


Tameside Metropolitan Borough Council Equality Impact Assessment Form



Subject / Title	Household Support Fund Round 7
Project Lead Officer (Name and Job Title)	Janine Yates
Assistant Director / Director	Emma Varnam
Department	Cultural and Customer Services
Directorate	

EIA Start Date	EIA Completion Date
1 April 2025	31 March 2026

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 identity¹

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.

Tameside Metropolitan Borough Council Equality Impact Assessment Form

- 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:

- Page 340
- Eliminate unlawful discrimination, harassment, and victimisation
 - Advance equality of opportunity between people who share a protected characteristic and those who do not
 - 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.

Tameside Metropolitan Borough Council Equality Impact Assessment Form



- 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.
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Step 1: Summarise the proposal

Page 34 1a.	Proposal Title:	Household Support Fund – delivery plan for Round 7
1b.	Proposal Aims:	<p>Household Support Fund grant has been provided by Department for Work and Pensions (DWP) to Local Authorities since October 2021. The objective of the fund is to provide crisis support to vulnerable households in most need with the cost of essentials such as food, fuel, water and related wider essentials. Round 7 of funding was announced by DWP in March 2025 which allocates £3.920m of grant funding for Tameside MBC to distribute to low-income households between the period 1 April 2025 and 31 March 2026. This is a reduction in funding of £528,429 compared to the previous financial year and therefore adjustments to what has been delivered previously are required.</p> <p>In all previous rounds of HSF funding, the majority of the funding has been allocated to households eligible for free school meals, or other bursary support via colleges and early years settings using free school meals</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Page 342</p>		<p>eligibility as an indicator. An element of the funding allocation has always been available on an ‘open application basis’.</p> <p>The proposals for Round 7 of the funding are set out in a report which will be presented at Executive Cabinet on 25 June 2025. The proposals include the continuation of support over the school holidays periods for free school meals and 2-year-olds eligible for free childcare funding and 3- and 4-year-olds eligible for Early Years Pupil Premium. Levels have been uplifted for HSF7 from the previous rate of £10 per week for each eligible child, to - £50 Summer, £15 October, £30 Christmas, £15 February and £30 Easter 2026.</p> <p>HSF7 will no longer include support for pupils in post-16 education at Tameside College or Ashton Sixth Form Colleges in regards support over the holidays.</p> <p>In order to safeguard against any gaps in the provision of support over the school holiday period whilst the Guidance was considered, a decision was made by Executive Cabinet (Agenda Item 11) on 23 April 2025 to agree to continue with the provision of free school meals support at £10 per week for each eligible child for the May school holiday period (this included post 16 colleges)</p> <p>This EIA considers the impact of this change and outlines mitigations to manage the impact of this.</p>
<p>1c.</p>	<p>Context:</p>	<p>Of the 316 local authorities in England, Tameside is ranked 37th most income deprived, falling within the 20% most income deprived local authorities nationally. Of the 141 neighbourhoods in Tameside, 54 were among the 20% most income-deprived in England.</p> <p>Child Poverty levels in Tameside are 21.4% (2022/23 data) which is significantly higher than the national average of 15.6%</p> <p>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%.</p> <p>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.</p> <p>Household Support Funding has been provided by Government since October 2021 to assist with the cost-of-living pressures. The future of HSF funding continues to remain unclear.</p>

Tameside Metropolitan Borough Council Equality Impact Assessment Form



		<p>In previous rounds of the funding, most of the funding has supported households eligible for free school meals or other bursary support using free school meals as an indicator. Care leavers have also been supported.</p>
<p>1d. Page 343</p>	<p>Stakeholders:</p>	<p>The key stakeholders in regard to this Equality Impact Assessment are:</p> <ul style="list-style-type: none"> • 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 provided by the Household Support Fund. • Third sector organisations that have the same purpose in trying to alleviate poverty. • Children’s services and other education settings in the borough (including schools, colleges etc) as they may be required to step in to provide additional support to children and young people as a result of cuts to Household Support Fund payments over the holiday period. • 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 are they are providing the funding for the Household Support Fund and the general guidelines under which the money should be allocated.

Step 2: Impact Analysis – identify the impacts

<p>Purpose:</p>	<p>To identify potential impacts the proposal may have on people with protected characteristics.</p>
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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’.

Tameside Metropolitan Borough Council Equality Impact Assessment Form

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.

Page 344

Protected Characteristic	Direct Impact	Indirect Impact	Mitigation Required
<i>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.</i>			
Age	Yes	No	Yes

Tameside Metropolitan Borough Council Equality Impact Assessment Form



	A reduced level of financial support for post 16 college students eligible for bursary support during the school holidays to support with food costs if support is withdrawn		
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 students affected who are also providing care for others.		
Cared for Children and Care Leavers	Yes	No	Yes
	Previous rounds of HSF have directly supported care leavers so any reduction in support will directly impact on this group.		
Ill Mental Health	No	Yes	Yes
	Households including a person with mental ill health may be affected more disproportionately by the change.		
Neurodivergence	No	No	No
Socio-Economic Disadvantage	Yes	No	Yes
	The support is provided to young people within households on the lowest income using bursary eligibility as an indicator. These young people 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.		

Tameside Metropolitan Borough Council Equality Impact Assessment Form

Step 3: Initial Screening Sign Off

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

Page 346	Does the proposal require a full EIA?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
	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:	<i>Janine Yates</i>
	Department:	Cultural and Customer Services
	Date:	7 May 2025

Tameside Metropolitan Borough Council Equality Impact Assessment Form



This Initial Screening has been checked by the Assistant Director / Director:	Name:	Emma Varnam
	Signature:	<i>Emma Varnam</i>
	Department:	Operations and Neighbourhoods
	Date:	7 May 2025

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 2025 numbers:

Voucher Category	Numbers (based on Easter 2025)
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Free School Meals - Primary Schools	8012
Free School Meals - Secondary Schools	5440
EYPP (school nurseries)	356
PVI – 3 & 4-year-olds	382
PVI 2-year-olds	558
Tameside College	1069
Ashton Sixth Form	474

[Tameside Poverty Monitor - Tameside MBC](#)

TAMESIDE POVERTY MONITOR

Headlines

Poverty Monitor

As part of the "Putting People First" theme of Tameside's Anti-Poverty Strategy, this monitor has been developed to equip stakeholders with relevant knowledge to tackle socio-economic disadvantage in their own activities, from policy development to service design, advocacy and campaigning.

Tameside is the **28th** most deprived Local Authority in England (out of 317) as measured by the Indices of Multiple Deprivation

9,642 households in Tameside are in receipt of Housing Benefit

Welfare Rights logged **2,476** new issues in the most recent quarter

There have been **13,181** hits on the Helping Hands webpage in the last twelve months

17.6% of children in Tameside live in low income families

19.4% of jobs occupied by Tameside residents pay the real living wage. This is the lowest in Greater Manchester

28,757 people in Tameside are on Universal credit, this is over 25% of the adult (+16) population in the borough

In the last quarter Customer Services had **681** face-to-face appointments and **396** telephone appointments.

Building Resilience

Tackling poverty in Tameside 2023-27



TAMESIDE POVERTY MONITOR

Child Poverty

<p>17.6% of children in Tameside live in low income families</p>	<p>By family type: 3777 are in lone parent families, 6032 are couples with children</p>	<p>By employment status: 6037 are in working households, 3769 are in non-working households.</p>		<p>"Gain a better understanding of food poverty in Tameside through surveying, data collection, and other engagement and consultation"</p>
<p>The Trussell Trust Distributed 2264 food parcels to households with children last year</p>				<p>"Increase the uptake of Healthy Start vouchers to encourage all eligible users to apply"</p>
			<p>Source: Department of Work and Pensions</p>	<p>Last quarter Welfare Rights logged 53 new issues relating to children and finances</p> <p>Source: NHS</p>

Tameside Metropolitan Borough Council Equality Impact Assessment Form

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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			
4a.	Has any consultation or engagement been conducted that is relevant to this Equality Impact Assessment?	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
		If YES, answer 4c-4e.	If NO, answer 4f.
4c.	Engagement Undertaken:	Meetings with stakeholders from higher education settings. Met with Assistant Director, Education	

Page 3 of 11

4d.	Who has been engaged with?	<p>Tameside College and Ashton Sixth Form</p> <p>Education</p>
4e.	Outcomes of Engagement:	<p>Conversations took place with colleges when the voucher value reduced to £10. This included mitigations should the support cease all together.</p> <p>Ashton Sixth Form – A further discussion took place on 7 May 2025 - concerned about the impact should vouchers cease. The vouchers provide support to the students eligible for bursary support. ASF pay pupils in two tranches during the summer holiday period so that pupils manage the money effectively. ASF concerned about the impact of less support in Summer around the pressures this will create in families which may lead to more Children’s Services involvement in the future. ASF do have a food pantry which is run by the Chaplaincy, and this is available during the holiday periods, so they expect more students may access this support if needed. ASF always stress to students that the holiday support is not guaranteed and therefore any reduction should not be a surprise as they have always managed student expectations and have a good student services welfare provision to assist students who may need it. ASF agreed a communication plan would be necessary directed to other forms of support if voucher value was to reduce/stop. ASF have some hardship funds which is separate to bursary. They can also support pupils who don’t have access to wifi by purchasing a dongle and can also provide a loan laptop.</p> <p>Tameside College – utilise pay my student platform for holiday support, and provision of some supermarket vouchers for a small number of students in asylum seeker families. Bursary support covers travel payment if not entitled to ‘Our Pass’, a meal credit of £4 per day onto college pass, help with education equipment and educational visits. No weekly bursary payment credited to students bank accounts during term time. The college pastoral team does not work during the holidays, but should a student be in crisis and need support with food in the holidays, college could be approached for support. There is no food related support on site such as food pantry. Tameside College have historically made the payments for the school holiday periods in the weeks following the holiday and therefore the impact on what this support provides is less clear and college was not sure around how students financially managed over the holiday period. We discussed how they could ensure the funds were given to eligible students prior to the holiday periods and this is an ongoing discussion. Tameside College welcomed information around other signposting organisations which could be shared as part of communications plan and would be keen to develop some further food pantry provision within college to support students.</p>

Page 352

		<p>The AD in Education provided an update on how colleges draw down bursary support for low-income families. This is different than the free school meals offer in schools. Colleges have access to discretionary bursary support to help pupils from low-income households and student support services should have criteria in place for this</p>
4f.	<p>If engagement has not been undertaken, please explain why.</p>	<p>A further discussion is scheduled with Tameside College (7/5/2025) to discuss proposals and mitigations. EIA will be updated as appropriate</p>

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.	<p><i>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.</i></p> <p>Use and distribution of the Household Support Fund 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 Household Support Fund 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).</p>
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SEE INSTRUCTION:

Financial Considerations

Page 35 of 38

Tameside Metropolitan Borough Council Equality Impact Assessment Form



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.	<p><i>Identify any financial considerations that have influenced the analysis and outcomes of this Equality Impact Assessment.</i></p> <p>The funding allocation for Round 7 is £528,429 less than the allocation received in the previous financial year funding period.</p>

Page 3 of 4

Step 5: Impact Analysis – evidence the impacts

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

Tameside Metropolitan Borough Council Equality Impact Assessment Form

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 nationality)	How people identify themselves or are identified in society according to their skin colour, physical features, and national/cultural identity. This can cover: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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.

Tameside Metropolitan Borough Council Equality Impact Assessment Form

Gender Identity	The gender that a person identifies 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	<p>‘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.</p> <p>‘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 <i>breastfeeding</i>.</p>
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	<p>A person with a condition related to their psychological or emotional wellbeing. This includes a wide variety of conditions:</p> <ul style="list-style-type: none"> • 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.

Tameside Metropolitan Borough Council Equality Impact Assessment Form



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).
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Impact No.	Protected Characteristic <i>Select a protected characteristic from the drop-down list</i>	Impact <i>Identify the potential impact of the proposal</i>	Impact Type (Direct/Indirect) <i>Select ‘direct’ or ‘indirect’ from the drop-down list</i>	Evidence <i>Provide evidence regarding the proposal’s potential impact (e.g. data/intelligence, findings from consultation/engagement, research reports, etc.).</i>	
Page 357	1	Age	A reduced level of financial support for eligible college students during the summer holiday to support with food costs if vouchers cease	Direct	The grant directly provides vouchers in respect of 1069 students at Tameside College and 474 students at Ashton Sixth Form – currently £10 per week of each holiday up to 13 weeks a year. The proposal would see this support stop after the May 2025 holiday
	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 students and 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 in receipt of HSF 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 disproportionately 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%).

Tameside Metropolitan Borough Council Equality Impact Assessment Form



				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 provided to families on the lowest income using free school meals/bursary eligibility as an indicator. These families will suffer a direct impact as a result of any reduction in support	Direct	The council has identified 1,543 college students whose families are on the lowest incomes and will no longer be eligible for support.
6	Multiple Marginalisation	The households affected will be on low income and potentially in further protected characteristic group, so further disadvantaged by any reduction in support	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.

Page 358

Step 6: Plan mitigating actions

Purpose:	To identify mitigating actions to minimise potential detrimental impacts of the proposal on people with protected characteristics.
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Impact No.	Impact <i>Identify the impact being addressed</i>	Mitigating Action and Rationale <i>Describe the action required to reduce the detrimental impact identified in the Impact Analysis, and explain the rationale underneath and/or intended outcome.</i>	Officer Responsible <i>Identify who is responsible for implementing the mitigating action (name and department).</i>	Timescale <i>Provide the timeframe for when the mitigating action should be implemented.</i>	Completed (Yes/No) <i>Has the mitigating action been implemented?</i>	Update <i>Provide any progress updates below.</i>
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1	The removal of support for college students from Summer 2025 will result less financial support for eligible students	College students who are impacted by this change, have been assessed as eligible for bursary support. Therefore, they are classed as being in a low-income household. These families will be eligible to apply to the open application scheme for support	Janine Yates	By end July 2025		
2	Disabled students or anyone within their household with a disability may have higher costs and therefore be more at risk of poverty as a result of the removal of support	The Council wants to 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 and the provision of advice.				
3	Students who are carers may be impacted more than others who do not have a caring role should the support cease	Education Service will develop a communication plan for schools, early years and colleges to help students/families/ carers anticipate any future change and reduction in the availability and provision of this additional support.				
4	Households including a person with mental ill health may be affected more disproportionately by the change to Household Support Fund support	The communication plan outlining alternative support should be delivered under the Helping Hands banner and 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 support				

Page 359

Tameside Metropolitan Borough Council Equality Impact Assessment Form



5	<p>Money from the Household Support Fund is provided to students within families on the lowest income using bursary eligibility as an indicator. These families may suffer as a direct impact as a result of any reduction in support</p>	<p>day to day cost of living. Alternative sources of help include:</p> <p>Helping Hand initiative – access to cost-of-living support and advice – communicate where people can find the resources</p> <p>Benefits advice via the welfare rights team</p> <p>Food bank voucher support for families in immediate crisis with no funds</p> <p>Food pantries in the borough for longer term support with access to affordable food</p> <p>Ashton Sixth Form (ASF) College are able to provide food support through their food pantry during the holidays should a student require it. Tameside College are also able to consider providing support with food on site if a student presented to them in need during the holidays.</p> <p>ASF have hardship funds which can support students in exceptional hardship</p> <p>The Holiday Activities and Food programme (HAF) provision to children eligible for free school meals and those who the local authority believe can</p>				
Page 360	<p>The households affected by a reduction in the Household Support Fund will be on low income and potentially in further protected characteristic group, so further disadvantaged by any reduction in support</p>					

Tameside Metropolitan Borough Council Equality Impact Assessment Form

Page 361	<p>benefit from the activity and food programme - have lunch provided each day during Easter, Summer and Christmas holidays.</p> <p>The council is exploring budgeting support/money skills sessions delivered via Barclays Bank</p> <p>Free sim card via National Databank in libraries for families (over 18s) in low-income households who need access to data/minutes</p> <p>Other council services will have access to HSF funding to give small emergency payments and can provide support on a case by case basis to support young people/families in crisis – this will include carers centre, childrens, leaving care and adult services</p>				
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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.
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This Equality Impact Assessment has been completed by the EIA Lead Officer:	Name:	Janine Yates
	Signature:	

Tameside Metropolitan Borough Council Equality Impact Assessment Form



	Department:	Janine Yates
	Date:	Welfare Rights Service
This Equality Impact Assessment has been checked by the Assistant Director / Director, and signs that it is sufficiently robust and rigorous:	Name:	7 May 2025
	Signature:	Emma Varnam
	Department:	
	Date:	Operations and Neighbourhoods
		7 May 2025

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

Page 363

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.

Page 364

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