



<p><b>Name of the Officer</b> Nikki Wellington</p> <p><b>Phone no:</b> 07766504389 <b>E-mail:</b> nicolawellington@monmouthshire.gov.uk</p>	<p><b>Please give a brief description of the aims of the proposal</b></p> <p>To change the funding formula for distributing leadership funding for Monmouth Comprehensive School, Caldicot School, Chepstow School and King Henry VIII 3 – 19 School.</p>
<p><b>Name of Service area</b></p> <p>Children and Young People</p>	<p><b>Date</b> 20<sup>th</sup> November 2024</p>

**1. Are your proposals going to affect any people or groups of people with protected characteristics?** Please explain the impact, the evidence you have used and any action you are taking below.

Protected Characteristics	Describe any positive impacts your proposal has on the protected characteristic	Describe any negative impacts your proposal has on the protected characteristic	What has been/will be done to mitigate any negative impacts or better contribute to positive impacts?
Age	This will positively impact the schools that will see and increase in funding. These schools will be able to have a leadership structure that reflects the number of pupils and the phases in each school.	There is one school that will see a reduction in funding which will result in a reduction in leadership posts, which may result in reduced support for pupils.	All schools will see transition funding over a 2-year period to limit the increases and decreases in funding. This will allow schools to plan staffing structures.
Disability	This will positively impact the schools that will see and increase in funding. These schools will be able to have a leadership structure that reflects the number of pupils and the phases in each school.	There is one school that will see a reduction in funding which will result in a reduction in leadership posts, which may result in reduced support for pupils.	All schools will see transition funding over a 2-year period to limit the increases and decreases in funding. This will allow schools to plan staffing structures.

<b>Protected Characteristics</b>	<b>Describe any positive impacts your proposal has on the protected characteristic</b>	<b>Describe any negative impacts your proposal has on the protected characteristic</b>	<b>What has been/will be done to mitigate any negative impacts or better contribute to positive impacts?</b>
Gender reassignment	.None identified at this stage	None identified at this stage	None identified at this stage
Marriage or civil partnership	None identified at this stage	None identified at this stage	None identified at this stage
Pregnancy or maternity	None identified at this stage	None identified at this stage	None identified at this stage
Race	None identified at this stage	None identified at this stage	None identified at this stage
Religion or Belief	None identified at this stage	None identified at this stage	None identified at this stage
Sex	None identified at this stage	None identified at this stage	None identified at this stage
Sexual Orientation	.None identified at this stage	None identified at this stage	None identified at this stage

## **2. The Socio-economic Duty and Social Justice**

The Socio-economic Duty requires public bodies to have due regard to the need to reduce inequalities of outcome which result from socio-economic disadvantage when taking key decisions This duty aligns with our commitment as an authority to Social Justice.

	<b>Describe any positive impacts your proposal has in respect of people suffering socio economic disadvantage</b>	<b>Describe any negative impacts your proposal has in respect of people suffering socio economic disadvantage.</b>	<b>What has been/will be done to mitigate any negative impacts or better contribute to positive impacts?</b>
<b>Socio-economic Duty and Social Justice</b>	None identified at this stage	None identified at this stage	None identified at this stage

### 3. Policy making and the Welsh language.




How does your proposal impact on the following aspects of the Council's Welsh Language Standards:	Describe the positive impacts of this proposal	Describe the negative impacts of this proposal	What has been/will be done to mitigate any negative impacts or better contribute to positive impacts
<p><b>Policy Making</b></p> <p>Effects on the use of the Welsh language,</p> <p>Promoting Welsh language</p> <p>Treating the Welsh language no less favourably</p>	None identified at this stage	None identified at this stage	None identified at this stage
<p><b>Operational</b></p> <p>Recruitment &amp; Training of workforce</p>	None identified at this stage	None identified at this stage	None identified at this stage
<p><b>Service delivery</b></p> <p>Use of Welsh language in service delivery</p> <p>Promoting use of the language</p>	None identified at this stage	None identified at this stage	None identified at this stage



**4. Does your proposal deliver any of the well-being goals below?** Please explain the impact (positive and negative) you expect, together with suggestions of how to mitigate negative impacts or better contribute to the goal. There's no need to put something in every box if it is not relevant!

<b>Well Being Goal</b>	<b>Does the proposal contribute to this goal? Describe the positive and negative impacts.</b>	<b>What actions have been/will be taken to mitigate any negative impacts or better contribute to positive impacts?</b>
<b>A prosperous Wales</b> Efficient use of resources, skilled, educated people, generates wealth, provides jobs	None identified at this stage	None identified at this stage
<b>A resilient Wales</b> Maintain and enhance biodiversity and ecosystems that support resilience and can adapt to change (e.g. climate change)	None identified at this stage	None identified at this stage
<b>A healthier Wales</b> People's physical and mental wellbeing is maximized and health impacts are understood	None identified at this stage	None identified at this stage
<b>A Wales of cohesive communities</b> Communities are attractive, viable, safe and well connected	None identified at this stage	None identified at this stage
<b>A globally responsible Wales</b> Taking account of impact on global well-being when considering local social, economic and environmental wellbeing	None identified at this stage	None identified at this stage
<b>A Wales of vibrant culture and thriving Welsh language</b> Culture, heritage and Welsh language are promoted and protected. People are encouraged to do sport, art and recreation	None identified at this stage	None identified at this stage
<b>A more equal Wales</b>	None identified at this stage	None identified at this stage

Well Being Goal	Does the proposal contribute to this goal? Describe the positive and negative impacts.	What actions have been/will be taken to mitigate any negative impacts or better contribute to positive impacts?
People can fulfil their potential no matter what their background or circumstances		

**5. How has your proposal embedded and prioritised the sustainable governance principles in its development?**

Sustainable Development Principle	Does your proposal demonstrate you have met this principle? If yes, describe how. If not explain why.	Are there any additional actions to be taken to mitigate any negative impacts or better contribute to positive impacts?
 <p>Long Term</p> <p>Balancing short term need with long term and planning for the future</p>	All of the schools will know their funding and will be able to plan their future leadership structures. The funding will be fixed to allow this.	All schools will see transition funding over a 2 year period to limit the increases and decreases.
 <p>Collaboration</p> <p>Working together with other partners to deliver objectives</p>	None identified at this stage	None identified at this stage
 <p>Involvement</p> <p>Involving those with an interest and seeking their views</p>	A working group was established to consider the proposals and to determine their preferred option. The working group members included primary and secondary headteachers, secondary business managers and governors. They met on several occasions and were fully involved in making the final decision.	None identified at this stage

Sustainable Development Principle	Does your proposal demonstrate you have met this principle? If yes, describe how. If not explain why.	Are there any additional actions to be taken to mitigate any negative impacts or better contribute to positive impacts?
 <p><b>Prevention</b></p> <p>Putting resources into preventing problems occurring or getting worse</p>	None identified at this stage	None identified at this stage
 <p><b>Integration</b></p> <p>Considering impact on all wellbeing goals together and on other bodies</p>	None identified at this stage	None identified at this stage

**6. Council has agreed the need to consider the impact its decisions has on the following important responsibilities: Corporate Parenting and Safeguarding. Are your proposals going to affect any of these responsibilities?**

	<b>Describe any positive impacts your proposal has</b>	<b>Describe any negative impacts your proposal has</b>	<b>What will you do/ have you done to mitigate any negative impacts or better contribute to positive impacts?</b>
Safeguarding	None identified at this stage	None identified at this stage	N/A
Corporate Parenting	None identified at this stage	None identified at this stage	N/A

**7. What evidence and data has informed the development of your proposal?**

Schools finance regulations 2010. Fair funding document 2018 and Section 52 funding.

- *Equalities dashboard link.* [Equality data dashboard for EQIA's 2020.xlsx](#)

**8. SUMMARY: As a result of completing this form, what are the main positive and negative impacts of your proposal, how have they informed/changed the development of the proposal so far and what will you be doing in future?**

School leadership funding will reflect the size and phases of the schools. One school will see a decrease in funding however this is mitigated with transition funding over a 2 year period.



**9. ACTIONS:** As a result of completing this form are there any further actions you will be undertaking? Please detail them below, if applicable.

<b>What are you going to do</b>	<b>When are you going to do it?</b>	<b>Who is responsible</b>
Review impact of funding on all four schools	March 2026	Local Authority and Schools.

**10. VERSION CONTROL:** The Equality and Future Generations Evaluation should be used at the earliest stage, such as informally within your service, and then further developed throughout the decision making process. It is important to keep a record of this process to demonstrate how you have considered and built in equality and future generations considerations wherever possible.

<b>Version No.</b>	<b>Decision making stage</b>	<b>Date considered</b>	<b>Brief description of any amendments made following consideration</b>
1.1	Performance and Overview Scrutiny Committee	3 <sup>rd</sup> December 2024	Initial Draft
1.2	Cabinet	5th March	Version 1.2 updated for Cabinet