

**Equality screening and Full Impact Assessment template**

**Name of a policy / procedure / function / project: School Improvement Policy**

**Date: September 2010**

**Carried out by: Steve Nyakatawa**

Name	Role
Steve Nyakatawa	Principal Manager Improvement and Achievement

**Aims of the policy / procedure / function / project: School Improvement Policy (Schools Entitled to Additional Support)**

Improve outcomes in schools and narrow the gap between advantaged and disadvantaged groups.

**Stakeholders:**

Children, young people and their families, other stakeholders including professionals from Local Authority and Schools and their communities

**Considering the purpose of the Equality Impact Assessment process, is the policy (function, procedure etc.) relevant?**

Yes  No

<b>Potential impact on target groups: Improve SATs and GCSE results for vulnerable individuals and/or groups</b>		
<b>Target group</b>	<b>Potential impact</b> <i>Please describe</i>	<b>Measures currently in place</b>
<b>Race</b> <i>(also ethnicity, nationality and associated aspects such as culture and language)</i> <b>Gypsy and Travellers</b>	<b>NI 104</b> – Gap between SEN/non-SEN achieving Key Stage 2 English and Maths threshold is narrowed. <b>NI 107</b> - key stage 2 attainment for BME groups improves  <b>NI 108</b> – key stage 4 attainment for BME groups improves	All schools onto RAG continuum, utilising the GRTAP assessment tools to support primary schools with above 5% population of Traveller, Gypsy and Roma families and sharing of Autism materials via Heads association, SENCO networks and SENCO newsletter
<b>Disability</b> <i>(consider full rainbow of mental and physical impairments: mobility, manual dexterity, speech, hearing, learning, understanding, visual sight, MS, cancer, HIV etc.)</i>	<b>NI 104</b> – Gap between SEN/non-SEN achieving Key Stage 2 English and Maths threshold is closed year on year.	Lead School Model within each EIP to promote specific developments and share effective practice implemented
<b>Gender</b> <i>(consider associated aspects e.g. safety, single-parenting, caring responsibility, potential for bullying and harassment,</i> <b>Transgender</b>	Narrow the Gap in attainment between boys and girls. Boys are over-represented in exclusion figures resulting in poorer outcomes and potentially criminal behaviour. <b>NI 87</b> – Secondary School persistent absence rate is reduced. <b>NI 78</b> – Reduction in the No. of schools where less than 30% of pupils achieve 5 or more A*-C GCSE inc English & Maths	Implementation of programmes and activities in schools to include: Promotion of 'Behaviour for Progress' training through BIC and secondary strategy behaviour consultants, training for school SMT in developing whole school approach to attendance
<b>Sexual orientation</b> <i>(includes heterosexual, lesbian, gay, bi-sexual)</i>		
<b>Age</b> <i>(including all groups - children, young people, working age, elderly)</i>	<b>NI 81</b> – Inequality gap in the achievement of a level 3 qualification by age 19 is closed. <b>NI 82</b> – Inequality gap in the achievement of a level 2 qualification by age 19 is closed <b>NI 91</b> - Participation of 17 year olds in education or training improves	Implementation of the 14-19 Strategy and focus on Learners with Learning Disabilities and/or Difficulties (LLDD) Diploma implementation and Foundation Learning strategies in place  Priority in 14-19 strategic plan ie reduce the number of young Not in Education, Employment or Training or (NEET)

<b>Potential impact on target groups: Improve SATs and GCSE results for vulnerable individuals and/or groups</b>		
Target group	Potential impact <i>Please describe</i>	Measures currently in place
<b>Religion and belief</b> <i>(the most common religions include Hinduism, Judaism, Buddhism, Christianity, Islam, Sikhism, Shinto, Nonconformists)</i>	Improved understanding of religious diversity. Community cohesion judged as good in Ofsted inspections.	Implementation of agreed RE syllabus and monitor through SACRE.
<b>Rural issues</b>		
<b>Socio-economic issues</b>	<p><b>N102</b>- Close the attainment gap between pupils eligible for free school meals and their peers achieving the expected level at Key Stages 2 and 4</p> <p><b>NI 101</b> – Looked After Children achieving 5 or more A*-C GCSE inc English and maths at Key Stage 4 improves.</p> <p><b>NI 76</b> – Reduction in the No. of schools where less than 65% of pupils achieve 5 or more A*-C GCSE inc English &amp; Maths</p> <p><b>NI 75</b> – Achievement of 5 or more A*-C GCSE inc English and maths at Key Stage 4 improves year on year.</p>	Programmes and activities at KS4 implemented to include: schools with highest level of FSM offered support for 'Literacy Plus' activities using 'Core Plus' to address the gaps, consultants to support staff in targeted schools to use teacher assessment information and other data more effectively to track the progress of all pupils to inform next steps and identify pupils for intervention, run subject leader meetings.
<b>Other</b> <i>(there may be other target groups relevant to your service)</i>		

**Is the Policy/Function likely to have an impact on Human Rights?**

*We all have basic human rights which must be upheld. Human rights are about ensuring Fairness, Respect, Equality, Dignity and Autonomy (FREDA) for everyone. Everyone has the right to enjoy their basic human rights such as right to life and not be treated in an inhuman or degrading manner, protected by the Human Rights Act 1998.*

**Evidence:**

*Evidence to support the above answers. Customers' equality data monitoring and how the results inform service provision. Please consider quantitative, qualitative research, national and international evidence, results of any consultations you might have carried out. Please refer to the Equality Monitoring Guidelines on the intranet (or contact the E&D Managers) when considering introducing equality monitoring initiatives.*

*Regular review of performance data to ensure school improvement policy is having an impact on narrowing the gap.*

**Proposed actions** (to be reflected in the Business plans):

*Actions emerging from the “ Potential impact on target groups” and the” Evidence” sections in order to address any gaps*

Action	Target date	Responsibility
Establish a ‘virtual school’ for children on free school meals - analyse results compared to peers, validate and produce action plan to address potential barriers to attainment that characterise different FSM groups.	First review in October 2010	Steve Nyakatawa

**Rating:**

*In light of the above how would you rate the impact of your policy/function etc. on any of the target groups, for guidance please see footnotes.*

	Race	Disability	Gender	Sexual orientation	Age	Religion & belief	Rural Issues	Socio/eco
<b>High<sup>1</sup></b> <i>Please continue below</i>								
<b>Medium<sup>2</sup></b> <i>Please exit the process</i>	√	√	√					√
<b>Low<sup>3</sup></b> <i>Please exit the process</i>				√	√	√	√	

**IMPORTANT!**

**Only policies (functions, procedures etc.) rated as high have to be fully Impact Assessed. Full Impact Assessment requires consultation with members from the target groups highlighted as being at the receiving end of any potential impact. EIA consultation exercises will be undertaken by relevant service with the help and support of the Research and Intelligence team and Equality and Diversity Officers.**

<sup>1</sup> High = significant potential impact, risk of exposure, history of complaints, no mitigating measures in place or no evidence available, urgent need for consultation with service users, general public, employees

<sup>2</sup> Medium = some potential impact, some mitigating measures in place but no evidence available how effective they are, would be beneficial to consult with service users, general public etc. but not urgent

<sup>3</sup> Low = almost bordering with non relevance to the EIA process (heavily legislation led - very little discretion exercised, limited public facing aspect)

**Full Equality Impact Assessment part:**

<b>Affected target group</b> <i>(e.g. people with disabilities)</i>	<b>Race</b>	<b>Disability</b>	<b>Gender</b>	<b>Age</b>	<b>Religion &amp; belief</b>	<b>Rural</b>
Any particular segment within the target group <i>(e.g. people with learning disabilities)</i>						
Specific issues to be a subject of consultation <i>(e.g. how could the Council make its annual financial results understandable to people with learning disabilities, what support needed etc.?)</i> Please contact the Research and Intelligence team: <a href="mailto:beverley.wilson@cheshirewestandchester.gov.uk">beverley.wilson@cheshirewestandchester.gov.uk</a>						
Outcomes of consultation						
<b>What changes have been made as a result of the consultation outcomes</b>						
Feedback given to the consultees? Yes/No						

**Steve Nyakatawa**

**Lead person responsible the EIA**

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**Approved by Head of Service**

**Date: 2 September 2010**

**Next review of the EIA, measures put in place, changes:**

*(high – 1 year, medium – 2 years, low – 3 years)*