

# Equality Impact Assessment



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| Assessment Of: UK Shared Prosperity Fund Report to Full Council 20 May 2025 and the Rural England Prosperity Fund 2025   |   |
| <input type="checkbox"/> Policy <input checked="" type="checkbox"/> Strategy <input type="checkbox"/> Function <input type="checkbox"/> Service<br><input type="checkbox"/> Other: | <input type="checkbox"/> New<br><input checked="" type="checkbox"/> Already exists / review <input type="checkbox"/> Changing |
| Directorate: Place   | Assessment carried out by: Louisa Brinton   |
| Service Area: Strategy and Partnership   | Job Role: Economic Development Officer – Town Centres   |
| Date of Sign Off by Director: 8 May 2025   | Neil Blaney   |

## Step 1: What do we want to do?

*This assessment should be started at the beginning of the process by someone with a good knowledge of the proposal and service area, and sufficient influence over the proposal. It is good practice to take a team approach to completing the equality impact assessment. Please contact the Policy Officer early for advice.*

### 1.1 What are the aims and objectives/purpose of this proposal?

*Briefly explain the purpose of the proposal and why it is needed. Describe who it is aimed at and the intended aims / outcomes. Where known also summarise the key actions you plan to undertake. Please use plain English, avoiding jargon and acronyms. Equality Impact Assessments are viewed by a wide range of people including decision-makers and the wider public.*

To agree the principles for developing and implementing the Teignbridge projects proposal for the UK Shared Prosperity Fund 2025-26 and Rural Prosperity Fund 2025-26 investment plans.

The Shared Prosperity fund is a one-year government fund with approximately £425,000 earmarked for Teignbridge.

The Rural Prosperity fund is a one-year government capital fund of approximately £195,000.

This is a transitional funding scheme based on the UK Shared Prosperity Fund 2022-25, a three-year government fund with approximately £1.5 million delivered across Teignbridge. The primary goal of this transitional fund is, 'a specific focus to help kickstart economic growth and promote opportunities in all parts of the UK'.

### 1.2 Who will the proposal have the potential to affect?

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|--|---|--|
| <input type="checkbox"/> Service users | <input checked="" type="checkbox"/> The wider community | <input type="checkbox"/> Teignbridge workforce |
|--|---|--|

### 1.3 Will the proposal have an equality impact?

*Could the proposal affect access levels of representation or participation in a service, or does it have the potential to change e.g. quality of life: health, education, or standard of living etc.?*

*If 'No' explain why you are sure there will be no equality impact, then skip steps 2-4 and request review by your manager.*

If 'Yes' complete the rest of this assessment.

☒ **Yes**      ☐ **No**      [please select]

It is proposed to use the fund for a number of purposes that are outlined in the report. In some cases there is potential for a positive equality impact.

## Step 2: What information do we have?

### 2.1 What data or evidence is there which tells us who is, or could be affected?

Please use this section to demonstrate an understanding of who could be affected by the proposal. Include general population data where appropriate, and information about people who will be affected with particular reference to protected and other relevant characteristics (listed in 2.2).

Use one row for each evidence source and say which characteristic(s) it relates to. You can include a mix of qualitative and quantitative data - from national research, local data or previous consultations and engagement activities.

Outline whether there are any over or under representation of equality groups within your service - don't forget to benchmark to local population where appropriate.

For workforce / management of change proposals you will need to look at the diversity of the affected team(s) using available evidence such as the employee profile data. Identify any under/over-representation for age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; and sexual orientation. Please see: [Equality Act 2010 \(legislation.gov.uk\)](https://legislation.gov.uk).

| Data / Evidence Source<br>[Include a reference where known]  | Summary of what this tells us   |
|--|---|
| Workshops with stakeholders, invitees as prescribed by Government undertaken as part of the UK Shared Prosperity Fund 2022-25 development. | Feedback from a range of organisations, businesses and government bodies operating in Teignbridge and serving the community.  |
| Data on impact of previous projects.   | Schemes such as business support for neurodiverse individuals and women in business have seen strong uptake and ongoing employment outcomes. In addition, the safer places, safer spaces programme (formerly violence protection against women and girls) has seen development with partners educational and parental/carer programmes which have been well supported and revised to deliver on the innovative approaches to crime prevention outcomes (going forward, take back our streets). This indicates an ongoing need/demand. |
| New to Teignbridge Project   | Working with DCC to deliver the employment hubs programme, a mobile hub approach which will be available across the district to support adults and  |

| Data / Evidence Source<br><i>[Include a reference where known]</i> | Summary of what this tells us  |
|--|--|
|  | young people with career options, jobs and learning opportunities.<br>This has been based on data collected as part of the DCC run 'Multiply' programme. |
| Additional comments:   |  |

## 2.2 Do you currently monitor relevant activity by the following protected characteristics?

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|---|--|--|
| <input checked="" type="checkbox"/> Age                 | <input type="checkbox"/> Disability          | <input type="checkbox"/> Gender Reassignment |
| <input type="checkbox"/> Marriage and Civil Partnership | <input type="checkbox"/> Pregnancy/Maternity | <input type="checkbox"/> Race                |
| <input type="checkbox"/> Religion or Belief             | <input checked="" type="checkbox"/> Sex      | <input type="checkbox"/> Sexual Orientation  |

## 2.3 Are there any gaps in the evidence base?

Where there are gaps in the evidence, or you don't have enough information about some equality groups, include an equality action to find out in section 4.2 below. This doesn't mean that you can't complete the assessment without the information, but you need to follow up the action and if necessary, review the assessment later. If you are unable to fill in the gaps please state this clearly with a justification.

For workforce related proposals all relevant information on characteristics may need to be sought from HR (e.g. pregnancy/maternity). For smaller teams diversity data may be redacted. A high proportion of not known/not disclosed may require action to address and identify the information needed.

The projects have been developed based on need and information that is available, as set out below. There may be some gaps but the projects will seek to expand their evidence as the projects progress:

The **Business Support for Clean Growth and Diversity** included sessions particularly targeting hard to reach groups including women in business and neurodiverse groups, based on demand.

**Safer Spaces, Safer Places** (previously **Violence Protection Against Women and Girls**) was delivered by the Community Safety Partnership including Devon & Cornwall Police, Education and local youth services and designed specifically to answer a need highlighted by the Police and Education providers.

The **Employment Hubs** programme has been designed based on need.

## 2.4 How have you involved communities and groups that could be affected?

You will nearly always need to involve and consult with internal and external stakeholders during your assessment. The extent of the engagement will depend on the nature of the proposal or change. This should usually include individuals and groups representing different relevant protected characteristics. Please include details of any completed engagement and consultation and how representative this has been of Teignbridge's diverse communities.

Include the main findings of any engagement and consultation in Section 2.1 above.

If you are managing a workforce change process or restructure please refer to HR for advice on how to consult and engage with employees. Relevant stakeholders for engagement about workforce changes may include e.g. staff-led groups, trades unions as well as affected staff.

The project providers originally approached Teignbridge with very specific requirements, having each done extensive research into the need for each project, they all provided this evidence to us, in line with the UKSPF criteria.

Projects in the latest phase have been influenced by engagement with stakeholders throughout phase one, with new projects also being introduced accordingly.

2.5 How will engagement with stakeholders continue?

Explain how you will continue to engage with stakeholders throughout the course of planning and delivery. Please describe where more engagement and consultation is required and set out how you intend to undertake it. Include any targeted work to seek the views of under-represented groups. If you do not intend to undertake it, please set out your justification. You can ask the Consultation Officer for help in targeting particular groups.

The stakeholder Board was created to inform the design of the relevant projects originally.

An oversight of group of Teignbridge District Councillors was established to oversee project design and delivery. This will continue for UKSPF and REPF 2025-26

Step 3: Who might the proposal impact?

Analysis of impacts must be rigorous. Please demonstrate your analysis of any impacts of the proposal in this section, referring to evidence you have gathered above and the characteristics protected by the Equality Act 2010. Also include details of existing issues for particular groups that you are aware of and are seeking to address or mitigate through this proposal.

3.1 Does the proposal have any potentially adverse impacts on people on the basis of their protected or other relevant characteristics?

Consider sub-categories (different kinds of disability, ethnic background etc.) and how people with combined characteristics (e.g. young women) might have particular needs or experience particular kinds of disadvantage.

Where mitigations indicate a follow-on action, include this in the 'Action Plan' Section 4.2 below.

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| GENERAL COMMENTS (highlight any potential issues that might impact all or many groups)   |   |
| All participants within the projects do so on a voluntary basis.   |   |
| Some projects had/have the potential to positively impact a number of protected characteristics. For example, portable CCTV was provided through the 'Markets and Town Centres' fund to a town to help address antisocial behaviour, this has a positive impact potential for several protected characteristics. |   |
| PROTECTED CHARACTERISTICS  |   |
| Age: Young People  | Does your analysis indicate a disproportionate impact? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Neutral <input type="checkbox"/> |
| Potential impacts:   | The 'Safer Spaces, Safer Places' project was to support violence protection against women and girl, this project provides a positive                        |

|                              |  |
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|                              | <p>opportunity for young people and those with sex protected characteristics.</p> <p>The 'Business Support for Clean Growth and Diversity' targeted a programme for women in business and young entrepreneurs specifically to address an established need.</p> <p>The 'Employment and Youth Hubs' project will provide training and support to young people, adults and hard to reach groups seeking employment and careers advice. The hubs will be provided on a mobile basis across the district to enable accessibility for all.</p> |
| Mitigations:                 | The projects identified negative impacts and were designed to help combat these.   |
| <b>Age: Older People</b>     | Does your analysis indicate a disproportionate impact? Yes <input checked="" type="checkbox"/> No <input checked="" type="checkbox"/> Neutral <input type="checkbox"/>   |
| Potential impacts:           |  |
| Mitigations:                 |  |
| <b>Disability</b>            | Does your analysis indicate a disproportionate impact? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Neutral <input type="checkbox"/>  |
| Potential impacts:           | <p>The 'Employment and Youth Hubs' project will provide training and support to young people and hard to reach groups seeking employment and careers advice. The hubs will be provided on a mobile basis across the district to help address accessibility issues.</p> <p>The 'Business Support for Clean Growth and Diversity' runs programmes to support diversity in business including those living with neurodiversity.</p>   |
| Mitigations:                 | The projects identified negative impacts and were designed to help combat these.   |
| <b>Sex</b>                   | Does your analysis indicate a disproportionate impact? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Neutral <input type="checkbox"/>  |
| Potential impacts:           | <p>The 'Safer Spaces, Safer Places' project was to support violence protection against women and girl, this project provides a positive opportunity for young people and those with sex protected characteristics.</p> <p>The 'Business Support for Clean Growth and Diversity' targeted a programme for women in business and young entrepreneurs specifically to address an established need.</p>  |
| Mitigations:                 | <p>The 'Safer Spaces, Safer Places' projects identified negative impacts and were designed to help combat these.</p> <p>The 'Business Support for Clean Growth and Diversity' identified negative impacts and was designed to help combat these.</p>   |
| <b>Sexual orientation</b>    | Does your analysis indicate a disproportionate impact? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Neutral <input type="checkbox"/>  |
| Potential impacts:           |  |
| Mitigations:                 |  |
| <b>Pregnancy / Maternity</b> | Does your analysis indicate a disproportionate impact? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Neutral <input type="checkbox"/>  |

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|---|---|
| Potential impacts:                      |   |
| Mitigations:                            |   |
| <b>Gender reassignment</b>              | Does your analysis indicate a disproportionate impact? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Neutral <input type="checkbox"/> |
| Potential impacts:                      |   |
| Mitigations:                            |   |
| <b>Race</b>                             | Does your analysis indicate a disproportionate impact? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Neutral <input type="checkbox"/> |
| Potential impacts:                      |   |
| Mitigations:                            |   |
| <b>Religion or Belief</b>               | Does your analysis indicate a disproportionate impact? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Neutral <input type="checkbox"/> |
| Potential impacts:                      |   |
| Mitigations:                            |   |
| <b>Marriage &amp; civil partnership</b> | Does your analysis indicate a disproportionate impact? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Neutral <input type="checkbox"/> |
| Potential impacts:                      |   |
| Mitigations:                            |   |

## OTHER RELEVANT CHARACTERISTICS

|   |   |
|---|---|
| <b>Socio-Economic (deprivation)</b>   | Does your analysis indicate a disproportionate impact? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Neutral <input type="checkbox"/>   |
| Potential impacts:  | <p>The 'Employment and Youth Hubs' project will provide training and support to young people and hard to reach groups seeking employment and careers advice. The hubs will be provided on a mobile basis across the district to help address accessibility issues.</p> <p>The 'Agri-Tech' project will provide support for farm innovation and networking opportunities to help support viability and isolation within the farming community.</p> |
| Mitigations:  | The projects identified negative impacts and were designed to help combat these.  |
| <b>Other group(s)</b> Please add additional rows below to detail the impact for other relevant groups as appropriate e.g. Asylums and Refugees; Rural/Urban Communities, Homelessness, Digital Exclusion, Access To Transport |   |
| Potential impacts:  | The 'Agri-Tech' project will provide opportunities for farmers to network and gain support with innovation ideas to help business viability, isolation and mental health within the farming community.  |
| Mitigations:  | The projects identified negative impacts and were designed to help combat these.  |

## 3.2 Does the proposal create any benefits for people on the basis of their protected or other relevant characteristics?

Outline any potential benefits of the proposal and how they can be maximised. Identify how the proposal will support our Public Sector Equality Duty to:

- ✓ Eliminate unlawful discrimination for a protected group

- ✓ Advance equality of opportunity between people who share a protected characteristic and those who don't
- ✓ Foster good relations between people who share a protected characteristic and those who don't

All the projects past and proposed are designed to be as inclusive as possible, as set out in section 3.1 above. For example, the 'Safer Spaces, Safer Places' have proactively encouraged e.g. fathers, grandfathers, carers to participate in the Let's Talk programme with specific sessions being held for this group at a time convenient for those in full time employment to address issues such as misogyny and the impact of pornography.

The 'Business Support for Clean Growth and Diversity' programme was specifically designed and adapted to be as inclusive as possible, running sessions such as women in business and for those with neurodiversity, both in person and online to encourage wide participation and networking opportunities.

The 'Employment and Youth Hubs' project has been introduced to support adult and young people and will be delivered on a mobile basis to help address accessibility, learning and opportunity barriers, including with a nominated caseworker where appropriate.

The 'Agri-Tech' project has been introduced to support the farming sector, including with networking opportunities to support isolation and mental health impacts.

The 'Town Centre Improvements' project was adapted to widen the scope to ensure that town councils could meet local need (within the fund parameters), e.g. enabling the purchase of mobile CCTV for one town to address antisocial behaviour, including towards those with protected characteristics.

## Step 4: Impact

### 4.1 How has the equality impact assessment informed or changed the proposal?

*What are the main conclusions of this assessment? Use this section to provide an overview of your findings. This content should be used as a summary in reports, where this full assessment is included as an appendix.*

*If you have identified any significant negative impacts which cannot be mitigated, provide a justification showing how the proposal is proportionate, necessary and appropriate despite this.*

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| <b>Summary of significant negative impacts and how they can be mitigated or justified:</b>   |
|  |
| <b>Summary of positive impacts / opportunities to promote the Public Sector Equality Duty:</b>   |
| Research prior to and throughout the course of the project has identified where there are negative impacts for some communities that relate specifically to their protective characteristics and the work looks to reduce that impact. |

### 4.2 Action Plan

*Use this section to set out any actions you have identified to improve data, mitigate issues, or maximise opportunities etc. If an action is to meet the needs of a particular protected group please specify this.*

| Improvement / action required  | Responsible Officer | Timescale   |
|--|---------------------|-------------|
| Oversight Group will continue to be involved with the development of the relevant projects. The benefit of this approach is that they are mostly all aware of any protected groups within the areas that they represent. | Allie Clark         | Summer 2025 |
|  |                     |             |
|  |                     |             |

### 4.3 How will the impact of your proposal and actions be measured?

*How will you know if have been successful? Once the activity has been implemented this equality impact assessment should be periodically reviewed to make sure your changes have been effective and your approach is still appropriate. Include the timescale for review in your action plan above.*

Stakeholder feedback and notes  
Monitoring the characteristics of who applies to and uses the various schemes

### 4.4 Is there an opportunity to promote positive attitudes and good relations between different groups and communities?

Yes, all the projects have been designed on this basis for example, training sessions for women running early years businesses has created support networks for participants.

The programme will also look to promote any learning to enable a wider community benefit.

## Step 5: Review & Sign-Off

*EIAs should only be marked as reviewed when they provide sufficient information for decision-makers on the equalities impact of the proposal. Please seek review and feedback from management before requesting it to be signed off. All working drafts of EIAs and final signed-off EIAs should be saved in G:\GLOBAL\EIA. Once signed-off please add the details to the 'EIA Register' of all council EIAs saved in the same directory.*

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|---|---|
| <b>Reviewed by Service Manager:</b><br>Yes <input type="checkbox"/><br>No <input type="checkbox"/> Instead was reviewed by: Alex Lessware, Delivery and Economy Manager | <b>Strategic Leadership Team Sign-Off:</b><br><br>Neil Blaney |
| Date: 14 April 2025   | Date: 8 May 2025  |