

APPENDIX 2

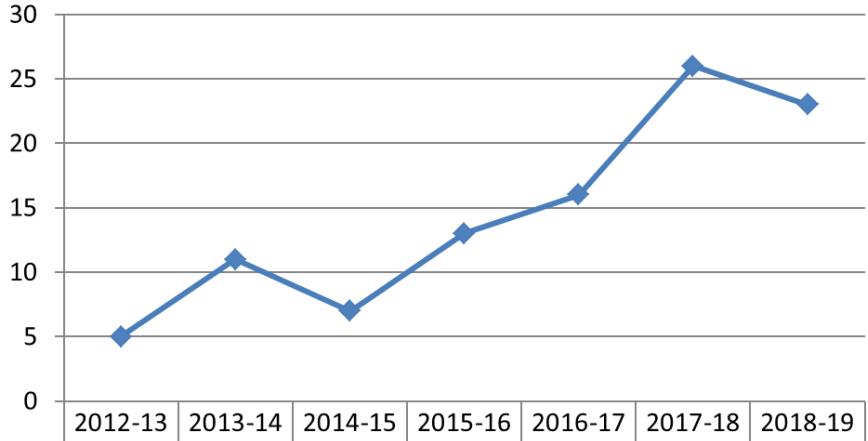
EQUALITY IMPACT ASSESSMENT (EIA)

Alternative model for primary aged children at risk of permanent exclusion

Service/policy/strategy/practice/plan being assessed	Alternative model for primary aged children at risk of permanent exclusion
Business Unit/Service Area	Communities: Education & Learning
Is this a new or existing service/policy/strategy/practice/plan? <i>If an existing service/policy/strategy/practice/plan please state date of last assessment</i>	New
EIA Review team – list of members	Jane Carter, Sarah Dalli, Marie Rooney
Do any other Business Units/Service Areas need to be included?	No
Date of assessment	5th August 2019
Are any of the outcomes from this assessment likely to result in complaints from existing services users, members of the public and/or employees? <i>If yes please let your Assistant Director and the Customer Relations Team know as soon as possible</i>	No

Details of service/policy/strategy/practice/plan

Scoping and Defining	
(1) What are the aims, objectives and outcomes of the service/policy/strategy/practice/plan ?	To provide more equitable provision across all geographical parts of the County for primary aged children at risk of permanent exclusion. Currently primary children in Nuneaton & Bedworth have access to Link centres, however, this intervention is not available in other areas. Primary permanent exclusions have been increasing over the last five years. The aim of this policy is to free up a financial resource to fund a new model of provision for primary children at risk of exclusion and to enable the Local Authority to make provision for those permanently excluded.
(2) Who are the customers?	Primary aged children at risk of exclusion, those permanently excluded, their families and schools and settings.
(3) How has equality been considered in the development or review so far?	The review recognises the current geographical inequality, that access to provision varies according to where children live.
(4) What is the reason for the change/development?	The primary reason for the proposed change is the increase in primary permanent exclusions and the need to establish a more equitable, effective and affordable model for preventing and managing exclusions.

	 <table border="1" data-bbox="848 628 2047 715"> <thead> <tr> <th></th> <th>2012-13</th> <th>2013-14</th> <th>2014-15</th> <th>2015-16</th> <th>2016-17</th> <th>2017-18</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>Number of permanent exclusions</td> <td>5</td> <td>11</td> <td>7</td> <td>13</td> <td>16</td> <td>26</td> <td>23</td> </tr> </tbody> </table>		2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	Number of permanent exclusions	5	11	7	13	16	26	23
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Number of permanent exclusions	5	11	7	13	16	26	23										
<p>(5) How does it fit with Warwickshire County Council's wider objectives?</p>	<p>The proposal is about:</p> <ul style="list-style-type: none"> - supporting our most vulnerable and disadvantaged children; - reducing crime and disorder and promoting safety [we know that excluded children are particularly vulnerable to becoming involved in crime]; - supporting and enabling children to access a high quality education setting; - putting financial resources in the right place to support organisational priorities; - developing the workforce so it has the right skills and capabilities; - reducing demand and higher costs through innovative and effective service re-design. <p>Education Strategy: 2a (children missing their education entitlement), 2d (learners with SEND) and 2e (learners with SEMH) - https://apps.warwickshire.gov.uk/api/documents/WCCC-1023-283</p>																
	<p>Nationally disadvantaged students, pupils eligible for Free School Meals, are around four times more likely to be permanently or fixed term excluded than their peers.</p>																

<p>(6) Why might it be important to consider equality and the protected characteristics?</p>	<p>Students with SEND nationally are around six times more likely than their peers to be excluded. Pupils of Gypsy/Roma and traveller heritage are the group most likely to be excluded nationally, and Black Caribbean students are around three times as likely to be excluded as their peers.</p>
<p>Information Gathering</p>	
<p>(7) What sources of data have you used?</p> <p><i>You must keep a record of any data you have currently used as supporting evidence</i></p>	<p>Exclusions data over the last three years.</p>
<p>(8) What does the data you have tell you about your customers and about protected equality groups?</p>	<p>Whilst Nuneaton and Bedworth remains the area with most pressure for permanent exclusions, there is also a growing number of exclusions in other parts of the County. The current model of provision is not available in other parts of the County and the provision is relatively expensive for a small number of learners. Sixteen out of the 23 learners permanently excluded in 2018-19 were either receiving SEN Support, had been referred for an Education Health & Care assessment or had an EHC Plan. Eleven were eligible for Free School Meals. Twenty of the learners were from a White British background; two from BME and one from GRT background.</p>
<p>(9) What do you need to know more about?</p>	<p>N/A - exclusions data is detailed.</p>

(10) How could you find this out and who could help you?	N/A
Engagement and Consultation	
(11) Who have you consulted with from protected equality groups?	Once approval given: SEN Programme Board, Parent & Carer Forum, SENDIASS, Professional Associations related to staff groups affected.
(12) Who else could you consult with?	See above
(13) Who can help you to do this?	Jenny Bevan, Children & Families Participation Team
Monitor and Evaluate	
(14) How will you monitor and evaluate the service/policy/strategy/practice/plan?	Through on-going exclusions data reported via the Education Services' scorecard and dashboard. Reporting to SLT and Education Strategy Board - WE2.

Please note: Further information and advice about the corporate consultation process can be found [here](#).

(15) Analysis of impact and potential actions:

Protected characteristics from the Equality Act 2010	What do you know? Summary of data about/feedback from your service-users and/or staff	What does this mean?		What can you do? All potential actions to: <ul style="list-style-type: none"> ● Eliminate discrimination/mitigate negative impact ● Advance equality of opportunity ● Foster good relations
		Positive impacts identified (actual and potential)	Negative impacts identified (actual and potential)	
Age	YR to Y6	Although one type of intervention is being removed in Nuneaton & Bedworth, an alternative model of provision is being put in place for this age group which is equitable across the County.	Loss of the Links in N&B will be seen by some as negative	There is an opportunity for Officers to “sell” the benefits of the alternative model which will be more responsive to individual need and will be available across County.
Disability	Learners who will benefit are more likely to have SEND	Although one type of intervention (The Links) is being removed in Nuneaton & Bedworth, an alternative model of	Loss of the Links in N&B will be seen by some as negative	There is an opportunity for Officers to “sell” the benefits of the alternative model which will be more responsive to individual SEND need and will be available across all parts of the County. Currently The Links as an intervention is not

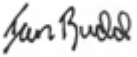

		provision is being put in place which is equitable across the County.		suited to learners with some areas of SEND.
Sex				No significant adverse impact
Race				No significant adverse impact anticipated: the alternative model is about preventing permanent exclusion, being more responsive to individual need and responding earlier, which should mean a positive impact. Through monitoring of exclusions data which includes ethnicity, should there be an increase that has not been anticipated, this will be picked up. The Education Entitlement Team has a SLA with the Gypsy Roma Traveller Team if support is required.
Religion or belief				No significant adverse impact
Gender Reassignment				No significant adverse impact
Pregnancy and Maternity				No significant adverse impact

Sexual orientation				No significant adverse impact
Marriage and Civil Partnership (Note: only in relation to due regard to eliminating unlawful discrimination)				No significant adverse impact

(16) Outcomes of Equality Impact Assessment		
Action	Timescale	Responsibility
Monitor Exclusions' Data on a half-termly basis for impact, including any adverse impact on ethnicity.	Half-termly	SD and JC

Date of Next Review	31st December 2019
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Name and signature of Officer completing the EIA	Jane Carter
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Name and signature of Assistant Director	
Name and signature of Directorate Equalities Champion	

If you would like any equalities support or advice on this completed document, please contact the Equalities Team on 01926 412370 or equalities@warwickshire.gov.uk

NEXT STEPS ONCE COMPLETED:

- 1. Go to File – Rename, and enter a new document name (e.g. Title of the EIA followed by - EIA)**
- 2. Go to Share (top right hand corner) Add Assistant Director and the Directorate Equalities Champion with ‘can edit’ option to gain their signatures and for recording purposes**
- 3. Once signed off, ensure the completed EIA is saved in a secure place**