

EQUALITY IMPACT ASSESSMENT

Education Participation & Skills



STAGE 1: WHAT IS BEING ASSESSED AND BY WHOM?

What is being assessed - including a brief description of aims and objectives?

This EIA assesses the Education, Participation and Skills Transformation: Plan for the Department – Options for the Future. Recommending a preferred option for the future of the Education, Participation and Skills Department. The document sets out the options for the future shape of the Department in light of Government policy, Council Strategy and the statutory requirements placed on the Department. The Plan will show how the Department will achieve the Council's ambition within available resources.

Positive Impacts:

- Plymouth city council can demonstrate a positive impact on the future of children and young people in the City by supporting an education system that is flourishing and delivering high quality outcomes.
- The Council can deliver on its statutory responsibilities and its ambition set out in the Plan for Education. The Plan for Education 2020 remains the critical statement of intent and ambition of Plymouth City Council.
- In addition to statutory functions, work with schools to agree a partnership or range of partnerships to deliver key priority and beneficial functions, with shared risk and reward.
- Would maximize the Council's influence on education in the City.
- The Department of Education, Participation and Skills is sustainable – the role and expectations of the Department must match with the budget available
- The Department has a balanced approach to risks and potential liabilities, bearing a share of these within a partnership approach, but not exposing the Council to significant future potential costs.

Author

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Department and service

Education, Participation and Skills

Date of assessment

20/10/17

STAGE 2: EVIDENCE AND IMPACT

Protected characteristics (Equality Act)	Evidence and information (eg data and feedback)	Any adverse impact See guidance on how to make judgement	Actions	Timescale and who is responsible
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Age	There are 38,965 children in the City between nursery and 19 years old	No adverse impact is expected. The preferred option is designed to facilitate delivery of the Plan for Education.	Facilitating partnerships so that all children, young people and their families in Plymouth have the best access and opportunities	
Disability	16% have an additional need / SEND	No adverse impact is expected. The purpose of the Department includes convening collaborative relationships on all aspects of education to secure outstanding provision, widen opportunities and promote inclusion and equalities.	Commissioning for those with additional need or vulnerability and alternative provision	
Faith/religion or belief	Data sets relating to faith/religion are not recorded centrally.	No adverse impact is expected.	Parents and pupils will have their voices clearly heard and their interests effectively met.	
Gender - including marriage, pregnancy and maternity	49% are Female	No adverse impact is expected.	Discharge our statutory responsibilities in a way that supports local schools to deliver the best outcomes for children and young people	
Gender reassignment	Data sets are not recorded centrally.	No adverse impact is expected.	Discharge our statutory responsibilities in a way that supports local schools to deliver the best outcomes for children and young people	
Race	78% are White British	No adverse impact is expected. The Department will continue	Discharge our statutory responsibilities in a way	

		to collate racist incident reports from schools.	that supports local schools to deliver the best outcomes for children and young people	
Sexual orientation - including civil partnership	Data sets are not recorded centrally.	No adverse impact is expected.	Discharge our statutory responsibilities in a way that supports local schools to deliver the best outcomes for children and young people	

STAGE 3: 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.	The Plan for Education is supportive of agendas concerned with people and place: improving educational outcomes is a critical element of the city's growth agenda and the health and well-being of residents. Destinations data for the city shows that the percentage of pupils in education, training or employment post-16 is on a rising trend.	
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.	To provide vibrant and effective educational settings that enable children and young people to develop as active citizens and enjoy a good quality of life in a productive and resilient economy. The Department will continue to collate racist incident reports from schools.	
Good relations between different communities (community cohesion)	Convening collaborative relationships on all aspects of education to secure outstanding provision, widen opportunities and promote inclusion and equalities for children and young people in the City.	
Human rights Please refer to guidance	The right to an education: In terms of quality of provision, 85% of pupils attend good or outstanding primary schools and 71% of pupils are educated in secondary schools judged to be at least good.	

STAGE 4: PUBLICATION

Responsible Officer Judith Harwood

Date

Director, Assistant Director or Head of Service