

Equality Impact Assessment / Equality Analysis

(Version 4)

Item name	Details
Title of service or policy	Report on Attendance and Exclusions
Name of directorate and service	Education & Safeguarding
Name and role of officers completing the EqlA	Sarah Gunner – Virtual School Headteacher
Date of assessment	13 th October 2025

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 people and different groups within our community. The main aim is to identify any adverse impacts (i.e. discriminatory or negative consequences for a particular group or sector of the community, and to identify areas where equality can be better promoted). Equality impact Assessments (EqIAs) 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 (EqIA) or Equality Analysis. **Not all sections will be relevant – so mark N/A 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 following relevant service lead approval.

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 attendance and exclusions for schools in B&NES</p> <p>This report's summary of education performance is drawn from the council's Strategic Evidence Base (SEB) produced by the council's Business Intelligence team and data, and the DFE National statistics: https://explore-education-statistics.service.gov.uk/</p> <p>The report aims to inform Policy Development & Scrutiny (PDS) of the attendance and exclusion trends 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 contains information about attendance 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 not a statutory requirement. However, it is of significant interest for the Council to understand the trends in school attendance and exclusions and to focus on where 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?	

2. Consideration of available data, research and information

Key questions	Data, research and information that you can refer to
2.1 What equality focussed 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.
2.2 What is the equality profile of service users?	The school attendance data in B&NES applies to all statutory school age children attending B&NES schools. This data is then presented to reflect those who are open to social care and pupils eligible for free school meals. The exclusion data is split into permanent exclusions and suspensions, again this is reported for all statutory school age children attending B&NES schools. This data is then presented to reflect those who are open to social care, pupils eligible for free school meals and looking at disproportionality due to ethnicity.
2.3 Are there any recent customer satisfaction surveys to refer to? What were the results? Are there any gaps? Or differences in experience/outcomes?	Not in relation to this report. Each school is OFSTED inspected which takes account of pupils and parent views.
2.4 What engagement or consultation has been undertaken as part of this EIA and with whom? What were the results?	Use of national statistics and internal statistics.

2.5 If you are planning to undertake any consultation in the future regarding this service or policy, how will you include equality considerations within this?	None
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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 equality 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
3.1 Issues relating to all groups and protected characteristics	<p>The LA provides a range of early help and preventative services to support all children and young people to engage in attending school from the earliest opportunity.</p> <p>The LA provides a range of early help and preventative services to prevent exclusion and support inclusion. This includes the addition of the Education inclusion co-ordinators this academic year.</p>	None identified

	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	
3.2 Sex – identify the impact/potential impact of the policy on women and men.	The LA currently does not undertake work to close this gender gap.	
3.3 Pregnancy and maternity	We have no data in this area. However, when the LA is notified of teenage pregnancies, the LA/School nursing 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 attendance or suspension 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 of physical, sensory and mental health needs/differences)	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. This academic year the SEND and AP advice service has been launched to support young people at risk of exclusion and for those struggling to attend school.	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	There are more suspensions and exclusions in the secondary age range.	
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 Equality Charter Mark.	Suspensions for children from mixed global majority ethnicity in B&NES schools are higher than regional and national averages.
3.8 Sexual orientation – identify the impact/potential impact of the policy on lesbian, gay, bisexual, heterosexual, questioning 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?	N/A	N/A
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,	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	Attendance in B&NES for FSM children is below their peers. The % of FSM persistent absentees and severe absentees sits above neighbouring authorities.

employment status can influence life chances (this is not a legal requirement, but is a local priority).	Disadvantage Educational Outcomes Project.	
3.12 Rural communities* identify the impact / potential impact on people living in rural communities	N/A	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 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).	N/A	The SEB does not break down education performance for this group.
3.14 Care Experienced *** This working definition is currently under review and therefore subject to change: In B&NES, you are 'care-experienced' if you spent any time in your childhood in Local Authority care, living away from your parent(s) for example, you were adopted, lived in residential, foster care, kinship care, or a special guardianship arrangement.	The SEB does not break down education performance by this characteristic.	The SEB does not break down education performance by this characteristic.

*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.

***The Equality Act does not cover care experienced people. B&NES adopted this group as a protected characteristic in March 2024 alongside over 80 other Local Authorities. Although we have data for care leavers and children/young people who are currently in the care of B&NES we do not have wider data on disadvantage experienced through being in care.

4. Bath and North East Somerset Council 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 children from mixed global majority ethnicity.	Continue to work with partners through the Race Equality Task Force to promote strategies to reduce suspensions/exclusions in B&NES schools.	Full take-up of the Race Equality Charter Mark in all B&NES schools	Chris Wilford	September 2027.
Continue to support initiatives to support schools and multi-academy	This broad and complex issue requires the collaboration of several partners, including the	Schools are engaged in all available initiatives supported by	All education leaders in	September 2027

trusts to develop strategies to improve attendance for pupils eligible for FSM.	South West Regions group and trust leads.	the LA and the South West Regions Group.	B&NES and South West regions group	

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 Equality Team (equality@bathnes.gov.uk), who will publish it on the Council's website. Keep a copy for your own records.

Signed off by:

(Divisional Director or nominated senior officer)

Date: