

# EQUALITY IMPACT ASSESSMENT

Education Participation and Skills



## STAGE 1: WHAT IS BEING ASSESSED AND BY WHOM?

<b>What is being assessed - including a brief description of aims and objectives?</b>	Penalty Notice Code of Conduct (January 2020 final draft)
<b>Author</b>	Isabelle Morgan – Inclusion and Attendance Manager
<b>Department and service</b>	Education, Participation and Skills - Inclusion, Attendance & Welfare Service.
<b>Date of assessment</b>	Assessment undertaken 13.06.2019 (reviewed 17.01.2020)

## STAGE 2: EVIDENCE AND IMPACT

Protected characteristics (Equality Act)	Evidence and information (eg data and feedback)	Any adverse impact See <a href="#">guidance</a> on how to make judgement	Actions	Timescale and who is responsible
<b>Age</b>	<p>Date taken from the statistical first release:</p> <p>Total absence at primary school:</p> <p>2016/17: 4.21%</p> <p>2017/18: 6.97%</p> <p>Total absence at secondary school:</p> <p>2016/17: 5.36%</p> <p>2017/18: 8.4%</p>	None	NA	

<b>Disability</b>	Data taken from the Statistical First Release Total absence at Special School: 2016/17: 9.19% 2017/18: 12.33%	Some children with disabilities are unable to take holidays during the school holiday periods.	Not all children with disabilities attend special school, we need to clarify absence data for children with recorded disabilities in all schools.  We need to clarify whether there are particular groups of disabled children which are unable to take holiday during term time and ensure that we make reasonable adjustments to our approach for these children.	31 <sup>st</sup> March 2020
<b>Faith/religion or belief</b>	Data taken from CAPITA For academic year: 2016/17 – see appendix 1 2017/18 – appendix 2 2017/18 – appendix 3	Any adverse impact is mitigated as religious observance is a statutory defence for absence from schools. Genuine religious observance would be authorised absence by the school.	NA	
<b>Gender - including marriage, pregnancy and maternity</b>	Data relating to the gender of parents of received penalty notices relating to their child's persistent and unauthorised absence from school: 2016/17:	The adverse impact is mitigated by the legal tests that must be met before making a decision to issue a penalty notice i.e. the Code of Conduct, Legal Framework and the public interest		

	<p>Female 68.60%</p> <p>Male 31.40%</p> <p>2017/18</p> <p>Female 70.75%</p> <p>Male 29.25%</p>	<p>test set by the crown prosecution service.</p> <p>The law and Code of Conduct applies to all parents; the definition of a 'parent' as set out in section 576 of the Education Act 1996. By virtue of this section 'parent' includes: all natural parents, whether they are married or not; any person or body who has parental responsibility for a child (as defined by the Children Act 1989) and any person who, although not a natural parent, has care of a child. Having care of a child means that a person with whom a child lives and who looks after a child, irrespective of what their relationship is with that child. Schools do not always know the name/address of an absent parent and often the parent with whom the child lives will not share information about the absent parent with PCC.</p>		
<b>Gender reassignment</b>	We do not hold this data, in addition schools do not record gender reassignment for children or their parents.	None identified		
<b>Race</b>	<p>For academic year:</p> <p>2016/17 – see appendix 1</p> <p>2017/18 – appendix 2</p>	None identified		

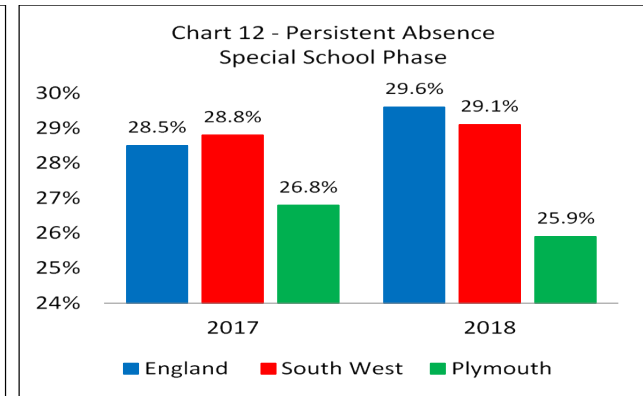
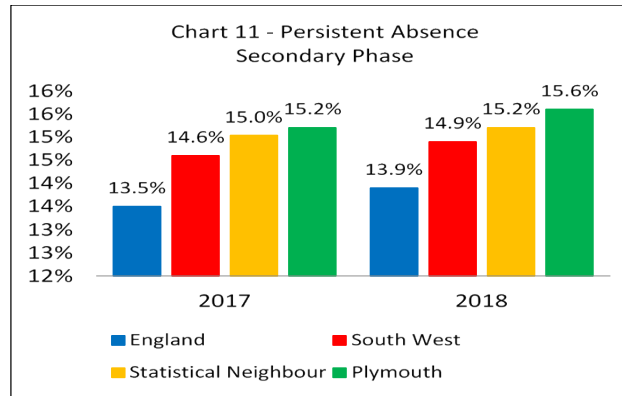
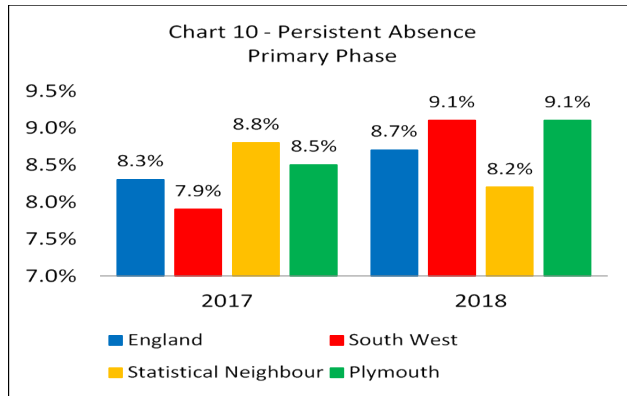
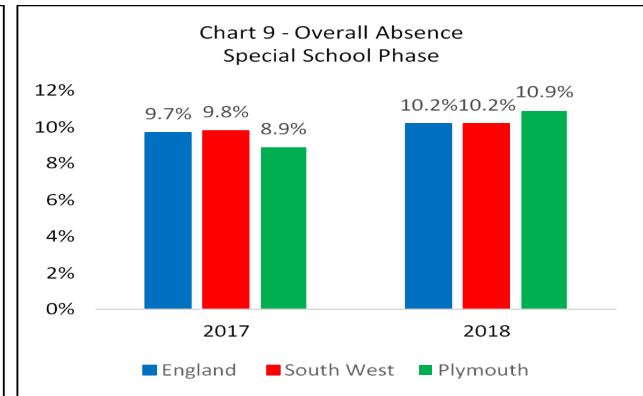
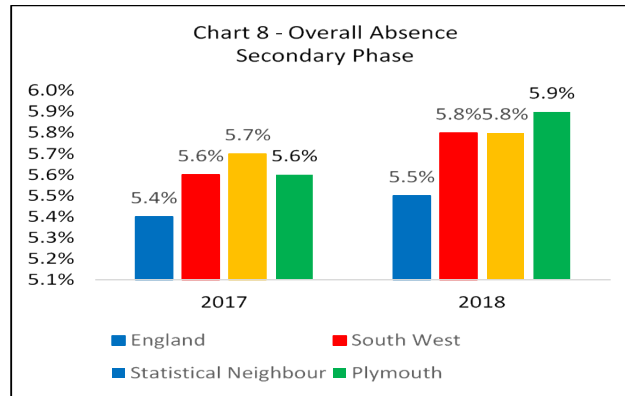
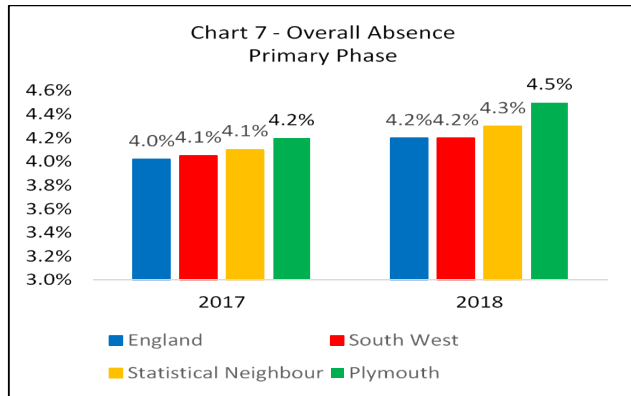
	2017/18 – appendix 3			
<b>Sexual orientation - including civil partnership</b>	We do not hold this data in addition schools do not record the sexual orientation of children or their parents.	None identified		

### STAGE 3:

#### General absence data

For 2018, overall absence rates in Plymouth sit above the national, regional and statistical neighbour benchmarks. There has been a 0.3 percentage point increase in overall absence rates in both primary and secondary schools, and these are larger increases than have been seen across the benchmarks. Previously in 2017, special schools in Plymouth sat below the benchmarks, however there has been a one percentage point increase in overall absence within special schools and Plymouth now sits higher than the benchmarks.

Persistent absence rates have increased nationally, regionally and in Plymouth at primary and secondary phase. At primary phase a 0.6 percentage point increase has occurred. This is larger than the national and regional increase. At secondary phase, a 0.4 percentage point increase has occurred. This is on par with the national increase and larger than the regional increase. At special school phase, persistent absence rates have reduced by 0.9 percentage points. Nationally a 1.1 percentage point increase has occurred.



**ARE THERE ANY IMPLICATIONS FOR THE FOLLOWING? IF SO, PLEASE RECORD ACTIONS TO BE TAKEN**

Local priorities	Implications	Timescale and who is responsible
Reduce the gap in average hourly pay between men and women by 2020.		
Increase the number of hate crime incidents reported and maintain good satisfaction rates in dealing with racist, disablist, homophobic, transphobic and faith, religion and belief incidents by 2020.		

<b>Good relations between different communities (community cohesion)</b>		
<b>Human rights</b> Please refer to <a href="#">guidance</a>		

**STAGE 4: PUBLICATION**

Responsible Officer: Jo Siney

Date 17/01/2020

Head of Service