

Annex 1

Poat-16 Education and Skills Strategy – CES 7.6.21 - Equalities Impact Assessment (EqIA)

1. Responsibility for the EqIA

Title of proposal ¹	Post-16 Education and Skills Strategy
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 checked="" 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

Please outline in no more than 3 paragraphs²:

- The proposal which is being assessed*

Post-16 Education and Skills Strategy

Our approach is underpinned by the following strategic objectives of the post-16 education and skills strategy:

Strategic Objective 1: ***Extend the opportunities for young people to access vocational programmes*** by developing vocational pathways and the curriculum through partnerships and collaborative approaches with post-16 providers.

Strategic Objective 2: ***Minimise the number of young people who are NEET***, by developing the employability skills and resilience of young people and by ensuring excellent transition support and interventions for all young people, especially those at risk of becoming NEET or who are already NEET.

Strategic Objective 3: ***Increase the opportunities for disadvantaged young people to progress to suitable education, training, and employment***, including care leavers and young people with special educational needs and disabilities.

- The key stakeholders who may be affected by the policy or proposal*

Schools, colleges, training providers, parents, children and young people, Parent-Carer Forum, other partner organisations and local employers.

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>The post-16 Education and Skills team works with young people in schools, colleges, training providers and those who are currently not engaged in education, employment, or training.</p>												
	<p>Our database IYSS illustrates the large number of young people we work with.</p>												
	<table border="1"> <tr> <td data-bbox="412 485 1012 539">Students in years 8-11</td> <td data-bbox="1012 485 1608 539">18,451</td> </tr> <tr> <td data-bbox="412 539 1012 593">Students in years 12 -16+</td> <td data-bbox="1012 539 1608 593">12,846</td> </tr> <tr> <td data-bbox="412 593 1012 647">Total number of students</td> <td data-bbox="1012 593 1608 647">31,297</td> </tr> </table>	Students in years 8-11	18,451	Students in years 12 -16+	12,846	Total number of students	31,297						
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	Students in years 12 -16+	12,846											
	Total number of students	31,297											
	<p>Students in years 8-11 by gender</p>												
	<table border="1"> <tr> <td data-bbox="412 628 1012 683">Female</td> <td data-bbox="1012 628 1608 683">8,879</td> </tr> <tr> <td data-bbox="412 683 1012 737">Male</td> <td data-bbox="1012 683 1608 737">9,572</td> </tr> <tr> <td data-bbox="412 737 1012 791">Total number of students</td> <td data-bbox="1012 737 1608 791">18,451</td> </tr> </table>	Female	8,879	Male	9,572	Total number of students	18,451						
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Total number of students	12,846												

Disability⁶	Numbers of students with Special Needs						
	Students with an EHCP in force	725					
	Receiving SEN support (No EHCP)	2,187					
	Total number of students	2,912					
Gender reassignment⁷	N/A						None
Marriage and Civil Partnership⁸	N/A						None
Pregnancy and Maternity⁹	N/A						None
Race/ Ethnicity¹⁰	Ethnicity Description	Y8	Y9	Y10	Y11	Grand Total	
	Confirm with Client Please	498	206	263	297	1264	
	~Turkish	43	11	39	8	101	
	Afghan	74	114	108	115	411	
	Albanian		38	29	42	109	
	Arab	123	58	112	71	364	
	Ashkenazi Jew				1	1	
	Asian British	1		1	1	3	
	Bangladeshi	23	42	53	45	163	
	Black African	95	197	215	200	707	
	Black British	1	2		2	5	
	Black Caribbean	1	98	74	85	258	
	Black Congolese		13	10	10	33	
	Black Nigerian		73	68	66	207	
	Black Somali	49	110	97	91	347	
	Bosnian-Herzegovinian	3	4	5	4	16	

	Chinese	39	48	63	41	191
	Croatian	1	2	3	1	7
	Filipino	22	27	47	31	127
	Greek	53	25	70	24	172
	Greek Cypriot	2	78	58	45	183
	Gypsy / Roma	1	2	4	2	9
	Indian	155	314	278	269	1016
	Iranian		64	37	68	169
	Iraqi	5	18	16	8	47
	Italian	29	33	50	21	133
	Japanese	20	22	30	20	92
	Korean	4	5	4	2	15
	Kosovan		33	14	34	81
	Kurdish	15	15	14	13	57
	Latin/South/Central American	5	16	17	12	50
	Lithuanian	9	4	12		25
	Malaysian	2	5	7	2	16
	Moroccan	5	9	11	11	36
	Not Known			1		1
	Other	8	82	62	87	239
	Other Asian background	151	156	160	158	625
	Other black background		46	37	53	136
	Other mixed background		194	161	187	542
	Other white background	34	171	137	160	502
	Pakistani	44	68	79	86	277
	Polish	128	53	108	8	297
	Portuguese	51	24	70	24	169
	Refused		37		1	38
	Serbian	3	3	2	1	9
	Sri Lankan	7	20	18	19	64

Tamil - Sri Lankan	46	64	93	50	253
Traveller of Irish Heritage			2	1	3
Turkish		43	27	39	109
Turkish Cypriot		15	11	13	39
Vietnamese	1	2	3	1	7
White and Asian	1	108	89	92	290
White and black African		76	50	65	191
White and black Caribbean		67	61	73	201
White British	5	516	507	528	1556
White Eastern European	295	300	316	297	1208
White English		671	636	599	1906
White European	5	76	55	43	179
White Irish	1	66	54	58	179
White Scottish		4	3	2	9
White Welsh		1	2	2	5
White Western European		69	39	59	167
(blank)	2690	64	49	32	2835
Grand Total	4748	4682	4641	4380	18451

Young People aged - 16-24

	Cohort total	EET Total	In education, post Year 11
White British	3473	2981	2763
White Irish	144	121	108
White Gypsy or Irish Traveller	9	9	9

	Any Other White Background	2081	1814	1728		
	White and Black Caribbean	203	169	152		
	White and Black African	199	156	146		
	White and Asian	277	237	233		
	Any Other Mixed Background	441	396	381		
	Indian	575	520	513		
	Pakistani	229	191	185		
	Bangladeshi	111	101	95		
	Any Other Asian Background	1139	994	967		
	Caribbean	214	173	153		
	African	1191	1011	973		
	Black British	0	0	0		
	Any Other Black Background	174	136	130		
	Chinese	134	123	122		
	Arab	155	145	142		
	Any Other Ethnic Group	556	483	469		

	Refused	55	38	37	
	Information Not Obtained	1773	1551	1485	
	Total	13133	11349	10791	
Religion or belief¹¹	N/A				None
Sex¹²	39% of current NEETs are female and 61% are male.				.
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	Negative impact		No impact
			Min or	Maj or	
Age	<p>Overall, the number of Barnet young people aged 16 and 17 who are not engaged in education, employment, or training (NEET) is low. The percentage who were NEET in January to March 2020 was only 1.0%, the fifth lowest in London; the percentage of those who were NEET or 'not known' was 1.5%, the best in London. However, the number and percentage of young people aged 18 and above who are NEET is much higher and there are clear indications that they will increase significantly because of the economic problems caused by the pandemic.</p> <p>The strategy outlines that we will:</p> <p>Extend our tracking of young people to those aged 18-19. Statutory guidance indicates that we are required to do this for 16- and 17-year-olds, but in response to the pandemic and the significant increase in NEETs among young people aged 18 and above, we will draw on the additional funding allocated to</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	<p>BELS for post-16 projects to track 18-year-olds and to organise interventions to prevent those at risk of being NEET becoming NEET and to get those who are NEET into education, training or employment.</p> <p>Current NEET figures for young people aged 18 and above are high. 'London Councils' conducted research with Impetus in 2019 that analysed data for young Londoners' outcomes; this established that the levels of NEET for the 18 plus age range in Barnet was 15% before the Covid pandemic. (London Councils 2019). Young people, particularly those from deprived backgrounds, have had their earnings and job prospects hit hardest by the coronavirus pandemic, adding to fears for the long-term impact on their futures. People aged 16 to 25 were more than twice as likely as older workers to have lost their job, while six in 10 saw their earnings fall. The report also highlighted the impact of school closures on young people and added to growing evidence that students from poorer backgrounds have fallen behind compared with their more privileged peers.</p>				
Disability	<p><u>Community integration and independence for young people with SEND</u></p> <p>We continue to need to strengthen our planning and tracking of post-16 provision to ensure that there are appropriate opportunities, including supported internships, for young people with complex needs and tailored work-based and voluntary opportunities. We will produce a post-16 resource focusing on mental health services for young people. We will work with community organisations that support mentoring and mental health support for young people. Young people using this resource will be signposted to online resources specifically aimed at them. We will also provide information and any resource information to providers so that they are able to support young people.</p> <p>We will also seek to support young people with additional needs through transition by aiming:</p> <ul style="list-style-type: none"> to prioritise advice and support for children with additional needs from Year 9 onwards and for young adults who will transition to adult social care. to signpost transition pathways for all young people who require SEND support. to ensure, in line with our Preparation for Adulthood (PfA) Protocol, that all Year 9 Annual Reviews include a transition plan and that all Year 9 pupils with EHCPs have transitions explicitly discussed and documented as part of their Annual Review. to have a SEND IAG Adviser available to work with schools to improve IAG for young people with SEND. to review existing protocols for permanently excluded and home educated young people to support transition choices. 	☒	☐	☐	☐

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><u>Achievement of Disadvantaged Pupils, pupils with SEND and other Vulnerable Groups (including Children in Need)</u></p> <p>The aim is to eliminate differences in the performance of groups of pupils. The data shows, for 2019, the ratio of black pupils in Barnet attaining the expected standard at Key Stage 4 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. The post-16 strategy aims to ensure no groups of young people aged 16 to 25 are educationally disadvantaged.</p> <p><u>Looked After Children</u></p> <p>In the Autumn Term 2020 we had over 130 Looked After young people aged 16 years or over (106 male and 33 female), 91% of whom were from ethnic minority groups and 70 of these were unaccompanied asylum seekers. In 2019-20 the percentage of Barnet looked after 16- and 17-year -olds who were NEET was 10.8%, compared to 1% for the Barnet as a whole. The post-16 strategy aims to ensure as few Looked After Children and Care-leavers as possible are not in employment, education, or training (NEET).</p> <p>Post 16 Strategy - Strategic Objective 3</p> <p><i>'Increase the opportunities for disadvantaged young people to progress to suitable education, training and employment, including care leavers and young people with special educational needs and disabilities.'</i></p> <p>In addition to the Care-Leavers and Supported Internships projects, described below, we will continue to prioritise targeted support for disadvantaged and vulnerable groups. We will develop specific targeted work for any groups who appear to be disproportionately affected by the reductions in employment opportunities because of the pandemic, such as young black people.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Religion or belief	N/A	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sex	39% of the current NEET's are female while the remaining 61% are male. This means that young males are disproportionately disadvantaged and are not engaged in education or employment.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sexual Orientation	N/A	<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, colleges 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 Post-16 Education and Skills Strategy has an overwhelmingly positive impact on the opportunities for young people, both male and female, pupils from different ethnic backgrounds and young people with special educational needs and disabilities.

Sign-off

9. Sign off and approval by Head of Service / Strategic lead²⁰

Name: Chris Munday

Tick this box to indicate that you have approved this EqIA

Date of approval:

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 - eg: '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.