

Equality, Diversity, Cohesion and Integration Impact Assessment



As a public authority we need to ensure that all our strategies, policies, service and functions, both current and proposed have given proper consideration to equality, diversity, cohesion and integration. In all appropriate instances we will need to carry out an equality, diversity, cohesion and integration impact assessment.

This form:

- can be used to prompt discussion when carrying out your impact assessment
- should be completed either during the assessment process or following completion of the assessment
- should include a brief explanation where a section is not applicable

Directorate: Children and Families	Service area: Health and Wellbeing
Lead person: Saira Mumtaz	Contact number: 3784500
Date of the equality, diversity, cohesion and integration impact assessment: 30/06/2018	

1. Title: Allocation of Healthy Pupil Capital Programme (HPCP) 2018-19
Is this a:
<input type="checkbox"/> Strategy /Policy <input type="checkbox"/> Service / Function <input checked="" type="checkbox"/> Other
If other, please specify direct allocation from DfE under Section 31 of Local Government Act

2. Members of the assessment team:

Name	Organisation	Role on assessment team e.g. service user, manager of service, specialist
Saira Mumtaz	Health and Wellbeing	Manager of service
Andrea Richardson	Learning for Life	Head of service
Sally Lowe	Learning Systems	Built Environment Lead

3. Summary of strategy, policy, service or function that was assessed:

The model for allocation of the capital grant programme for community and voluntary aided schools in Leeds in accordance with DfE requirements around the Healthy Child Capital Programme

4. Scope of the equality, diversity, cohesion and integration impact assessment
(complete - 4a. if you are assessing a strategy, policy or plan and 4b. if you are assessing a service, function or event)

4a. Strategy, policy or plan

(please tick the appropriate box below)

The vision and themes, objectives or outcomes

The vision and themes, objectives or outcomes and the supporting guidance

A specific section within the strategy, policy or plan

This capital funding scheme has been provided from the Soft Drinks Industry Levy for 2018-19 only. The fund is intended to improve children's and young people's physical and mental health by improving and increasing availability to facilities for physical activity, healthy eating, mental health and wellbeing and medical conditions.

Local authorities are responsible and receive funding for community, foundation and voluntary controlled schools. Voluntary aided schools are notionally assigned to their local authority. The local authority is required to coordinate the administration of their group funding allocation through the Locally Coordinated Voluntary Aided Programme (LCVAP). Responsible bodies will be required to report on how they have spent their HPC.

As part of this fund Leeds has been allocated £635,000 for distribution across 209 maintained/voluntary aided schools/settings. The terms of the grant funding suggest that schools can pool funding or take advantage of match-funding opportunities where appropriate, but are responsible for providing assurances on how their allocation has been spent.

Leeds can flexibility distribute funding based on local priorities and need, but the funding must be used to improve children's and young people's physical and mental health by improving and increasing availability to facilities for physical activity, healthy eating, mental health and wellbeing and medical conditions. We are required to consider any staffing and future maintenance costs of facilities and the number and characteristics of pupils who would benefit from the investment. Also guidance suggests that the following questions are considered:

- What are your local priorities and needs for pupil health and wellbeing?
- What existing facilities are there?
- How will the HPCF be used to complement existing or new funding opportunities?
- How will the investment be sustainable?

4b. Service, function, event please tick the appropriate box below	
The whole service (including service provision and employment)	<input type="checkbox"/>
A specific part of the service (including service provision or employment or a specific section of the service)	<input type="checkbox"/>
Procuring of a service (by contract or grant)	<input type="checkbox"/>
<p>In consideration of our local priorities the following two strand approach is to be implemented:</p> <ul style="list-style-type: none"> • A universal offer for all eligible schools dependant on number of pupils on roll that ensures some benefit for every child to have an active and healthy lifestyle. For ease of administration and delivery and ensure a universal entitlement for every child; • A grant allocation process open for schools to bid into in areas of highest deprivation, ie the 76 schools in the areas with greatest health inequality. 	

<p>5. Fact finding – what do we already know Make a note here of all information you will be using to carry out this assessment. This could include: previous consultation, involvement, research, results from perception surveys, equality monitoring and customer/ staff feedback.</p> <p>(priority should be given to equality, diversity, cohesion and integration related information)</p> <p>A range of views have been sought from Public Health; school head teachers; Active Leeds; Health and Wellbeing Service; Finance; Elected member. Also communication with other local authorities has identified a diverse range of approaches from one large capital project, to a universal, per pupil allocation.</p> <p>The list of schools eligible for the bidding process is based on IMD data of health inequality across the city.</p>
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Are there any gaps in equality and diversity information
Please provide detail:

None

Action required:

6. Wider involvement – have you involved groups of people who are most likely to be affected or interested

Yes **No**

Please provide detail:

A range of views have been sought from Public Health; school head teachers; Active Leeds; Health and Wellbeing Service; Finance; Elected member. Also communication with other local authorities has identified a diverse range of approaches from one large capital project, to a universal, per pupil allocation.

Action required:

None

7. Who may be affected by this activity?
 please tick all relevant and significant equality characteristics, stakeholders and barriers that apply to your strategy, policy, service or function

Equality characteristics

<input type="checkbox"/> Age	<input type="checkbox"/> Carers	<input type="checkbox"/> Disability
<input type="checkbox"/> Gender reassignment	<input type="checkbox"/> Race	<input type="checkbox"/> Religion or Belief
<input type="checkbox"/> Sex (male or female)	<input type="checkbox"/> Sexual orientation	
<input type="checkbox"/> Other		

(Other can include – marriage and civil partnership, pregnancy and maternity, and those areas that impact on or relate to equality: tackling poverty and improving health and well-being)

Please specify:

Stakeholders

- | | | |
|--|---|---------------------------------------|
| <input checked="" type="checkbox"/> Services users | <input type="checkbox"/> Employees | <input type="checkbox"/> Trade Unions |
| <input checked="" type="checkbox"/> Partners | <input checked="" type="checkbox"/> Members | <input type="checkbox"/> Suppliers |
| <input checked="" type="checkbox"/> Other please specify schools | | |

Potential barriers.

- | | |
|--|--|
| <input type="checkbox"/> Built environment | <input type="checkbox"/> Location of premises and services |
| <input checked="" type="checkbox"/> Information and communication | <input type="checkbox"/> Customer care |
| <input checked="" type="checkbox"/> Timing | <input type="checkbox"/> Stereotypes and assumptions |
| <input type="checkbox"/> Cost | <input type="checkbox"/> Consultation and involvement |
| <input type="checkbox"/> Financial exclusion | <input type="checkbox"/> Employment and training |
| <input type="checkbox"/> specific barriers to the strategy, policy, services or function | |

Please specify

8. Positive and negative impact

Think about what you are assessing (scope), the fact finding information, the potential positive and negative impact on equality characteristics, stakeholders and the effect of the barriers

8a. Positive impact:

Action required:

8b. Negative impact:
Action required:

9. Will this activity promote strong and positive relationships between the groups/communities identified?
<input type="checkbox"/> Yes <input type="checkbox"/> No
Please provide detail:
Action required:

10. Does this activity bring groups/communities into increased contact with each other? (e.g. in schools, neighbourhood, workplace)
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Please provide detail:

Families with children under 5 will have increased opportunities to interact with each other in the immediate Cottingley area

Action required:

11. Could this activity be perceived as benefiting one group at the expense of another? (e.g. where your activity/decision is aimed at adults could it have an impact on children and young people)

Yes

No

Please provide detail:

Particular areas of the city

Action required:

None

12. Equality, diversity, cohesion and integration action plan

(insert all your actions from your assessment here, set timescales, measures and identify a lead person for each action)

Action	Timescale	Measure	Lead person

13. Governance, ownership and approval

State here who has approved the actions and outcomes from the equality, diversity, cohesion and integration impact assessment

Name	Job Title	Date
Date impact assessment completed		

14. Monitoring progress for equality, diversity, cohesion and integration actions (please tick)

- As part of Service Planning performance monitoring
- As part of Project monitoring
- Update report will be agreed and provided to the appropriate board
Please specify which board
- Other (please specify)

15. Publishing

Though **all** key decisions are required to give due regard to equality the council **only** publishes those related to **Executive Board, Full Council, Key Delegated Decisions** or a **Significant Operational Decision**.

A copy of this equality impact assessment should be attached as an appendix to the decision making report:

- Governance Services will publish those relating to Executive Board and Full Council.
- The appropriate directorate will publish those relating to Delegated Decisions and Significant Operational Decisions.
- A copy of all other equality impact assessments that are not to be published should be sent to equalityteam@leeds.gov.uk for record.

Complete the appropriate section below with the date the report and attached assessment was sent:

For Executive Board or Full Council – sent to Governance Services	Date sent:
For Delegated Decisions or Significant Operational Decisions – sent to appropriate Directorate	Date sent:
All other decisions – sent to equalityteam@leeds.gov.uk	Date sent: