

Annex 1

Education Strategies Equalities Impact Assessment (EqIA)

1. Responsibility for the EqIA

Title of proposal ¹	Education Strategies
Name and job title of completing officer	Ian Harrison, Chief Executive and Director of Education and Learning, BELS
Head of service area responsible	Chris Munday, Executive Director, Children's Services
Equalities Champion supporting the EqIA	N/A
HR rep (for employment related issues)	N/A

2. Description of proposal

Is this a: (Please tick all that apply) New policy /strategy / function / procedure / service <input type="checkbox"/>	Review of Policy /strategy / function / procedure / service <input checked="" type="checkbox"/>
Budget Saving <input type="checkbox"/> If budget saving please specify value below:	Other <input type="checkbox"/> If other please specify below: Change in provider for a service
<p><i>Please outline in no more than 3 paragraphs²:</i></p> <p><i>The proposal which is being assessed</i></p> <p>Review of Education Strategy, School and Setting Improvement Strategy and SEND and Inclusion Strategy and proposed strategies for the next 3 years.</p> <p><i>The key stakeholders who may be affected by the policy or proposal</i></p> <p>Schools and other education settings other education settings, parents, carers, children and young people, Parent-Carer Forum, other partner organisations (health).</p> <p><i>The decision-making route being taken (e.g. business planning, committee) and date of decision:</i></p> <p>Draft strategies subject to consultation with headteachers at meetings and partnership boards; approved by the Children's Partnership Board. Being reported to the Children, Education and Safeguarding Committee on 30th November. Draft SEND strategy also subject to consultation with the Parent-Carer Forum and other stakeholders; there will be public consultation in December prior to it being finalised in January 2021.</p>	

3. Supporting evidence

What existing data informs your assessment of the impact of the proposal on protected groups of service users and/or staff?

Protected group	What does the data tell you ³ ?	What do people tell you ⁴ ?																																																												
Age ⁵	<p>Number of children and young people in Barnet Schools by age (source January School Census 2020)</p> <table border="1" data-bbox="562 352 1344 1278"> <thead> <tr> <th>Age</th> <th>Number of pupils</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>Younger than 1</td> <td>3</td> <td>0.00%</td> </tr> <tr> <td>1</td> <td>10</td> <td>0.02%</td> </tr> <tr> <td>2</td> <td>242</td> <td>0.40%</td> </tr> <tr> <td>3</td> <td>1845</td> <td>3.07%</td> </tr> <tr> <td>4</td> <td>3567</td> <td>5.94%</td> </tr> <tr> <td>5</td> <td>4183</td> <td>6.97%</td> </tr> <tr> <td>6</td> <td>4268</td> <td>7.11%</td> </tr> <tr> <td>7</td> <td>4446</td> <td>7.41%</td> </tr> <tr> <td>8</td> <td>4408</td> <td>7.34%</td> </tr> <tr> <td>9</td> <td>4429</td> <td>7.38%</td> </tr> <tr> <td>10</td> <td>4355</td> <td>7.25%</td> </tr> <tr> <td>11</td> <td>4467</td> <td>7.44%</td> </tr> <tr> <td>12</td> <td>4620</td> <td>7.70%</td> </tr> <tr> <td>13</td> <td>4292</td> <td>7.15%</td> </tr> <tr> <td>14</td> <td>4213</td> <td>7.02%</td> </tr> <tr> <td>15</td> <td>4082</td> <td>6.80%</td> </tr> <tr> <td>16</td> <td>3178</td> <td>5.29%</td> </tr> <tr> <td>17</td> <td>2365</td> <td>3.94%</td> </tr> <tr> <td>18</td> <td>1061</td> <td>1.77%</td> </tr> </tbody> </table>	Age	Number of pupils	%	Younger than 1	3	0.00%	1	10	0.02%	2	242	0.40%	3	1845	3.07%	4	3567	5.94%	5	4183	6.97%	6	4268	7.11%	7	4446	7.41%	8	4408	7.34%	9	4429	7.38%	10	4355	7.25%	11	4467	7.44%	12	4620	7.70%	13	4292	7.15%	14	4213	7.02%	15	4082	6.80%	16	3178	5.29%	17	2365	3.94%	18	1061	1.77%	<p>Engaged with Youth Parliament Ambassadors at the Barnet Children's Partnership in November 2020 and added their suggestions to the education strategies.</p>
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<p>*There are a further 85 young people between the ages of 19 and 23 in Barnet Schools, the majority of which being 19.</p>																																																														

Disability ⁶	SEN Status of pupils in Barnet Schools (Source: January School Census 2020)		Internal reviews (2018;2019) Self-evaluation framework SEND Sufficient Review 2019 Parental satisfaction surveys; Views of young people with SEND through BING (Barnet Inclusion Next Generation); SEND Conferences for schools and parents School satisfaction surveys Tracking of progress through SEND Development Group and SEND Partnership Board Service/Team evaluations SEND and Inclusion Strategy presented to Parent/Carer Forum in November 2020.													
	<table border="1"> <thead> <tr> <th>SEN Status</th> <th>% of CYP in Barnet Schools by SEN Category</th> </tr> </thead> <tbody> <tr> <td>EHC Plan</td> <td>3%</td> </tr> <tr> <td>SEN Support</td> <td>10%</td> </tr> <tr> <td>Non-SEN</td> <td>87%</td> </tr> </tbody> </table> <p>The data includes all pupils in Barnet schools including those over 18.</p>	SEN Status		% of CYP in Barnet Schools by SEN Category	EHC Plan	3%	SEN Support	10%	Non-SEN	87%						
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Gender reassignment ⁷	N/A		None													
Marriage and Civil Partnership ⁸	N/A		None													
Pregnancy and Maternity ⁹	Under 18 Conception rates – latest data available is from 2018		None													
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**Race/
Ethnicity¹⁰**

Ethnic Groups of pupils in Barnet Schools (source: January School Census 2020)

(Number include All pupils in Barnet Schools I.e. including pupils who are above 18)

Ethnicity	% Pupils in Barnet Schools
Any other Asian background	4.74%
Any other Black background	1.08%
Any other ethnic group	10.67%
Any other mixed background	4.57%
Any other white background	21.92%
Bangladeshi	0.88%
Black - African	8.28%
Black Caribbean	1.40%
Chinese	1.36%
Gypsy/Roma	0.05%
Indian	5.33%
Information not yet obtained	1.73%
Pakistani	1.81%
Refused	0.86%
Traveller of Irish heritage	0.03%
White - British	28.42%

	White - Irish	0.94%											
	White and Asian	2.65%											
	White and Black African	1.69%											
	White and Black Caribbean	1.61%											
Religion or belief¹¹	N/A			None									
Sex¹²	<p>Gender balance in Barnet Schools (source: January School Census 2020) in Barnet Schools i.e. including pupils who are above 18)</p> <table border="1"> <thead> <tr> <th></th> <th>Number of pupils in Barnet Schools</th> <th>% of Pupils in Barnet School</th> </tr> </thead> <tbody> <tr> <td>Female</td> <td>29,268</td> <td>48.68%</td> </tr> <tr> <td>Male</td> <td>30,851</td> <td>51.32%</td> </tr> </tbody> </table>				Number of pupils in Barnet Schools	% of Pupils in Barnet School	Female	29,268	48.68%	Male	30,851	51.32%	Presented strategies to Barnet headteachers and Youth Parliament Ambassadors, female and male, in October 2020.
	Number of pupils in Barnet Schools	% of Pupils in Barnet School											
Female	29,268	48.68%											
Male	30,851	51.32%											
Sexual Orientation¹³	N/A			None									
Other relevant groups¹⁴	None			None									

4. Assessing impact

What does the evidence tell you about the impact your proposal may have on groups with protected characteristics ¹⁵?

Protected characteristic	For each protected characteristic, explain in detail what the evidence is suggesting and the impact of your proposal (if any). Is there an impact on service deliver? Is there an impact on customer satisfaction? Is there an impact on staff? Click the appropriate box on the right to indicate the outcome of your analysis.	Positive impact	Negative impact		No impact
			Minor	Major	
Age	<p>The Education Strategies aim to ensure that all children and young people have equal access to opportunities within education and that the pathways and transitions, at all key stages, are effective and sufficient in order to support positive progress. Most recent achievement data demonstrates that at all ages within the education sector, pupils in Barnet outperform the national averages in regard to achievement at the end of each key stage, with achievement generally being in the top 10-20% at each Key Stage.</p> <p>Children with SEND receive the right support on starting school due to robust and accurate pre-school identification of needs. Young people with SEND report that they have choice and control over their lives and the support they receive. There is good planning for adult life and young people with SEND leave school with an option of education, training or employment.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Disability	<p>Achievement data demonstrates pupils with a disability achieve highly in Barnet in comparison to national. The quality of schools in Barnet is high with 100% of secondary students with a disability and 93.8% of primary pupils with a disability attending a Good or Outstanding school. All six special schools are Good or Outstanding with half of them Outstanding.</p> <p>Parents are confident that their child's special educational needs and/or disabilities will be met by the provision available in Barnet. There is less conflict in the system with fewer complaints and appeals to Tribunal.</p> <p>Co-production with children and young people with SEND is strengthened and the views of children and young people are represented at all levels of decision making. Young people with SEND know how to access support with mental health.</p> <p>The majority of children and young people with SEND have their needs met in their local mainstream school and in the last 3 years there has been greater consistency of approach to meet needs of children and young people at SEN Support.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	<p>There is timely identification and assessment of needs, including neurodevelopment diversity.</p> <p>There is a clear plan to ensure a sufficient number of the right type of specialist places within the borough to meet the needs of all children and young people from Barnet who have special educational needs and/or disabilities. The development of additional places in Additional Resourced Provisions (ARPs) and special schools in both the primary and secondary phases is set out part 10 of Appendix D (Planning for new school places 2018/19 to 2022/23). This is helping to meet the rising demand for SEND places in the borough, provide a wider choice to parents, improve parental satisfaction rates and accommodate more SEND pupils locally, thus minimising costs and bringing about an increase in the proportion of SEND children who are educated closer to their families and community support networks.</p>				
Gender reassignment	N/A	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Marriage and Civil Partnership	N/A	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Pregnancy and Maternity	N/A	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Race/ Ethnicity	<p>Current priority in the School and Settings Improvement Plan is to eliminate differences in the performance of groups of pupils. All ethnic groups in Barnet achieve higher than national; however the ratio of black pupils in Barnet attaining the expected standard at KS2 and KS4 compared to white pupils is low (a negative Relative Rate Index RRI) and in some cases is the lowest or second lowest in North London which is why this remains a priority.</p> <p>2019 KS4 achievement data showed, for Attainment 8, Barnet was ranked the 17th best LA (out of 151 LAs nationally) for Black pupils; 11th for Chinese pupils; 4th for Asian pupils and 3rd for Mixed pupils and White pupils. For</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Progress 8 the ranking was 55 th for Chinese pupils; 43 rd for Black pupils; 17 th for Asian pupils; 7 th for Mixed pupils and 2 nd for White pupils.				
Religion or belief	Active and effective Standard Advisory Council on Religious Education (SACRE), with representation from a wide range of religions, successfully supports schools, particularly in the teaching of Religious Education and monitors the quality of provision, teaching, resources and results in our schools	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sex	At Key Stages 1, 2, 4 and 5 both boys' and girls' achievement is higher than national and generally in the top 10% nationally. However, in the Early Years Foundation Stage, although the percentage of boys achieving a 'Good Level of Development' is above National and London, it was outside the top third nationally. Therefore raising attainment of boys at EYFS is a priority. At KS2 the performance of boys in Writing dropped by 3% in 2019 and their ranking dropped from 15 th to 37 th . Therefore the attainment of boys' writing is a priority.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sexual Orientation	Among the priorities in the Education Strategy and the Schools and Settings Improvement Strategy is an emphasis on each school's curriculum promoting equality and celebrating diversity in all its forms. This includes teaching about LGBTQ+ people and themes.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. Other key groups Are there any other vulnerable groups that might be affected by the proposal? <i>These could include carers, people in receipt of care, lone parents, people with low incomes or unemployed</i>		Positive impact	Negative impact		No impact
			Minor	Major	
Key groups	Various stakeholder groups are affected by these strategies. This includes schools and other education settings and children and young people and parents/carers, including children and young people with SEN and disabilities and their parents. The strategies are assessed as having a positive impact on these groups as they are intended to.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. Cumulative impact¹⁶

Considering what else is happening within the council and Barnet could your proposal contribute to a cumulative impact on groups with protected characteristics?

Yes No

7. Actions to mitigate or remove negative impact

Only complete this section if your proposals may have a negative impact on groups with protected characteristics. These need to be included in the relevant service plan for mainstreaming and performance management purposes.

Group affected	Potential negative impact	Mitigation measures ¹⁷	Monitoring ¹⁸	Deadline date	Lead Officer
N/A					

8. Outcome of the Equalities Impact Assessment (EqIA)¹⁹

Please select one of the following four outcomes

Proceed with no changes

The EqIA has not identified any potential for a disproportionate impact and all opportunities to advance equality of opportunity are being addressed

Proceed with adjustments

Adjustments are required to remove/mitigate negative impacts identified by the assessment

Negative impact but proceed anyway

This EqIA has identified negative impacts that are not possible to mitigate. However, it is still reasonable to continue with the activity. Outline the reasons for this and the information used to reach this decision in the space below

Do not proceed

This EqIA has identified negative impacts that cannot be mitigated and it is not possible to continue. Outline the reasons for this and the information used to reach this decision in the space below

Reasons for decision

The education strategies have an overwhelmingly positive impact on the opportunities for children and young people, both boys and girls, pupils from different ethnic backgrounds and children and young people with special educational needs and disabilities.

Sign-off

9. Sign off and approval by Head of Service / Strategic lead ²⁰	
Name: Chris Munday	
<input checked="" type="checkbox"/> Tick this box to indicate that you have approved this EqIA	Date of approval: 18/11/2020
<input type="checkbox"/> Tick this box to indicate if EqIA has been published Date EqIA was published: Embed link to published EqIA:	Date of next review:

Footnotes: guidance for completing the EqIA template

¹ **Title of EqIA:** This should clearly explain what service / policy / strategy / change you are assessing.

² **Focus of EqIA:** A member of the public should have a good understanding of the proposals being assessed by the EqIA after reading this section. Please use plain English and write any acronyms in full first time – e.g: ‘Equality Impact Assessment (EqIA)’

This section should explain what you are assessing:

- What are the main aims or purpose of the proposed change?
- Who implements, carries out or delivers the service or function in the proposal? Please state where this is more than one person or group, and where other organisations deliver it under procurement or partnership arrangements.
- How does it fit with other services?
- Who is affected by the service, or by how it is delivered? Who are the external and internal service-users, groups, or communities?
- What outcomes do you want to achieve, why and for whom? E.g.: what do you want to provide, what changes or improvements, and what should the benefits be?
- What do existing or previous inspections of the service tell you?
- What is the reason for the proposed change (financial, service, legal etc)? The Act requires us to make these clear.

³ **Data & Information:** Your EqIA needs to be informed by data. You should consider the following:

- What data is relevant to the impact on protected groups is available? (is there an existing EqIA?, local service data, national data, community data, similar proposal in another local authority).
- What further evidence is needed and how can you get it? (e.g. further research or engagement with the affected groups).
- What do you know from service/local data about needs, access and outcomes? Focus on each characteristic in turn.
- What might any local demographic changes or trends mean for the service or function? Also consider national data if appropriate.
- Does data/monitoring show that any policies or practices create particular problems or difficulties for any group(s)?
- Is the service having a positive or negative effect on particular people or groups in the community?

⁴ **What have people told you about the service, function, area?**

- Use service user feedback, complaints, audits
- Conduct specific consultation or engagement and use the results
- Are there patterns or differences in what people from different groups tell you?
- Remember, you must consult appropriately and in an inclusive way with those likely to be affected to fulfil the equality duty.
- You can read LBB [Consultation and Engagement toolkit](#) for full advice or contact the Consultation and Research Manager, rosie.evangelou@barnet.gov.uk for further advise

⁵ **Age:** People of all ages, but consider in particular children and young people, older people and carers, looked after children and young people leaving care. Also consider working age people.

⁶ **Disability:** When looking at disability, consideration should be given to people with different types of impairments: physical (including mobility), learning, aural or sensory (including hearing and vision impairment), visible and non-visible impairment. Consideration should also be given to: people with HIV, people with mental health needs and people with drug and alcohol problems. People with conditions such as diabetes and cancer and some other health conditions also have protection under the Equality Act 2010.

⁷ **Gender Reassignment:** In the Act, a transgender person is someone who proposes to, starts or has completed a process to change their gender. A person does not need to be under medical supervision to be protected. Consider transgender people, transsexual people and transvestites.

⁸ **Marriage and Civil Partnership:** consider married people and civil partners.

⁹ **Pregnancy and Maternity:** When looking at pregnancy and maternity, give consideration to pregnant women, breastfeeding mothers, part-time workers, women with caring responsibilities, women who are lone parents and parents on low incomes, women on maternity leave and 'keeping in touch' days.

¹⁰ **Race/Ethnicity:** Apart from the common ethnic groups, consideration should also be given to Traveller communities, people of other nationalities outside Britain who reside here, refugees and asylum seekers and speakers of other languages.

¹¹ **Religion and Belief:** Religion includes any religion with a clear structure and belief system. As a minimum you should consider the most common religious groups (Christian, Muslim, Hindu, Jews, Sikh, Buddhist) and people with no religion or philosophical beliefs.

¹² **Sex/Gender:** Consider girls and women, boys and men, married people, civil partners, part-time workers, carers (both of children with disabilities and older cares), parents (mothers and fathers), in particular lone parents and parents on low incomes.

¹³ **Sexual Orientation:** The Act protects bisexual, heterosexual, gay and lesbian people.

¹⁴ **Other relevant groups:** You should consider the impact on our service users in other related areas.

¹⁵ **Impact:** Your EqIA must consider fully and properly actual and potential impacts against each protected characteristic:

- The equality duty does not stop changes, but means we must fully consider and address the anticipated impacts on people.
- Be accurate and transparent, but also realistic: don't exaggerate speculative risks and negative impacts.
- Be detailed and specific where you can so decision-makers have a concrete sense of potential effects.
- Questions to ask when assessing whether and how the proposals impact on service users, staff and the wider community:

-
- Are one or more protected groups affected differently and/or disadvantaged? How, and to what extent?
 - Is there evidence of higher/lower uptake of a service among different groups? Which, and to what extent?
 - Does the project relate to an area with known inequalities (where national evidence or previous research is available)?
 - If there are likely to be different impacts on different groups, is that consistent with the overall objective?
 - If there is negative differential impact, how can you minimise that while taking into account your overall aims?
 - Do the effects amount to unlawful discrimination? If so the plan **must** be modified.
 - Does it relate to an area where equality objectives have been set by LBB in our [Barnet 2024 Plan](#) and our [Strategic Equality Objective](#)?

¹⁶ **Cumulative Impact**

You will need to look at whether a single decision or series of decisions might have a greater negative impact on a specific group and at ways in which negative impacts across the council might be minimised or avoided.

¹⁷ **Mitigating actions**

- Consider mitigating actions that specifically address the impacts you've identified and show how they will remove, reduce or avoid any negative impacts
- Explain clearly what any mitigating measures are, and the extent to which you think they will reduce or remove the adverse effect
- Will you need to communicate or provide services in different ways for different groups in order to create a 'level playing field'?
- State how you can maximise any positive impacts or advance equality of opportunity.
- If you do not have sufficient equality information, state how you can fill the gaps.

¹⁸ **Monitoring:** The Equality Duty is an ongoing duty: policies must be kept under review, continuing to give 'due regard' to the duty. If an assessment of a broad proposal leads to more specific proposals, then further monitoring, equality assessment, and consultation are needed.

¹⁹ **Outcome:**

- Make a frank and realistic assessment of the overall extent to which the negative impacts can be reduced or avoided by the mitigating measures. Also explain what positive impacts will result from the actions and how you can make the most of these.
- Make it clear if a change is needed to the proposal itself. Is further engagement, research or monitoring needed?
- Make it clear if, as a result of the analysis, the policy/proposal should be stopped.

²⁰ **Sign off:** You will need to ensure the EqIA is signed off by your Head of Service, agree whether the EqIA will be published, and agree when the next review date for the EqIA will be.