

Equality Impact Assessment / Equality Analysis

(Updated December 2022)

Item name	Details
Title of service or policy	Report on Education Performance
Name of directorate and service	Education & Safeguarding
Name and role of officers completing the EIA	Chris Wilford – Director of Education & Safeguarding
Date of assessment	29 Feb 2024

Equality Impact Assessment (or 'Equality Analysis') is a process of systematically analysing a new or existing policy or service to identify what impact or likely impact it will have on different groups within the community. The main aim is to identify any discriminatory or negative consequences for a particular group or sector of the community, and also to identify areas where equality can be better promoted. Equality impact Assessments (EIAs) can be carried out in relation to services provided to customers and residents as well as employment policies/strategies that relate to staffing matters.

This toolkit has been developed to use as a framework when carrying out an Equality Impact Assessment (EIA) or Equality Analysis. **Not all sections will be relevant – so leave blank any that are not applicable.** It is intended that this is used as a working document throughout the process, and a final version will be published on the Council's website.

1.1 Identify the aims of the policy or service and how it is implemented

Key questions	Answers / notes
<p>1.1 Briefly describe purpose of the service/policy e.g.</p> <ul style="list-style-type: none"> ● How the service/policy is delivered and by whom ● If responsibility for its implementation is shared with other departments or organisations ● Intended outcomes 	<p>This is a report on education performance in B&NES early years settings & Schools.</p> <p>The report is taken from the Local Authorities (LA) Business Intelligence (BI) Team Strategic Evidence Base (SEB). Link below – slides 108 onwards</p> <p>https://beta.bathnes.gov.uk/strategic-evidence/document-library/strategic-evidence-base-summary-and-full-report</p> <p>The report aims to inform Policy Development & Scrutiny (PDS) of the academic progress and attainment of children and young people in our schools. The report is used to assist Cllrs and Officers in understanding where children do well and if groups of children in B&NES do not achieve as well. It also contains information about attendance, OFSTED grades and suspensions</p>
<p>1.2 Provide brief details of the scope of the policy or service being reviewed, for example:</p> <ul style="list-style-type: none"> ● Is it a new service/policy or review of an existing one? ● Is it a national requirement?). 	<p>This report is produced annually. It is not a statutory requirement. However, it is of significant interest for the Council to understand the performance of early years and education settings by key stage and to focus on where performance from certain groups of children and young people is an area of concern.</p>

<ul style="list-style-type: none"> How much room for review is there? 	
1.3 Do the aims of this policy link to or conflict with any other policies of the Council?	NA

2. Consideration of available data, research and information

Key questions	Data, research and information that you can refer to
2.1 What equalities training have staff received to enable them to understand the needs of our diverse community?	Cllrs have received mandatory equalities training in 2023. The Business Intelligence (BI) team produces the SEB; in line with the Council's priorities around equality and supporting disadvantage, the BI team has focused on areas/groups of children and young people that do not perform as well in our early years settings and schools. The equalities officer has provided advice and support on this assessment.
2.2 What is the equalities profile of service users?	The SEB has a section on the demography of our population in B&NES. The school performance results in B&NES apply to all children attending a B&NES EY or School setting. A breakdown of the profile by gender/special educational needs & disabilities (SEND) free school meals (FSM) is viewable on slide 110 of the SEB. Ethnicity is broken down in slides 114, 118, 125.
2.3 If you are planning to undertake any consultation in the future regarding this service or policy, how will you include equalities considerations within this?	No consultation is planned for the presentation of school performance data.

3. Assessment of impact: 'Equality analysis'

Based upon any data you have considered, or the results of consultation or research, use the spaces below to demonstrate you have analysed how the service or policy:

- Meets any particular needs of equalities groups or could help promote equality in some way.
- Could have a negative or adverse impact for any of the equalities groups

Key questions	Examples of what the service has done to promote equality	Examples of actual or potential negative or adverse impact and what steps have been or could be taken to address this
<p>3.1 Issues relating to all groups and protected characteristics</p>	<p>The LA provides a range of early help and preventative services to support all children and young people to engage in early years and educational establishments from the earliest opportunity.</p> <p>All schools have access to a form where they can highlight equalities issues, or serious racial/inequalities incidents and request additional advice from Equalities Officers in B&NES</p>	<p>None identified</p>
<p>3.2 Sex – identify the impact/potential impact of the policy on women and men.</p>	<p>The LA currently does not undertake work to close this gender gap.</p>	<p>The data highlights that girls outperform boys in education outcomes across the key educational stages. This is a national picture. Overall, boys' and girls' education outcomes in B&NES perform better than regional and national averages.</p>
<p>3.3 Pregnancy and maternity</p>	<p>We have no data in this area. However, when the LA is notified of teenage pregnancies, the LA/School nursing</p>	<p>No current local data is available in this area.</p>

	provides advice, support and guidance to schools on their legal duties.	
3.4 Gender reassignment – identify the impact/potential impact of the policy on transgender people	No data on the educational outcomes from this group is available from our SEB. Nor does the Department for Education (DFE) produce this data.	No data on the educational outcomes from this group is available from our SEB. Nor does the DFE produce this data.
3.5 Disability – identify the impact/potential impact of the policy on disabled people (ensure consideration both physical, sensory and mental impairments and mental health)	The LA provides additional resources through Education Health Care Plans (EHCP) funding/inclusion support funding and provision of SEND services, Education Psychology, Early Years Area Special educational needs co-ordinators (SENCO's) /Portage and Children's centres to assist children with SEND in their education. B&NES special schools are rated as Good by OFSTED	The performance of children and young people with SEND is broadly in line with regional and national averages. The Local Authority is investing additional capital to develop additional resource bases to ensure that we have enough specialist placements for children with SEND
3.6 Age – identify the impact/potential impact of the policy on different age groups	The LA is engaged in several initiatives to support schools to develop strategies to improve outcomes for children in the early years and in primary school. E.g. Primary Empowerment Project & Language for Life and Improving Disadvantage Educational Outcomes Project	The educational outcomes are broken down into relevant key stages and examinations. Outcomes in B&NES for FSM Early Years Foundation Stage (EYFS) & Key Stage 2 children are below national averages.
3.7 Race – identify the impact/potential impact on across different ethnic groups	The Council undertakes several work streams to support the improvement of educational outcomes of Ethnic minority children and young people in B&NES schools; this includes commissioning the Black Families Education Support Group, Stand Against Racism & Inequalities (SARI) and the promotion of the Race	Education outcomes for Black children and mixed-race children in B&NES schools are below that of their peers regionally and nationally. Suspensions for black and mixed-race children in B&NES schools are also higher than regional and national averages.

	Equality Charter Mark. Links to this work are included in the main PDS report	
3.8 Sexual orientation – identify the impact/potential impact of the policy on lesbian, gay, bisexual, heterosexual people	No data on educational outcomes by sexual orientation is available in the SEB. Nor does the DFE produce this data	No data on educational outcomes by sexual orientation is available in the SEB. Nor does the DFE produce this data
3.9 Marriage and civil partnership – does the policy/strategy treat married and civil partnered people equally?	NA	NA
3.10 Religion/belief – identify the impact/potential impact of the policy on people of different religious/faith groups and also upon those with no religion.	No data on educational outcomes by religious belief is available in the SEB. Nor does the DFE produce this data	No data on educational outcomes by religious belief is available in the SEB. Nor does the DFE produce this data
3.11 Socio-economically disadvantaged* – identify the impact on people who are disadvantaged due to factors like family background, educational attainment, neighbourhood, employment status can influence life chances (this is not a legal requirement, but is a local priority).	The LA is engaged in several initiatives to support schools to develop strategies to improve outcomes for children in the early years and in primary school. E.g. Primary Empowerment Project & Language for Life and Improving Disadvantage Educational Outcomes Project.	Educational outcomes in B&NES for FSM EYFS & KS2 children are below national averages and the attainment gap for these children is one of the worst in the country. However, the outcomes for FSM do improve in KS4 and attainment is broadly in line with national average.
3.12 Rural communities* identify the impact / potential impact on people living in rural communities	NA	The SEB does not break down education performance by geographical location
3.13 Armed Forces Community ** serving members; reservists; veterans and their families, including the	NA	No education data is available for this group.

bereaved. Public services are required by law to pay due regard to the Armed Forces Community when developing policy, procedures and making decisions, particularly in the areas of public housing, education and healthcare (to remove disadvantage and consider special provision).		
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*There is no requirement within the public sector duty of the Equality Act to consider groups who may be disadvantaged due to socio economic status, or because of living in a rural area. However, these are significant issues within B&NES and have therefore been included here.

** The Equality Act does not cover armed forces community. However, the Armed Forces Bill (which came in on 22 Nov 2022) introduces a requirement to pay ‘due regard’ to make sure the Armed Forces Community are not disadvantaged when accessing public services.

4. Bath and North East Somerset Council & NHS B&NES Equality Impact Assessment Improvement Plan

Please list actions that you plan to take as a result of this assessment/analysis. These actions should be based upon the analysis of data and engagement, any gaps in the data you have identified, and any steps you will be taking to address any negative impacts or remove barriers. The actions need to be built into your service planning framework. Actions/targets should be measurable, achievable, realistic and time framed.

Issues identified	Actions required	Progress milestones	Officer responsible	By when
Disproportional suspensions of black and ethnic minority children	Continue to work with partners through the Race Equality Task Force to promote strategies to	Full take-up of the Race Equality Charter Mark in all B&NES schools.	Chris Wilford	September 2024

	reduce suspensions/exclusions in B&NES schools.			
Continue to support initiatives to support schools and multi-academy trusts to develop strategies to narrow the FSM attainment Gap in the Early Years & KS2.	<p>This broad and complex issue requires the collaboration of several partners, including the South West Regions group and trust leads.</p> <p>Several projects to support improvements in narrowing the gap are underway. However, with 97 of schools as academies, the role of the LA is to highlight and champion the issue.</p>	Schools are engaged in all available initiatives supported by the LA and the South West Regions Group.	All education leaders in B&NES and South West regions group	September 2024

5. Sign off and publishing

Once you have completed this form, it needs to be 'approved' by your Divisional Director or their nominated officer. Following this sign off, send a copy to the Equalities Team (equality@bathnes.gov.uk), who will publish it on the Council's and/or NHS B&NES' website. Keep a copy for your own records.

Signed off by: Chris Wilford
Date: 29.2.24

(Divisional Director or nominated senior officer)