Tameside Metropolitan Borough Council Equality Impact Assessment Form

Subject / Title	Crisis and Resilience Fund
Project Lead Officer (Name and Job Title)	Janine Yates, Welfare Rights and Poverty Prevention Manager
Assistant Director / Director	Emma Varnam
Department	Cultural and Customer Services
Directorate	Housing, Environment and Estates

EIA Start Date	EIA Completion Date
1 April 2026	31 March 2027

This Equality Impact Assessment template contains collapsible advice and instructions. **Whenever you see a triangle pictured here, ▶ click on it to reveal or collapse advice and instructions.**

PURPOSE OF THE EQUALITY IMPACT ASSESSMENT

An Equality Impact Assessment (EIA) aims to examine whether a proposal will contribute to or alleviate inequalities in Tameside through assessing the potential impacts the proposal may have on people with 'protected characteristics'. (A 'proposal' here includes any strategy, policy, service change, or project).

'Protected characteristics' are attributes that people have or experiences that people may go through which can result in marginalisation or disadvantage. Under the Equality Act 2010, there are nine legally mandated protected characteristics to consider:

- Age
- Sex
- Race (including colour, nationality, and ethnicity)
- Religion or belief
- Disability
- Sexual orientation
- Gender identity[1]

[1] We have rearticulated 'gender reassignment' under the Equality Act 2010 as 'gender identity'. An explanation for this is given in the definitions of protected characteristics in STEP FIVE.

- Pregnancy and maternity
- Being married or in a civil partnership

Tameside Council has classified further characteristics as protected, referred to as 'extra protected characteristics'. These are below:

- Carers
- Cared for Children and Care Leavers
- Ill Mental Health
- Neurodivergence
- Socio-Economic Disadvantage

Conducting an Equality Impact Assessment based on these protected characteristics will aid compliance with the Public Sector Equality Duty (Equality Act 2010, section 149), which requires that all public bodies pay 'due regard' to the three general aims of the Public Sector Equality Duty:

i. Eliminate unlawful discrimination, harassment, and victimisation
ii. Advance equality of opportunity between people who share a protected characteristic and those who do not
iii. Foster good relations between people who share a protected characteristic and those who do not

Having 'due regard' involves:

- Removing or minimising disadvantages suffered by people due to their protected characteristics
- Taking steps to meet the needs of people from protected groups where these are different from the needs of other people
- Encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low

EQUALITY IMPACT ASSESSMENT CORPORATE STANDARDS

Due to the important ethical and legal aims of the Equality Impact Assessment (EIA), there are several corporately agreed criteria which should be fulfilled when completing EIAs:

- An EIA is required for all formal decisions that involve changes to service delivery. For all other proposals, an EIA must be considered.

- The decision as to whether an EIA is undertaken rests with the Project Lead Officer in consultation with the appropriate Assistant Director / Director where necessary. Where an EIA is not completed, the reason(s) for this must be detailed within the appropriate report.

- EIAs must be timely and completed alongside the development of any proposal. The findings of any potential detrimental or inequitable impact that may occur through the implementation of the proposal on residents, service users, or staff must be brought to the attention of the decision maker in the accompanying report. Appropriate mitigations must be integrated into the development of the proposal.

- EIAs should be carried out by at least two people. Guidance from case law indicates that judgements arrived at in isolation are not consistent with showing 'due regard' to the necessary equality duties.

INITIAL SCREENING

Purpose:	To identify which proposals need to proceed to Part II of the EIA Process – the full EIA.

Step 1: Summarise the proposal

1a.	Proposal Title:	Crisis and Resilience Fund – utilisation of funding for 2026/27
1b.	Proposal Aims:	In the June 2025 Spending Review, the Government announced a new Crisis and Resilience Fund (CRF) launching in April 2026. This is the first multi-year settlement for locally delivered crisis support and combines and replaces both the Household Support Fund (HSF) and Discretionary Housing Payments (DHP). The HSF has previously been provided to Local Authorities since 2021 with a final round in 2025/26 and was part of a wider package of support for those most in need of support with the cost of living. Locally, this funding has been used to support low income, vulnerable households with help towards food including direct support to free school meals families during the school holidays and help with utilities and wider essentials as part of an open application process.

		Moving away from general cost of living support, the primary objective of the CRF is to both provide a safety net for those on low incomes who encounter a financial shock and to invest in building local financial resilience to enable individuals and communities to better deal with crises in the long-term, reducing crisis need. Under the new CRF guidance, local authorities are no longer able to provide blanket provision of free school meal holiday vouchers. Under the previous HSF, £2.368m of the grant was spent on these vouchers in 2025/26 to eligible families including pre-school children. However, to support families through the transition, Department for Work and Pensions (DWP) have advised that they will allow a period of flexibility, providing the support ends at the end of this academic year. This will also align with the wider national policy updates around free school meals expansion. It has therefore been proposed to continue this support to the end of this academic year utilising CRF funding. This will provide supermarket vouchers to each eligible child at an amount of £15 for May half term and £50 for Summer. This EIA considers the impact of the change to free school meals families after Summer 2026 and outlines mitigations to manage the impact of this.
1c.	Context:	The latest English Indices of Deprivation figures (2025), place Tameside as the 44th most deprived Local Authority in England and the sixth most deprived borough in Greater Manchester. Ten of Tameside's Lower Super Output Areas (geographies of approx. 1,500 residents) are within the most deprived 5% nationally, one fewer than in 2019, although three of these areas have entered this category this year, becoming more relatively deprived since 2019. The current landscape of national policy and legislation is complex. The introduction of CRF is significant, and as a 3-year funding settlement will create opportunity for longer term planning. Other areas of legislation which are relevant are the removal of the 2-child limit under Universal Credit (although some families will still be impacted by the benefit cap), expansion of free school meals to all UC claimants from September 2026 and increases to the national living and minimum wages. The Council should ensure that it has a strategic understanding on how these legislative changes can support planning around the council's approach to reduce poverty, enhance resilience, support vulnerable residents and promote opportunity. There are around 14,511 children in schools and early years settings who are currently receiving free school meals across Tameside. An additional 94 vouchers are being utilised by headteachers each holiday to support families not eligible for free school meals, but who are facing exceptional pressures. Child Poverty levels in Tameside are 21.4% (2022/23 data) which is significantly higher than the national average of 15.6%

		15.07% experiencing struggle with food insecurity" in Tameside. The percentage of households defined as "experiencing struggle with food insecurity" in Tameside is the highest in Greater Manchester at 15.07%. A number of the priorities in the Corporate Plan align closely with the goal of poverty reduction for instance increasing median resident earnings and improving wellbeing and resilience. There has been support to free school meals families during the school holidays since the start of the Household Support Fund in 2021 and to some extent, reliance and an expectation has been built around this.
1d.	Stakeholders:	The key stakeholders in regard to this Equality Impact Assessment are: • The local authority in providing financial support using government funding to support its most vulnerable residents. • Financially vulnerable residents in Tameside who are currently benefitting from the support previously provided via the Household Support Fund. • VCFSE organisations that have the same purpose in trying to alleviate poverty. • Children's services and other education and childcare settings in the borough as they may be required to step in to provide additional support to children and their families because of the proposed changes to support over the school holiday periods. • Education Service who has the relationships with the education providers across Tameside. • Schools whose pupils are supported through The Fund • The Department of Work and Pensions as they are providing the funding for the Crisis and Resilience Fund and the general guidelines under which the money should be allocated.

Step 2: Impact Analysis – identify the impacts

Purpose:	To identify potential impacts the proposal may have on people with protected characteristics.

SEE INSTRUCTION:

Each potential impact can be classified as 'direct' or 'indirect'.

A ***direct impact*** occurs when the proposal is targeted at a particular group. For example, if libraries closed down children's areas, this would directly impact children under 'Age'.

An ***indirect impact*** occurs when the proposal is more general or universal, but it has a knock-on effect on people with particular protected characteristics. For example, if a pelican crossing is removed due to construction or highway changes, this would indirectly impact people with disabilities ('Disability'), the elderly ('Age'), people with children or who are pregnant ('Pregnancy/Maternity').

If a detrimental direct or indirect impact is identified, an appropriate ***mitigating action*** should be integrated into the development of the proposal. A mitigating action is an adjustment to the proposal that will reduce or minimise the impact. This is covered in STEP SIX of the EIA Process.

The Impact Analysis is separated between two steps: STEP TWO (here) and STEP FIVE (below). In this step:

- State whether any direct or indirect impacts have been identified under each protected characteristic.
- List the impacts identified under each protected characteristic.
- Identify whether a mitigation action is required.

There is **no requirement** at this stage to provide the detailed evidence about each impact or identify specific mitigating actions.

When identifying impacts, think about:

- Information and intelligence you have access to (e.g. data that is publicly available)
- Experiences and knowledge of residents and service users
- Experiences and knowledge of colleagues, including frontline staff
- Experiences in other local boroughs, particularly Greater Manchester and statistical neighbours
- Research reports from think tanks, academia, government organisations, and charities
- '***Multiple marginalisation***' – how the proposal may impact people with combinations of protected characteristics (e.g. Age and Race/Ethnicity) rather than consider each protected characteristic singularly. A proposal may impact people with one combination of protected characteristics more than another combination of protected characteristics. For example, moving a service from physical to digital provision may detrimentally affect elderly people of Bangladeshi backgrounds more than elderly people of a White British background.

Tameside Metropolitan Borough Council Equality Impact Assessment Form

Protected Characteristic	Direct Impact	Indirect Impact	Mitigation Required
Select yes or no from the drop-down list in each box to identify whether any direct or indirect have been identified under each protected characteristic, and also select yes or no to determine whether a mitigating action is required. Subsequently, list these impacts in the grey box under each protected characteristic.			
Age	**Yes**	**No**	**Yes**
	A reduced level of financial support for children eligible for free school meals during the school holidays to support with food costs if support ends after Summer 2026.		
Sex	**No**	**No**	**No**
Race (including colour, nationality, and ethnicity)	**No**	**No**	**No**
Religion or Belief	**No**	**No**	**No**
Disability	**No**	**Yes**	**Yes**
	Households that include a person with a disability may have higher costs and therefore be more at risk of poverty.		
Sexual Orientation	**No**	**No**	**No**
Gender Identity	**No**	**No**	**No**
Pregnancy/Maternity	**No**	**No**	**No**
Marriage/Civil Partnership	**No**	**No**	**No**
Carers	**No**	**Yes**	**Yes**
	There may be some young carers affected who are also providing care for others.		
Cared for Children and Care Leavers	**No**	**No**	**Yes**
Ill Mental Health	**No**	**Yes**	**Yes**
	Households including a person with mental ill health may be affected more disproportionally by the change.		
Neurodivergence	**No**	**No**	**No**
	Yes	**No**	**Yes**

Socio-Economic Disadvantage	The support is provided to families with children eligible for free school meals and therefore on a low income. These children and their families will be directly impacted as a result of any reduction in support.		
Multiple Marginalisation	**Yes**	**No**	**Yes**
	The households affected will be on low income and potentially in further protected characteristic group, so further disadvantaged by any reduction in support.		

Step 3: Initial Screening Sign Off

Purpose:	To determine whether a proposal should proceed from the Initial Screening to the Full Equality Impact Assessment.

SEE INSTRUCTION:

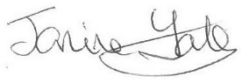
A full Equality Impact Assessment should be undertaken when:

- There is a formal decision relating to changes in service delivery
- A detrimental impact against a protected group has been identified, irrespective of whether the impact is direct or indirect
- There are substantial, important gaps in knowledge that prevent proper consideration of the proposal's potential impacts

Sign off is only required if the Initial Screening does not proceed to the Full Equality Impact Assessment.

1e.	Does the proposal require a full EIA?	☒ **Yes**	☐ **No**
1f.	If you are not undertaking a full EIA, please provide justification as to why not.	**n/a**	

This initial screening has been completed by the EIA Lead Officer:	Name:	Janine Yates

	Signature:	
	Department:	Cultural and Customer Services
	Date:	10 May 2026
This Initial Screening has been checked by the Assistant Director / Director:	Name:	Emma Varnam
	Signature:	
	Department:	Environment
	Date:	11 May 2026

FULL EQUALITY IMPACT ASSESSMENT

Step 4: Issues to Consider

SEE INSTRUCTION:

Data and Intelligence

The following types of data can potentially be accessed:

- Publicly available national data (e.g. from the Local Authority Interactive Tool, ONS, NOMIS, NHS Digital, relevant government departments)
- Local data
- Service user information

It is also worth considering how this data can be used, for example:

- Benchmarking data for Tameside against other local authorities, e.g. local authorities in Greater Manchester, statistical neighbours
- Whether national or regional data can be applied to Tameside
- Whether data at a smaller geographical scale than Tameside is required, e.g. by ward, by MSOA/LSOA

Further intelligence can be gathered from the following:

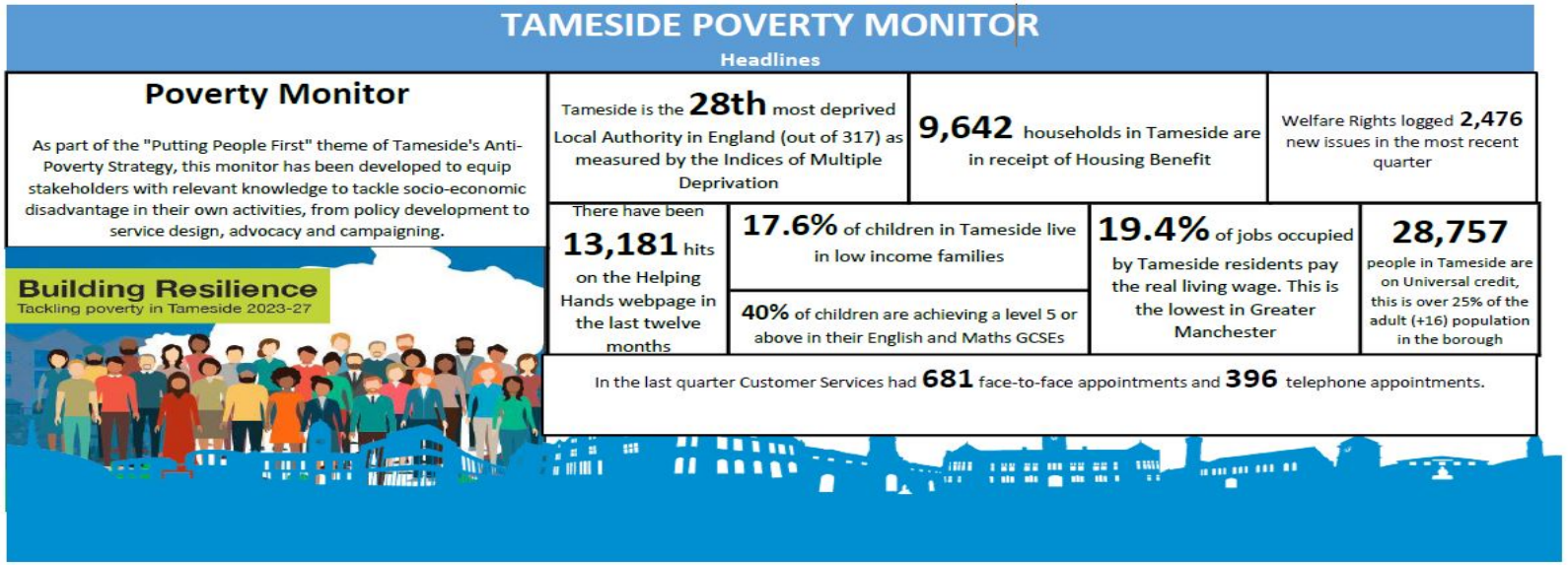
- Research reports from think tanks, academia, government organisations, and charities
- Policy briefings
- Academic papers (which can be found through search engines, e.g. Google Scholar)

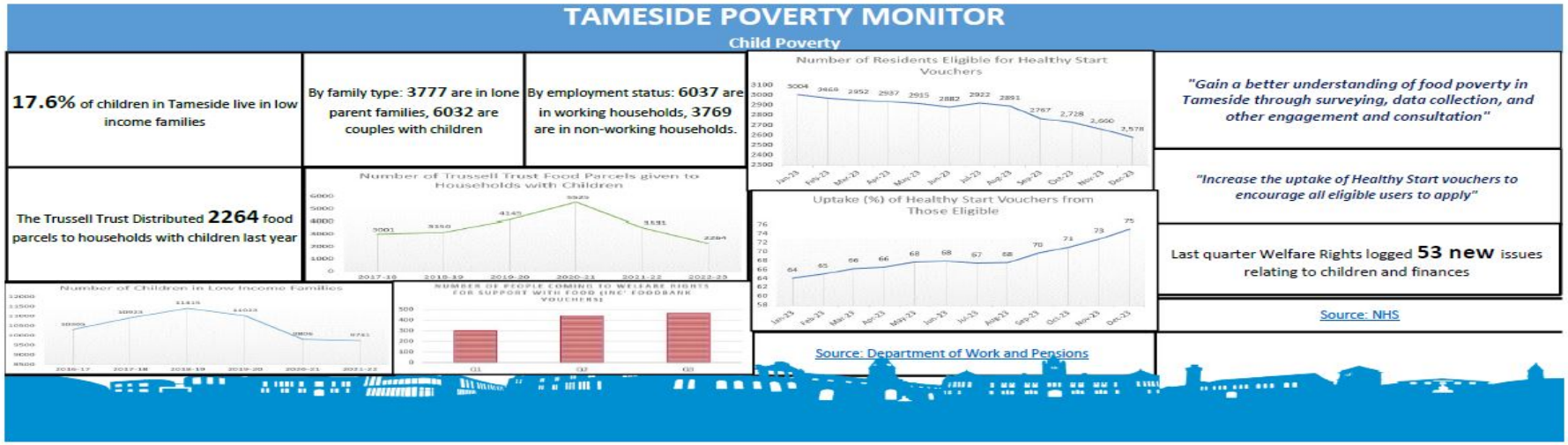
Data and Intelligence	
4a.	Latest data from Education, based on Easter 2026 numbers:

Voucher Category	Numbers (based on Easter 2026)

Free School Meals - Primary and Secondary Schools	13460
EYPP (school nurseries)	316
PVI – 3 & 4-year-olds	246
PVI 2-year-olds	489

Tameside Poverty Monitor - Tameside MBC





SEE INSTRUCTION:

Consultation and Engagement

It is expected that you will engage with potential impacted groups on this proposal when undertaking the Equality Impact Assessment to better understand potential impacts on people with protected characteristics.

Engagement can occur through:

- A general consultation/engagement exercise on the proposal (e.g. a survey), where space is provided to discuss impacts on people with protected characteristics
- Regular channels of engagement or feedback e.g. a service user panel that you already operate
- Input from colleagues (particularly frontline staff) and partners (e.g. the VCSE sector)

Alternatively, insights can be retrieved from engagement or consultation exercises that have previously occurred.

Consultation and Engagement

4b.	Has any consultation or engagement been conducted that is relevant to this Equality Impact Assessment?	☒ **YES**	☐ **NO**
		If YES, answer 4c-4e.	**If NO, answer 4f.**
4c.	Engagement Undertaken:	Meetings with services. Circulation of the CRF new scheme guidance, drawing attention to the cessation of blanket provision of free school meals support and inviting feedback.	
4d.	Who has been engaged with?	All Assistant Directors Education Service Early Years Service GM Authorities and GMCA DWP Childrens Services	
4e.	Outcomes of Engagement:	There has been considerable engagement with Greater Manchester Combined Authority (GMCA) and the ten Greater Manchester Councils to create consistency wherever possible in the CRF scheme policy around free school meals support and the crisis payments delivery. Mitigations agreed for both crisis support and resilience services – built into proposals for delivery plan	
4f.	If engagement has not been undertaken, please explain why.	N/A	

SEE INSTRUCTION:

Legislative Drivers

It is worth considering any legislative drivers that may influence the Equality Impact Assessment:

- Legal duties that services have to abide by, including the Public Sector Equality Duty
- Case law and judicial review, particularly instances where similar services have been provided and challenged, and as a result, have needed to change

Legislative Drivers	
4g.	*Identify the specific pieces of legislation, case law, or judicial review specific to your service/project that have influenced this Equality Impact Assessment, and how these have influenced the analysis and outcomes*. Use and distribution of the Crisis and Resilience Fund (CRF) directly supports the Council's legal responsibilities under the Public Sector Equality Duty, which requires public authorities to have due regard to certain equality considerations when exercising their functions like making decisions, as well as showing due regard under the Equality Act 2010 by eliminating unlawful discrimination, advancing equality of opportunity between people who shared a protected characteristic and those who don't, and to foster or encourage good relations between people who share a protected characteristic and those who don't. Appropriate utilisation of the CRF also advances the council's own stated corporate Equality Objectives, such as the socioeconomic duty and our voluntary protected characteristics, as well as other policy commitments (e.g. to recognise poverty and financial exclusion as causes and symptoms of inequality).

SEE INSTRUCTION:

Financial Considerations

It is worth considering any financial considerations that may influence the Equality Impact Assessment, e.g. budgeting, available resources, etc.

This is particularly in relation to mitigating actions that are identified in STEP SIX, which are needed to reduce potential impacts of the proposal at hand.

It may be worth thinking about how mitigating actions can serve as opportunities for innovation.

Financial Considerations	
4g.	*Identify any financial considerations that have influenced the analysis and outcomes of this Equality Impact Assessment*. The funding for Year 1 of the CRF is £4.5m which includes housing payments. DWP expect that a significant amount of the CRF funding will be spent on resilience services.

Step 5: Impact Analysis – evidence the impacts

Purpose:	To provide evidence of the potential impacts identified under each protected characteristic.

FOR DEFINITIONS OF PROTECTED CHARACTERISTICS, EXPAND THE INSTRUCTION BELOW.

SEE INSTRUCTION:

This step constitutes the second part of the Impact Analysis. In this step, under each protected characteristic, each potential impact should be listed and categorised (e.g. Direct or Indirect), and the evidence for each potential impacts should be provided. The potential impacts that have been identified will likely be the same as those that have been identified in STEP TWO. However, these may have changed or new impacts may be identified, due to the gathering of further evidence.

Evidence can be quantitative (numerical) or qualitative (non-numerical), addressing the 'what', 'who', 'how', and 'why' of potential impacts. Refer to the guidance on Data/ Intelligence and Consultation/Engagement identified in Step 4 to assist with the evidence that can be included in the Impact Analysis.

When listing the impacts, it will help to number each impact. This will help navigate the form when identifying mitigating actions under STEP SIX.

Do not feel constrained by the space provided in the table. To add a new row, right click on the bottom row, then select 'Insert Item After' or click the + button. Also, each box will expand downward as the information is entered. However, when entering data tables, copy and paste as pictures; if entered as tables, it will alter the layout of the Impact Analysis form.

The definitions of protected characteristics are below:

Age	A person's specific age or age group. An age group can be numerical (e.g. 18-30) or descriptive (e.g. 'the elderly', 'teenagers', etc.).
Sex	A person's biological sex, whether a person is male, female, or those who are differently sexed (e.g. intersex). This does not include sexual orientation and gender identity, which are analysed separately.
Race (including colour, ethnicity, and nationalty)	How people identify themselves or are identified in society according to their skin colour, physical features, and national/cultural identity. This can cover: • Racial identities (e.g. White, Black, Asian) • Ethnic identities (e.g. Jamaican, Arab, Persian, Jewish, Irish, Gypsy/Roma) • Nationalities • Languages spoken – whether English is the first or additional language • Refugee and asylum status

Religion or Belief	Any religion or belief that a person follows or subscribes to. It includes the commonly recognised religions (such as Christianity, Islam, Hinduism, Judaism, Buddhism, and Sikhism) and the different groups within each religion (e.g. in Christianity, it can cover Catholicism, Protestantism, etc.; in Islam, it can cover Sunni Islam, Shia Islam, Sufism, etc.). It also applies to religions that are not necessarily well known (e.g. Jainism, Baha'i Faith) as well as people who do not have any religious belief (e.g. those ascribing to Humanism and Atheism).
Disability	Physical or mental conditions that have substantial and long-term adverse effects on people's abilities to carry out day-to-day activities. This covers a wide range of disabilities: • Physical and mobility impairments • Sensory impairments (e.g. sight, hearing) • Learning disabilities • Progressive conditions (e.g. neurodegenerative disorders, muscular dystrophies, dementia) • Fluctuating and recurring conditions (e.g. rheumatoid arthritis, epilepsy, myalgic encephalitis) • Organ-specific disorders (e.g. respiratory conditions, cardiovascular diseases) • Auto-immune conditions
Sexual Orientation	The orientation that a person has toward another person of any sex or gender. Common orientations are towards people of the opposite sex/gender (e.g. heterosexual/ straight), towards people of the same sex/gender (e.g. a gay man or lesbian), or towards multiple sexes/genders (e.g. bisexual or pansexual). There are other orientations that should be considered (e.g. asexual – a person who does not experience sexual attraction). A person's orientation can be sexual, romantic, or emotional.
Gender Identity	The gender that a person identities with. People most commonly identify with the gender that matches their sex assigned at birth – i.e. as a man or woman. People who are trans identify with a gender that is different to their sex assigned at birth. Included amongst people with trans identities are people "proposing to undergo, undergoing, or having undergone a process to reassign sex". This is the legal definition for 'gender reassignment' under the Equality Act 2010. However, this legal definition does not include trans people who do not choose to undertake the medical transitioning process and people with other gender identities (e.g. those who identify as non-binary, gender fluid, etc.).
Pregnancy/Maternity	'Pregnancy' refers to when a person is pregnant and expecting a baby. Any person who can become pregnant should be considered – e.g. women, trans men, and people with different gender identities. This should also cover all aspects of the pregnancy journey, including those who have been affected by miscarriage. 'Maternity' refers to the period following the birth of the child. In employment, this is related to parental leave. In the non-work context, this is related to unfavourable treatment relating to being a mother or parent. Legally, for the latter, protection is applied for 26 weeks. An important aspect of maternal/parental discrimination is *breastfeeding*.
Marriage/Civil Partnership	A person's marital status in law, whether a person is married or in a civil partnership to another person of the opposite sex or same sex.
Carers	Any person who provides unpaid care for a partner, family member, or friend due to illness, disability, frailty, a mental health problem, or an addiction. The person being provided care cannot cope or finds it difficult to cope without that person's care and support. A carer can have

	varying caring responsibilities, such as supporting people with everyday tasks (e.g. getting out of bed, bathing, etc.) or providing emotional support. This covers people who may not see themselves as 'carers', whom do not separate their caring responsibilities from the relationship that they have with the person for whom they provide care. Importantly, this covers young carers who provide care for their parents or other relatives.
Cared for Children/ Care Leavers	'Cared for Children' (sometimes known as 'looked after children') are children and young people in the care of the local authority due to their parents being unable to take care of them in a temporary or permanent capacity. 'Care Leavers' are any adult who have previously spent time in the care of the local authority.
Ill Mental Health	A person with a condition related to their psychological or emotional wellbeing. This includes a wide variety of conditions: • Common mental health problems, such as depression or anxiety disorders • Trauma (e.g. Post Traumatic Stress Disorder) • Severe mental illness (e.g. Psychosis/Schizophrenia or Bipolar Disorder) • Phobias (e.g. Agoraphobia)
Neurodivergence	A person whose mind works differently to neurocognitive styles that society regards as 'normal'. This includes a wide range of conditions and experiences: Autism, ADHD, Dyslexia, Dyscalculia, Dyspraxia, Dysgraphia, Epilepsy, Tourette's, Aphantasia/Synaesthesia, etc.
Socio-Economic Disadvantage	A wide range of experiences accruing from having a disadvantaged socio-economic status: having low or no income; living in absolute or relative poverty; unemployment or underemployment; living in substandard housing; being homeless or threatened with homelessness; food insecurity and poverty; fuel poverty; digital exclusion; etc.
Multiple Marginalisation	A wide variety of combinations of different protected characteristics that uniquely influence a person's experiences. Any combination of protected characteristics can be two or above (e.g. RACE/ETHNICITY and GENDER IDENTITY; CARE LEAVER, CARER, and SOCIO-ECONOMIC DISADVANTAGE).

Impact No.	**Protected Characteristic** *Select a protected characteristic from the drop-down list*	**Impact** *Identify the potential impact of the proposal*	**Impact Type (Direct/Indirect)** *Select 'direct' or 'indirect' from the drop-down list*	**Evidence** *Provide evidence regarding the proposal's potential impact (e.g. data/intelligence, findings from consultation/engagement, research reports, etc.).*
1	Age	A reduced level of financial support for eligible children during the school holidays	Direct	Supermarket vouchers during the school holidays will cease after Summer 2026, impacting 14,511 children.

		after the end of this academic year		
2	Disability	Households that include a person with a disability may have higher costs and therefore be more at risk of poverty	Indirect	Information from the GM Resident's Survey in December 2023 shows that, among households with children, those more likely to experience food insecurity includes those with a disability (70%).
3	Carers	There may be some families affected who are also providing care for others.	Indirect	Unpaid carers are likely to be disproportionately impacted by cost-of-living issues, and carers are more likely to be in poverty than those without (29% compared with 20%), with 34% of households in receipt of Carer's Allowance being in poverty. Many young carers may live with an individual with a disability or long-term health condition, who themselves are more likely to be impacted by cost-of-living issues. These carers are also often less likely to be able to work, thereby restricting their ability to increase their income.
4	Ill Mental Health	Households including a person with mental ill health may be affected more disproportionally by the change	Indirect	The latest survey from the Mental Health of Children and Young People series (2023) found that young people are facing financial anxiety as living costs continue to rise: 48.2% of young people aged 17 to 25 years were worried about money. Financial worries were more apparent for young women (58.8%) than young men (37.9%). Worries about finances were also exacerbated by the young person's mental health and wellbeing. 7 in 10 young people with a probable mental disorder were worried about money, compared with just 4 in 10 unlikely to have a mental disorder.
5	Socio-Economic Disadvantage	The support is currently provided to families on the lowest incomes who are eligible for free school meals. These families may suffer a direct impact as a result of any reduction in support	Direct	14,511 children will not be supported with the direct provision of supermarket vouchers during the school holidays after Summer 2026.
6	Multiple Marginalisation	The households affected will be on low income and potentially in further protected characteristic	Direct	Some communities in Tameside will be more impacted by multiple factors affecting socioeconomic disadvantage. Using data such as the Indices of Multiple Deprivation will allow us to target engagement and mitigations to areas where multiple marginalisation has been identified.

		group, so further disadvantaged by any reduction in support		

Step 6: Plan mitigating actions

Purpose:	To identify mitigating actions to minimise potential detrimental impacts of the proposal on people with protected characteristics.

Impact No. *Impact number from Impact Analysis*	**Impact** *Identify the impact being addressed*	**Mitigating Action and Rationale** *Describe the action required to reduce the detrimental impact identified in the Impact Analysis, and explain the rationale underneath and/or intended outcome.*	**Officer Responsible** *Identify who is responsible for implementing the mitigating action (name and department).*	**Timescale** *Provide the timeframe for when the mitigating action should be implemented.*	**Completed (Yes/No)** *Has the mitigating action been implemented?*	**Update** *Provide any progress updates below.*
1	A reduced level of financial support for eligible children during the school holidays after the end of this academic year	All impacted families will be able to apply to the main crisis payment scheme if in crisis during the holidays, or in term time. On receipt of all supporting evidence, payments will be issued within 48 hours. Family hubs will be allocated funding from CRF to issue supermarket vouchers to families who approach the hubs and are in food crisis, prioritising free school meals households. The family hubs will also support with accessing wider support services.	Janine Yates	Comms in two waves – before Summer holidays to education and childcare settings and again at the start of the next academic year so that families can start to plan for the support ending. All the proposed financial resilience		
2	Households that include a person with a disability may have higher costs and therefore be more at risk of poverty					

3	There may be some families affected who are also providing care for others.	Childrens and Adult Services will receive funding from CRF to support households out of hours who need support The CRF strongly advocates for funding services which can support families in building greater resilience and encourage the use of alternative methods of support, for example through the promotion of the use of the local food pantries, access to slow cookers, cooking classes, energy advice and the provision of benefits and debt advice. The Service will develop a communication plan, in collaboration with Education for schools, education and childcare settings to help families anticipate any future change and reduction in the availability and provision of this previous support. The communication plan outlining alternative support will include the offer of information and advice as well as details of the mainstream sources of help and support from the council and other partners for those families and households who may be struggling with day-to-day cost of living. Alternative sources of help include:		activity, funded via CRF, if approved at Cabinet will be developed throughout 2026.		
4	Households including a person with mental ill health may be affected more disproportionally by the change					
5	The support is currently provided to families on the lowest incomes who are eligible for free school meals. These families may suffer a direct impact as a result of any reduction in support					
6	The households affected will be on low income and potentially in further protected characteristic group, so further disadvantaged by any reduction in support					

		Helping Hand initiative – access to cost-of-living support and advice – communicate where people can find the resources Benefits and debt advice via the councils welfare rights team and Citizens Advice including CRF funded out of hours advice provision. The CRF will also fund advice in foodbanks, aiming to lift residents away from emergency food support and into more sustainable food support options such as food pantries. Investment via CRF to develop 4 additional food pantries for longer term support with access to affordable food. These pantries are a bridge between foodbanks and supermarkets, making the cost of food shopping more affordable. CRF will fund the community cooking skills programme, supporting families to cook on a budget and through the provision of slow cookers. CRF will fund the expansion of the Holiday Activities and Food programme (HAF) provision to children from reception age to Year 11 who are eligible for free school meals, with lunch provided each day during May, October and February half terms, as well as additional places if required during the core school holidays.				

		There will be energy advice funded via CRF to support households in reducing energy costs and in turn, increasing household income. Libraries will be able to provide free sim cards and CRF will fund a programme of events via libraries around financial resilience. Employment and Skills will support families with work related support There will be the delivery of a grants programme across VCFSE to support low-income households with financial resilience activity, as well as supporting the sustainable food support offer to increase access to cheaper food support. In terms of national government policy, the removal of the 2-child limit under Universal Credit from April 2026 will increase the income for some households. The expansion of free school meals in September 2026, to all UC claimants will also support low-income families				

Step 7: Sign-off

Purpose:	For the EIA Lead Officer to sign that the EIA is complete, and for the Assistant (Director) to counter-sign that they agree with the content of the EIA and that it is sufficiently robust.

This Equality Impact Assessment has been completed by the EIA Lead Officer:	Name:	Janine Yates
	Signature:	
	Department:	Welfare Rights Service
	Date:	10 May 2026
This Equality Impact Assessment has been checked by the Assistant Director / Director, and signs that it is sufficiently robust and rigorous:	Name:	Emma Varnam
	Signature:	
	Department:	Environment
	Date:	11 May 2026

POST-IMPLEMENTATION REVIEW

Step 8: Review EIA after implementation

Purpose:	To update the EIA with any new impacts and to provide a progress update on mitigating actions.

SEE INSTRUCTION:

This step should only be completed if the proposal has passed through the governance process where appropriate and has been implemented. It should be completed at two stages:

- Six months after implementation
- Twelve months after implementation

The evidence in the Impact Analysis should serve as the baseline against which change can be measured.

The Post-Implementation Review can find out whether:

- The proposal has had any positive impacts on people with protected characteristics
- Mitigating actions to minimise detrimental impacts have worked
- There are impacts that were not foreseen in the Impact Analysis that need to be accounted for

Six Months After Implementation	Twelve Months After Implementation
Describe and explain the effects of the proposal on people with protected characteristics, using evidence to compare against the Impact Analysis as a baseline.	