

# Fairness and Equalities Impact Assessment (FEIA)

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

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

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

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

## What do we mean by Fairness?

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

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

## Part 1: Identification

|  |  |
|--|--|
| Name of person completing the FEIA         | Emma Wakeham                                   |
| Role of person completing the FEIA         | <b>Senior Policy &amp; Partnership Officer</b> |
| Date of completion                         | <b>7<sup>th</sup> Oct 2021</b>                 |
| Head of Service who has approved this FEIA | <b>Paul Jones</b>                              |

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

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

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

The Climate Change Plan once approved will shape the Council's future climate change mitigation and adaptation journey over the next five years.

The plan sets out the proposed themes, priorities, actions and milestones that we need to take as a Council over the next five years to:

- Reach net zero as an organisation by 2030.
- Review the services we provide to ensure they support the city's journey to net zero and adaptation to climate change.

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

All community members

Staff and members

Partner organisations

## Part 2: Engagement

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

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

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

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

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

Manages and staff from across the council have been involved in the development of the consultation draft of the Plan.

A formal consultation process will take place in November and December 2021.

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

To be added after the formal consultation process

## Part 3: Assessment

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

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

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

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

| Protected characteristic | Impact:                             |                          |                          | <p><b>Provide further details about the nature of the impact in the sections below, considering the Public Sector Equality Duty that the council has to:</b></p> <ol style="list-style-type: none"> <li>1. Promote equal opportunity across different groups</li> <li>2. Promote community cohesion</li> <li>3. Help eliminate unlawful discrimination/ harassment/ victimisation</li> </ol> |
|--------------------------|-------------------------------------|--------------------------|--------------------------|--|
|                          | Positive                            | Negative                 | Neither                  |  |
| <b>Age</b>               | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <p>The impact of climate change on younger people and future generations are likely to be greater than other sections of the community as temperatures are likely to rise as time goes on.</p> <p>Further details to be added following the formal consultation process</p>  |
| <b>Disability</b>        | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> | To be added following the formal consultation process  |

| Protected characteristic                | Impact:                  |                          |                          | <p>Provide further details about the nature of the impact in the sections below, considering the Public Sector Equality Duty that the council has to:</p> <ol style="list-style-type: none"> <li>Promote equal opportunity across different groups</li> <li>Promote community cohesion</li> <li>Help eliminate unlawful discrimination/ harassment/ victimisation</li> </ol> |
|---|--------------------------|--------------------------|--------------------------|--|
|   | Positive                 | Negative                 | Neither                  |  |
|   |                          |                          |                          |  |
| <b>Gender Reassignment/ Transgender</b> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | To be added following the formal consultation process  |
| <b>Marriage or civil partnership</b>    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | To be added following the formal consultation process  |
| <b>Pregnancy or maternity</b>           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | To be added following the formal consultation process  |
| <b>Race</b>                             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | To be added following the formal consultation process  |
| <b>Religion or Belief or non-belief</b> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | To be added following the formal consultation process  |
| <b>Sex</b>                              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | To be added following the formal consultation process  |

| Protected characteristic | Impact:                  |                          |                          | Provide further details about the nature of the impact in the sections below, considering the Public Sector Equality Duty that the council has to:<br><br><ol style="list-style-type: none"> <li>Promote equal opportunity across different groups</li> <li>Promote community cohesion</li> <li>Help eliminate unlawful discrimination/ harassment/ victimisation</li> </ol> |
|--------------------------|--------------------------|--------------------------|--------------------------|--|
|                          | Positive                 | Negative                 | Neither                  |  |
| Sexual Orientation       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | To be added following the formal consultation process  |

## 2. Impact on Welsh Language

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

|                | Impact:                  |                          |                                     |  |
|----------------|--------------------------|--------------------------|-------------------------------------|--|
|                | Positive                 | Negative                 | Neither                             |  |
| Welsh Language | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | There will be no impact on the Welsh Language. All consultation materials will be available in Welsh |

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

All consultation materials will be available in Welsh. Local Welsh Language groups will be consulted as part of the wider consultation process.

### 3. The Sustainable Development Principle

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

|  |   |  |
|--|---|--|
| <p>Long term</p>    | <p><i>The importance of balancing short-term needs with the need to safeguard the ability to also meet long-term needs.</i></p> | <p>The Climate Change Plan will have long term benefits for current and future generations by reducing carbon emissions and reducing the impacts of climate change.</p>  |
| <p>Prevention</p>  | <p><i>Putting resources into preventing problems occurring or getting worse</i></p>   | <p>In the UK, it is forecast that we will experience changing weather patterns with stronger storms occurring more often, bringing an increased risk of flooding to local areas. During the summer months temperatures will continue to rise, bringing heatwaves and drought.</p> <p>These changes will affect the quality of land, land use, and agriculture. Water and air quality will continue to worsen, and there will be changes to local ecology and wildlife biodiversity as a result of this, with some local species at risk of extinction.</p> <p>With agriculture being affected, the cost of food will increase along with the cost of living. Damage to land and infrastructure will result in an increased strain on public services and local economies.</p> <p>Changes in temperatures will also result in pests settling further north due to the warmer climate which will bring with them more diseases, not usually seen in the UK. Changes to the climate will also bring with it new forms of illnesses linked to extremes in temperatures, with the young and</p> |

|  |   |  |
|--|---|--|
|  |   | <p>the elderly being most affected. The health system will continue to be put under even more pressure.</p> <p>The Climate Change Plan will support the prevention of the worst impacts of climate change.</p> |
| <p>Integration</p>    | <p><i>Considering how the public body's well-being objectives may impact upon each of the well-being goals, on their other objectives, or on the objectives of other public bodies.</i></p> | <p>Limiting climate change and reducing our carbon emissions are key to achieving all of our well-being objectives and the well-being goals.</p>   |
| <p>Collaboration</p>  | <p><i>Working together to deliver objectives.</i></p>   | <p>Staff and manages from across the council have worked together to develop the consultation draft of the Plan.</p>   |
| <p>Involvement</p>    | <p><i>Involving those with an interest and seeking their view - ensuring that those people reflect the diversity of the area.</i></p>   | <p>A formal consultation process will take place in November and December 2021.</p>  |

## 4. Socio-economic Duty

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

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

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

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

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

- **Low Income/Income Poverty** - cannot afford to maintain regular payments such as bills, food, clothing, transport etc.
- **Low and/or no Wealth** - enough money to meet basic living costs and pay bills but have no savings to deal with any unexpected spends and no provisions for the future
- **Material Deprivation** - unable to access basic goods and services i.e. financial products like life insurance, repair/replace broken electrical goods, warm home, hobbies etc.)
- **Area Deprivation** - where you live (rural areas), where you work (accessibility of public transport)

- Socio-economic Background – for example, parents’ education, employment and income

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

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

| Areas of inequality that may arise from socio-economic disadvantage – definitions  |                  |      |        |           |                              |               |                      |
|--|------------------|------|--------|-----------|------------------------------|---------------|----------------------|
| <b>Education</b> :The capability to be knowledgeable, to understand and reason, and to have the skills and opportunity to participate in the labour market and in society  |                  |      |        |           |                              |               |                      |
| <b>Work</b> : The capability to work in just and favourable conditions, to have the value of your work recognised, even if unpaid, to not be prevented from working and to be free from slavery, forced labour and other forms of exploitation |                  |      |        |           |                              |               |                      |
| <b>Living Standards</b> : The capability to enjoy a comfortable standard of living, in appropriate housing, with independence and security, and to be cared for and supported when necessary.  |                  |      |        |           |                              |               |                      |
| <b>Justice, Personal Security and Community Safety</b> : The capability to avoid premature mortality, live in security, and knowing you will be protected and treated fairly by the law  |                  |      |        |           |                              |               |                      |
| <b>Health</b> : The capability to be healthy, physically and mentally, being free in matters of sexual relationships and reproduction, and having autonomy over care and treatment and being cared for in the final stages of your life        |                  |      |        |           |                              |               |                      |
| <b>Participation</b> : The capability to participate in decision making and in communities, access services, know your privacy will be respected, and express yourself   |                  |      |        |           |                              |               |                      |
| Areas of inequality  |                  |      |        |           |                              |               |                      |
| Groups   | Living Standards | Work | Health | Education | Justice and community safety | Participation | Physical Environment |
| Children living in poverty   | P4               |      | P4     |           |                              |               | P4                   |
| Low income households without dependent children   | P4               |      | P4     |           |                              |               | P4                   |
| Unemployed young people  |                  |      |        |           |                              |               |                      |
| Long term unemployed   |                  |      |        |           |                              |               |                      |
| Homeless households  |                  |      |        |           |                              |               |                      |
| Refugees, migrants and asylum seekers  |                  |      |        |           |                              |               |                      |

|  |    |  |    |  |  |  |    |
|--|----|--|----|--|--|--|----|
| Deprived neighbourhoods - WIMD rank in 10% most deprived LSOA            | P4 |  | P4 |  |  |  | P4 |
| People on Universal Credit / income related benefits                     | P4 |  | P4 |  |  |  | P4 |
| Adults with no qualifications or low qualifications                      |    |  |    |  |  |  |    |
| People living in low quality housing or in Houses of Multiple Occupation | P4 |  | P4 |  |  |  | P4 |

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

The Climate Change Plan will support the mitigation and adaptation to the impacts of climate change in the local area so has the potential to have a positive impact or to reduce the likelihood of a negative impact.

Public Health studies have shown that the impacts of climate change such as poor air quality, poor health, poor physical environment tend to have the biggest impacts in deprived areas.

For example, poor air quality combined with health impacts of deprivation interact to modify and strengthen associations with all-cause and respiratory disease mortality especially in the 'most' deprived areas where the most-vulnerable people live and where health needs are the greatest.

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

A two month public engagement process will take place during November and December.

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

No

## Part 3: Actions and Outcomes

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

| IMPACT ON PEOPLE THAT SHARE PROTECTED CHARACTERISTICS |                                  |                                   |       |
|---|----------------------------------|-----------------------------------|-------|
| Summary of impact                                     | Action to reduce negative impact | How this impact will be monitored | Owner |
|   |                                  |                                   |       |
|   |                                  |                                   |       |
|   |                                  |                                   |       |
| IMPACT ON WELSH LANGUAGE                              |                                  |                                   |       |
| Summary of impact                                     | Action to reduce negative impact | How this impact will be monitored | Owner |
|   |                                  |                                   |       |
|   |                                  |                                   |       |
|   |                                  |                                   |       |
| SOCIO-ECONOMIC IMPACTS                                |                                  |                                   |       |
| Summary of impact                                     | Action to reduce negative impact | How this impact will be monitored | Owner |
|   |                                  |                                   |       |
|   |                                  |                                   |       |
|   |                                  |                                   |       |
| SUSTAINABLE DEVELOPMENT PRINCIPLE                     |                                  |                                   |       |
| Summary of impact                                     | Action to reduce negative impact | How this impact will be monitored | Owner |
|   |                                  |                                   |       |
|   |                                  |                                   |       |
|   |                                  |                                   |       |

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