff

**Q15. How have you consulted, or otherwise engaged with, all relevant staff about this proposal (including any staff on sickness or maternity leave)?**
Through meetings and other forms of communication e.g. e-mail and telephone.

**Q16. If your proposal involves a staff restructuring, how have you discussed this with relevant trade unions?**
n/a

**Q17. Does job matching of existing staff against the new proposed staff structure, following any assimilation process, indicate that any particular groups of staff are adversely affected more than others?**
n/a
Q.18 Are there any proposed changes to working hours, work locations or duties likely to have a negative impact on particular groups of staff?

R  n/a

Section 6 - Miscellaneous

Q19. Do you plan to publicise the results of this assessment? Please describe how you plan to do this

This assessment will be listed in the Council’s Equality and Diversity Scheme Annual Report and published on the Council website.

Q20. How and when will you monitor and review the effects of this proposal?

Organisations in receipt of this Fund will be required to submit a project evaluation report by 30 April 2014 and this will include a breakdown of beneficiaries in terms of ethnicity, gender, disability, and age. This will assist in assessing whether the Fund’s objectives are being met satisfactorily.

An evaluation of the programme funding will feature in the next retrospective equality impact assessment/analysis of the Strategy, Systems and Performance Team that is due to be undertaken in 2015/16 as part of the Council's three year rolling programme.
### 14. Action plan template for proposed changes to service, policy or budget

Proposed change to, or new, service, policy or budget: Children, Youth & Supplementary Schools Fund 2013-14 Allocations

**Team:** Policy (Strategy, Systems & Performance)  
**Department:** Schools and Children’s Services  
**Service manager:** Jacqueline Martyr

<table>
<thead>
<tr>
<th>Issue</th>
<th>Action required</th>
<th>Lead officer</th>
<th>Timescale</th>
<th>Costs</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monitoring and review</td>
<td>Produce a project evaluation report including a breakdown of beneficiaries in terms of ethnicity, gender, disability, and age</td>
<td>Apu Alam</td>
<td>by 30 April 2013</td>
<td>Within existing budget</td>
<td></td>
</tr>
<tr>
<td>Monitoring and review</td>
<td>Carry out a retrospective equality impact assessment/analysis of the Strategy, Systems and Performance Team</td>
<td>Apu Alam</td>
<td>2015/16</td>
<td></td>
<td></td>
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Please insert additional rows if needed

**APPROVAL BY EVE STICKLER, ASSISTANT DIRECTOR (COMMISSIONING & COMMUNITY ENGAGEMENT)**

SIGNATURE:.......................... ..................................................