

**Equality analysis is a valuable tool to help embed equality into everything we do**

**Evidence based equality analysis – can include documents, quotes, and web links for photos and videos**

Policy / procedure / function / project / decision: **Supporting the education of Gypsy, Roma and Travellers**

Main aims, purpose and outcomes and how does it fit in with the wider aims of the organisation:

Supporting and promoting the educational achievement and attainment of Cheshire West and Chester's children and young people who are in care, have English as an additional language or are of Gypsy, Roma or Traveller ethnicity.

Lead officer: Barbara Pickford

Stakeholders: education setting staff; Traveller children and young people and families; 3<sup>rd</sup> sector organisations; health, social care & education welfare colleagues

While process is important, equality analysis is essentially about **outcomes**.

**Lack of evidence of discrimination is not evidence of a lack of discrimination.**

**It is not acceptable to say that a policy is applied uniformly to all groups and is therefore fair and equal.** Applying a policy or procedure consistently may result in differential outcomes for different groups.

For each of the areas overleaf, an assessment needs to be made on whether the policy has a positive, negative or neutral impact, and brief details of why this decision was made and notes of any mitigation should be included. Where the impact is negative, this needs to be given a high, medium or low assessment. It is important to rate the impact of the policy based on the current situation (i.e. disregarding any actions planned to be carried out in future).

High impact – a significant potential impact, risk of exposure, history of complaints, no mitigating measures in place etc.

Medium impact –some potential impact exists, some mitigating measures are in place, poor evidence

Low impact – almost no relevancy to the process, e.g. an area that is very much legislation led and where the Council has very little discretion

	Neutral	Positive	Negative
Target group / area			
<p><b>Race and Ethnicity</b> (including Gypsies and Travellers; migrant workers, asylum seekers etc.)</p>		<ul style="list-style-type: none"> <li>• Progress of Gypsy, Roma, Traveller pupils is monitored in schools with over 5% GRT pupils on roll</li> <li>• Awareness of Gypsy, Roma, Traveller lifestyle and culture raised through training sessions, drama and saleable resources for staff, students, pupils and other adults</li> <li>• Traveller school forum meets at least once a term for staff of schools with Gypsy, Roma, Traveller pupils on roll to share good practice</li> <li>• Consultant with responsibility for Gypsy, Roma, Traveller pupils works with other teams and agencies to promote access to education at school. For example ensuring pre-school children have primary school places and Year 6 pupils have high school places.</li> <li>• Education Welfare Officer for school s with Gypsy, Roma, Traveller pupils work closely</li> </ul>	<p>Capacity issues as only 0.6 Gypsy, Roma or Traveller consultant. Planning has been approved to develop two new Traveller sites in Authority. Third is still to be decided.</p> <p><b>High impact</b> Limited capacity of 0.6fte consultant to raise awareness of needs of Gypsy, Roma or Traveller pupils and their families</p> <p>Access to school difficult if living on rural Traveller site and not eligible for free transport</p> <p><b>Medium impact</b> There is a significant potential impact to families not being able to access education due them living on Traveller sites which are in rural locations. The team are currently supporting one family by attending a transport Appeal Panel; introducing a family support worker to family; offering temporary financial support to pay for transport until appeal meeting. Will become a corporate issue if appeal is unsuccessful</p>

		<p>with schools and Gypsy, Roma, Traveller families to reduce levels of absenteeism</p> <ul style="list-style-type: none"> <li>• Traveller children are part of 2 year old nursery place offer</li> </ul>	<p>Central admissions system can delay Traveller children starting school</p> <p><b>Medium impact</b></p> <p>Delay in Traveller children starting school because schools have to await decision by Admissions team before children can start school. Step team advise school staff to help with any difficulties with regard to literacy or postal address of Traveller parents and speed up process by liaising on behalf of families.</p>
<p><b>Disability</b> (as defined by the Equality Act - a person has a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities)</p>		<p>The Step team links with Specialist Teaching Team when necessary to liaise with Traveller families who have a child with a disability eg, hearing or visual impairment.</p>	
<p><b>Gender/Gender Reassignment</b></p>			
<p><b>Religion and Belief</b></p>		<p>Where faith issues are identified, support is given to assist with school application, if required.</p>	
<p><b>Sexual Orientation</b> (including heterosexual, lesbian, gay, bisexual)</p>			

<b>Age</b> (children and young people aged 0 – 24, adults aged 25 – 50, younger older people aged 51 – 75/80; older older people 81+. The age categories are for illustration only as overriding consideration should be given to needs).		Transition to primary school or secondary school is encouraged. Step consultant visits home of children to offer support to complete admissions documentation. Follow up to ensure school places offered are accepted.	
<b>Rural communities</b>			Transport issues – see above
<b>Areas of deprivation</b>			
<b>Human Rights</b>			Gypsy, Roma & Traveller pupils who are unable to access education are not being given access to a basic human right. Some parents of Gypsy, Roma and Traveller children do not want their children to remain in formal education for fear of bullying. <b>Medium impact</b> Step team raise awareness of Gypsy, Roma & Traveller lifestyle and culture through staff inset and projects with adults and young people such as 'Michael's Story'.
<b>Health and Wellbeing</b> (consider both the wider determinants of health such as education, housing, employment, environment, crime and transport, as well as the possible impacts on lifestyles and the effect there may be on health and care services)			Bullying in school can affect Gypsy, Roma & Traveller health & wellbeing, also attendance and attainment. Impact as above

<b>Procurement/Partnership</b> (if project due to be carried out by contractors/partners etc, identify steps taken to ensure equality compliance)			
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**Evidence** (see guidance note for details of what to include here):

- A Traveller school forum meets each term. The invitation to attend the forum is extended to all schools where we know there are Traveller pupils on roll. The meetings provide an opportunity to share good practice and as well as sharing good practice amongst those who attend, there have also been visiting speakers who have shared their good practice. This academic year we have had visitors from the Traveller community who have shared their personal experiences. Below is a photograph of Joseph who is a sixteen year old Traveller. Joseph is now attending a local college and shared his experience of attending school. Three Leicester Traveller ladies visited the Traveller school forum in September and spoke about their lifestyle and culture and personal experiences. An email after Leicester visit is attached.



Joseph 001.jpg



RE Thank you.txt



IMAG0205.jpg

- Fliers for resources – resources promoted through National Association of Teachers of Travellers (NATT) website. Also box of Traveller resources is loaned to school after delivery of inset session



Flyer for Appleby  
fair\_reduced price.do



Flyer for Hatching  
Tan\_reduced price.dc



Publication  
Flyer.West - without

- Posters and evaluations from drama project. A drama project ‘Michael’s Story’ has been devised with the University of Chester to be delivered to 10-11 year old pupils in schools to raise awareness of Traveller lifestyle and culture and provide the opportunity to ask questions and explore possible stereotypes. Funding from Race Hate Crime has allowed the project to be delivered to 6 schools and develop the drama for an adult audience.



poster1\_michaels  
story.pdf



poster2\_pupilsquesti  
ons.pdf



poster3\_feedback.p  
df



Evaluation Form  
Feedback Michaels St

- Evaluations from GRT training sessions- evaluations are collated after delivery of training sessions



Youth Work lecture



Uni of Chester



Dodleston Collated



William Stockton

Collated evaluations F Diversity Conf 15.12.evaluations May2012Collated evaluations I

- Data analysis from pupil tracking – pupil progress and attendance in schools with over 5% Gypsy, Roma and Traveller pupils on roll. These schools receive extra funding through a pupil mobility allowance.



travellers allocations

2012- 13.xls



Anonymised GRT

attainment data 2010

NB attainment analysis is for 2010-11 year

### Action plan:

Actions required	Key activity	Priority	Outcomes required	Officer responsible	Review date
Liaise with Transport Service	Raise awareness, and resolve issues regarding transport for Travellers living on Traveller sites in rural locations	<b>high</b>	Transport issues to be considered, and resolved, on an individual basis if usual criteria not met	Antoinette van Ommen and Barbara Pickford	September 2012
Education provision for Gypsy, Roma & Traveller pupils	Project with Youth Federation to provide a programme of activities for Y7 Gypsy, Roma and Traveller pupils who have not transferred to high school.	<b>medium</b>	Gypsy, Roma and Traveller pupils attend regularly and achieve Youth Challenge Award (or equivalent)	Antoinette van Ommen and Barbara Pickford	March 2013

**Sign off**

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Lead Officer:	Barbara Pickford
Approved by Head of Service:	
<b>Moderation and/or Scrutiny</b>	
Date:	
<b>Date analysis to be reviewed based on rating</b> (high impact – review in 1 year, medium impact - review in 2 years, low impact in 3 years)	Review in 1 year

**Please forward the completed Equality Analysis to the Equality and Diversity Managers for publishing on the Council's website**