

Equality Impact Assessment

Stage 1 Details of the proposal

Name of service Directorate	Education, Early Start and Prevention (Barnsley Alliance for Schools) Children's Services
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Name of officer responsible for EIA Name of senior sponsor	Head of Education and Partnerships
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Description / purpose of proposal	Changes to Statutory Guidance on 'Working Together to Improve School Attendance' A new National Framework on improving school attendance and revised local code of conduct for the issuing of penalty notices to families where children are absent from school without authorisation as well as other measures to curb absence.
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Date EIA started	1 st September 2024
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Assessment Review date	31 st August 2025
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Stage 2 - About the proposal

What is being proposed?	The objective of the changes is to deter persistent pupil absence from school firstly through greater support to parents and families and secondly through penalty notices if absence persists over a specific period during the school year.
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Why is the proposal required?	The changes have been triggered by changes to statutory guidance as part of a nation-wide push towards improving school attendance and
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participation in mainstream education, following the Covid Pandemic.

What will this proposal mean for customers?

The changes will form part of our Strategy to improve education outcomes for all children in the Borough by ensuring greater engagement with learning, particularly since school can be the best place to promote their welfare and safeguard children from potential harm.

Stage 3 - Preliminary screening process

Use the Preliminary screening questions to decide whether a full EIA is required

Yes - EIA required (go to next section)

No – EIA not required (provide rationale below including name of E&I Officer consulted with)

Stage 4 - Scoping exercise - What do we know?

Data: Generic demographics

What generic data do you know?

Part of the revised requirements will be the need for schools to maintain both admission and attendance registers as well as a revised policy and procedure. This information will be shared with the Local Authority and the Barnsley Alliance Board as part of engaging with families in need of support and to enforce the provisions of the new National Framework.

Data: Service data / feedback

What equalities knowledge do you already know about the service/location/policy/contract?

Data derived from the annual schools census, together with the Department for Education's statistical data on the characteristics of pupils in the Borough.

Data: Previous / similar EIA's

Has there already been an EIA on all or part of this before, or something related? If so, what were the main issues and actions it identified?

This is the first EIA which has been compiled for measures aimed at improving school attendance via the measures emerging through the changes in national statutory guidance.

Data: Formal consultation

What information has been gathered from formal consultation?

Formal consultation will commence on the proposals immediately after Cabinet’s consideration of the report on 10th July. The results yielded will form part of the EIA’s evaluation next year.

Stage 5 - Potential impact on different groups

Considering the evidence above, state the likely impact the proposal will have on people with different protected characteristics

(state if negative impact is substantial and highlight with **red text**)

Negative (and potentially positive) impacts identified will need to form part of your action plan.

Protected characteristic	Negative '-'	Positive '+'	No impact	Don't know	Details
Sex					None anticipated
Age					None anticipated
Disabled <i>Learning disability, Physical disability, Sensory Impairment, Deaf People, invisible illness, Mental Health etc</i>					This matter will be the focus of our developing local 'offer' to children and young people with special educational needs, including disabilities.
Race					Targeted support and intervention will continue to be provided to children and young people in need of additional help in order to improve school attendance and reduce persistent absence.
Religion & Belief					As above
Sexual orientation					As above
Gender Reassignment					As above
Marriage / civil partnership		N/A			

Pregnancy / maternity		N/A			
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Other groups you may want to consider					
	Negative	Positive	No impact	Don't know	Details
Ex services					Targeted support and intervention will continue to be provided to children and young people in need of additional help as part of the Armed Forces Covenant
Lower socio-economic					Targeted support and intervention will continue to be provided to children and young people in need of additional help in order to re-engage children with their education and as part of improving life-chances whilst, at the same time, minimising the risk of issuing penalty notices.
Other ...					-

Stage 6 - BMBC Minimum access standards

If the proposal relates to the delivery of a new service, please refer to the Customer minimum access standards self-assessment (found at)

If not, move to Stage 7.

Please use the action plan to be taken to ensure the new service complies with the minimum access standards and reasonable adjustments for disabled people.

Not yet live

The proposal will meet the minimum access standards.

The proposal will not meet the minimum access standards. –provide rationale below.

Stage 7 – Action plan

To improve your knowledge about the equality impact . . .

Actions could include: community engagement with affected groups, analysis of performance data, service equality monitoring, stakeholder focus group etc.

Action we will take:	Lead Officer	Completion date
Analysis and follow up action from publication of education outcomes and inspection of schools and settings in the Borough	Head of Education and Partnerships	September 2025

Engaging with all groups of young people and their families particularly the Youth Council, Care4Us Council and SEND Youth Forum, together with other specific initiatives.	Head of Education and Partnerships	September 2025

To improve or mitigate the equality impact . . .

Actions could include: altering the policy to protect affected group, limiting scope of proposed change, reviewing actual impact in future, phasing-in changes over period of time, monitor service provider performance indicators, etc.

Action we will take:	Lead Officer	Completion date
Pulse surveys and further consultation	Head of Education and Partnerships	September 2025
Identifying, disseminating and introducing best practice	Head of Education and Partnerships	September 2025
To ensure all schools implement the provisions of the new National Framework and local Code of Conduct coherently and consistently.	Head of Education and Partnerships	September 2025

To meet the minimum access standards . . .(if relevant)

Actions could include: running focus group with disability forum, amend tender specification, amend business plan to request extra 'accessibility' funding, produce separate MAS action plan, etc.

Action we will take:	Completion date

Not yet live

Stage 8 – Assessment findings

Please summarise how different protected groups are likely to be affected

Summary of equality impact	All children already benefit from universal education. However, the promotion of inclusion and closing the gap in education outcomes between all disadvantaged and vulnerable groups of children compared to peers will be a centrepiece of the changes to improve school attendance. A combination of effective deterrence and supportive measures will be applied to all protected groups so that they benefit from the advantages of an inclusive and enriching education.
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Summary of next steps

These measures will help our ambition in ensuring the aspirations of children and young people are met. For those individual or groups of children who require additional help, targeted intervention will enable them to achieve their potential and enhance their life chances

Signature (officer responsible for EIA) Date

**** EIA now complete ****

Stage 9 – Assessment Review

(This is the post implementation review of the EIA based on date in Stage 1 if applicable)

What information did you obtain and what does that tell us about equality of outcomes for different groups?