



City and County of Swansea

Notice of Meeting

You are invited to attend a Meeting of the

Scrutiny Inquiry Panel - Equalities

At: Room 235 (Councillors Meeting Room) - Guildhall, Swansea

On: Wednesday, 24 October 2018

Time: 10.30 am

Convenor: Councillor Louise Gibbard

Membership:

Councillors: V M Evans, E W Fitzgerald, T J Hennegan, Y V Jardine, E T Kirchner, H M Morris, S Pritchard and L V Walton

Agenda

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| 5 | Equality Impact Assessment Screening Process
In attendance to discuss this will be Rhian Miller (Consultation Co-ordinator) | 74 - 114 |

Next Meeting: 8 November 2018 at 10.30am

A handwritten signature in cursive script that reads 'Huw Evans'.

Huw Evans
Head of Democratic Services
Date: 16 October 2018

Contact: Michelle Roberts, Scrutiny Officer

Agenda Item 3

Equalities Scrutiny Inquiry Panel

Terms of Reference

Inquiry Key Question

The primary focus for the inquiry is to look at equalities in Swansea. The key question, therefore, is:

'How effectively is the Council meeting and embedding the requirements under the Equality Act 2010 (Public Sector Equality Duty for Wales)?'

The inquiry will look in particular at how council is meeting its duties under the Equality Act 2010. The Council is subject to the Public Sector Equality Duty (Wales) and must, in the exercise of their functions, have due regard to the need to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
- Advance equality of opportunity between people who share a protected characteristic and those who do not.
- Foster good relations between people who share a protected characteristic and those who do not.

The Panel will also bear in mind the Wellbeing and Future Generations Act (Wales) 2015, in particular the wellbeing objective: *A more equal Wales - A society that enables people to fulfil their potential no matter what their background or circumstances (including their socio economic circumstances).*

Reasons for carrying out this piece of work

Councillors, as part of this inquiry want to:

- Ensure that the Council is meeting its duties under the Equality Act 2010 (Public Sector Equality Duty for Wales)?
- Ensure that there is the staff knowledge, skills and capacity to enable the Council to meet the duty.
- Actively promote a positive attitude to equalities in Swansea.

Lines of Inquiry

The inquiry will look in particular at how equality issues are considered in the provision of council services and during development and changes to those services. It will also consider what the Council does well and what can be improved. This will include the following key lines of inquiry:

- a) **Role:** What is the councils role under the Equality Act 2010 (Public Sector Equality Duty for Wales) and how well is the Council meeting and embedding that duty.
- b) **Skills and ability:** Do council staff have the necessary skills, training and capacity to ensure the Council is meeting this duty.
- c) **Culture:** Is there a positive attitude and a commitment to ensuring equity across the organisation.
- d) **Systems/processes and consistency of approach:** Are there effective and efficient systems/practices/processes in place across the Council to enable meeting of the duty? Are Council Officers consistently applying these practices?

- e) **Partnership working:** how we are working with local communities, the voluntary sector and others to help and embed the requirements.
- f) **Measuring success:** How is the Council measuring how it is meeting and embedding the duty?

Intended Impact and Contribution

This inquiry intends to support the work of the Council by:

- Providing a councillor perspective on the issue
- Providing evidenced proposals to Cabinet that will lead to more effective services
- Gaining the views of the public, stakeholders, community groups and staff
- Considering and concluding on recommendations from national reports, legislation /directives and there implications for Swansea
- Identification of good practice/research elsewhere and whether there is any learning for Swansea's approach
- Increased councillor understanding about equalities
- Greater public awareness of work in relation to equalities

Membership of the Scrutiny Panel

Cllr Louise Gibbard (Convener)
Cllr Mo Sykes
Cllr Lesley Walton
Cllr Sam Pritchard
Cllr Erika Kirchner
Cllr Mandy Evans
Cllr Terry Hennegan
Cllr Wendy Fitzgerald
Cllr Hazel Morris
Cllr Yvonne Jardine

Key Officer Contact for the Inquiry

Tracey Meredith, Head of Legal, Democratic Services and Governance Unit

Scrutiny Officer supporting the Inquiry

Michelle Roberts
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Scrutiny Inquiry into Equalities Timetable of Work

When / Where	What / Who
Pre Inquiry Working Group 11 Oct 2018	<ul style="list-style-type: none"> • Overview of subject area (Cabinet member and lead officer) • Planning the Inquiry: panel discuss the key question, lines of inquiry and evidence gathering required
Survey by panel and background information to be sent to the panel throughout inquiry <ul style="list-style-type: none"> • Short survey for equalities groups/partners organisations, staff? • Any legislation, relevant directives/announcements and other useful relevant evidence • Good practice examples Swansea and elsewhere 	
Evidence gathering phase	
Session 1 24 Oct 2018 at 10.30am (235)	<ul style="list-style-type: none"> • Agree Terms of Reference, programme of work and consultation plan • Look at the latest Swansea Equalities Plan (including Action Plan) in detail with Richard Rowlands • Look at the Equality Impact Assessment screening process and documentation with Rhian Millar
Session 2 8 Nov 2018 10.30am (CR5)	Q&A session Director of Resources and Human Resources. <i>To discuss equalities aspects within their remit including: how progressing with their Equalities Objectives, embedding of duties, staff knowledge, training, co-production plus any relevant performance data</i>
Session 3 26 Nov 2018 10.30am (CR5)	Q&A sessions: 1. Director of Education 2. Director of Place <i>To discuss equalities aspects within their remit including: how progressing with their Equalities Objectives, embedding of duties, staff knowledge, training, co-production plus any relevant performance data</i>
Session 4 30 Nov 2018 10.30am (CR5)	Q&A session Director of Social Services <i>To discuss equalities aspects within their remit including: how progressing with their Equalities Objectives, embedding of duties, staff knowledge, training, co-production plus any relevant performance data</i> Include Co-production in Social Services
Session 5/6/7 21 Jan 19, 31 Jan 19, 21 Feb 18 TBA	3 sessions to speak to interested people/groups including for example: <ul style="list-style-type: none"> • Councillor Champions/ Departmental/staff Champions/Trade Unions • Equalities and Human Rights Commission/relevant Commissioners etc. • Equalities Community, partner groups and organisations
Session 7 11 Mar 2019 10.30am (CR3a)	Review and discuss consultation outcomes including any surveys/consultation carried out by the panel and any relevant survey results already available from within Council
Finalising Inquiry phase	
Session 8 Mar 2019	<ul style="list-style-type: none"> • Findings Report - Start to draw together evidence and discuss emerging themes arising from the inquiry. (Start to put together final report for SPC and then Cabinet).



Report of the Convener of the Equalities Scrutiny Inquiry Panel

24 October 2018

Equalities Inquiry: Equality Review Report 2017/18

Purpose:	To look at and discuss the Equality Review Report
Content:	Equality Review Report for 2017/18
Councillors are being asked to:	Consider the information provided as part of their Scrutiny Inquiry into Equalities

1. Background

- 1.1 As part of the scrutiny inquiry into equalities the Panel will collect a wide selection of evidence including any Plans and monitoring used by the Council to ensure it meets its equalities responsibilities under the Equality Act 2010 (Public Sector Equality Duty for Wales).

2. Swansea Equalities Review 2017/18

- 2.1 In attendance to discuss this with the panel will be Richard Rowlands, Strategic Delivery and Performance Manager.
- 2.2 The Equality Review Report for 2017/18 is attached.
- 2.2 This document is the City and County of Swansea's Equality Review Report for 2017-18. It is the seventh review under the Public Sector Equality Duty and reflects the reporting regulations for Wales, which were introduced in 2011. This report contains details on:
- The second review of progress for our Equality Objectives 2016 - 2020
 - Equality information
 - Employment and training information
 - Additional information relevant to our legislative duties



**Equality Review Report
2017/18
(Year ending March 2018)**

Equality Review Report 2017/18

1. Introduction

This is the City and County of Swansea's Equality Review Report for 2017-18. This is our seventh review under the Public Sector Equality Duty and reflects the reporting regulations for Wales, which were introduced in 2011.

This report contains details on:

- The second review of progress for our Equality Objectives 2016 - 2020
- Equality information
- Employment and training information
- Additional information relevant to our legislative duties.

2. Reviewing the Equality Objectives

The annual review of progress took place during April – May 2018 and all departments provided details of their progress. All of the information can be found at Appendix 1.

Our refreshed Strategic Equality Plan for 2016 – 2020 was adopted by Council in March 2016 and is available at www.swansea.gov.uk/sep in full, summary and easy-read versions.

3. Equality Information

Analysis of equality information has been maintained and developed in the last year, with additional and updated demographic information included on the Council's 'Statistics' web pages where available. This includes local social and-demographic data from Census and other official sources.

A range of analysis, in part linked to protected characteristics, was included in the Public Service Board (PSB)'s Assessment of Local Well-being, as required by the Well-being of Future Generations (WFG) Act 2015. The assessment was finalised and agreed by the PSB in April 2017, and this has in turn informed the Board's Local Well-being Plan and objectives. In future, further analysis of equality information will be required as part of the well-being measurement framework being developed by PSB partners.

New versions of the local area profiles, including updated data/information where available, were completed in January 2018 for Wards, Community Areas (as defined in the WFG Act) and Delivery Areas (former Communities First areas). A review of profile content is planned before the next versions are prepared later in 2018.

Monitoring and analysis of available statistics around people with protected characteristics also continues to be undertaken for the Welsh Government's Community Cohesion programme. As part of this and to support other tasks and projects, staff maintain awareness of developments in data and information on protected characteristics.

We continue to use equality information to inform our Equality Impact Assessments (EIAs); this varies according to the EIA subject, relevance and focus.

The CYP Super Survey has come to the end of its contract with Viewpoint and therefore we will be going through a process to take stock of other surveys in circulation and identify any opportunities/need for alternative mechanisms to feedback the views of children and young people to those making decisions that impact upon them.

4. Employment and Training Information

Please see Appendix 2 for this information. In addition, our gender pay gap report has been published at <https://www.swansea.gov.uk/genderpaygap>.

5. Additional information

This section briefly details some of our other work relevant to the requirements of the Public Sector Equality Duty during 2017-18.

5.1 Councillor Champions

Our Councillor Champions cover a wide range of equality issues in addition to wider themes such as health and wellbeing, carers and domestic abuse.

The Champions provide a voice for traditionally under-represented groups or issues, which need to be kept at the forefront of Council business although they may not be the responsibility of any individual or Committee.

They make sure that the issue or group that they are championing is taken into account when Council policy is being developed and decisions are made.

For more details, visit

<https://democracy.swansea.gov.uk/mgListOtherPosts.aspx?bcr=1&LLL=0>

5.2 Equality Impact Assessments (EIA)

We continue to use our expanded EIA process, which includes the United Nations Convention on the Rights of the Child (UNCRC), carers, community cohesion, poverty, social exclusion and Welsh language. As always, our focus has been on ensuring that the process remains user-friendly, effective and workable for colleagues across the organisation. This year we have improved the process still further by incorporating the key principles of a human rights approach and expanding the engagement element of the report template. We have also developed additional guidance for colleagues.

Our Equality and Engagement protocol (to ensure that EIAs are tracked and monitored through the Council's reporting and decision making process) continues to be very useful in ensuring that equality issues are considered and addressed where needed.

Our Service Planning process also incorporates EIA guidance and tools.

All completed EIA reports continue to be published alongside relevant corporate reports at

<https://democracy.swansea.gov.uk/ieDocHome.aspx?bcr=1&LLL=0?Lang=en>
g.

The Council's budget is also subject to the EIA process.

5.3 Consultation and Engagement

Information about our consultation and engagement methods and arrangements are available at <http://www.swansea.gov.uk/haveyoursay>.

Further updates are provided in Appendix 1 – please see Equality Objective 11.

We have continued to develop our relationship with local community groups:

➤ LGBT Forum

The Swansea Bay LGBT Forum began in February 2012 and is run by Swansea Council in partnership with South Wales Police. Membership includes employees or volunteers from local and national organisations who represent the interests of LGBT citizens.

Forum members take part in and support annual events such as,, International Day Against Homophobia and Transphobia (IDAHOT), LGBT History Month and Bi Visibility Day. This year a small working group of forum members started planning for the first Swansea Pride event in many years known as Spring Pride 2017 led by Cllr King, the LGBT champion. This event took place at the National Waterfront Museum.

The forum have been instrumental in setting two equality objectives for the Council's Strategic Equality Plan 2016-20. As a result of that in 2017, we hosted a Gender Equality seminar entitled 'Boys will be boys'. It involved contributions from Stonewall Cymru and Swansea University. It was very well attended and received, with lots of positive feedback from both attendees and speakers.

The second objective was around the need for LGBT guidance in schools. A document is under development aiming to give clear information for schools who may have pupils transitioning or coming out, so that they can receive the right care and support.

➤ BME Forum

Following last year's review and subsequent discussion about a regional forum, the regional BME network was introduced this year. Led by EYST as part of the Welsh Government's Equality and Inclusion Programme, the

network has now met three times and drafted an action plan. We continue to provide support to EYST as the network progresses.

➤ Disability Liaison Group

The Disability Liaison Group allows for 2-way dialogue between the Council and disabled people and/or their organisations. The group is made up of local disabled people and disability organisations as well as Swansea Council for Voluntary Services.

During 2017-2018, this group met 7 times. It is important to note that the group sets the agenda for these meetings in conjunction with the Access to Services Team and requests to meet (from both group members and different Council departments) continue to increase.

Meetings have included information and discussions on:

- Kingsway
- Swansea Central
- Corporate complaints
- Adult Social Services commissioning reviews
- Education
- Castle square

5.4 Co-production

The following activities have taken place since the previous update:

- The Co-production Development Officer, based in the third sector has continued to promote co-production awareness, knowledge and support to the council, health partners, Western Bay, third sector partners and citizens
- The Co-production Network for Swansea is being launched on the 24th May 2018, following the successful launch of the Regional Co-production Network hosted by Swansea agencies in March 2018.
- We are continuing to open up the procurement process to support Co-Productive approaches; we are co-producing a service specification for Independent Professional Advocacy and are involving citizens in the tender process. We are also involving citizens in the re-modelling and re-tendering of Supported Living.
- We are working alongside individuals who receive direct payments and parent carers to map Direct Payments processes in Swansea with a view to undertaking a critical analysis of the current process. We have worked hard to co-produce the meetings ensuring an equal balance of staff and citizens, shared decision-making about meeting times and how to run the sessions to ensure the principles of co-production are delivered throughout this process.
- We are working with citizens to Co-produce elements of a new Adult Services Practice Framework. A small planning group made up of local authority officers, the co-production development officer and citizens are planning an event in May 2018 to hold a conversation about what good social work looks like and what a good assessment looks like.

This work will inform the development of a Swansea Practice Framework and a Social Work Assessment Guide to help people prepare for their assessments.

- We are working with health colleagues to re-shape their service user engagement post into a co-production post to deliver a strategy for citizen involvement in mental health services within health
- The Strategic Commissioning Groups are continuing progress towards operating co-productively and in Mental Health and Physical Disability we are supporting citizens to prioritising the areas for Co-Productive action within the commissioning strategies. This has already taken place in Learning Disability Services
- Adult Services are leading on the development of a Directorate strategy for co-production, self-assessment tool, training package for staff teams and a toolkit to support the implementation of co-production across the Directorate
- Supporting People co-produced the underlying principles and outcomes to inform the design and delivery of floating support within Swansea.
- Exploring Co-Productive approaches within the re-commissioning of domiciliary care, particularly in relation to service design and tendering.

5.5 Hate Crime

We have developed a Swansea Hate Crime Stakeholder Action Plan with key partners (to link to the Welsh Government's 'Tackling Hate Crime and Incidents: A Framework for Action'). Our Plan has 3 strategic objectives:

- Prevent Hate crime
- Increase reporting and access to supporting victims
- Improve the multi-agency response to hate crime

It is a dynamic document and is maintained by the multi-agency Planning Group that meets quarterly.

Hate Crime E-learning course reviewed and is being accessed by staff as a mandatory course.

To increase the reporting of hate crime, awareness training has been delivered by Victim Support & Swansea Council to partner agencies and Council staff. A 'train the trainer' event was also developed by the Council and Victim Support and delivered to staff and partners.

The Council continues to promote Victim Support, the Official National Hate Crime Report and Support Centre for Wales.

To mark Hate Crime Awareness Week, we arranged an awareness raising seminar entitled 'What if...it was you?' where council staff heard from a range of speakers including Disability Wales, Stonewall Cymru, EYST, South Wales Police and Victim Support.

For more information please visit <http://www.reportheate.victimsupport.org.uk/>

5.6 Community Cohesion

The Welsh Government has agreed to fund the Community Cohesion programme for another year (2018-19). The new programme will focus on 4 objectives:

- Work at a strategic level to break down barriers to inclusion and integration across marginalised groups
- Work at a local level to break down barriers to inclusion and integration for particular groups and communities
- Supporting migrants, refugees and asylum seekers and host communities during the integration process
- Tackling discrimination, hostility, tensions and extremism

This new approach by Welsh Government will hopefully allow each council to identify local priorities. The Welsh Government will publish the new Delivery Plan.

Swansea Social Services has recently established a Strategic Working Group who are looking to develop internal referral pathway, and safeguarding leads within the department to effectively deal with Modern Slavery related issues.

5.7 United Nations Convention on the Rights of the Child (UNCRC)

Our Children and Young People's Rights Scheme sets out the arrangements we have to ensure compliance with the due regard duty for embedding the UNCRC into the local authority policy framework.

A UNCRC Action plan exists and is based on clearly identified priorities, which encompasses a whole council approach to Children's Rights. There are six key areas which focus on:

1. Making such arrangements as is considered suitable to promote and facilitate participation by children in decisions of the authority which might affect them, as required in the Children and Families (Wales) Measure 2010.
2. Developing knowledge and understanding of the UNCRC through training for all staff and decision makers within the City and County of Swansea including other statutory and key voluntary partners.
3. Promotion and awareness raising of the UNCRC
4. Ensuring appropriate and robust mechanisms in place to receive feedback and complaints in relation to the UNCRC
5. Ensuring compliance, accountability and impact of the UNCRC due regard duty which is evidenced based
6. The third progress report on the due regard duty for embedding the UNCRC into the local authority policy framework was produced in September 2017 and informs objectives within the annual action plan.

Children's Rights are fully incorporated into our EIA process and Strategic Equality Plan. All service areas have been required to set at least three UNCRC objectives with a focus on:

1. Training & an increased knowledge and understanding of the UNCRC
2. Promotion and Awareness raising of the UNCRC by making the explicit link to the relevant articles and use of "Dilly". (Children's Rights logo for Swansea)
3. Compliance with the EIA process.

5.8 Education and schools

Over half of Swansea's schools are now using My Concern to record all instances of safeguarding/well-being concerns. The safeguarding software eliminates the need for paper-based files, by monitoring and managing all well-being concerns of the children and young people. We are currently looking at how best to utilise the software to give the Council an overview of the types of instances being recorded. This would provide us with a high-level overview and allow us to target support efficiently and effectively.

5.9 Work with Older People

➤ Ageing Well Plan/ Swansea's Local Wellbeing Plan

Swansea's Wellbeing Plan was agreed in May 2018, Live Well, Age Well was agreed as one of four key objectives for partners to focus on. The Ageing Well work will be aligned with work in the Local Wellbeing Action Plan.

➤ Events and Engagement Activities

An Ageing Well Engagement Event was held in April 2017 to promote services and information and to gather views about what Ageing Well means to people as well as what an Age Friendly City centre would look like.

- Over 200 people attended
- Over 60 people gave their views

An event to mark UK Day of Older People was held in October 2017 at the Grand Theatre Studio and the following is a snapshot of feedback:

- Over 200 people attended
- Over 40 exhibitors
- UNCRC team and Early Years team in attendance
- 25 electric blankets /safety checks
- 60+ people had a Medicine /Blood pressure check

No AGM was held in 2017, but instead a Christmas Party took place to bring everyone together. The next AGM is scheduled for July 2018 and will be run adjacent to the Dementia Friendly Swansea AGM to try and bring together the two groups.

Future Forum events will be merged with Dementia Friendly Swansea activities.

5.10 The Well-being of Future Generations

The Well-being of Future Generations Act (Wales) 2015 requires the Council:

“To act in a manner which seeks to ensure the needs of present are met without compromising the ability of future generations to meet their own needs”.

This essentially means actively considering impacts on ‘the unborn’ when we make decisions across all services. The Council is committed to ensuring our actions contribute as fully as possible to the social, economic, cultural and environmental well-being of Swansea and its residents both now and in the future. By maximising the Council’s contribution to the national well-being goals we create the conditions ensuring greater equality for all.

Swansea’s Sustainable Development Policy adopted this central principle in 2012. All departments now take into account (to an increasing degree) the long term impact on future generations when designing, planning and delivering services. We ensure that we adopt the Sustainable Development Principle in everything we do; this includes consideration of the long term.

The genuine integration of sustainable development has been reflected in mainstreaming of activities previously centralised within a Sustainable Development Unit. Similarly the work of the Future Generations Board has been integrated into mainstream governance mechanisms.

5.11 Poverty

Tackling Poverty is a corporate priority and one of five key objectives within Swansea’s Corporate Plan; A revised Tackling Poverty Strategy for Swansea “Working towards prosperity for all” was published in 2018 that accompanies Swansea Council’s first Prevention Strategy for Swansea, also published in 2018.

<https://www.swansea.gov.uk/povertystategy>

Swansea’s revised Tackling Poverty Strategy sets out as definition of poverty in a Swansea context as:

- Income below the Minimum Income Standard
- Inadequate access to necessary services of good quality
- Inadequate opportunity or resource to join in with social, cultural, leisure and decision making activities.

Furthermore, the Council sets out its vision for Swansea, aspiring to achieve a Swansea in which:

- Income poverty is not a barrier to doing well at school, having a healthy and vibrant life, developing skills and qualifications and having a fulfilling occupation.

- Service poverty is tackled through targeting resources where they have the most effect, with decisions about that made in conjunction with service users.
- Participation is enjoyed by all our residents, who have the opportunity and resources to join in with social, cultural and leisure activities and decision-making.
- Residents maximise their Income and get the most out of the money that they have.
- Residents avoid paying the 'Poverty Premium', the extra costs people on low incomes must pay for essentials such as fuel and transport.
- Barriers to Employment such as transport and childcare are removed.
- People from Swansea's most disadvantaged communities are not excluded and Inequalities are Reduced between and within communities.

A cross departmental Delivery Plan sets out commitments across the council ensuring that tackling poverty is everyone's business. This approach is further supported through Swansea Council's Poverty Forum and the Swansea Partnership Poverty Forum, promoting the message and developing projects and services that support this principle.

The Prevention Strategy for Swansea builds upon the preventative approach that Swansea has always taken. Borne from a longstanding recognition that prevention activity is better, less time consuming and ultimately less costly and damaging to individuals and organisations than cure. The agenda is not driven by savings, but, rather, more personalised and joined up services.

Prevention is an underpinning principle of Swansea's Corporate Priorities and Well-Being Objectives, taking into account both the Well-Being of Future Generations Act and the Social Services and Well-Being Act.

A cross departmental approach is also taken to deliver the Prevention Strategy for Swansea with commitments across the Council supported by Swansea Council's Poverty Forum and Swansea Partnership Poverty Forum.

5.12 Lifelong Learning Service

The Lifelong Learning consists of three core areas of learning:

- Essential Skills and Family Learning
- Non-accredited Learning for Life
- Digital Literacy and IT.

The Service has historically delivered non-accredited Adult Community Based Learning across Swansea directed by demand from ongoing provision and our cohort of current learners. This will continue so we: 1) meet the demand raised from our existing learner base, and 2) provide a critical income necessary for our sustainability as a service.

In addition to the above, we are refining our model of service delivery to enable a greater capacity for provision that meets the needs identified through

learner consultation, partnership work and strategic endeavours identified locally and regionally. In real terms this means our selection of courses will go beyond the existing provision which addresses social inclusion, good health and wellbeing, to targeting specific needs for those on low incomes and/or with low skills. Of course, we continue to develop the service's provision of Learning for Life which impacts Social Inclusion and Health & Wellbeing with future activities planned for a Learning Festival, Adult Learners Week and our Summer Exhibition.

Non-accredited informal learning in Beginners IT, Creative Arts and Well-being, takes place across the city giving existing learners a focus for progression and an opportunity to engage new recruits into learning. This service supports a diverse group of individuals including those who are hard to reach, economically inactive and marginalised, providing appropriate advice, guidance and support to progress learners through their chosen area of learning.

Bespoke and co-delivered Digital Support, Family Learning, Essential Skills, and Learning for Life courses continue to expand with the refocus of our service, into projects that include Healthy Living/Eating, UC Digital Support, Work Club Support and multi-agency project delivery.

Essential Skills tuition and development is a primary part of the Lifelong Learning service, critical in the transformation it makes to learners' lives. The work is delivered out of multiple venues and supports individuals in literacy, numeracy and employability. Accreditation is given for Pre-Entry to Level 2 in Essential Skills Wales (ESW) and Agored Cymru. Family Learning is also delivered in partnership with schools across Swansea, promoting positive attitudes to learning for parents and their children, while developing the Essential Skills of our learners. The Essential Skills team also support Fast Track attainment of Level 2 ESW qualifications – equivalent to GCSE A-C grades while our IT programme supports Agored Cymru accreditation from Entry Level 3 to Level 1, as well as qualifications in ECDL levels 1 and 2.

As a whole, the service provides a range of life-changing outcomes for individuals that addresses social exclusion, promotes community cohesion and develops progression. Learners find confidence developed from their experience of learning helps support a more positive attitude towards their lives.

5.13 Welfare Reform

The Financial Inclusion Steering Group (FISG) continue to meet on a quarterly basis. FISG has recently reviewed and updated its Terms of Reference, is currently developing a revised action plan and now functions also as the 'Prosperity Sub-Group' for the Swansea Poverty Partnership Forum.

Full Service Universal Credit continues to be rolled out to claimants living in Swansea, who have a change of circumstances that ends their entitlement to their current benefits or have to claim a means tested benefit for the very first

time. Following the Welfare Rights mini ESA take up campaign, the Government have now agreed to review nationally awards of Employment and Support Allowance following migration from Incapacity Benefit. Lifelong learning have a tutor based in Swansea Job Centre to upskill Universal Credit claimants.

The Welfare Rights Team continues to provide appeal representation at first tier and Upper Tribunal hearings in respect of Social Security Welfare Benefit and Tax Credit hearings. The team delivers a range of training courses focusing on the main welfare benefits to staff of the Local Authority, partner agencies and other organisations. This ensures that our workforce (and staff in other organisations) are kept up-to-date with changes in legislation. The team raised £3,569.45 from selling courses and trained 56 Council Staff saving the Authority from paying outside organisations. The team also provide policy advice and support and respond to consultations on welfare reform. The Welfare Rights Advice Line continues to provide specialist advice to front-line staff to assist them with their clients benefit issues.

5.14 Violence against Women, Domestic Abuse & Sexual Violence

Strategic work has been strengthened by the development of our partnership approach to tackling violence against women, domestic abuse and sexual violence (VAWDASV). The new Swansea Violence against Women, Domestic Abuse & Sexual Violence (VAWDASV) Strategy 2018 - 2022 has been published this year following a full consultation process with professionals and community members. This Strategy gives a longer term commitment to our goals of ensuring prevention, protection and support of VAWDASV.

The Domestic Abuse One Stop Shop (OSS) continues to develop its services through a multi-agency partnership approach. The range of services on offer are across the continuum of need, from crisis drop-in through to the Freedom Programme, Nurturing Programme, and coffee and crafts sessions. Surgeries on a range of issues are on offer including legal advice, substance misuse and debt advice. The OSS services are monitored by the Partnership Group who aim to provide services that cover a continuum of care from prevention, crisis and after care and are accessible by all members of the community. Work is being started to look at implementing specific support for male victims and those from the LGBT community.

To reinforce our preventative agenda we have implemented the Domestic Abuse Hub, following the Council's Domestic Abuse review - part of a Council review of Family Support services through the Sustainable Swansea programme.

The review saw the launch last year of a new Domestic Abuse Hub bringing together Swansea Council and its partners in health, police and the third sector to help children and families experiencing domestic abuse or escalating relationship problems. Council staff, service providers, partner agencies, charities and survivors have all contributed to its design.

The DA Hub provides a whole family approach to ensure children, young people and their families feel safe, and not afraid, now and in the future, by being supported by the right people at the right time, so that they get the help they want and need. It has a multi-agency focus and is simplifying the pathways into support services, including mental health and substance misuse.

5.15 Easy read

Last year we published our annual review in three formats:

- full report
- summary
- easy-read.

We will do the same this year to ensure the information is accessible as possible.

5.16 Wales Interpretation & Translation Service (WITS)

As a result of our membership of the WITS partnership, we have a co-ordinated approach to all interpretation and translation, including telephone and face-to-face provision. This does not include in-house Welsh-English translation through our translation unit.

The top five languages requested in 2017 – 2018 were:

1. Arabic
2. Polish
3. Kurdish (Sorani)
4. Bengali
5. Romanian

5.17 Change Fund

Through the Third Sector Change Fund in 2017-18, a total of 16 third sector and voluntary organisations were financially supported through grants to deliver services and projects across Swansea. A number of these organisations work with, or represent the interests of, people with protected characteristics. In 2018 a Third Sector Compact Agreement was refreshed outlining how Swansea Council and the sector will work together in the future.

5.18 Children and Young People LGBT Funding

Grant funding was made available from April 2013 to provide a pilot support service to LGBT young people aged 13 to 25. Grants were awarded to two organisations to work jointly to provide the pilot service. This service has been successful and will be reviewed in 2018 to ensure this support continues in the future.

6. Concluding comments

This annual report has allowed us to assess our progress during the second year of our refreshed SEP. Progress has been made against all of our Equality Objectives and the amount of additional information we have to report over and above our Equality Objectives continues to grow, which is very positive. This demonstrates both our ongoing commitment to the equality agenda and the additional progress that is being made.

Appendix 1

Equality Objectives – Progress Update

Equality Objective 1 – Ensure equality of access to services

Corporate Priority link: Safeguarding vulnerable people

Associated actions	Deadline	Progress 2018
Poverty & Prevention		
Develop arrangements with the Corporate Complaints Team to ensure accessible mechanisms for addressing any issues arising in relation to children’s rights in Swansea (including signposting to advocates and providing feedback)	2016	Complete: All responses to queries raised through the UNCRC mailbox follow the Swansea Standard Process map for dealing with issues relating to CCS and the “Due Regard Duty” developed and agreed
Continue facilitation of Play Access Group and BME Family and Play Group	2019 – feeding into the Play Sufficiency Audit (PSA)	In progress: The Play Access Group and BAME (note change in name) Family & Play Group continue to meet and allow for an identification of key issues around access and inclusion although there have been funding and capacity issues with external partners which have impacted on the group. As these groups feed into the overall Play Network it allows for relevant issues and developments to be raised amongst a larger cohort
Provide a range of services through the Families First programme targeted at families with disabled children	March 2017	In progress: Families First has a workstream providing support for families affected by disability. This workstream includes:-

Associated actions	Deadline	Progress 2018
		<ol style="list-style-type: none"> 1. Support for families with preschool children who have an emerging or diagnosed disability. Delivered through Stepping stones. 2. Holistic family support and an advocacy service centred around ALN and education, provided by SNAP. 3. Support for young carers through the YMCA. 4. Life skills and family support for young people with very challenging behaviour and high end disability via the Local Aid Buddies project. 5. Funding to various community groups through the Disability Play grant. 6. Early Language Development support via the Early Interventions internal team.
Communications and Customer Engagement		
Introduce a new British Sign Language service at the Contact Centre	January 2017	<p>Complete: The Council now use existing internal resources to deliver a British Sign Language Service with two officers available at Level 1 BSL and three officers available at Level 2 BSL. We also have access to higher level resource as required through our partnership with the Welsh Interpretation & Translation Service and residents can request a preferred translator if they are available.</p>
Introduce a SMS texting service for residents	January 2017	<p>Complete: Service in place with 546 texts received between April 2017-March 2018 (SMS: 07919 626434)</p>

Associated actions	Deadline	Progress 2018
Provide additional support to Contact Centre customers by having staff positioned at the entrance to assist as needed	Review effectiveness every six months	Complete: The Council continues to have 'floor walkers' at the entrance of the Civic Centre to assist with resident with their queries or make payments at the payment kiosks.
Housing & Public Protection		
Develop a Rents Strategy. Part of this strategy will ensure that the arrears recovery process is easy to understand and takes account of customer needs, particularly those who may be vulnerable	2019	In progress: Preparing and responding to the changes Welfare Reform has brought over the last 18-24 months has been challenging. Resourcing the Rents Strategy has been difficult particularly as the Rents Manager post changed to job share with training requirements for the newly appointed manager. This coincided with Swansea becoming a Universal Credit live service area. Measures have been put in place to complete it by March 2019.
Continue with programme of customer access audits of Housing and Public Protection services to ensure that services are accessible to everyone	Complete every 2 years, 2017 onwards	Complete: Audits completed and reviewed November 2017
Incorporate all relevant equality issues into the new Local Housing Strategy (LHS)	2016	Complete: All equalities issues were incorporated into a dedicated chapter within the LHS. The strategy was approved by Council in 2016 and runs until 2020. In 2016, the Authority also updated its Gypsy and Traveller Needs Assessment and submitted the results to Welsh Government. The results were also used to inform the Authority's Local Development Plan (LDP)
Raise awareness of the availability of Disabled Facilities Grants (DFGs) particularly	2016	Complete:

Associated actions	Deadline	Progress 2018
in terms of disabled children and young people		We have promoted widely via a range of media including social media, websites and published information, such as posters and pamphlets which we distributed through local Doctor's surgeries and also through key partners.
Produce a strategy as part of the More Homes project for using Housing Revenue Account resources to provide more Council Housing, which will help meet the needs of a diverse community	2016	Complete: Strategy reported and endorsed by full Council in November 2016
Provide burial/cremation arrangements in line with the requirements of Swansea's diverse community	Monitored monthly	In progress: Minimal demand. Ongoing and monitored monthly
Develop protocol for inspection of dwellings proposed to be used to accommodate asylum seekers	2016	Complete: Protocol is in place and being followed
Legal and, Democratic Services		
Continue to review Polling Stations; seeking to improve them to ensure a positive experience for the voter	Elections: May 2016 and May 2017	Complete: Every 4 years there is a Polling District/Polling Station review which is due at the end of the year. During the elections last year consideration was given to public access in line with our electoral duties/electoral commission guidance. Where improvements to access were required these were addressed.
Cultural Services		
Continue project in libraries to introduce or improve the computer skills of people of all ages	2016 and ongoing	In progress: We continue to provide digital inclusion opportunities and work with partners to deliver digital literacy opportunities to over 50's

Associated actions	Deadline	Progress 2018
Consider sourcing and implementation of additional/improved visual impairment computer aids in libraries	2016	<p>In progress: Currently we are looking at renewing licenses for Zoomtext for computers which are being upgraded onto Windows 10.</p> <p>Recent Grant funding at Townhill library gave us the opportunity to purchase an additional large key keyboard.</p>
Continue variety of activities that takes Swansea Museum to older people and groups	2016	<p>In progress: Outreach Talks: The museum continues to provide talks to a wide range of community groups, day centres, dementia support groups and residential units. The three most popular talks remain the Swansea Blitz, Mumbles Railway and History and Treasures of Swansea Museum. A few other optional talks are available.</p> <p>30 outreach sessions were delivered to a total of 1268 people.</p> <p>It is estimated that over 95% of attendees are 55+, with the majority of them over 70 years of age.</p> <p>The talks are varied in length depending on group and primarily are aimed at reminiscing rather than in depth history.</p> <p>Memory Boxes: Memory boxes have been produced in partnership with Library Services.</p>

Associated actions	Deadline	Progress 2018
		<p>Memory boxes remain popular and used although distribution and return can sometimes be problematic. Recording numbers is also proving difficult despite box covers clearly requesting people to fill in the usage numbers in the enclosed recording book.</p> <p>Boxes are themed or by decade and include objects donated which are not required for the collection and permission provided for educational purposes or through occasional purchase on eBay or car boot sales.</p> <p>Volunteering: Swansea Museum continues to offer volunteering opportunities to all age groups, however the majority of volunteers are 55+ and several volunteers are in their 80s.</p> <p>The museum currently has approximately 50 volunteers listed on a variety of tasks and projects including research, documentation, gallery assistants, tour guides and Olga crew. The majority of volunteers are individuals who approach the museum directly. Swansea Museum also works in partnership in regard to volunteering opportunities with SCVS, RISW, Friends of Hafod Copper Works and U3A.</p> <p>Volunteer hours for 2017 totalled 3125 hours the equivalent of approximately 2.1 full time staff.</p>

Associated actions	Deadline	Progress 2018
Explore the history and heritage of the LGBT community as an option for the Museum programme	2018	<p>In progress: There were discussions with Unity and other partners on a project that did not come to fruition.</p> <p>A consultation was held with Good Vibes, the LGBT Youth Forum, regarding an overall major HLF bid to celebrate the 150th Anniversary of YMCA Swansea which would start in 2018. A few activities were identified for the overall bid including exploring Polari language and coming out proms etc.</p> <p>The consultation also raised the issue of the 2017 anniversary of the 1967 act, which effectively decriminalised homosexuality. A project idea around celebrating that through a Young Roots application unfortunately was not explored further as both YMCA and the museum had current HLF Young Roots applications already under development. However, these ideas may be developed under the overall activity plan for a YMCA bid or a potential future Young Roots bid.</p> <p>In the Autumn, there will be a major exhibition on suffrage in Swansea. We are awaiting the results of WAG grants to community groups to be announced. If any of the local LGBT groups have secured a grant, an approach will be considered to look at incorporating one of the projects into the exhibition.</p>
Undertake a range of equality-focused activities at the Glynn Vivian, working with groups such as children & young people,	2018 – and continue to monitor	<p>In progress: Learning & engagement programmes:</p>

Associated actions	Deadline	Progress 2018
disabled people, BME and LGBT communities		<p>Over the past year we have continued to offer a range of activities for vulnerable people including:</p> <ul style="list-style-type: none"> • Art Baba's – for young parents and carers • Saturday Family drop workshops- open drop in workshops for the community • Saturday family bookable workshops – intergenerational workshops for children aged 4-12 • Young art force – Arts award accredited classes for NEET and home-schooled children • Workshops for people with visual impairments and / or special needs through Swansea Day Service centres • Wednesday Adult Art Classes – for people aged 55+, offering social accessible workshops for older people. • Asylum seekers and refugees workshops, trips and travel reimbursement. <p>We have also trialled films for LGBT people and attempted to run a filmmaking project with Cardiff based LGBT film Prize IRIS, which had to be cancelled due to low interest.</p> <p>We worked with Gentle radical on their WOW film clubs for women of colour.</p> <p>Exhibitions & Displays: We also presented our Swansea Open exhibition which includes everyone living or working in the City. This was followed by an exhibition entitled, These</p>

Associated actions	Deadline	Progress 2018
		<p>Waters have Stories to Tell, with artists from Canada, Mauritius, Australia, Estonia, Cyprus and Wales.</p> <p>Interpretation: All of our publications and promotions are bi-lingual, and our interpretation includes an App and page-turner for people who are visually or hearing impaired, with labels available in large print, soon to be placed on i-pads. We also have blind describing systems for selected artworks.</p>
<p>Continue to deliver Dylan Thomas Centre Heritage Lottery Fund Project Activity Plan</p> <p>Action amendment for 2018 onwards: Following completion of the Dylan Thomas Centre's successful HLF project (ended March 18), continue to build on and deliver the range of equality-focused activities developed throughout the project, in line with Corporate Priorities.</p>	2017	<p>Complete: The activity element of the Dylan Thomas Centre's Heritage Lottery Funded Project ended in March 2018. The exhibition and legacy work will continue.</p>

Equality Objective 2 – Undertake a range of work focused on safety including hate crime, modern slavery, protection of vulnerable people, radicalisation and extremism etc.

Corporate Priority link: Safeguarding vulnerable people

Associated actions	Deadline	Progress 2018
Poverty & Prevention		
Develop a Hate Crime Strategy	March 2017 with annual	In progress:

Associated actions	Deadline	Progress 2018
Increase understanding of hate crime and awareness of how to report it amongst staff and key partners	monitoring thereafter	<ul style="list-style-type: none"> • Hate Crime Stakeholder Action Plan established and is a dynamic document. • HC Planning Group meets quarterly. • HC E-learning course reviewed and is being accessed by staff as a mandatory course (118 to end of Feb 2018). • Train the Trainer course has been developed by Victim Support. • HC awareness week events co-ordinated and undertaken, one of which was a HC seminar for Council staff. • HC agenda was scrutinised by Council in November 2017 and result was positive. • Victim Support take the lead on this agenda as commissioned by Welsh Government.
Maintain a framework for the delivery of Prevent interventions and support to vulnerable individuals at risk of or being drawn into violent and/or non-violent extremism.	2020 - with action plan reviewed and updated annually	<p>In progress:</p> <ul style="list-style-type: none"> • Participating in the Home Office Dovetail pilot until Oct 2019 • Local Authority Channel Co-ordinator managing case load • Community Integration and Partnership Manager chairs Channel Panel • Multi-agency Channel Panel meets monthly to discuss cases. • Interventions in place for current cases. • Prevent Action Plan 2017-20 established and maintained.
Increase awareness amongst staff and partner organisations on modern slavery and how to signpost victims	March 2017 with annual monitoring thereafter	<p>In progress:</p> <ul style="list-style-type: none"> • Regular Modern day slavery sessions delivered in Western Bay. In the last 12 months a total of 291 people attended these sessions.

Associated actions	Deadline	Progress 2018
		<ul style="list-style-type: none"> • Modern Day Slavery Train the Trainer session was held in Swansea and attended by 30 multi-agencies staff. • First Responders session was held for Swansea Social Workers colleagues and attended by 20 staff members. • Swansea Social Services Strategic Working Group is currently developing internal referral pathway, and will be finalised soon. • The Wave Radio Station in Swansea aired a series of infomercials on Modern day slavery during the safeguarding week in Nov. • The Coco Coordinator is currently assisting colleagues in procurement to develop code of practice flowchart and the mainstreaming of Modern slavery concerns in the supply chain. • The Cohesion Coordinator currently providing the secretariat to the Western Bay Anti-Slavery Forum.
Continue role of BME Family and Play Group within cross-sector Play Network in relation to hate crime awareness and understanding of modern slavery	2019 – feeding into the Play Sufficiency Audit	<p>In progress: Several training opportunities facilitated with good cross internal and external partnership attendance.</p>
Establish a working group to explore opportunities in relation to confidence and safety in getting around the City and County of Swansea	2017	<p>In progress:</p> <ul style="list-style-type: none"> • Initial meetings held with Senior Managers at First Cymru. • Public feedback from Ageing Well events and young people’s “Big Conversations” fed into development plans for the City Centre.

Associated actions	Deadline	Progress 2018
Housing & Public Protection		
Review the Statement of Policy for Licensing in respect of alcohol, entertainments and late night refreshment, taking particular account of the need to ensure protection of children	July 2018	In progress: 17-5-18 Cabinet for approval for reviewed policy to be issued for consultation Consultation due to end 8-6-18 26-7-18 - Results of consultation reported to Council for adoption of the reviewed policy
Review the Council's policy in respect of gambling, taking particular account of the need to ensure protection of children and vulnerable people	January 2019	This review will progress nearer to the deadline
Raise awareness of doorstep crime and scams to prevent people becoming victims	2016 and ongoing campaigns will take place	In progress: Continue to work with community groups and visits to raise awareness of scams and doorstep crime
Provide training and raise awareness with support agencies in identifying scams	2016 and ongoing training will take place	In progress: Ongoing training to both internal and external agencies training staff to ensure they can assist consumers in spotting scams and how to report them
Highways & transportation		
Undertake Safer Routes in Communities (SRIC) project with schools	Annually	In progress: SRIC for St Thomas successfully completed 2017/18. Successfully secured further funding for Gower SRIC 2018/19.

Equality Objective 3 – Develop a whole council approach to the United Nations Convention on the Rights of the Child (UNCRC), to meet our commitments contained within the Children and Young People’s Rights Scheme

Corporate Priority link: Safeguarding vulnerable people

Associated actions	Deadline	Progress 2018
Corporate Actions		
<p>Increase knowledge and understanding of the UNCRC by ensuring all staff attend/participate in the UNCRC corporate training</p>	<p>2017</p>	<p>In progress:</p> <p>Child & Family: Staff have been encouraged to attend training and a register of attendees is now in place and follow up training will be offered to ensure 100% compliance. Presentations have taken place at SMT and team meetings throughout the service.</p> <p>Education: All staff are encouraged to attend/participate in the UNCRC corporate training.</p> <p>Highways: Safeguarding Children training being carried out by whole service – Ongoing</p> <p>CBPS: All employees within CBPS have received Safeguarding awareness training of which the UNCRC is a key part of this training.</p> <p>Poverty & Prevention:</p>

Associated actions	Deadline	Progress 2018
		<p>Funded projects supported by the CYP Fund are required to evidence how children & young people are involved in the planning and delivery of services, in line with the UNCRC</p> <p>Workforce development opportunities offered by Life Stages Team through Poverty and Prevention, Education and Child and Family Services training programmes.</p> <ul style="list-style-type: none"> • UNCRC training provided to new Councillors upon induction • Bespoke workforce development opportunities offered by Life Stages Team as requested and necessary.
<p>Promote and raise awareness of the UNCRC by embedding children's rights within day to day practice and utilising the Children's Rights logo in all promotional activity</p>	<p>2017</p>	<p>In progress:</p> <p>Child & Family: This is achieved in day to day practice via the SOS Practice framework.</p> <p>Education: The Education Department promotes and raises awareness of the UNCRC at every opportunity.</p> <p>Highways: Safe Routes in Communities and Walking Routes to Schools ensure children's rights are being considered – Ongoing</p> <p>Legal: Children's rights are considered by both legal and access to services officers during the report clearance cycle and in decision making process.</p>

Associated actions	Deadline	Progress 2018
		<p>CBPS: Safeguarding awareness and updates are a regular item on the monthly team briefings held with all employees.</p> <p>Poverty & Prevention: The Children’s Play Team feature ‘Dilly’ in all relevant publicity and information and contribute to UNCRC awareness events, significantly International Children’s Rights Day (20th Nov). UNCRC due regard information is disseminated by The Children’s Play Team at every opportunity to support awareness and responsibility across departments and members.</p> <p>Continued use of ‘Dilly’ the children’s rights logo:</p> <ul style="list-style-type: none"> • a Dilly flag flies during planned periods from the Civic Centre Building • #DillyDragon #DdraigDilly linked to the Corporate Facebook and Twitter • Promotional materials like pens, headphones, water bottles, posters and badges have been circulated; • Consistent use of Dilly uniform for staff at public event <p>Partners have linked pieces of work and the UNCRC to Dilly’s work. This includes promoting Dilly on:</p> <ul style="list-style-type: none"> • ‘Playful Schools’ plaques and signage • ‘Smoke Free Beach’ and Smoke Free School Gates’ signage • Throughout the Best Start Campaign

Associated actions	Deadline	Progress 2018
		<ul style="list-style-type: none"> regular posts to the Children’s Commissioner’s ‘Rights Hour’ Twitter feed <p>Digital & transform: There is the recent children and young people’s data protection policy as an example of how we have ongoing work to actively promote children’s rights – www.swansea.gov.uk/youngpeopleprivacy</p>
Ensure quality opportunities for Children & Young People’s voice in policy/service developments that affect them	Ongoing with annual monitoring	<p>In progress: Child & Family: CFS Participation strategy is in place – April 2018</p> <p>Education: The Education Department ensures that the voice of children and young people is heard with all major policy and service development by utilising the Pupil Voice Forum, the Big Conversation, School Councils and pupil specific consultation meetings.</p> <p>Adult Services: A Carers Strategy is in the process of being developed; this will reflect the views of young carers.</p> <p>Highways:</p>

Associated actions	Deadline	Progress 2018
		<p>Children consulted in Safe Routes in Communities and Walking Routes to School – Ongoing – Leading to successful application for SRIC Grant Funding for Gower 2018/19</p> <p>CBPS: Always considered, an example being their involvement on our “More Homes” project where local children designed safety posters that were displayed on the site</p> <p>Poverty & Prevention: Children and young people engaged in the consultation process for both the Poverty and Prevention Strategies. Easy read documents were produced to accompany the full documents which supported Pupil Voice sessions held during the autumn of 2017</p> <p>For the Play Sufficiency Assessment (PSA) a cyp summary was produced and distributed via schools and face to face which explains why there is a duty to secure sufficient play, what the findings were, what we will do and allows an opportunity to say whether they feel we are doing enough and what they would like to see.</p> <p>Consultation processes are used at every opportunity with the regards to the development of any play spaces</p> <p>Specific consultation and engagement with pre-school children was undertaken to identify their wants and needs as part of the Childcare Sufficiency Assessment (CSA).</p>

Associated actions	Deadline	Progress 2018
		<p>As their number one request was for play, particularly, outdoors, this was a major focus for delivery, funding and training during 2017/18 with a wide range of new opportunities made available.</p> <p>6,087 children and young people had opportunities to have their voices heard through Big Conversation mechanisms co-ordinated by the Life Stages Team including:</p> <ul style="list-style-type: none"> - Big Conversation forums - Pupil voice forums - Forums for care experienced children and young people - Specific consultations such as the consultation on the play and childcare sufficiency assessments - Voting in the UK Youth Parliament - CYP Super Survey <p>Cultural Services: The overall EIA for Swansea Museum was revised in 2015 to take account of “Due Regard” to the UNCRC. Ongoing projects such as Kids in Museums, Sharing Treasures Project and the overall education programme continue to involve targeted children and young people.</p> <p>A bid has been submitted to WAG for the re-development of a temporary exhibition gallery back to a permanent gallery dedicated to natural history and science. If funding is secured the bid contains a substantial element for consultation with</p>

Associated actions	Deadline	Progress 2018
		young people, schools and community groups. If funding is not secured a smaller scale consultation will be undertaken.
Poverty & Prevention		
Continue to embed Children's Rights in all practice and procedures within the department and with partner commissioned organisations	2017	<p>In progress: UNCRC Standards have been included in the template for all Social Care Contracts for 18/19</p> <p>Children's rights are embedded in the following corporate plans:</p> <ul style="list-style-type: none"> • Strategic Equality Plan • Democratic Services Reporting • Health & Safety Emergency Planning. • City of Culture plans • City Centre Redevelopment plans. • Strategic Equality plans in schools • Corporate Parenting Strategy • Swansea's Early Years Strategy • Healthy and Sustainable Pre-School Scheme • Play Sufficiency Assessment • Young People's Service plans. • Children and Young People's Strategic Partnership Plan • Swansea's Wellbeing Plan
Raise awareness of "Big Conversation Mechanisms", ensuring children & young people have an understanding of a variety of opportunities to have their voice heard	2017	<p>In progress: A sustained increase of participants in Big Conversation has continued with 2399 children and young people engaging in face to face forum activity.</p>

Associated actions	Deadline	Progress 2018
		<ul style="list-style-type: none"> New opportunities to extend the age range of Big Conversation were planned and promoted.
Develop a communication strategy and campaign plan with key objectives to be delivered across the whole of Swansea	2016	<p>Complete: Communication strategy to promote Children’s Rights has been developed as above, and in line with the Corporate Communication and Engagement team.</p>
Establish a working group to explore issues around gender stereotyping	2017	<p>Complete:</p> <ul style="list-style-type: none"> Hosted a Gender Stereotyping Seminar on 12th Oct 2017 with over 60 colleagues from across the authority attending to hear talks from Stonewall Cymru & Swansea University in relation to the impact of gender stereotyping on children & young people. Held a Pupil Voice Forum on 31st January 2018 to explore issues around identity and equality & to promote inclusion within schools. 30 Primary/Secondary pupils attended aged 10-18 Yrs. (7 Secondary & 6 Primaries) Supported a Gender Equality talk on 8th March 2018 for International Women’s Day with 20 colleagues in attendance. Held a Big Gender Equality Conversation on the 18th of May 2018 with 72 comprehensive school aged pupil from 9 comprehensive schools at Gorseionon Youth Club to consider the impact and explore solutions and consider how schools might tackle the issues raised.

Equality Objective 4 – Continue to improve Social Services provision within both Adult and Child & Family Services, ensuring that the service user’s needs are at the centre of all planning and commissioning activities

Corporate Priority link: Safeguarding vulnerable people

Associated actions	Deadline	Progress 2018
Child and Family Services		
Further develop our front door service in accordance with the Social Services and Wellbeing (Wales) Act to enable equitable access to information, advice and assistance about statutory services and the preventative sector	2016	In progress: Vanguard Systems review is taking place July 2018
Develop a service for perpetrators of domestic abuse including 1:1 and group work, informed by service user feedback, which supports the work already being undertaken with women and children where domestic violence is a feature in their lives	2016	Complete: Completed in 2016 with the development of the DV Hub
Implement the Active Offer of Advocacy Arrangement to help ensure children and young people have access to additional support to have a voice in the decisions that affect them	2016	Complete: In place as of April 2017
Develop and implement Looked After Children Review arrangements, which enable children and young people to lead on their reviews	2017	In progress: Part of the Participation Strategy
Further develop and implement the Signs of Safety Methodology within Social Work	2017	Complete:

Associated actions	Deadline	Progress 2018
Teams. This is a strengths based model which promotes the voice of the child, includes their family and wider networks in safety planning and is focused on outcomes		SOS implementation strategy in place and reviewed annually. Recent review, April 2018, by WBCSB acknowledged the impact of SOS in this area.
Develop a Child Disability Strategy consulting with children, young people, families, multiagency partners and the third sector to ensure that disabled children and their families can access a range of provision across the continuum of need – accessing the right opportunity/service from the right place at the right time	2017	In progress: This work sits under the FSCG and is progressing with collaboration from Education and P&P. The impact of the new ALN Bill and the IAS service is being considered.
Develop a leaving care service in partnership with a third sector provider. Final 'shape' of the new service to be informed by partners and young people's views	2016	Complete: Completed in 2016
Develop a comprehensive support and review framework for all individuals awarded a Special Guardianship order. Services to include training opportunities for carers, groups for young people and general advice and assistance via a dedicated team	2016	Complete: Completed in 2016
In accordance with the Social Services and Wellbeing (Wales) Act, develop policy and procedures for a Swansea "When I'm Ready" scheme in line with Welsh Government Guidance. This will enable	2016	Complete: Completed in 2016

Associated actions	Deadline	Progress 2018
more young people to remain with their foster carers beyond the age of eighteen and until they are ready for independence		
Develop an updated Disability Strategy for Children in accordance with the Social Services (Wales) Act. This will include greater involvement of parents and carers in Care planning via the increased use of Direct Payment packages	2016	Complete: Completed in 2016
Further establish Social Services involvement in the provision of support for children who require therapeutic support by <ul style="list-style-type: none"> continued and active membership by the Head of Service of Child and Family in the Mental Health Planning Group developing packages of therapeutic support for children, families and significant adults from the recently established Internal Therapy Team 	2016	Complete: In addition a regional MAPPS service with Clinical Psychology support has been established to provide support to children with complex needs.
Adult Services		
Further develop safeguarding measures for vulnerable adults in a safer, personal and more timely way	2016	In progress: A review has been undertaken into the approach to safeguarding in Adult Services. This has concluded that the process needs to be redesigned to provide a consistency of approach and dealing with safeguarding issues in a timely manner. A revised structure will be proposed and it is planned

Associated actions	Deadline	Progress 2018
		that this will be implemented in 2018/19. This will ensure that the approach to safeguarding is as robust as possible.
Improve the deprivation of liberty and safeguarding (DOLS) processes	2016	<p>In progress: A new dedicated DoLS team has been created. It is too early to quantify the impact of this team, but there is intended to be a significant improvement on performance and greater adherence the statutory timescales. It is intended that this team will allow the Authority to be fully compliant with its statutory obligations.</p>
Review integration with health in the three community hubs	2016	<p>In progress: 3 Integrated Hubs have been in place since April 2015. Service users report a more joined up service and clear evidence of person-centred approach. In the last year, considerable work has been done to strengthen the role of the multi-disciplinary team of social workers, Occupational Therapists, Physiotherapists and District Nurses at the Common Access Point. This is ensuring that those who access the Common Access Point get consistent and good quality Information and Advice and those that require more ongoing support is minimised in line with their needs/</p>
Continue to transform adult service in order to ensure a citizen directed service	2016	<p>In progress:</p> <ul style="list-style-type: none"> • All Adult Services Practice Framework has now been developed and training is now being delivered to the teams. This is encouraging social work practitioners and those responsible for assessment to take a more person-centred, outcome focussed approach. • Adult Services is developing its approach to co-production of services. Good examples over the last year include the

Associated actions	Deadline	Progress 2018
		<p>development of the Supported Living Framework which service users and families/carers co-produced.</p> <ul style="list-style-type: none"> We continue to develop our in-house service provision in line with the wishes and needs of those we work with.
Further review Commissioning Plans for Adult Services	2016	<p>In progress:</p> <ul style="list-style-type: none"> Commissioning Strategies for people with a Learning Disability, Physical Disability and Sensory Impairment and Mental Health Concerns have now been agreed by Cabinet. Work is required to look at the Commissioning Strategies for Older People going forward.
Web pages updated as appropriate to improve access to information, assistance and advice	2017	<p>In progress:</p> <p>This continues to be work in progress in line with the requirements surrounding Information, Advice and Assistance contained in the Social Services and Wellbeing Act.</p>
Develop Adult Social Work practice framework. This approach needs to be strength based and outcome focused, to promote the voice of service users, their families and the wider community	2017	<p>In progress:</p> <p>Practice Framework has now been developed; training is now being delivered to the teams. As part of this, we are coproducing the amended assessment format and a handbook for service users to guide them through the assessment process.</p>
Further develop our front door service in accordance with The Social Services and Wellbeing (Wales) Act to enable ease of access to information, advice and assistance and also preventative services	2017	<p>Complete:</p> <ul style="list-style-type: none"> All Information and Advice Assistants trained to provide information, advice and assistance as well as signpost people to preventative services. A full Multi-Disciplinary Team is now in place at the Common Access Point to offer information and advice.

Associated actions	Deadline	Progress 2018
		<ul style="list-style-type: none"> A common approach to Information, Advice and Assistance has been developed across Social Services so there is consistency of approach.
Continue to increase the take up of Direct Payment as a way to ensure that people with eligible social care needs are able to access services that are suitable to their needs	2017	In progress: The uptake of Direct Payments is steadily increasing and further work is ongoing to ensure that the support service is designed to provide appropriate support. Further work is also ongoing to look at the rates of pay for Independent Living Support Assistants to ensure that they can be recruited to support people.
Ensure current assessment tool is compliant in accordance with Welsh Government recommendations in preparation for the implementation of The Social Services and Wellbeing (Wales) Act	2016	In progress: Assessment tool has been designed so it is compliant; further developments are planned as part of the Practice Framework development.

Equality Objective 5 – Improve pupil attainment and continue to close performance gaps

Corporate Priority link: Improving pupil attainment

Associated actions	Deadline	Progress 2018
Education and Poverty & Prevention		
Children and young people from ethnic minority backgrounds continue to achieve at least as well as their peers at end of Key Stage 4 (KS4)	Annual analysis of Key Stage 4 results in autumn term.	In progress: 64.1% in 2017 compared to 57.7% for other pupils.
Learners from Asian / Bangladeshi backgrounds achieve at least as well as their peers at end of Key Stage 4	Annual analysis of Key Stage 4	In progress: 53.7% in 2017 compared to 57.7% for other pupils.

Associated actions	Deadline	Progress 2018
	results in autumn term.	
Maintain improving trends in assessment of boys and girls at Key Stage 2 (KS2) and Key Stage 3 (KS3)	Annual analysis of Key Stage 2 and 3 results in autumn term	<p>In progress: KS2: results for both boys and girls have improved over five years and the gender gap has reduced slightly.</p> <p>KS3: results for both boys and girls have improved over five years but the gender gap has widened.</p>
Close the performance gap between boys and girls	Annual analysis of results in autumn term	<p>In progress: KS2: gender gap -6.0% in 2015 improved to -4.1% in 2017.</p> <p>KS3: gender gap -6.6% in 2015 widened to -8.5% in 2017.</p>
Close the performance gap between pupils who receive free school meals (FSM) and those who don't	Annual analysis of results in autumn term	<p>In progress: KS2: five-year upward trend in FSM results, but FSM remain over 16% below non-FSM.</p> <p>KS3: Strong upward trend for FSM pupils, but results remain over 18% below non-FSM.</p>
Reduce inequalities in school readiness	2019	<p>In progress: Flying Start Programme continued to operate with the Foundation Phase Profile adapted for pre-school children and the Wellcomm speech and language screening tool rolled out across all childcare settings.</p> <p>Further development of the Best Start Campaign through Social media, posters and events.</p>

Associated actions	Deadline	Progress 2018
		<p>Consolidation of the Jig-so Project supporting young parents during their child's 1st 1000 Days.</p> <p>Collaboration with the Health Board and Public Health Wales to facilitate a 1st 1000 Days multi-agency event to inform a new action plan.</p>

Equality Objective 6 - Provide equality support for schools
Corporate Priority link: Improving pupil attainment

Associated actions	Deadline	Progress 2018
Continue progressive improvement to access to infrastructure in schools	Annual return to Welsh Government, March	In progress: The Council's bid for 21 st Century Schools (Band B) funding has been approved subject to individual business cases receiving approval. This will continue the progressive improvement to access to infrastructure in schools.
Young people from Gypsy and Traveller communities are offered appropriate access to secondary education and support in engaging with those opportunities	2017 with termly monitoring	In progress: A revised Gypsy and Traveller multi agency group oversees this work led by Head of Service within the Education Department. Further consultation has taken place this year, with further work on future service options being explored by the group.
Launch tool for Recording of Identity Based Bullying across all schools	August 2016 with termly analysis	In progress: The tool was launched but with limited success. A large number of schools are now using software called My Concern to record all incidents of Safeguarding. We are promoting this software to schools and are looking to get overarching view of all incidents at a Council level.

Associated actions	Deadline	Progress 2018
Review guidance to schools on Strategic Equality Plans and present update to Headteachers at a termly meeting and via the schools newsletter	2016	Complete: The guidance was reviewed and a refreshed SEP template was rolled out to schools alongside a bespoke equality impact assessment template.
Continue the contractual agreement with UNICEF UK to embed the Rights Respecting Schools Award in all schools in Swansea	2017	Complete: The contractual arrangements with UNICEF UK have ceased in 2017 as all schools either have reached level 1 or are working towards this status. A sustainable plan for peer led assessment is in development for roll out in 18/19 so the status of schools Rights Respecting Schools wards can be maintained in the future
Ensure schools are protecting children and young people from being drawn into terrorism by having robust safeguarding policies in place to identify children at risk, and intervening/supporting them as appropriate.	2020 - with action plan reviewed and updated annually	Complete: <ul style="list-style-type: none"> Referral process in place. 87 schools (2361) members of staff have received Prevent awareness training in total. Schools advised to include Prevent in their safeguarding policies during the awareness training and wording provided when requested.
Ensure schools are directed to relevant Welsh Government guidance so this can be practiced in schools, for example: provision of counselling, specific equality-related advice and information and any relevant training for school staff, pupils and governing bodies	As guidance is issued	In progress: There is a section on Staffnet to provide schools with all the latest information and a new section is being created on the national Hwb platform going forward.
Develop and publish Transgender Guidance for schools	2017	Complete: The guidance has been developed with the support of Stonewall and is available to all schools.

Associated actions	Deadline	Progress 2018
Stonewall training offered to all schools via Education through Regional Working (ERW)	2016	Complete: The Stonewall training was offered via ERW and schools can continue to access support directly from Stonewall.

Equality Objective 7 - Provide opportunities via apprenticeships and work placements
Corporate Priority link: Improving pupil attainment

Associated actions	Deadline	Progress 2018
Corporate Building and Property Services (CB&PS)		
Work experience placements – provide quality opportunities to students to experience the real workplace. Enable a student to understand and develop the necessary skills to equip them for their chosen career path	Ongoing - as placements are arranged	In progress: Over 45 weeks of on-site work experience placements given to school leavers within CBPS.
Ensure that all future recruitment within CB&PS continues to be undertaken within the realms of the Equality Act 2010; paying particular attention to the apprenticeship recruitment programme. Further develop links with external groups/organisations to enable wider awareness of the initiative and support CB&PS. The continuation of the apprenticeship programme is dependent on future budget approval	Annually	In progress: We will be recruiting a further 18 apprentices in September 2018 taking our total to 198 in the past ten years. Links with Social Services and Education to promote the apprenticeship programme continue with excellent progress being made in particular with Looked After Children where the Swansea “Family” plays a major part in what we are trying to achieve.

Equality Objective 8 - Improve access to the infrastructure around pavements, roads and parking provision for disabled and older people, as well as families with young children

Corporate Priority link: Creating a vibrant and viable city and economy

Associated actions	Deadline	Progress 2018
Implement the Pavements for People Policy	Ongoing	In progress: The Council continues to ensure that the standards set out in the policy are exercised and adhered to
Review accessibility of street furniture, e.g. seating	2017	In progress: The review is ongoing and inventory being updated.
Installation of dropped kerbs to assist access where needed	Case by case basis	In progress: Dropped kerbs now require Councillor community budget funding.
Ensure all new pedestrian crossings are designed to ensure safety for all	As new crossings are developed	In progress: Ongoing and being undertaken as new crossings are provided
Consider equality issues when designing highway and traffic schemes	As projects are designed	In progress: Quality audits being undertaken for major schemes, which consider equality issues as part of the design process e.g. Kingsway
Provide permits for qualifying care organisations and carers to park within residents parking bays	As needed	In progress: This initiative is still being undertaken

Equality Objective 9 - Improve access to public transport by bus for disabled and older people, as well as families with young children

Corporate Priority link: Creating a vibrant and viable city and economy

Associated actions	Deadline	Progress 2018
Promote the RNIB REACT system for visually impaired people at the Bus Station The system gives audio messages about the services at each departure bay and provides a wayfinding tool in association with the tactile strip through the concourse	Ongoing	In progress: The REACT fob system is no longer supported by the RNIB so their alternative smart mobile phone app is being explored as an alternative.
Continue to implement programme to provide raised kerbs at bus stops to allow easy access for all passengers. Continued engagement with disability groups	Ongoing	In progress: Raised kerbs are provided as bus shelters are upgraded and also as part of highway improvement schemes.

Equality Objective 10 – Ensure we tackle and alleviate the effects of poverty

Corporate Priority link: Tackling poverty

Associated actions	Deadline	Progress 2018
Poverty & Prevention		
Through the Families First and Flying Start programmes, deliver a range of services to children, young people and their families to improve outcomes, through interventions such as Parenting, Language and Play etc.	March 2017	In progress: Families First continues to develop new and initiative ways to deliver services to children, young people and their families. In 2017/18 Families First engaged with 6,499 cases, comprised of 12,031 individuals Flying Start continues to provide the Best Start in life for children in our most deprived areas.

Associated actions	Deadline	Progress 2018
		In 2017/18 2955 children benefitted from the Flying Start programme. The childcare attendance average remained on target of 80%.
Promote and provide a range of upskilling opportunities on a multi-agency basis in order to achieve quality services through the workforce development approach. This will include training on Motivational interviewing, Team Around the Family (TAF), Solutions Focused Thinking, etc.	March 2017	In progress: 699 training places were provided to professionals on 17 different subject matters
Identify those young people who are most at risk of becoming NEET (not in employment, education or training) and provide them (and their families) with the personal support they require to remain engaged with education, employment and training	October 2017 – annual snapshot	In progress: Robust multi agency monitoring and tracking continues to take place under the authorities Engagement and Progression Plan, overseen by the NEET Board.
Continued use of Child Poverty Impact Assessments (CPIAs) for Play	2019 – feeding into the Play Sufficiency Audit	In progress: The Impact Assessments continue to be used on key developments, including the Open Space Strategy and play's engagement within the City Centre development projects on Swansea Central Public Realm
Food Poverty Community Interest Company: Create a food enterprise to tackle food poverty and feed people well in Swansea	2017	Complete: A Food Enterprise company was established on 1 st April 2018 and this was floated out of the Local Authority to operate autonomously, linking in the with Poverty Forum.
Deliver a range of services through the, Communities for Work Plus and	March 2017	In progress:

Associated actions	Deadline	Progress 2018
<p>Communities for Work Programmes, and through the effective allocation of the Legacy Fund that support people and families in our most deprived communities to improve their opportunities and reach their potential</p>		<p>The Communities First and LIFT Programme has been phased out across Wales during 2017/18. A transition process during this period has enabled the successful allocation of Welsh Government funding to deliver the new Communities for Work Plus Programme and allocation of Legacy Funding, initially until March 2020. The Communities for Work Plus Programme provides employment support through intensive one to one mentoring. This programme works alongside the Communities for Work Programme but can support people who are ineligible for it. CfW+ therefore supports those who are short term unemployed and those who are poor employed. CfW+ prioritises support in Delivery Areas that match the Communities First Cluster footprint, but is not restricted to supporting people who reside in these areas. The Legacy Fund both builds upon the successful and most valued elements of the former Communities First Programme, whilst further supporting the effective delivery of both the Communities for Work and Communities for Work Plus Programmes through resources targeting financial inclusion, digital support, community learning and the emerging Swansea Working programme that aligns employment support in Swansea and ensures a holistic approach to putting the right support at the right time in place.</p>
<p>New action added for 2018 Lifelong Learning Service: Provide a wide range of high quality accredited and non-accredited Adult Education provision throughout Swansea,</p>	2020	<p>In progress: Lifelong Learning provides: Unaccredited informal learning in Beginners IT, Creative Arts and Well-being, delivered across Swansea to provide those</p>

Associated actions	Deadline	Progress 2018
<p>supporting learners to improve and enhance their employment skills and prospects through various learning opportunities</p>		<p>who might not consider learning, the opportunity to try. This provision increases social inclusion and wellbeing with a diverse group of individuals sharing the learning experience. <i>Progress is measured through (RARPA forms – Recognising And Recording Progress and Achievement)</i></p> <p>Bespoke and co-delivered Digital Support, Family Learning, Essential Skills, and Learning for Life offered for hard to reach, economically inactive and marginalised demographic groups. Projects include Healthy Living/Eating, UC Digital Support, Work Club Support. <i>Measured through project specific progression and outcome targets which can include accreditation.</i></p> <p>Pre-Entry to Level 2 Essential Skills Wales (ESW) and Agored Cymru accreditations in Family Learning, Essential Skills, Skills for Work, Digital Literacy and IT. We also deliver Level 1 and 2 in ECDL. Through our programme of learning we can support Fast Track attainment of Level 2 ESW qualifications – equivalent to GCSE A-C grades. <i>Measured via achievement of accreditations.</i></p> <p><i>Progression is also measured through learners being developed to explore suitable progression pathways into subsequent learning or provision.</i></p>
New action added for 2018	2018 - 2021	In progress:

Associated actions	Deadline	Progress 2018
Ensure the adoption, delivery and effective monitoring and reporting of the Council's Poverty Strategy and Prevention Strategy		<p>Swansea's Tackling Poverty Strategy 'Working towards prosperity for all in Swansea' has been adopted by Council. The revised Strategy sets out a whole Council approach to tackling poverty in Swansea through ensuring that tackling poverty is everyone's business and an accompanying Delivery Plan that includes cross departmental commitments.</p> <p>Swansea's first Prevention Strategy has also been adopted by Council. Placing a preventative approach at the heart of everything we do, underpinning corporate priorities and delivery of the Well-Being Plan and Social Services Well-Being Act.</p> <p>Appropriate Key Performance Indicators are being finalised across the Council for both strategies including establishing baselines, targets and expected reporting timeframes for each objective.</p> <p>The Poverty and Prevention Strategy Delivery Team also supports the Poverty Forum, Swansea Partnership Poverty Forum, Financial Inclusion Steering Group and the delivery of key objectives within both strategies.</p>
Provide a welfare rights training programme to support staff from Swansea Council and partner organisations to negotiate the significant changes to the benefits system resulting from Welfare Reform	2017	<p>In progress: The Welfare Rights Training programme was completed with most courses oversubscribed.</p>
<p>New action added for 2018 Provide a specialist advice line service to support staff of Swansea Council and partner organisations negotiate the welfare</p>	2018 – 2020	<p>In progress: The advice line runs three days a week – Monday, Wednesday and Friday. The queries on the advice line have become more</p>

Associated actions	Deadline	Progress 2018
benefit system to ensure that clients are receiving their correct entitlement.		complex due to the significant changes, which particularly affect BME and EEA nationals.
New action added for 2018 Appeal Representation at both first tier and Upper Tribunal hearings	2018 - 2020	In progress: The provides an appeal representation service to clients of staff of Swansea Council and partner agencies.
Finance & Delivery		
Provide support for Universal Credit (UC) applicants by providing two digital self-serve zones in the Contact Centre, as UC is an on-line application. Our customer service team will provide digital support, assistance with making on-line applications and UC advice and information to customers. A Personal Budgeting Support service has also been arranged for appropriate UC customers	Assess effectiveness every six months	In progress: We no longer manage the contact centre and so are not responsible for 'providing' the 2 digital self-service zones although we do use them. Also, overall responsibility for managing the Authority's support for UC applicants lies with the Poverty and Prevention team. However, Benefits staff provide digital support and assistance with making on-line applications for UC from the 2 digital zones in the contact centre as part of the authority wide team.
Provide a dedicated take-up advice line and email address to offer welfare advice to customers, which includes advice on how to claim Housing Benefit (HB), Council Tax Reduction (CTR), Discretionary Housing Payment (DHP) and help and advice on welfare reform changes and other welfare benefits	Assess effectiveness every six months	In progress: Due to the reduction in staffing resources this facility is now mostly only offered to applicants for Council Tax Reduction referred for assistance by Revenues staff. Advice on claiming Housing Benefit, Council Tax Reduction Discretionary Housing Payments continues to be provide by our staff as required by our customers every day. Provision of advice on other state benefits requiring detailed technical knowledge of those benefits is not within our remit although

Associated actions	Deadline	Progress 2018
		other departments within the authority are able to do so e.g. Poverty and prevention Team.
Proactively support all HB cases affected by the Benefit Cap	Ongoing and activity will increase when cap value falls	In progress: Benefits staff continue to support HB customers affected by the benefit cap. The cap was introduced from 2013 and the bulk implementation exercises were dealt with at the time including a second exercise when the cap value was reduced. Cases now come through on an individual basis and are dealt with appropriately.
Work with other organisations such as Age Cymru, Swansea Carers' Centre and DWP Visiting Team to provide advice and guidance on Benefits, Council Tax Reduction and Council Tax discount schemes	Assess effectiveness every six months	In progress: Funded by the Money Advice Service we have developed a relationship with Shelter Cymru to provide personal budgeting support for our customers as required. A drop in 'surgery' was set up in the contact centre earlier this year but due to the lack of take up it was changed to a referral based service. We are part of the team within the authority supporting Universal credit claimants.
Work with Foodbanks such as the Swansea Foodbank (where we are the highest distribution agent), Eastside Foodbank and the Swansea Mosque Foodbank. For all foodbanks we will act as a referring agent and provide welfare benefit advice to the foodbanks to assist customers in food crisis	Assess effectiveness every six months	In progress: A reduction in resources and plans for agile working (no storage space) means that we no longer hand out food parcels but we continue to distribute food parcel vouchers on behalf of the local foodbanks.
Provide advice to parents and schools on Free School Meals (FSM) and Uniform Grant queries	Assess effectiveness every six months	In progress: The section continues to do this providing a dedicated enquiries line for schools to ring with queries relating to free school meals.

Associated actions	Deadline	Progress 2018
Provide advice and information to customers on a range of assistance available, e.g. Warm Home Discount, Welsh Water Assist, Healthy Start Vouchers, Discretionary Assistance Fund, Passport to Leisure, etc.	Assess effectiveness every six months	In progress: We continue to do this and are in discussions about taking over the day to day management of the Passport to leisure scheme with the intention of streamlining the application process for the convenience of our customers.

Equality Objective 11 - Ensure consultation and engagement is inclusive and undertake awareness raising activities
Corporate Priority link: Building sustainable communities

Associated actions	Deadline	Progress 2018
Communications and Customer Engagement		
Continue programme of equality engagement with key forums and groups including: Disability Liaison Group, BME Forum, LGBT Forum and 50+ Network Continue to support equality-related events in association with these forums and groups Improve engagement with local disability groups via the Disability Liaison Group (DLG)	Assess effectiveness annually	In progress: This work has continued as per narrative report (5.4) and specific 50+ update below.
Review the City and County of Swansea Local Service Board & Healthy City Board Ageing Well and Strategy for Older People Action Plan 2015 – 2019	Annually	In progress: We have continued to work with the Network 50+ and Dementia Friendly Swansea to develop work around Ageing Well

Associated actions	Deadline	Progress 2018
Include work with Swansea Network 50+ and other relevant engagement mechanisms / methods with older people in the annual review		
Organise an event to include an Annual Meeting of Swansea Network 50+ and a public event to mark UK Day of Older People	Annually	In progress: UK Day for Older people's celebration took place in October 2017 as well as a number of other engagement activities.
Poverty & Prevention		
Ensure that the Big Conversation continues to encompass a range of mechanisms that aim to facilitate the widest possible participation of all children and young people	2017	In progress: A sustained increase of participants in Big Conversation has continued with new opportunities to extend the age range of Big Conversation planned and promoted. 6,087 children and young people had opportunities to have their voices heard through a range of Big Conversation mechanisms co-ordinated by the Life Stages Team including: <ul style="list-style-type: none"> • Big Conversation forums • Pupil voice forums • Forums for care experienced children and young people Specific consultations such as the consultation on the play and childcare sufficiency assessments <ul style="list-style-type: none"> • Voting in the UK Youth Parliament • CYP Super Survey
Continue a range of inclusive play specific consultation with identified groups and individuals. Undertake specific consultation with key groups with protected	2019	In progress: Ongoing consultation with parent/carers and reps. Significant consultations include:

Associated actions	Deadline	Progress 2018
characteristics as part of the 2016/19 Play Sufficiency Assessment		<ul style="list-style-type: none"> Siting of the location for Swansea's first wheelchair swing in a public park including with young wheelchair users The process for play & leisure opportunities as part of the Commissioning Review of disability services including two specific engagement events and an engagement day for young people
Engage with traveller communities via Play on Wheels mobile play	2019 – feeding into the Play Sufficiency Audit	In progress: Play on Wheels continued to deliver outreach mobile play opportunities at the morganite site with 28 sessions delivered during 17/18
Ensure a wide range of engagement by local people, including the most marginalised members of the community, in the Communities First (CF) Programme. Activities will include information sharing, active participation, collaboration and partnership working between individuals and organisations, and empowering local people	March 2017	Complete: The Communities First Programme had established a Community Engagement and Support Team to ensure that the most disengaged community members were able to access services and support locally and empower people and communities to become more resilient. The role and resources for future Community Empowerment is in the process of being developed with Welsh Government at the time of writing.
Ensure that the relevant aspects of the Ageing Well Plan are embedded within these Equality Objectives from 2017 onwards	2017	In progress: We will look to review Ageing Well objectives in line with Human Rights approach for 18/19
Housing & Public Protection		
Implement an updated Local Tenant Participation Strategy (LTPS) 2015-18	2018 - reviewed quarterly with	In progress:

Associated actions	Deadline	Progress 2018
	Tenant Steering Group	The new TP strategy for 2018-2021 is currently under review and will be finalised by the end of 2018. This will be carried out in consultation with tenants.
Continue to work in partnership with the Youth Inclusion Team, to encourage participation of young people in housing matters (with the aim of setting up a group exclusively for young people and encouraging them to join other groups)	Annual progress review in December of each year	In progress: A visit has taken place to Parklands School YR 6 pupils in response to contact from them on safety in our high rise blocks and the feedback was positive from the school. The big housing conversation youth group hasn't met recently due to difficulties in recruitment, therefore the service is exploring the use of social media to engage with young people.
Promote and raise awareness of the availability of: – Same Sex Marriage into the Civil Marriage ceremony The legal process which enables couples who have previously entered into Civil Partnerships to convert them into marriage	Monitored monthly	In progress: Ongoing and monitored monthly. Information updated on website
Corporate Building and Property Services		
Review current consultation with local access groups to improve physical access to buildings and services	Ongoing with annual reviews	In progress: To date Jason hasn't been asked to attend any meetings but is happy to attend the SAFE meeting and the Disability Liaison Group as and when required and if workloads enable him to.
Economic Regeneration & Planning		
Focus on engagement arrangements and methods with equality groups to ensure inclusivity and help improve the delivery of ongoing work programmes	Ongoing with annual reviews	In progress: Significant engagement undertaken as part of the design of the Swansea Central scheme and planning application process,

Associated actions	Deadline	Progress 2018
		the Kingsway regeneration project, the deposit LDP and various other projects and initiatives across the service
Cultural Services		
Raise awareness of Cultural Services and identify any barriers to participation via engagement with key equality groups	2018 - and continue to monitor progress	<p>In progress: With the current commissioning process taking place within Cultural Services, there is work being undertaken to monitor the equalities impact as part of process and ensuring equalities polices of the bidders are clearly evident as a mandatory part of the process.</p> <p>We endeavour to use models that represent the diverse citizens of Swansea and we try to ensure that our marketing campaigns appeal people of every community and that is supported through our videography and imagery. This is referenced in tender specifications.</p> <p>Swansea Museum: Exhibition and project work has included work with NEET young people and young carers. Swansea Opera exhibition included work with a number of BAME groups including African Community centre and the Chinese Community Centre.</p> <p>During 2018, the One Swansea exhibition will explore immigration and identity. As part of the exhibition, workshops and contributions will be sought from current refugees and asylum seekers. The museum will also be working in partnership with Race Council Cymru, African Community Centre and YMCA Swansea on a project exploring identify and</p>

Associated actions	Deadline	Progress 2018
		music targeting BAME young people. A separate project in partnership with Race Council Cymru and the UK Parliament will explore the 50 th anniversary of the Race Relations Act. In the autumn an exhibition on the 100 th anniversary of suffrage will also explore contemporary issues for young women today.

Equality Objective 12 – Work on health and sport initiatives that focus on outcomes for our communities
Corporate Priority link: Building sustainable communities

Associated actions	Deadline	Progress 2018
Housing and Public Protection		
Deliver a Tobacco Action Plan for Swansea, which will concentrate on areas identified in local needs assessments and mapping exercises	As per deadlines in action plan	In progress: Action plan has been delivered and is ongoing with illicit tobacco and smoke free beaches.
Cultural Services		
Ensure that relevant equality issues are considered when revising leisure centre (and other venue) timetables	Ongoing	In progress: Equality issues are always taken into consideration when timetabling activities. Where changes to programmes identify potential implications to individuals or groups, then the necessary consultation would be undertaken prior to the changes. There is no charge for carers or companions accompanying disabled users who need assistance to ensure that this is not a barrier to participate.

Associated actions	Deadline	Progress 2018
		The Council publish access statements for Leisure Centres on their webpages.
Develop Inclusive Futures Programme working on disability sport programmes events and legacy	2018 - and continue to monitor progress	In progress: The inclusive futures programme was successfully piloted in Swansea. It has since been taken on nationally by Disability Sport Wales. Our involvement is now through our Disability Sports Development officer who can refer to and use the resources of the scheme when necessary
Continue rollout of Insport to target partners and voluntary organisations to encourage integration of disabled people into mainstream sport clubs through national governing body of sport pathways	2018 - and continue to monitor progress	In progress: Insport continues to be a key driver of our approach to disability sport. We continue to accredit clubs and organisations and will ourselves be looking to increase our INSPORT national accreditation following an audit and presentation to a national Disability Sport panel in May 2018
Increase opportunities for young people to participate in after-school (extra-curricular) sporting opportunities	2018 - and continue to monitor progress	In progress: This is a fundamental role of the community sports development and active young team. Links between school and club sport, community capacity building and consultation with young people remain a daily part of the team's operational plan.
Continue to take steps to further reduce the gender gap in participation in sport and physical activity	2018 - and continue to monitor progress	In progress: We continue to offer girls only activities and consult regularly with girls in school and community settings. We also lead the "Us Girls" programme in Swansea, targeting girls aged 11-19 in areas of poverty. We have had national recognition for this programme and were nominated for a UK sports development award through Streetgames in 2018.

Equality Objective 13 – Continue to improve staff and Member awareness of equality and diversity issues

Corporate Value link: People focus

Associated actions	Deadline	Progress 2018
HR & OD		
Regularly review training material to ensure it is up-to-date and covers emerging work areas e.g. age-friendly communities, dementia, UNCRC, etc.	Six monthly reviews	<p>In progress: This work has been routinely completed and training resources continued to be monitored and amended where necessary.</p> <p>Dementia awareness and Child safeguarding including CSE and Human Trafficking are on our learning portal.</p> <p>All E-learning is reviewed by subject matter experts to ensure appropriateness of application.</p>
Ensure that all school based staff and teachers have access to appropriate equality-related awareness raising training	Access currently in place. Promotion to be planned with Chief Education Officer in 2016 and demand monitored 6-monthly	<p>In progress: Demand has been limited. Internal provision has been adequate to fulfil training demand.</p> <p>Equality and other issues are available on the E Learning Portal, in addition School Based staff can access the Staff net where they can view policies etc.</p>
Develop a suite of e-learning courses on a modular basis to cover subject areas such as dementia, hate crime, trafficking etc.	December 2016	<p>Complete: The following e-learning training courses have been added to our portfolio:</p> <ul style="list-style-type: none"> • Dementia Awareness • Domestic Violence Awareness • Transgender Awareness

Associated actions	Deadline	Progress 2018
		<ul style="list-style-type: none"> • Welsh Language Awareness • Safeguarding <p>In addition: A Hate Crime training course has been developed and piloted; it is currently awaiting amendments</p> <p>Our equality & diversity e-learning course continues to be monitored for appropriateness</p>
Regularly review Corporate Induction to ensure training is up-to-date and covers emerging work areas e.g. age-friendly communities, dementia, UNCRC, etc.	Six monthly reviews	<p>In progress: Completed on a regular basis to ensure corporate induction is relevant and fit for purpose.</p> <p>This is again being reviewed in relation to potential enhancement to the process of induction through additional on-boarding and new areas of induction.</p>
Ensure that monitoring of corporate training is carried out to reflect accurately the attendance on all corporate training courses	Annually	<p>In progress: Corporate training is recorded and can be reported via the Council wide Learning Management Data System (OLM)</p> <p>This is ongoing and annual reports of Training delivery and analysis of demand is undertaken to inform future course planning.</p>
Poverty & Prevention		
Deliver appropriate and suitable levels of training on the UNCRC & Children's Rights	2017	<p>In progress:</p> <ul style="list-style-type: none"> • Workforce development opportunities offered by Life Stages Team through Poverty and Prevention,

Associated actions	Deadline	Progress 2018
		Education and Child and Family Services training programmes, training 141 members of staff. <ul style="list-style-type: none"> • UNCRC training provided to new Councillors upon induction • Bespoke workforce development opportunities offered by Life Stages Team as requested and necessary, e.g. Children's Rights in Pre-School Settings
Re-circulate the staff survey first completed in 2014 to all staff and Councillors to measure knowledge and understanding of children's rights and the UNCRC	2016	Complete: Following the initial baseline survey a follow up survey was run to gauge the understanding of Children's Rights. This showed an improvement in understanding and knowledge of the UNCRC and identified areas for development
Deliver Asylum Seeker and Refugee Awareness Training to enable staff to understand issues facing asylum seekers and refugees and make services more accessible and welcoming	2017	In progress: This year training has been delivered to colleagues in Culture and Tourism and Workways
Develop and disseminate information on Swansea's migrant communities for staff and elected Members	2017	In progress: Relevant and current information passed on to elected members (including Cabinet members), and staff as required and appropriate. This includes information incorporated in the joining process of Intercultural Cities Network
Deliver awareness events and Workshop to Raise Awareness of Prevent (WRAP) Training to appropriate frontline staff and Elected Members	2020 - with action plan reviewed and updated on an annual basis	In progress: In this reporting period, April 17 – March 18 <ul style="list-style-type: none"> • 499 individuals (including staff from Social Services, CMHT, Schools & Flying Start and Elected Members) received Prevent awareness training

Associated actions	Deadline	Progress 2018
		<ul style="list-style-type: none"> • 101 members of staff received Extreme Right Wing awareness training. • 239 members of staff completed the mandatory Prevent e-learning course.
Legal and Democratic Services		
To provide 6 monthly updates on legal section of intranet site as to case law dealing with equality issues	Every 6 months	In progress: An Equalities Bulletin was published in May 2018. This looked at all relevant case law and reported on key cases.
All departments		
Continue to provide and promote service-specific equality training / information where needed	Ongoing via annual updates	In progress: Examples from across the organisation include: Education: All staff are required to complete the online corporate equalities training module. Adult Services: Adult Services has developed a Training Needs Analysis which will inform an all Adult Services Workforce Development Plan. Equality Training will form part of this. Highways: Mandatory training is delivered. Rolling programme of all staff receiving equality training particularly front line staff Communications:

Associated actions	Deadline	Progress 2018
		<p>The Communications team helps promote equality issues via our internal Communications platforms to all staff and training opportunities are promoted and discussed within the team.</p> <p>Poverty & Prevention: Funded play projects receive training in and awareness of inclusion as an essential requirement of funding.</p> <p>The Early Years Training Booklet continues to include training for providers around Disability Awareness/ Confidence, Fun with Welsh, and sessions on sex trafficking and similar.</p>

Equality Objective 14 - Comply with the Procurement and Assessment of Impact regulations set out in the Equality Act 2010 (Statutory Duties) (Wales) Regulations 2011

Associated actions	Deadline	Progress 2018
<p>When procuring works, goods or services, we will have due regard to whether it would be appropriate:</p> <ul style="list-style-type: none"> • for the Pre-Qualification and/or award criteria for that contract to include considerations to help meet the general duty • to stipulate conditions relating to the performance of the contract to help meet the three aims of the general duty 	<p>Review effectiveness every six months</p>	<p>In progress: All procurement activity undertaken by the Council must have due regard to the general equality duty. In addition, all procurement activity with a potential cross border interest must comply with the EC Treaty principles which ensure fairness and transparency.</p>

Associated actions	Deadline	Progress 2018
Continue to operate the Equality Impact Assessment (EIA) process across the organisation	Review effectiveness every six months	In progress: This process continues to be applied to the subject of all corporate reports submitted to Corporate Briefing, Cabinet and Council (as well as other Committees). It is also applied to the budget setting process, major projects as well as all commissioning reviews.
Continue to quality assure completed EIA screenings and reports, providing feedback to departments	Review effectiveness every six months	In progress: Officers are supported by the Access to Services Team via meetings, initial informal feedback and bespoke team sessions on request. The EIA quality assurance process includes officers with expertise in equality, children's rights, poverty, Welsh language, consultation and engagement.

Appendix 2

Swansea Council Workforce Profile

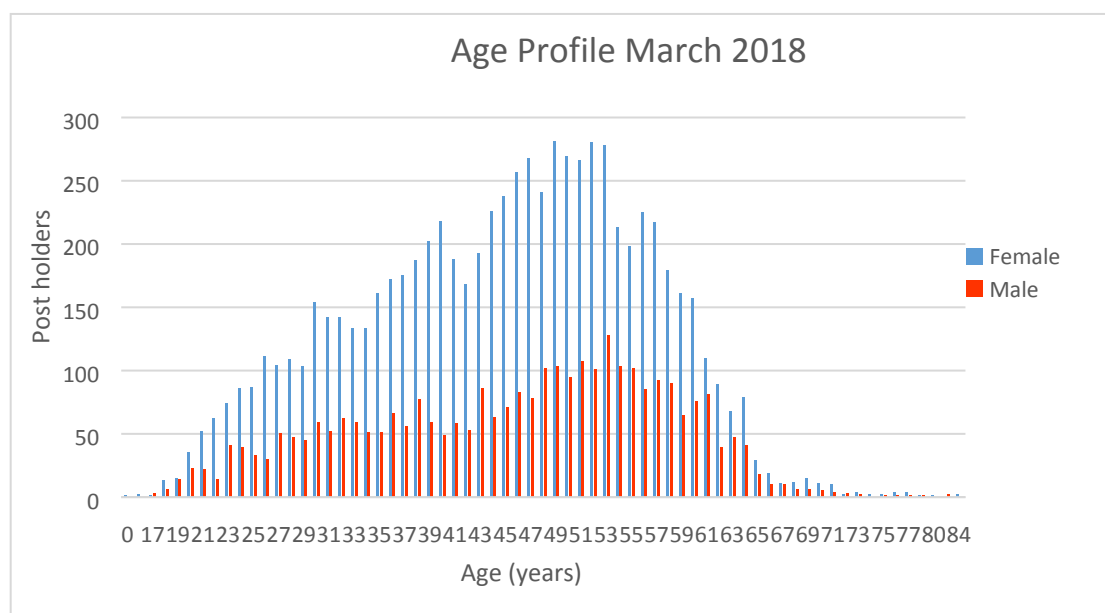
The system used to collect employment and training data continues to be updated to provide more detailed information. However, the equality data available is not complete because employees are not required to provide this information; work is ongoing to encourage employees to update their details.

Relief and Casual staff are excluded.

Gender Workforce Profile (posts)

Count of Employee Number		
Gender	Employment Category	Total
Female	Permanent - Full Time	1198
	Permanent - Job Share	66
	Permanent - Part Time	3047
	Temporary - Full Time	292
	Temporary - Job Share	7
	Temporary - Part Time	2959
Female Total		7569
Male	Permanent - Full Time	1946
	Permanent - Job Share	7
	Permanent - Part Time	413
	Temporary - Full Time	228
	Temporary - Part Time	380
Male Total		2974
Grand Total		10543

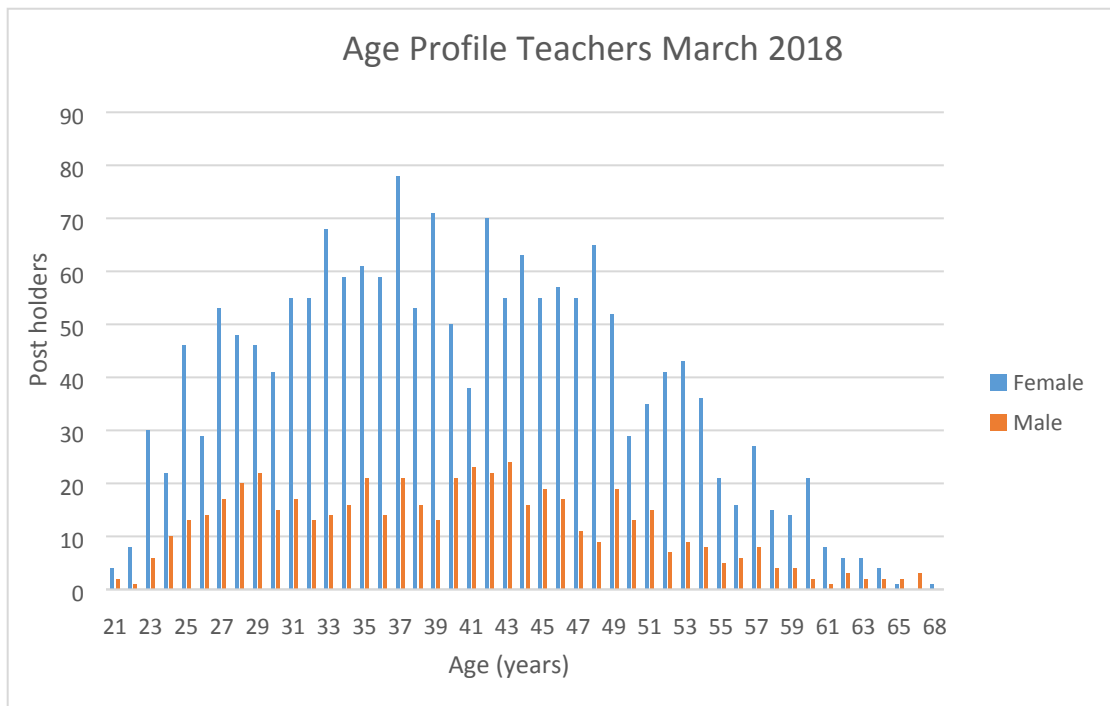
Age



Teachers

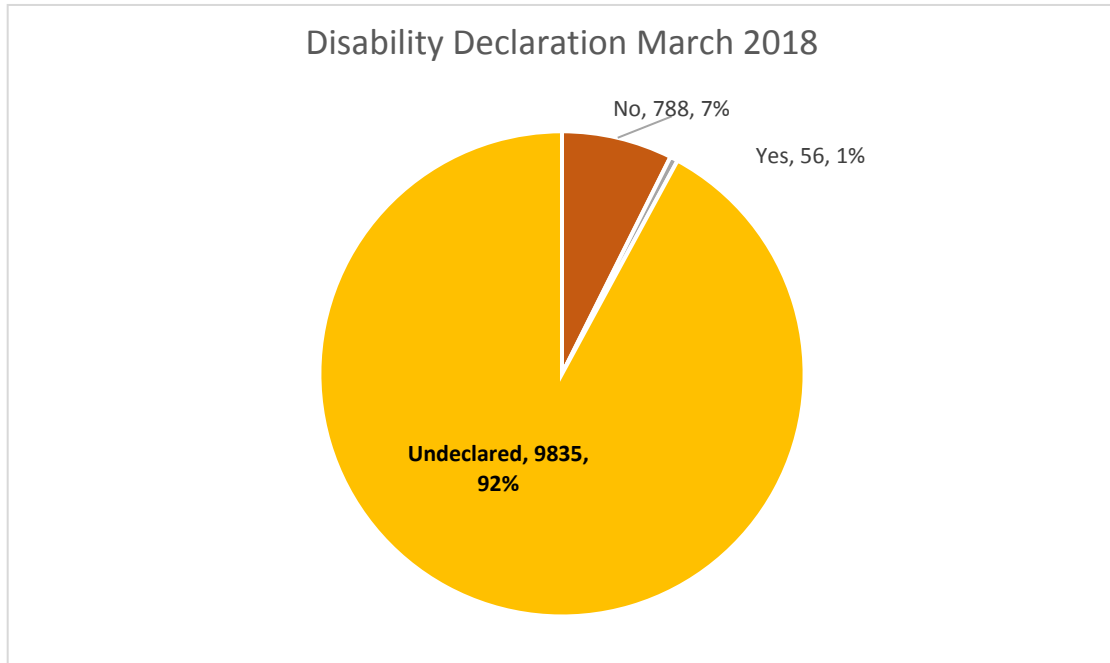
Count of Employee Number	Gender		Grand Total
	Female	Male	
Employment Category			
Permanent - Full Time	859	387	1246
Permanent - Job Share	9		9
Permanent - Part Time	275	22	297
Temporary - Full Time	238	92	330
Temporary - Job Share	1		1
Temporary - Part Time	159	21	180
Grand Total	1541	522	2063

Teachers Age Profile

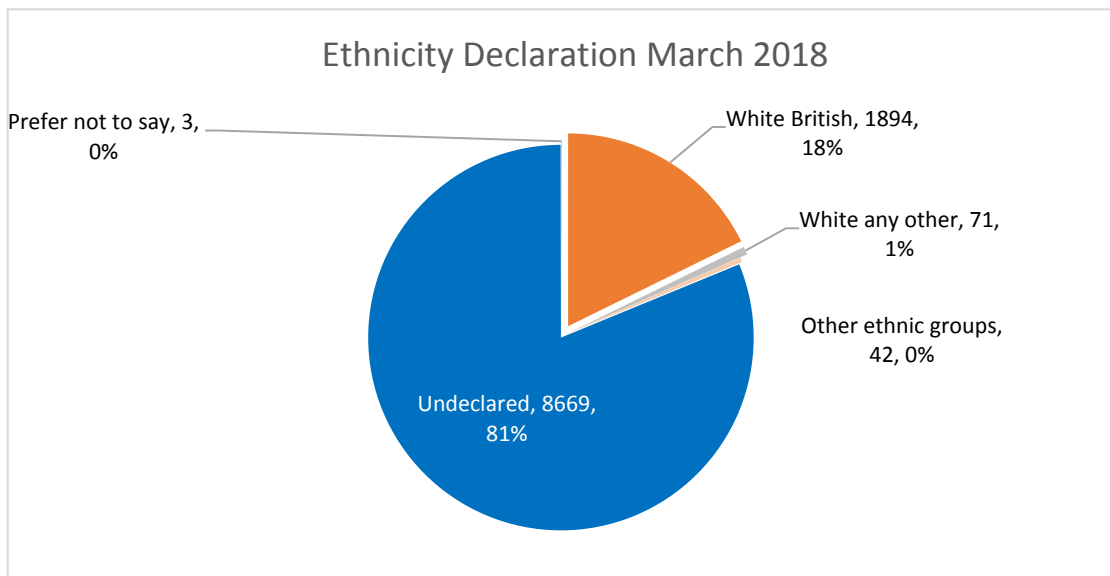


Protected Characteristics (All staff)

Disability General Workforce (posts)

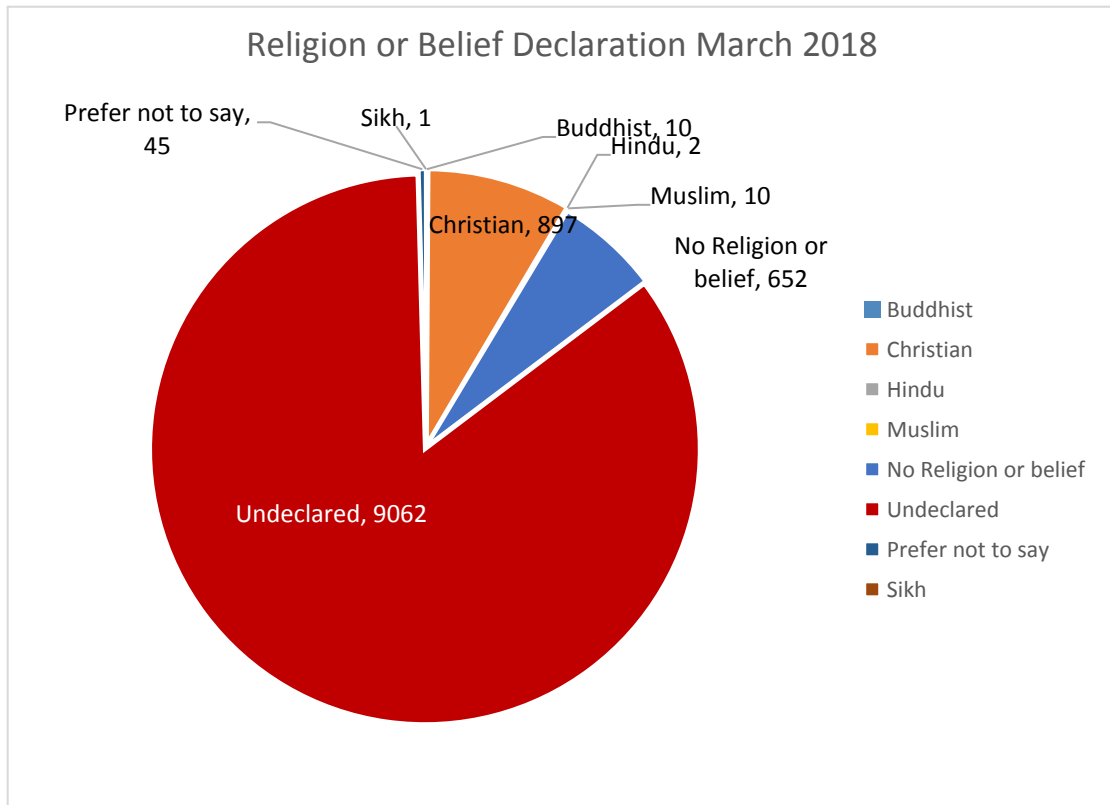


Ethnicity (posts)

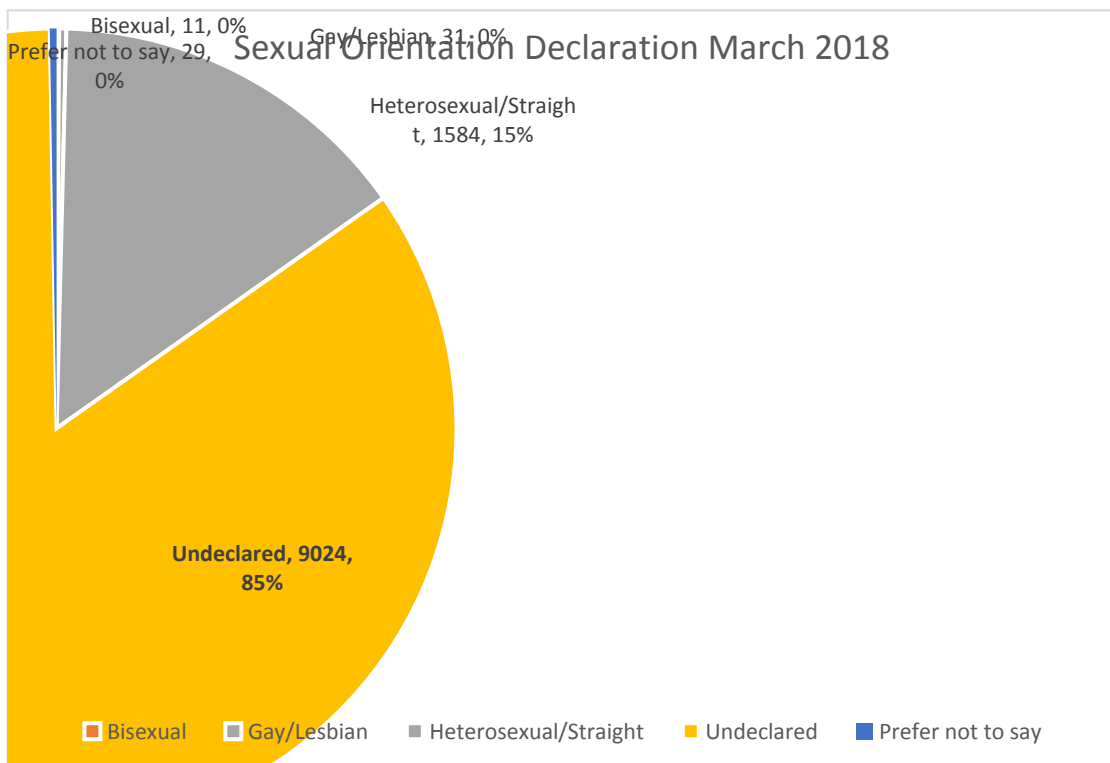


Note: the majority of employees declared as a member of an ethnic group have too few to record (less than ten) and are therefore grouped together as 'other ethnic groups')

Religion or Belief



Sexual Orientation



Training information collected 2017 – 18

NB Where figures are less than 10 these have been replaced with *

By gender:

Male	1386
Female	1638

By age:

24 and under	149
25 – 39	771
40 – 49	868
50 – 59	927
60+	309

By nationality:

British (including Welsh, Scottish, English and Irish)	1281
Non-British	28
Not specified	1715

By ethnic group:

White	676
Other (including Asian, Black, Chinese, etc.)	16
Not specified	2332

By religion:

Christianity	278
Other (including Jewish, Muslim, Buddhist etc)	22
None	210
Not specified	2514

By disability:

Long term illness, health problem or disability	17
None	129
Not specified	2879

By sexual orientation:

Straight / heterosexual	579
Gay / lesbian	13
Bisexual	*
Other	*
Not specified	2427

By gender identity:

Identify as transgender	*
Do not identify as transgender	605
Not specified	2417



Report of the Convener of the Equalities Scrutiny Inquiry Panel

24 October 2018

Equalities Inquiry: Equality Impact Assessment Screening Process

Purpose:	To look at the Equality Impact Assessment Screening
Content:	Equality Impact Assessment (EIA) Process
Councillors are being asked to:	Consider the information provided as part of their Scrutiny Inquiry into Equalities

1. Background

- 1.1 As part of the scrutiny inquiry into equalities the Panel will collect a wide selection of evidence including processes and practices used by the Council to ensure it meets its equalities responsibilities under the Equality Act 2010 (Public Sector Equality Duty for Wales).

2. Equality Impact Assessment (EIA) process

- 2.1 In attendance to discuss this with the panel will be Rhian Millar, Equalities and Consultation Officer. Copies of the relevant documentation are attached for discussion today.
- 2.2 Attached is an example of the documentation used in the EIA process:
- Equality Impact Assessment Guidance
 - Equality Impact Assessment Form
 - Equality Impact Assessment Screening Guidance
 - Equality Impact Screening Form
 - Good example of a completed EIA Form

Equality impact assessments

Equality impact assessments (EIAs) are a legal requirement within both the Public Sector Equality Duty and Welsh Language (Wales) Measure.

Just to clarify the legal obligations, the Public Sector Equality Duty (Wales) puts a specific requirement on us to undertake equality impact assessments (EIA) as a way of examining whether a new or existing function, service, policy, procedure, strategy, plan or project affects any person or group of persons adversely.

EIAs are an integral part of any decision making process and should be undertaken as early as possible during any initiative - ideally at its inception. Failure to undertake an EIA or doing so after any decisions have been made may invalidate the decision, or at the very least leave it open to challenge or judicial review.

Our EIA process also takes into account other key issues and priorities, such as poverty and social exclusion, community cohesion, carers and the United Nations Convention on the Rights of the Child (UNCRC).

The initial EIA screening form and full report template are available as downloads on this page. Specific guidance is also available and we recommend reading through this before you begin.

An EIA screening and/or full report must accompany any report presented to Committees, Executive Board, Corporate Briefing, Cabinet or Council.

Equality Impact Assessment (EIA) Report Form Guidance

If you have identified the need to complete a full EIA report (via the Screening), please follow the guidance below to assist you. If you are producing a report for Corporate Management Team, Corporate Briefing, Committee, Cabinet or Council, it will not be accepted unless you have followed the EIA process.

Please note that EIAs need to be fully quality assured before agreement and this involves a number of colleagues from across the Council. While every effort will be made to respond as quickly as possible, 5 working days (at the very least) should be allowed for this process (as well as time to make any necessary amendments), to avoid any delay, particularly in relation to corporate report deadlines.

Please note – throughout this guide we will refer to functions, services, policies, procedures, strategies, plans, proposals and projects as ‘initiatives’.

Page 1 of the EIA report is a summary of the Screening Form so add the relevant information.

Section 1 - Aims:

What are the aims?

- What are the aims of the initiative? Why is the initiative needed?
- Is it responding to an identified need/demand/outcome of consultation/engagement?
- What outcomes are you looking to achieve?
- How will you ensure that it works as it is intended?

Who has responsibility?

- Who is developing the initiative?
- Who will be responsible for implementation, monitoring and review?

Who are the stakeholders?

- Who is the initiative for? Public or staff, or both?
- Who will be affected by the initiative?
- Is the initiative aimed at certain groups of people?

Section 2 – Information about service users:

- What information do you currently hold about your service users? Please remember that this does not necessarily have to be statistical data.
- What existing quantitative data is available, in-house or externally?
- What does the information tell you? Provide a brief snapshot of the relevant points. Where relevant, you can use high level population statistics, such as Census data.
- If there is insufficient information, what actions are required to address this?

There is some statistical information available on our website, which you may find useful:

<http://www.swansea.gov.uk/profiles>

Section 3 – Impact on protected characteristics:

You will need to consider the impact on particular groups of service users or employees in terms of protected characteristic.

Are the impacts positive, negative or neutral? Think about issues such as those listed below and any potential barriers:

- Accessibility – not just physical access, remember:
 - Language
 - Delivery methods (e.g. on-line, telephone, location, etc.)
 - Staff involvement, availability of assistance
- Availability and accessibility of information
- Customer service
- Cultural sensitivity
- Fairness
- Dignity
- Respect

Has the delivery of the service been examined to assess if there are any indirect effects on any of the groups identified? I.e. through examination of available data such as complaints.

Do you need to consider the potential for discrimination by association or perception? This [guide](#) gives a few examples of the different types of discrimination, which are covered by the Equality Act 2010.

Remember to fully consider each group, e.g.

- For **gender** there may be considerations around gender reassignment or pregnancy/maternity, both of which are included in equality legislation
- For **age**, there may be specific issues affecting older people, e.g. consider how the initiative will affect citizens with dementia. What action can be taken to minimise adverse impact? Could the initiative contribute to the ‘age friendly’ agenda or improve the experience of getting older in Swansea? How can you ensure that the needs of older people are considered?
- Consider whether the initiative has any direct or indirect impact on **children**. Many initiatives have an indirect impact on children and you will need to consider whether the impact is positive or negative in relation to both children’s rights and their best interests.
- Cross-generational working offers a wide variety of benefits to individuals and communities. Does the initiative consist of activities or practices, which could bring together participants from different generations?
- For **disability**, remember that this doesn’t just mean wheelchair users – it could include someone who is deaf, visually impaired or has a learning disability or mental health issue.
- For **carers**, this includes anyone providing unpaid and informal care. Some examples follow, but please note that there are many other caring scenarios:
 - A child caring for a disabled parent

- An older person caring for a friend who has a mental health issue
- A young adult caring for a sibling with substance misuse difficulties
- An adult caring for an older relative who is elderly, frail or experiencing dementia.
- For **community cohesion**, remember that this is not solely a race or religion issue – it's much wider than that (for more information, see Section 5)
- For **poverty & social exclusion**, remember issues around cost and the impact on limited incomes are significant but consideration also needs to be given to service accessibility and barriers to participation.
- We've added information on refugees, asylum seekers, gypsies and travellers on pages 8 and 9.

Equality legislation protects EVERYONE in society from discrimination so consider everyone who may access or receive a service or be affected by any changes in its operation. If you are unsure of any of these issues, contact accesstoservices@swansea.gov.uk

Remember to include the positive issues as well any negatives. For example, if you have done particular work with disabled people to ensure a service is accessible to all, and acted on the recommendations made, include the information here.

Section 4 – Engagement:

We carry out engagement so the people who live in, work in or visit Swansea have a say in things that may affect them.

This area is a legal requirement within EIAs so you will need to consider what activity is appropriate. Specific consultation with children is also part of the United Nations Convention on the Rights of the Child (UNCRC):

- What consultation and engagement has been done in relation to your EIA, or similar initiatives and what are the results?
 - Contact consultation@swansea.gov.uk to see what consultation has been undertaken
 - Contact uncrc@swansea.gov.uk to see if any consultation has been undertaken with children
 - Our consultation toolkit gives you some helpful guidance if you are thinking of planning a consultation
<http://www.swansea.gov.uk/staffnet/consultation>
- You may not have undertaken any Consultation or Engagement in relation to your EIA – don't panic! This does not stop you completing an EIA. Consultation and engagement activity can be identified as part of your report and completed as part of the EIA action plan.

Section 5 – Other impacts:

We have a legal duty to:

- advance equality of opportunity between different groups,
- eliminate discrimination, harassment and victimisation and
- foster good relations.

It is therefore crucial that you consider how your initiative will affect and contribute towards achieving any (or all) of these objectives.

Advance equality of opportunity:

Ensuring that equality considerations are built in at the policy development stage. Does the initiative ensure that everyone affected is treated fairly?

Eliminate discrimination:

Reduce or eradicate unfairness and discrimination. Is there a possibility that different people could be (inadvertently) negatively affected by the initiative?

Community relations:

- promoting equality
- supporting cross-community contact
- encouraging both mutual understanding
- acceptance of cultural diversity.

Has the initiative improved opportunities for different groups of people?

Poverty and social exclusion: It is important to recognise that poverty is not just about income, although it is a significant aspect. People's aspirations and opportunities are affected by a variety of different circumstances. Swansea Council recognises 3 dimensions of poverty:

- **Service poverty:** unable to, or have difficulty accessing services e.g. family support, education, health, housing, transport etc – for various reasons.
- **Participation poverty:** not being included in activities (social, cultural, leisure etc.) or in decisions/discussions/actions affecting your life. Resulting in some cases people having lower aspirations, and ambitions.
- **Income poverty:** household income less than 60% of the UK the median income (after housing costs).

Social inclusion: the process that is used to address these multiple issues of exclusion and to make sure that people from different backgrounds have similar life opportunities.

Community cohesion: what must happen in all communities to enable different groups of people to get on well together, whatever their backgrounds or circumstances. Community cohesion requires different groups to have:

- a shared future vision and sense of belonging

- a focus on what new and existing communities have in common, alongside a recognition of the value of diversity
- a strong and positive relationship between people from different backgrounds
- people from different backgrounds having similar life opportunities;
- people knowing their rights and responsibilities
- people trusting one another and trusting local institutions to act fairly.

Our communities are facing many challenges to make sure that everybody gets on well together. Some of these are:

- deep-rooted inequality where people feeling left out or isolated
- feeling of fear and distrust
- community tensions and vulnerability to radicalisation
- discrimination and hate related incidents
- the impact of divisive global politics
- changing demographics where people moving in and out of Wales
- a higher demand on public services
- a lack of community facilities and services in some rural areas
- support for Welsh-speaking communities.

<http://gov.wales/topics/people-and-communities/communities/communitycohesion/?lang=en>

Welsh language: Consider any effects the initiative may have on the use of Welsh. Specifically, aim to ensure that Welsh is treated no less favourably than English and that people have, and are offered, an equal opportunity to use Welsh or English in their dealings with the Council. Translating forms and information is only the first step.

To meet our legal duties, we need to focus on two main areas:

- Maximise opportunities for the Welsh language to be used
- Minimise any barriers to the use of the language.

Section 6 - United Nations Convention on the Rights of the Child (UNCRC):

The UNCRC is an agreement between countries which sets out the basic rights all children should have. Almost every country in the world has signed the agreement and the UK agreed to it in 1991.

In 2013 Swansea Council became the first local authority in Europe to consider the UNCRC as part of its decision making process. The Welsh Government was the first National Government to do the same in 2011.

The UNCRC includes 42 rights given to all children and young people under the age of 18.

The 4 principles are:

1. Non-discrimination
2. Survival and development
3. Best interests
4. Participation

Although this guide contains a summary of all 42 articles some will be more relevant than others, depending on the initiative you are looking at or the department you work for. You are not expected to fully understand the entire convention and its relevance to your initiative. Colleagues within the Poverty and Prevention service will consider your EIA form in relation to the UNCRC as part of the normal quality assurance process.

The EIA form already addresses two of the principle articles (non-discrimination and participation) – the new Section 5 covers the others (best interests and survival and development).

Direct and indirect impact – some examples:

Some initiatives will have no impact on children e.g. day centres for older people.

Direct Impact: If the initiative relates to a service for children, e.g. a new school or playground.

Indirect Impact: this is more difficult to judge, however very often indirect impact will occur. Examples may include:

- The closure of a library or any cultural venue.
- Major road / infrastructure projects
- Any new building for community use or change of use
- Most planning decisions outside individual home applications

What do we mean by “best interests”?

The best interest’s principle does not mean that any negative decision would automatically be overridden but it does require you to look at how you justify the decision and how you would mitigate against the impact (in the same way as you would for any other protected group, e.g. disabled people).

- The living wage initiative would be considered as in the best interests. The initiative could potentially lift families out of poverty and poverty can seriously limit the life chances of children.
- The closure of a library or cultural building would not be in the best interests of children as it could limit their access to play, culture and heritage as outlined in Article 31.

A final example:

The following proposal was announced for consultation by Swansea Council in March 2014:

We would like to know what you think about our proposal to build a brand new GP surgery and Family Centre for Mayhill. The new Centre will be designed specifically to help staff provide you with the best possible health care in your community. The Surgery and Family Centre will be in one building, and will have a safe outside play area for the children and ample parking.

In this particular case a new family centre and GP surgery combined is most likely to be in the best interests of children and will directly impact on them. Further considerations could include:

- The location and design of the new centre – will there be safe access?
- Will the outdoor play area be available when the centre is closed?
- Will children be consulted on the play area and indeed on the family centre design?

You can see all 42 articles here:

<http://www.swansea.gov.uk/article/10610/UNCRC---Know-your-rights>

Further information is also available at:

<http://www.unicef.org.uk/crc?qclid=CKW8n9H5g8ICFTPJtAodcDIAkQ&ssi=1>

If you have any questions or need support to complete your EIA, please contact uncrc@swansea.gov.uk

Section 7 – Monitoring arrangements:

- How is the initiative being monitored (e.g. consultation and engagement activities, performance indicators, annual reviews, data collection on service users etc.)?
- Who is responsible for the monitoring process?
- What is the timetable?

In gathering and assessing the evidence you will identify **required actions**. They may be to gather information on your customers, eliminate discrimination or develop monitoring arrangements, etc. These actions can now be entered into the action plan template (found at the end of the EIA form) for the next 3 years.

Section 8 – Outcomes:

As you fill in the EIA form, you will gather evidence/information to make an assessment on which of the following four possible outcomes apply to your initiative:

Outcome 1: Continue the initiative – no concern

The EIA demonstrates the initiative is robust; there is no potential for discrimination or adverse impact and all opportunities to promote equality have been taken. The initiative should be reviewed annually to ensure the content of the EIA is still relevant and accurate.

Outcome 2: Adjust the initiative – low level of concern

The EIA identifies potential problems or missed opportunities. Adjust the initiative via the action plan to remove barriers or better promote equality.

Outcome 3: Justify the initiative – moderate level of concern

The EIA identifies the potential for adverse impact or missed opportunities to promote equality with regard to some groups (e.g. positive action). Clearly set out the justifications for continuing with it. The justification should be included in the text box provided on the EIA form and must be in line with the duty to have due regard. For the most important relevant policies, compelling reasons will be needed.

Outcome 4: Stop and refer the initiative – high level of concern

The initiative shows actual or potential unlawful discrimination. In this instance, please detail the next steps / areas of concern in the text box and refer to your Head of Service / Director for further advice.

Section 9 – Publication and monitoring arrangements:

On completion, please follow this 3-step procedure:

1. Send the draft EIA report and action plan to the Access to Services Team for feedback and approval – accesstoservices@swansea.gov.uk
2. Make any necessary amendments/additions.
3. Provide the final version of this report to the team for publication, including email approval of the EIA from your Head of Service. The EIA will be published on the Council's website, in line with legal requirements.

Definitions:

Refugee

“A person who owing to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion, is outside the country of his nationality and is unable or, owing to such fear, is unwilling to avail himself of the protection of that country; or who, not having a nationality and being outside the country of his former habitual residence as a result of such events, is unable or, owing to such fear, is unwilling to return to it.”

The 1951 United Nations Convention Relating to the Status of Refugees

In the UK, a person is officially a refugee when they have their claim for asylum accepted by the government.

Asylum Seeker

A person who has left their country of origin and formally applied for asylum in another country but whose application has not yet been concluded.

Refused asylum seeker

A person whose asylum application has been unsuccessful and who has no other claim for protection awaiting a decision. Some refused asylum seekers voluntarily return home, others are forcibly returned and for some it is not safe or practical for them to return until conditions in their country change.

Economic migrant

Someone who has moved to another country to work. Refugees are not economic migrants.

Gypsies and travellers

Gypsy and Traveller communities are an integral part of 21st century Britain. Some committed, forward-looking local authorities have pioneered ways of meeting the needs of these nomadic groups to preserve their traditional lifestyle, while accessing health and education services and maintaining good relations with other communities.

In other areas, however, Gypsies and Travellers continue to be the focus of social tension with accommodation issues at the core. People living near unauthorised sites often object to developments without planning permission or where the environment is being damaged. Such concerns receive widespread coverage in local and national media.

Nobody benefits from such confrontations; least of all the Gypsies and Travellers themselves. Romany Gypsies and Irish Travellers are legally recognised as ethnic groups, and protected from discrimination by the Race Relations Act (1976, amended 2000) and the Human Rights Act (1998). In terms of health and education, they are one of the most deprived groups in Britain.

- Life expectancy for Gypsy and Traveller men and women is 10 years lower than the national average.
- Gypsy and Traveller mothers are 20 times more likely than the rest of the population to have experienced the death of a child.
- In 2003, less than a quarter of Gypsy and Traveller children obtained five GCSEs and A*-C grades, compared to a national average of over half.

It also found that Gypsies and Travellers experience discrimination and inequalities in the following areas:

- Economic inclusion and access to employment
- Access to and experience of the healthcare system
- Social care, education and other public services, policing and the criminal justice system
- Racism and discrimination
- Domestic violence
- Interaction with faith organisations, political participation, good relations and capacity building.

“We are one community – the Travellers and our settled neighbours. We’ve all got something in common: we want our children to be healthy and educated”
Gloria Buckley MBE, Romany Gypsy and manager of three authorised sites.

Equality Impact Assessment (EIA) Report – 2017/8

This form should be completed for each Equality Impact Assessment on a new or existing function, a reduction or closure of service, any policy, procedure, strategy, plan or project which has been screened and found relevant to equality.

Please refer to the 'EIA Report Form Guidance' while completing this form. If you need further support please contact accesstoservices@swansea.gov.uk.

Where do you work?
Service Area:
Directorate:

(a) This EIA is being completed for a:

Service/ Function	Policy/ Procedure	Project	Strategy	Plan	Proposal
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(b) Please name and describe here:

(c) It was initially screened for relevance to Equality and Diversity on: ADD DATE

(d) It was found to be relevant to...

Children/young people (0-18)	<input type="checkbox"/>	Sexual orientation	<input type="checkbox"/>
Older people (50+).....	<input type="checkbox"/>	Gender reassignment	<input type="checkbox"/>
Any other age group	<input type="checkbox"/>	Welsh language	<input type="checkbox"/>
Disability	<input type="checkbox"/>	Poverty/social exclusion.....	<input type="checkbox"/>
Race (including refugees).....	<input type="checkbox"/>	Carers (including young carers).....	<input type="checkbox"/>
Asylum seekers	<input type="checkbox"/>	Community cohesion	<input type="checkbox"/>
Gypsies & Travellers.....	<input type="checkbox"/>	Marriage & civil partnership	<input type="checkbox"/>
Religion or (non-)belief	<input type="checkbox"/>	Pregnancy and maternity	<input type="checkbox"/>
Sex.....	<input type="checkbox"/>		

(e) Lead Officer

Name:

Job title:

Date:

(f) Approved by Head of Service

Name:

Date:

Section 1 – Aims (See guidance):

Briefly describe the aims of the initiative:

What are the aims?
Who has responsibility?
Who are the stakeholders?

Section 2 - Information about Service Users (See guidance):

Please tick which areas you have information on, in terms of service users:

Children/young people (0-18)	<input type="checkbox"/>	Sexual orientation	<input type="checkbox"/>
Older people (50+).....	<input type="checkbox"/>	Gender reassignment	<input type="checkbox"/>
Any other age group	<input type="checkbox"/>	Welsh language	<input type="checkbox"/>
Disability	<input type="checkbox"/>	Poverty/social exclusion.....	<input type="checkbox"/>
Race (including refugees).....	<input type="checkbox"/>	Carers (including young carers).....	<input type="checkbox"/>
Asylum seekers	<input type="checkbox"/>	Community cohesion	<input type="checkbox"/>
Gypsies & Travellers.....	<input type="checkbox"/>	Marriage & civil partnership	<input type="checkbox"/>
Religion or (non-)belief	<input type="checkbox"/>	Pregnancy and maternity	<input type="checkbox"/>
Sex.....	<input type="checkbox"/>		

Please provide a snapshot of the information you hold in relation to the protected groups above:

Any actions required, e.g. to fill information gaps?

Section 3 - Impact on Protected Characteristics (See guidance):

Please consider the possible impact on the different protected characteristics.

	Positive	Negative	Neutral	Needs further investigation
Children/young people (0-18)	→ <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Older people (50+)	→ <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Any other age group	→ <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Disability	→ <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Race (including refugees)	→ <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Asylum seekers	→ <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gypsies & travellers	→ <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Religion or (non-)belief	→ <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sex	→ <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sexual Orientation	→ <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gender reassignment	→ <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Welsh Language	→ <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Poverty/social exclusion	→ <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Carers (inc. young carers)	→ <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Community cohesion	→ <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Marriage & civil partnership →

Pregnancy and maternity →

Thinking about your answers above, please explain in detail why this is the case.

Section 4 - Engagement:

Please consider all of your engagement activities here, e.g. participation, consultation, involvement, co-productive approaches, etc.

What engagement has been undertaken to support your view? How did you ensure this was accessible to all?

What did your engagement activities tell you? What feedback have you received?

How have you changed your initiative as a result?

Any actions required (e.g. further engagement activities, mitigation to address any adverse impact, etc.):

Section 5 – Other impacts:

Please consider how the initiative might address the following issues - see the specific Section 5 Guidance

Foster good relations between different groups	Advance equality of opportunity between different groups
Elimination of discrimination, harassment and victimisation	Reduction of social exclusion and poverty

Please explain any possible impact on each of the above.

What work have you already done to improve any of the above?

Is the initiative likely to impact on Community Cohesion? Please provide details.

How does the initiative support Welsh speakers and encourage use of Welsh?

Actions (to mitigate adverse impact or to address identified gaps in knowledge).

Section 6 - United Nations Convention on the Rights of the Child (UNCRC):

Many initiatives have an indirect impact on children and you need to consider whether the impact is positive or negative in relation to both children’s rights and their best interests. Please read the UNCRC guidance before completing this section.

Will the initiative have any impact (direct or indirect) on children and young people (think about this age group holistically e.g. disabled children, those living in poverty or from BME communities)? If not, please briefly explain your answer here and proceed to Section 7.

All initiatives must be designed / planned in the best interests of children and young people.

Best interests of the child (Article 3): The best interests of children must be the primary concern in making decisions that may affect them. All adults should do what is best for children. When adults make decisions, they should think about how their decisions will affect children. This particularly applies to budget, policy and law makers.

Please explain how you meet this requirement:

Actions (to mitigate adverse impact or to address identified gaps in knowledge).

Section 7 - Monitoring arrangements:

Please explain the monitoring arrangements for this initiative:

Monitoring arrangements:

Actions:

Section 8 – Outcomes:

Having completed sections 1-5, please indicate which of the outcomes listed below applies to your initiative (refer to the guidance for further information on this section).

- | | |
|---|--------------------------|
| Outcome 1: Continue the initiative – no concern | <input type="checkbox"/> |
| Outcome 2: Adjust the initiative – low level of concern | <input type="checkbox"/> |
| Outcome 3: Justify the initiative – moderate level of concern | <input type="checkbox"/> |
| Outcome 4: Stop and refer the initiative – high level of concern. | <input type="checkbox"/> |

For outcome 3, please provide the justification below:

For outcome 4, detail the next steps / areas of concern below and refer to your Head of Service / Director for further advice:

Section 9 - Publication arrangements:

On completion, please follow this 3-step procedure:

1. Send this EIA report and action plan to the Access to Services Team for feedback and approval – accesstoservices@swansea.gov.uk
2. Make any necessary amendments/additions.
3. Provide the final version of this report to the team for publication, including email approval of the EIA from your Head of Service. The EIA will be published on the Council’s website - this is a legal requirement.

EIA Action Plan:

Objective - What are we going to do and why?	Who will be responsible for seeing it is done?	When will it be done by?	Outcome - How will we know we have achieved our objective?	Progress

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* Please remember to be 'SMART' when completing your action plan (Specific, Measurable, Attainable, Relevant, Timely).

Draft Equality Impact Assessment (EIA) Report

This form should be completed for each Equality Impact Assessment on a new or existing function, a reduction or closure of service, any policy, procedure, strategy, plan or project which has been screened and found relevant to equality.

Please refer to the 'EIA Report Form Guidance' while completing this form. If you need further support please contact acesstoservices@swansea.gov.uk.

Where do you work?
Service Area: Education
Directorate: People

(a) This EIA is being completed for a:

Service/ Function	Policy/ Procedure	Project	Strategy	Plan	Proposal
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

(b) Please name and describe here:

Ethnic Minority Achievement Unit (EMAU)

EMAU has operated as a central local authority service for many years with the purpose of raising standards and tackling the risk of underachievement for learners from ethnic minority backgrounds, in particular those learning English as an additional language (EAL).

The EMAU service users and stakeholders (May 2018) are:

- approximately 1,475 'targeted' EAL learners ,aged 3-16 years (Referred EAL learners are Red, Amber, Yellow, Green ('RAYG') rated in order to prioritise support. 'Red' learners are those 'on the cusp' of attaining expected outcomes at the end of their respective key stage and 'amber' learners are those who are at more general risk of underachievement, mainly earlier stages of EAL acquisition. The 'red' and 'amber' pupils form the 'targeted' learners). A further 830 'yellow' EAL learners are 'monitored' in conjunction with schools
- 69 schools
- parents and carers from ethnic minority backgrounds who are not fluent in English or Welsh and
- other education professionals including education welfare officers (EWOs) and educational psychologists (EPs) working with learners, parents and carers who are not fluent in English or Welsh.

Demand on EMAU has generally grown year-on-year against a backdrop of reducing funding. PLASC (Pupil Level Annual School Census) January 2018 identified 12.1% (4290 learners) of the Swansea school population as having EAL with over 140 languages and dialects spoken. This is a slight increase (0.3%) on 2017 PLASC. 14.8% of the Swansea school population are from a minority ethnic background. Referral numbers remain high with 491 new referrals in 2016/17 academic year. There have been 393 referrals to date this academic year.

The current EMAU delivery model in the context of increased and diversifying demand, diminishing EMAU staffing levels and continuation of reductions in funding is no longer sustainable and necessitates significant transformation.

Post-consultation Update

It was proposed to reduce the central team of specialist teachers and bilingual teaching assistants to a small advisory service with remaining funding being devolved to schools on a formula basis. The proposed model of service delivery was designed to improve the capacity of all schools in the local authority to independently meet the needs of minority ethnic learners especially those with English as an additional language (EAL). The devolving of funding would allow schools more flexibility to establish their own provision and build the capacity of their staff team.

Following the formal consultation process between March 2018 and May 2018 there was significant opposition to the proposed model. Three further options have now been suggested:

1. *Retain the central service until 31 March 2019, devolving any savings to all schools*
2. *Reduce the central service with some Bilingual Teaching Assistant (BTA) support for new arrivals and schools with low numbers of minority ethnic learners. The remaining funds would be devolved to schools with larger numbers of EAL learners using a formula based on EAL learner numbers.*
3. *Devolve nearly all funding to all schools by formula retaining only one school improvement performance specialist with responsibility for monitoring minority ethnic achievement and providing capacity building support*

The recommended option to Corporate Briefing and Cabinet is option 2.

(c) The initial proposal for consultation was initially screened for relevance to Equality and Diversity in February 2018. The recommended option 2 is the subject of this amended EIA.

(d) It was found to be relevant to...

Children/young people (0-18)	<input checked="" type="checkbox"/>	Sexual orientation	<input type="checkbox"/>
Older people (50+).....	<input checked="" type="checkbox"/>	Gender reassignment	<input type="checkbox"/>
Any other age group	<input checked="" type="checkbox"/>	Welsh language	<input checked="" type="checkbox"/>
Disability	<input checked="" type="checkbox"/>	Poverty/social exclusion.....	<input checked="" type="checkbox"/>
Race (including refugees).....	<input checked="" type="checkbox"/>	Carers (including young carers).....	<input checked="" type="checkbox"/>
Asylum seekers	<input checked="" type="checkbox"/>	Community cohesion	<input checked="" type="checkbox"/>
Gypsies & Travellers.....	<input checked="" type="checkbox"/>	Marriage & civil partnership	<input type="checkbox"/>
Religion or (non-)belief	<input checked="" type="checkbox"/>	Pregnancy and maternity	<input type="checkbox"/>
Sex.....	<input checked="" type="checkbox"/>		

(e) Lead Officer

Name: Pam Cole

Job title: Head of EMAU

Date: 06 March 2018

(f) Approved by Head of Service

Name: Mark Sheridan

Date: 06 March 2018

Amended on 25 June 2018 following the formal consultation

Section 1 – Aims (See guidance):

Briefly describe the aims of the initiative:

What are the aims?

Section 1 - Aims:

The overall aim of the change to service delivery was to encourage all schools to audit provision for minority ethnic and more specifically EAL learners and put an action plan in place. Access to support from the central advisory team would be more equitable across schools as opposed to being linked to numbers of referred EAL learners and the languages they speak. The proposed model increased the independence of schools to develop their own provision through devolved funding. The aim of the proposed future delivery model was to maintain achievement and inclusive practices for minority ethnic learners.

The recommended model following consultation will also aim to provide advice/guidance and time limited support for new arrivals in schools with lower numbers of EAL learners who do not have devolved funding. There would also be provision of interpreting and translating services for these schools.

As per the original proposal the recommended model of service delivery would still aim to:

- Focus on school improvement and capacity building
- Monitor and evaluate attainment of EAL and minority ethnic learners at local authority level
- Promote school-to-school support and sharing of best practice within the current school improvement mechanisms
- Continue to improve the knowledge and skills of the school-based workforce to support minority ethnic learner achievement
- Continue to support schools to embrace diversity, pro-actively include minority ethnic learners and engage with their families

Transformation of service delivery is needed due to:

- **Continuous and on-going reductions in funding which has made the central service provision in the current format unsustainable**

In financial year 2009-2010 at its peak, combined grant and council core funding amounted to just over £2m. Since this point, there have generally been year-on-year reductions. The Welsh Government have changed funding mechanisms for financial year 2018-2019 with the indicative amount of £1.2m now confirmed. This equates to reductions of around 40% over the last nine years, with over 30% of the cuts having been in the last six years. Furthermore, there is lack of clarity about any future funding arrangements. The Welsh Government has indicated 'transitional funding' for 2019 – 2020 for all local authorities in Wales. It is undecided how this funding will be distributed but it is likely that funding for Swansea will reduce. . Potentially Welsh Government funding from 2020 onwards will cease.

- **Increasing numbers of minority ethnic/EAL learners and diversifying demand**

Demand on EMAU's services has generally grown year-on-year. The total numbers of minority ethnic learners in receipt of specialist EMAU support doubled from 1600 in the school year 2005/2006 to 3200 in 2015/2016. Termination criteria have now been introduced in an attempt to make supported pupil numbers more manageable. However, pupil numbers and referrals still remain high against the backdrop of significant reductions in staffing. Pupil Level Annual School Census (PLASC) percentages indicate year-on-year increases of around 0.8% in the numbers of minority ethnic and EAL learners. The increase from 2013 to 2017 amounts to 3.3.% for minority ethnic learners and 3.2% for EAL learners. Page 92

- **Mismatch between demand for current service provision and central resource**

There have been reductions in funding and loss of staff year-on-year for a number of years and this is highly likely to continue. At its peak the service employed 85 staff. As of 1 September 2017 this number reduced to 43 (including 3 staff employed via the Vulnerable Persons Resettlement Programme (VPRS)). As of 1 July 2018 this number has further reduced to 36 in total as seven staff have taken VR via the enhanced redundancy package or resigned.

There is now a significant mismatch between bilingual support need and provision and inequity on a number of levels. EMAU are supporting ten home languages. Criteria for allocating bilingual support to pupils now varies considerably across languages. In addition, new referrals in 2016-17 spoke over 50 languages and PLASC (January 2018) identified over 140 languages spoken amongst pupils over and above English and/or Welsh. Therefore only early stage English learners in some languages get support and the amount of support varies depending upon the language. Provision of the current level of interpreting and translating services is also under increased strain with difficulty in meeting demand at peak times.

Over the last three years there has been around a 40% reduction in specialist teacher time allocated out to schools. This has led to significant workload issues with increased numbers of schools per teacher and escalating teacher to pupil ratios. Since September 2016 measures have been implemented to try to mitigate against these issues. Allocations to schools have been eroded over time with at least 30 schools having specialist teacher allocations of half a day or less per week resulting in 'blocking' of support rather than weekly support. Therefore, from a pupil point of view there is inequity of access to any specialist teacher support. This situation will be further exacerbated in September 2018 due to numbers of specialist teachers that have taken VR.

Currently, the work of specialist teachers straddles two support models – direct pupil support and building capacity within the schools to take on more responsibility as EMAU staffing resource reduces. There is ongoing tension between the need to drive forward the sustainable capacity building agenda and the operation of direct learner support. Allocation of specialist teacher support to schools and a number of practices and procedures hinge around pupil numbers not around evaluating schools' provision for ethnic minority/EAL learners. The two models are now incongruous.

- **Welsh Government Proposals**

The Welsh Government has recently indicated its view that services for learners with EAL and minority ethnic learners should move to more sustainable models of service delivery and has indicated transitional funds for this transformation. The recommended option suggests a model of service delivery and levels of staffing that could sustainably support minority ethnic achievement over the medium term.

- **What outcomes do we hope to achieve?**

1. Ensure capacity continues to be built across all schools to support minority ethnic learners, particularly EAL learners, to achieve to their potential via: auditing provision; developing action plans; facilitating EAL co-ordinator networks; delivering a menu of support and training; sharing guidance documents and resources
2. Ensure the progress and achievements of minority ethnic learners continue to be monitored and evaluated at local authority level to ensure that outcomes are at least maintained.
3. Promote school-to-school support and sharing of best practice.
4. Support schools to continue to embrace diversity, pro-actively include minority ethnic learners and engage with their parents/carers by ensuring access to interpreting and translating services.
5. Ensure an equitable distribution of service and resources.

6. Create sustainability in schools, the LA and region to support minority ethnic learners.

• **How will we ensure that it works as intended?**

We will:

1. Ensure outcomes for minority ethnic and EAL learners are at least maintained and that no groups are identified as underperforming
2. Monitor audits and progress against action plans
3. Evaluate the effectiveness of guidance documents and resources
4. Evaluate the menu of support and central training courses Ensure best practices for minority ethnic achievement are identified and shared via the current school improvement mechanisms
5. Monitor attendance at EAL co-ordinator networks
6. Monitor and moderate the annual EAL Needs Survey completed by all schools for PLASC
7. Monitoring of spending of devolved funding/provision in schools with larger EAL numbers

Who has responsibility?

- Director of People
- Chief Education Officer
- Head of Vulnerable Learners
- Head of EMAU

The initiative is being developed by the Head of EMAU and Head of Vulnerable Learner Service.

Who are the stakeholders?

- Pupils (aged 3 -19 years) from minority ethnic backgrounds including those from settled local minority ethnic communities, asylum seekers, refugees, Roma gypsies and economic migrants from within and outside of the EU, the children of overseas students
- Parents/carers from minority ethnic backgrounds in particular those who do not speak English or Welsh
- Schools and governing bodies
- Other education professionals e.g. education welfare officers, education psychologists etc.
- People Directorate
- Cabinet and all Councillors
- Welsh Government
- Press and media
- Third sector organisations – e.g. EYST, Welsh Refugee Council, City of Sanctuary, British Red Cross
- The Big Word telephone interpreting service
- Welsh Interpretation and Translating Service (WITS)
- Supply agencies – e.g. New Directions
- Swansea University and other HE/FE establishments

Section 2 - Information about Service Users (See guidance):

Please tick which areas you have information on, in terms of service users:

- | | | | |
|------------------------------------|-------------------------------------|--------------------------------------|-------------------------------------|
| Children/young people (0-18) | <input checked="" type="checkbox"/> | Sexual orientation | <input type="checkbox"/> |
| Older people (50+)..... | <input type="checkbox"/> | Gender reassignment | <input type="checkbox"/> |
| Any other age group | <input type="checkbox"/> | Welsh language | <input checked="" type="checkbox"/> |
| Disability | <input checked="" type="checkbox"/> | Poverty/social exclusion..... | <input type="checkbox"/> |
| Race (including refugees)..... | <input checked="" type="checkbox"/> | Carers (including young carers)..... | <input type="checkbox"/> |
| Asylum seekers | <input checked="" type="checkbox"/> | Community cohesion | <input type="checkbox"/> |
| Gypsies & Travellers..... | <input checked="" type="checkbox"/> | Marriage & civil partnership | <input type="checkbox"/> |
| Religion or (non-)belief | <input type="checkbox"/> | Pregnancy and maternity | <input type="checkbox"/> |

Please provide a snapshot of the information you hold in relation to the protected groups above:

From the Pupil Level Annual School Census (PLASC) January 2018-

Based on the whole school population (3-19 years):

Pupils from minority ethnic background: **5,411 (14.8%** of pupil population)
(EAL learners: **4,290 (12.1%** of pupil population)

From January 2018 PLASC-

Pupils from minority ethnic backgrounds who have a statement of special educational need (SEN): **184 (0.51%** of pupil population)

Pupils from minority ethnic backgrounds attending Welsh Medium schools: **121 (0.33%** of pupil population)

Pupils from minority ethnic backgrounds who are also Looked After Children (LAC): **26 (0.07%** of pupil population)

18.03% (962) of all minority ethnic learners were claiming free school meals

EMAU Service Users:-

- **69** local schools are supported by EMAU specialist teaching staff (May 2018). See below:-

Primary Schools	Secondary Schools
57	12

- **Around 2,305** minority ethnic pupils, aged 3-16 years, being supported by EMAU specialist teaching staff and bilingual teaching assistants (May 2018). This includes pupils targeted for support (around 1,475) and those monitored (around 830) in conjunction with schools. (Numbers fluctuate daily due to new referrals and leavers).
- In February 2018 of the supported pupils, **54.5%** of the pupils are male and **45.5%** are female (February 2018)
- **289** pupils are in receipt of bilingual support to access the curriculum (May 2018)

- Over **140** different languages and dialects other than English and/or Welsh are spoken amongst pupils from minority ethnic backgrounds and their parents/carers (PLASC January 2018). The **10** most widely spoken languages other than English/Welsh are: Sylheti/Bengali, Arabic, Polish, Chinese (all dialects), Malayalam, Tagalog/Filipino, Urdu, Romanian, Turkish and Kurdish (all dialects)
- Pupils from all **6** main ethnic background categories attend Swansea schools (White, Mixed, Asian or Asian British, Black or Black British, Chinese or Chinese British, Any Other Ethnic Background)
- **418** formal requests for interpreting/translating were received by EMAU between September 2016 and July 2017. Of these requests **158** were for multiple families. **51** schools requested interpreting and translating services.

Information gathered on service users and held by EMAU includes:-

- **Personal information** (e.g. name, gender, d.o.b., country of origin, ethnic group, home/first language,)
- **Educational information** (e.g. School(s) attended, year group, stage of learning English as an additional language (EAL), attainment within the National Curriculum, any special educational needs, dietary requirements, attendance at community schools, etc).

How Information is obtained/collected by EMAU via:-

- Interviews with parents/carers/pupils
- Access to the Local Authority's ONE pupil data base
- An annual needs survey undertaken across all schools in Swansea for the Pupil Level Annual School Census (PLASC)

The information gathered by EMAU on service users tells us that:-

- There are increasing numbers of pupils from minority ethnic backgrounds and those with EAL in schools across the local authority area.
- Whereas the majority of pupils from minority ethnic backgrounds attend English medium schools some attend Welsh medium schools.
- Pupil referral rates to EMAU remain high despite schools being requested to be more discerning about who they refer. See below:-

	2012/13	2013/14	2014/15	2015/16	2016/17	2017-18 to date (June 2018)
No of pupil Referrals	575	588	728	555	492	393

- The number of languages spoken at home by pupils is widening.
- There is a high need for interpreting/translating services for school staff, pupils, parents/carers and other education professionals.
- Pupils from minority ethnic backgrounds in Swansea schools achieve well.
- Level of proficiency in EAL is the most significant factor impacting on the achievement of pupils from minority ethnic background

- It can take up to ten years for pupils learning EAL to develop fluency, including literacy in English
- Pupils from minority ethnic backgrounds are a mobile and transient group..
- There are increasing numbers of pupils entering Swansea schools from Romanian and Kurdish backgrounds. Some Romanian pupils are actually from Roma backgrounds although they may not identify as such.
- Asylum seeker and refugee families continue to be housed in Swansea, including those from specific schemes such as the Vulnerable Persons Resettlement Scheme (VPRS). It is estimated that 154 asylum seeker pupils of statutory schools age are in Swansea schools (May 2018)

Any actions required, e.g. to fill information gaps?

-

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Section 3 - Impact on Protected Characteristics (See guidance):

Please consider the possible impact on the different protected characteristics.

Learners and their families:

	Positive	Negative	Neutral	Needs further investigation
Children/young people (0-18)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Older people (50+)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Any other age group	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Disability	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Race (including refugees)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Asylum seekers	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Gypsies & travellers	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Religion or (non-)belief	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sex	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sexual Orientation	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Gender reassignment	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Welsh Language	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Poverty/social exclusion	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Carers (inc. young carers)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Community cohesion	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Marriage & civil partnership	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Pregnancy and maternity	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

EMAU Staff:

	Positive	Negative	Neutral	Needs further investigation
Children/young people (0-18)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Older people (50+)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Any other age group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Disability	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Race (including refugees)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Asylum seekers	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Gypsies & travellers	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Religion or (non-)belief	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Sex	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sexual Orientation	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Gender reassignment	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Welsh Language	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Poverty/social exclusion	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Carers (inc. young carers)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Community cohesion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Marriage & civil partnership	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Pregnancy and maternity	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

The impact of redundancy could have negative impacts on staff and their families due to loss of income and anxiety and stress. There should be potential for alternative employment through devolving of funding to schools with larger EAL numbers although this may be limited if schools chose to protect their own staff. In the recommended option there are more continued employment

Schools:

	Positive	Negative	Neutral	Needs further investigation
Children/young people (0-18) →	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Older people (50+) →	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Any other age group →	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Disability →	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Race (including refugees) →	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Asylum seekers →	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Gypsies & travellers →	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Religion or (non-)belief →	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sex →	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sexual Orientation →	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Gender reassignment →	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Welsh Language →	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Poverty/social exclusion →	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Carers (inc. young carers) →	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Community cohesion →	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Marriage & civil partnership →	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Pregnancy and maternity →	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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Thinking about your answers above, please explain in detail why this is the case.

The recommended option should give schools with larger numbers of EAL learners enough funding and hence flexibility to establish their own provision. Retaining a small central service will allow access to some support/advice/guidance and interpreting and translating services for those schools with smaller numbers for whom any devolved funding would be inadequate. The focus of the central service will be more on capacity building than on-going pupil support. All schools can have access to services, such as the central training programme that build capacity. Therefore there are likely to be the following impacts:

Neutral

- The achievement of minority ethnic learners and valuing of diversity is the responsibility of individual schools so levels of attainment and inclusion should be maintained.
Many respondents suggested that there would be a negative impact on attainment, however, the evidence base from local authority benchmarking, Welsh and UK Government data and research concludes that levels or models of support do not significantly impact learner attainment. The evidence base for the impact on all learners also shows that in fact high numbers of EAL learners can have a positive impact on the attainment of all learners.
- Schools with larger numbers of EAL learners will have the independence and flexibility to establish their own provision via employing their own staff. and to establish their own capacity to support minority ethnic learners and to maintain relationships with their families as schools
- Schools with smaller EAL numbers will retain access to support from the central service
- All schools will have access to training around minority ethnic achievement.
- There should be a fairer distribution of resources.
- Schools will be encouraged to share best practice with regard to minority ethnic achievement.

It is important to note that schools are subject to the public sector equality regulation for Wales. The central team will be monitoring all aspects of the delivery of this service to ensure that children and young people from minority ethnic backgrounds continue to achieve.

EMAU Staff

Neutral/Needs Further Investigation

Funding for schools will be devolved. Therefore it will need to be used for the purposes of supporting EAL learners/minority ethnic achievement.

Schools with larger numbers of EAL learners could employ EMAU bilingual teaching assistants, particularly from the main language groups, for themselves thereby diversifying the school-based workforce. In addition, schools could employ EMAU specialist teachers. There are also opportunities for some EMAU staff to retain posts within the recommended model.

Potentially, there could be more opportunities for EMAU BTAs than specialist teachers as the head teachers that responded felt that BTAs were better value for money.

Whilst schools can be encouraged to employ EMAU staff with their devolved funding, there is no obligation for them to do so. Therefore the outcome is to some extent unpredictable and will potentially need further investigation

Section 4 - Engagement:

Please consider all of your engagement activities here, e.g. participation, consultation, involvement, co-productive approaches, etc.

DRAFT

What engagement has been undertaken to support your view? How did you ensure this was accessible to all?

The formal stakeholder consultation process commenced on 28 March 2018 and concluded on 11 May 2018. Translated consultation documents were provided in 11 languages with the greatest interpreting and translating need. Details of the consultation were included weekly in the Swansea Education Newsletter which is sent to all schools and letters were provided in a number of languages for schools to share with parents. Information was sent to individuals and organisations with links to minority ethnic communities.

Two face-to-face drop-in meetings were organised for parents/carers with interpreters made available. These were in Bishop Gore School on 23 April 2018 and in Bishop Vaughan School on 8 May 2018.

The proposals were presented and discussed at the Pupil Voice Forum on 9 May 2018 where pupils and the school staff accompanying them were able to participate by taking part in various activities whilst the teachers had a session with senior officers. In addition, the proposals were presented in the cross-phase headteachers' meeting on 10 May 2018.

A separate EMAU staff and Trade Union consultation ran concurrently to the wider stakeholder consultation. The staff consultation commenced on 16 April 2018 and ended on 16 May 2018, in line with the legal requirement of a 30-day consultation.

There were a large number of respondents to the consultations. In total the views of 664 respondents were represented in the wider stakeholder consultation, with 298 comments recorded. Respondents included pupils, parents/carers, school staff, head teachers and other stakeholders. Respondents were from a range of ethnic backgrounds and a number of responses were received in language other than English or Welsh.

24 responses in total were received in the EMAU staff and trade union consultation representing 55 views.

What did your engagement activities tell you? What feedback have you received?

The majority of stakeholders did not agree with the proposed model. There are a number of themes that have emerged following our consultation with all the different stakeholders. These are listed below:

Key Themes
1. The support is invaluable/the service should stay as it is and should not be cut/support is specialist
2. There will be a negative impact on the progression/attainment/achievement of EAL learners
3. There will be increased workload for class teachers/school staff
4. BTA support is particularly valued for beginners in English/new arrivals/home school links
5. There is a significant need for interpreting and translating services
6. There will be an impact on the achievements/attainment of all pupils
7. Equality of access to the curriculum will be impacted upon for EAL learners
8. There will be a negative impact on the inclusion of learners and families/wellbeing of EAL learners
9. Devolving of funding should be based on numbers of EAL learners

10. Schools and school staff are not ready to take this on – 3 central staff will not be enough

How have you changed your initiative as a result?

Taking into account the main themes that emerged from the consultation, and alternative models put forward a number of points were considered and factored in to the Cabinet Report and specifically the recommended option :

The recommended option now reads as follows:

Reduced central service with some BTA support for new arrivals and schools with low numbers of minority ethnic learners. Devolve remaining funds to schools with larger numbers of EAL learners using a formula based on learner numbers and English language acquisition.

This will ensure that schools with large numbers of EAL learners have the autonomy to tailor the support required for their learners. Schools with small numbers of EAL learners will receive support from the central team.

The points below detail the key considerations taken into account from the consultation and how the recommendation seeks to address these:

- The original model that was proposed needs to be amended with a range of options considered to reflect the differing views evidenced in the consultation - *three options have been included in the Cabinet Report ranging from keeping the central service to having only one performance specialist. The recommended option is deemed to most widely cover other considerations as detailed below and the most sustainable*
- Minority ethnic and EAL learner attainment needs to continue to be monitored at local authority level to ensure there is no future detrimental impact – *this was factored into the original proposal and will be upheld in any option decided upon moving forward. Data at local authority level will continue to be monitored to ensure there is no detrimental impact of changes to provision.*
- Access to bilingual support for learners needs to be factored in *The recommended option ensures that schools with larger numbers have greater amounts of devolved funding to employ their own bilingual staff. Retention of a small BTA team centrally will allow access to bilingual support for those schools with smaller numbers of EAL learners who would not have had enough devolved funding to employ staff. However, sustainability and equity of access to bilingual support that is already an issue means there is a need to develop a wider range of strategies to build capacity within the system such as the use of volunteers/parents and implementing the Young Interpreter Scheme.*
- Interpreting and translating services for parents/carers needs to be available.. *Schools with devolved funding have increased amounts in the recommended option to employ staff. These schools can use their own bilingual staff to provide interpreting and translating services or can access services directly through WITS. Schools with no devolved funding and support from the central service can access interpreting and translating services from centrally employed staff or WITS. Schools with devolved funding could also access interpreting and translating services from the central team and could be recharged accordingly. Wider strategies for communicating with parents/carers need to also be built up such as more linkage with communities themselves. Work needs to be done with the Welsh Interpretation and Translation Service (WITS) to build the number of more locally based interpreters in order to make these services more cost-effective.*

- Capacity does need to continue to be built - *The recommended option ensures that there is universal entitlement to centrally run courses, guidance documents, EAL co-ordinator networks with scope for best practice to be shared within the current school improvement mechanisms Schools with smaller numbers of EAL learners and potentially less experience can still have access to more bespoke advice and guidance for individual learners via the central service or can be supported by more experienced schools.*
- The formula for devolving any funds to schools needs to be altered to be based on EAL learners and not on minority ethnic learners or on a points formula linked to EAL stage and key stage. Only those schools with EAL learners should have funding., . - *The formula for devolving funding has been changed and now takes account of EAL learner numbers only, that is one point per pupil irrespective of key stage. Any devolving of funding to schools needs to try to ensure that adequate monies are made available to schools with larger numbers of EAL learners in order that they have the potential to employ current EMAU staff. Thereby reducing the numbers of potential redundancies, retaining the specialism and ensuring minority ethnic role models in schools - In the recommended option only schools with larger numbers of EAL learners have devolved funding. Therefore the funding is not so greatly dissipated.*

Although many respondents suggested that there would be a negative impact on attainment there was no evidence presented that this was the case. On the contrary the evidence base from local authority benchmarking, Welsh and UK Government data and research concludes that levels of support do not significantly impact learner attainment. The evidence base for the impact on all learners also shows that in fact high numbers of EAL learners can have a positive impact on the attainment of all learners.

The same evidence as well as the proportion of time offered in schools under the current model suggests that there is little evidence that there would be a significant increase in the workload of teachers or impact on the inclusion of minority ethnic learners. Both these issues would also be mitigated by devolving funds to schools with high numbers of EAL learners.

Any actions required (e.g. further engagement activities, mitigation to address any adverse impact, etc.):

- Provide feedback to stakeholders

Section 5 – Other impacts:

Please consider how the initiative might address the following issues - see the specific Section 5 Guidance

Foster good relations between different groups	Advance equality of opportunity between different groups
Elimination of discrimination, harassment and victimisation	Reduction of social exclusion and poverty

Please explain any possible impact on each of the above.

The proposal would give schools the ability to address the above as they will have autonomy to further develop work in these areas.

Devolving funding to schools should advance equality of opportunity and eliminate

unfairness with regard to providing individual support for pupils/families across different language groups within schools.

It is important to note that schools are subject to the public sector equality regulation for Wales. The central team will be monitoring all aspects of the delivery of this service to ensure that children and young people continue to achieve.

What work have you already done to improve any of the above?

The current service provision by EMAU works to improve the above.

Is the initiative likely to impact on Community Cohesion? Please provide details.

- Promoting awareness of linguistic, cultural and religious diversity via training for school staff
- Fostering good relationships between different groups e.g. by promoting inclusion in schools
- Ensuring that policies, procedures and practices take account of diversity at school level and create a sense of belonging whilst eliminating discrimination and unfairness

How does the initiative support Welsh speakers and encourage use of Welsh?

The majority of minority ethnic and EAL learners are in English medium schools. Under the proposed model Welsh medium schools would have equality of access to specialist support and training.

Actions (to mitigate adverse impact or to address identified gaps in knowledge).

Section 6 - United Nations Convention on the Rights of the Child (UNCRC):

Many initiatives have an indirect impact on children and you need to consider whether the impact is positive or negative in relation to both children's rights and their best interests. Please read the UNCRC guidance before completing this section.

Will the initiative have any impact (direct or indirect) on children and young people (think about this age group holistically e.g. disabled children, those living in poverty or from BME communities)? If not, please briefly explain your answer here and proceed to Section 7.

Yes this proposal aims to improve the capacity of all schools in the local authority to independently meet the needs of minority ethnic learners especially those with English as an additional language (EAL). The devolving of funding to schools with larger numbers of EAL learners will allow those schools more flexibility to establish their own provision and build the capacity of their staff team to ensure that minority ethnic learners continue to be included in schools and their local communities and are able to achieve their potential. Therefore, these options have a direct impact on children and young people

All initiatives must be designed / planned in the best interests of children and young people.

Best interests of the child (Article 3): The best interests of children must be the primary concern in making decisions that may affect them. All adults should do what is best for children. When adults make decisions, they should think about how their decisions will affect children. This particularly applies to budget, policy and law makers.

Please explain how you meet this requirement:

The proposal will directly affect minority ethnic learners so that future arrangements will aim to ensure that these children and young people achieve the best possible outcomes.

The proposal relates to the following articles:

Article 3 - All organisations concerned with children should work towards what is best for each child.

Article 12 - Respect for the views of the child

Article 18 - Both parents share responsibility for bringing up their children. We should help parents by providing services to support them.

Article 28 - Children have a right to an education. Discipline in schools should respect children's human dignity.

Article 29 - Education should develop each child's personality and talents to the full.

Article 30 - Children have a right to learn and use the language and customs of their families.

Actions (to mitigate adverse impact or to address identified gaps in knowledge).

Section 7 - Monitoring arrangements:

Please explain the monitoring arrangements for this initiative:

Monitoring arrangements:

The central service will take a school improvement role to build school capacity. As part of that role they will monitor minority ethnic learner attainment against expected end of key stage outcomes. In addition processes will be in place to moderate the accuracy of the annual EAL individual pupil assessments for PLASC.

Actions:

Section 8 – Outcomes:

Having completed sections 1-5, please indicate which of the outcomes listed below applies to your initiative (refer to the guidance for further information on this section).

- | | |
|---|-------------------------------------|
| Outcome 1: Continue the initiative – no concern | <input type="checkbox"/> |
| Outcome 2: Adjust the initiative – low level of concern | <input checked="" type="checkbox"/> |
| Outcome 3: Justify the initiative – moderate level of concern | <input type="checkbox"/> |
| Outcome 4: Stop and refer the initiative – high level of concern. | <input type="checkbox"/> |

For outcome 3, please provide the justification below:

For outcome 4, detail the next steps / areas of concern below and refer to your Head of Service / Director for further advice:

N/A

Section 9 - Publication arrangements:

On completion, please follow this 3-step procedure:

1. Send this EIA report and action plan to the Access to Services Team for feedback and approval – acesstoservices@swansea.gov.uk
2. Make any necessary amendments/additions.
3. Provide the final version of this report to the team for publication, including email approval of the EIA from your Head of Service. The EIA will be published on the Council's website - this is a legal requirement.

EIA Action Plan:

Objective - What are we going to do and why?	Who will be responsible for seeing it is done?	When will it be done by?	Outcome - How will we know we have achieved our objective?	Progress
Source additional data (as per actions) and update PLASC 2017 data to that of PLASC 2018	Mark Sheridan, Head of Vulnerable Learner Service	29 March 2018 – assuming PLASC 2018 analysis is available - otherwise as soon as possible thereafter.	Data sourced and added to EIA document	Completed
If approved by Cabinet, monitor the delivery of the new model	Mark Sheridan, Head of Vulnerable Learner Service	Ongoing	Schools' supported to provide support to this group of learners	
Update EIA following the outcome of the consultation	Mark Sheridan, Head of Vulnerable Learner Service	21 June 2018	EIA updated and approved	Completed 21 June 2018
Update EIA if Cabinet approve a different option	Mark Sheridan, Head of Vulnerable Learner Service	July 2018	Cabinet approval	

* Please remember to be 'SMART' when completing your action plan (Specific, Measurable, Attainable, Relevant, Timely).

Equality Impact Assessment (EIA) - Screening Guidance

This guidance will help you complete the EIA screening process. Additional support is available from the [Access to Services Team](#). To meet legislative requirements, any reports being submitted to Corporate Management Team, Committees, Cabinet or Council must have a screening (and EIA report if required) completed on their subject matter.

What is the screening process?

Screening is the process we use to decide which of the Council's initiatives are relevant to equality, and which require a full EIA report.

Important: the EIA process is concerned with the effects of *changes* resulting from the initiative – and not necessarily with the overall process/service provision involved.

Not all initiatives are relevant, e.g. some technical procedures or internal policies may have no bearing on equality.

What is an Equality Impact Assessment?

An EIA is a systematic way of examining whether a new or existing function, service, policy, procedure, strategy, plan or project affects any person or group of persons disproportionately.

NB: An EIA must also be completed when proposing a budget reduction or closure / relocation of service.

Please note – throughout this guide we will refer to functions, services, policies, procedures, strategies, plans and projects as 'initiatives'.

When should an EIA be completed?

A screening must be completed as early as possible in any process / project, e.g., when:

- developing a new initiative
- changing an initiative moderately or significantly (including a service relocation or change of environment)
- planning to reduce or close a service (including as a result of budget changes)

We have existing legislative duties – please refer to staffnet for more details

<http://www.swansea.gov.uk/staffnet/equalityanddiversity>

The screening process

The screening form is designed to make the process as easy as possible. The form asks just 8 questions to help decide whether your initiative is relevant to equality. Answers are scored to determine whether the initiative is high, medium or low in terms of impact – this will determine whether an EIA is undertaken and when.

NB: *Double-click on any box on the form for a menu to input a cross*

Section 1 - Question 1 a/b

Tell us what the initiative is, i.e. a service, policy, procedure, project, strategy or plan and give its name and a brief description of it.

Please remember to provide enough detail – in order for someone in a different department to understand the work you are doing. Avoid using any jargon!

Question 2 a

Think about which option the initiative relates to most closely, e.g.:

- Is it a policy or plan for delivering a service to the public ('H' score)?
- Is it a back-office function, serving customers but without direct contact ('M' score)?
- Is it an internal procedure for staff to follow, i.e. no contact with or impact on how services are delivered to the public ('L' score)?

Question 2 b

Why do people use this initiative (if it is something that can be 'used')? You can check more than one box here.

E.g.:

- Is it something that people access on the basis of need, maybe a Social Services function?
- Is it a leisure service/entertainment venue that people choose to use?
- Is it something that is automatically provided to all, like Council Tax?
- Is it an internal service that is only provided to staff, like a staff magazine?

Question 3

You do not need to categorically know the answer to this question. Using your own knowledge and experience, think about what impact there could be on the different characteristics.

E.g. If you are looking at a service for the public it will more than likely impact on everyone, so think about:

- Accessibility – not just physical access, remember:
 - Language
 - Delivery methods (e.g. on-line, telephone, location, etc.)
 - Staff involvement, availability of assistance
- Availability and accessibility of information
- Customer service
- Cultural sensitivity
- Fairness

Please refer to our [handy guides](#) for more information.

Remember to fully consider each group, e.g.

- There may be specific issues affecting older people, e.g. consider how the initiative may affect citizens with dementia, or who rely on public transport. What action can be taken to minimise adverse impact?
- Consider whether the initiative has any impact – direct or indirect; positive or negative – on children or young people. We have signed up to the United Nations Convention on the Rights of the Child (UNCRC) and all initiatives must consider the best interests of children and young people.
- Cultural considerations may restrict people of a particular faith or race from participating on a particular day of the week or during a period of observance.
- For disability, remember that this doesn't just mean wheelchair users – it could include someone who is deaf, visually impaired or has a learning disability or mental health issue.
- For carers, this includes anyone providing unpaid and informal care. Some examples follow, but please note that there are many other caring scenarios:
 - A child caring for a disabled parent

- An older person caring for a friend who has a mental health issue
- A young adult caring for a sibling with substance misuse difficulties
- An adult caring for an older relative who is elderly, frail or living with dementia.
- For community cohesion, remember that this is not solely a race or religion issue – it's much wider than that (for more information
- For poverty & social exclusion, remember issues around cost and the impact on limited incomes are significant but consideration also needs to be given to service accessibility and barriers to participation

Equality legislation protects EVERYONE in society from discrimination so consider everyone who may access or receive a service or be affected by any changes in its operation. Some examples could include asylum seekers, refugees, gypsies and travellers.

If you are unsure of any of the issues, contact the [Access to Services Team](#)

Definitions of impacts:

- High impact = the group is likely to be heavily affected by the initiative (either positively or negatively)
- Medium impact = the initiative is likely to affect the group in some way.
- Low impact = the group is likely to be affected by the initiative in a small way.
- Don't know = the potential impact of the initiative is not known.

Question 4

What engagement / consultation / co-productive approaches will you undertake?

Consultation and engagement is a legal requirement within EIAs so you will need to consider what activity is appropriate. Specific consultation with children is also part of the UNCRC. Co-production with service users maybe the most appropriate way to design an initiative. Further guidance is provided at www.swansea.gov.uk/staffnet/eia should you need to complete a full EIA report.

Some initiatives (e.g. financial or internal administration) may not require engagement – but this should be stated here.

Question 5 a/b

How well known is the initiative? - What kind of risk could it pose to the Council's reputation? Think about what the repercussions could be if the initiative 'failed'.

Question 6

Will this initiative have an impact (however minor) on any other Council service? –

This will allow consideration of wider effects of the initiative which may need consideration either alongside or integrated into this initiative.

Question 7

NB: When scoring the screening, **Q3** counts as a single mark (H / M / L) based on the highest potential impact recorded. So if you rate potential impacts as 11 x **L**; 3 x **M**; 1 x **H** – this counts as **H**.

Calculate your score to decide whether or not your initiative requires an EIA.

If so, continue to Section 2, which completes the process.

If not, continue to question 8.

Question 8

Please provide a **full** explanation of why and how you have reached this decision – this is required for audit purposes and the regulators.

Your explanation **must** address all of the relevant protected groups, including the different age groupings and Welsh language.

Then:

1. Email your completed form to the AtS Team (accesstoservices@swansea.gov.uk).
To assess the screening, AtS need to see any relevant reports/papers
– not just the screening
2. Discuss and make any necessary amendments.
3. Send your final form to the Team, together with email approval from your Head of Service.

Please remember that we do not accept paper copies of any EIA forms anymore!

Equality Impact Assessment Screening Form – 2017/8

Please ensure that you refer to the Screening Form Guidance while completing this form. If you would like further guidance please contact the Access to Services team (see guidance for details).

Section 1

Which service area and directorate are you from?

Service Area:

Directorate:

Q1(a) WHAT ARE YOU SCREENING FOR RELEVANCE?

Service/ Function <input type="checkbox"/>	Policy/ Procedure <input type="checkbox"/>	Project <input type="checkbox"/>	Strategy <input type="checkbox"/>	Plan <input type="checkbox"/>	Proposal <input type="checkbox"/>
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(b) Please name and describe here:

Q2(a) WHAT DOES Q1a RELATE TO?

Direct front line service delivery <input type="checkbox"/> (H)	Indirect front line service delivery <input type="checkbox"/> (M)	Indirect back room service delivery <input type="checkbox"/> (L)
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(b) DO YOUR CUSTOMERS/CLIENTS ACCESS THIS...?

Because they need to <input type="checkbox"/> (H)	Because they want to <input type="checkbox"/> (M)	Because it is automatically provided to everyone in Swansea <input type="checkbox"/> (M)	On an internal basis i.e. Staff <input type="checkbox"/> (L)
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Q3 WHAT IS THE POTENTIAL IMPACT ON THE FOLLOWING...

	High Impact (H)	Medium Impact (M)	Low Impact (L)	Don't know (H)
Children/young people (0-18) →	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Older people (50+) →	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Any other age group →	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Disability →	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Race (including refugees) →	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Asylum seekers →	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gypsies & travellers →	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Religion or (non-)belief →	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sex →	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sexual Orientation →	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gender reassignment →	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Welsh Language →	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Poverty/social exclusion →	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Carers (inc. young carers) →	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Community cohesion →	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Marriage & civil partnership →	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pregnancy and maternity →	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q4 WHAT ENGAGEMENT / CONSULTATION / CO-PRODUCTIVE APPROACHES WILL YOU UNDERTAKE?

Please provide details below – either of your planned activities or your reasons for not undertaking engagement

Q5(a) HOW VISIBLE IS THIS INITIATIVE TO THE GENERAL PUBLIC?

High visibility <input type="checkbox"/> (H)	Medium visibility <input type="checkbox"/> (M)	Low visibility <input type="checkbox"/> (L)
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(b) WHAT IS THE POTENTIAL RISK TO THE COUNCIL'S REPUTATION?
(Consider the following impacts – legal, financial, political, media, public perception etc...)

High risk <input type="checkbox"/> (H)	Medium risk <input type="checkbox"/> (M)	Low risk <input type="checkbox"/> (L)
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Q6 Will this initiative have an impact (however minor) on any other Council service?

Yes No **If yes, please provide details below**

Q7 HOW DID YOU SCORE?

Please tick the relevant box

**MOSTLY H and/or M → HIGH PRIORITY → EIA to be completed
Please go to Section 2**

**MOSTLY L → LOW PRIORITY / NOT RELEVANT → Do not complete EIA
Please go to Q8 followed by Section 2**

Q8 If you determine that this initiative is not relevant for an EIA report, you must provide a full explanation here. Please ensure that you cover all of the relevant protected groups.

Section 2

NB: Please email this completed form to the Access to Services Team for agreement before obtaining approval from your Head of Service. Head of Service approval is only required via email – no electronic signatures or paper copies are needed.

Screening completed by:
Name:
Job title:
Date:
Approval by Head of Service:
Name:
Position:
Date:

Please return the completed form to accesstoservices@swansea.gov.uk