

Equality Impact Assessment Record

Date of EIA 22 December 2008
 Directorate Social Care and Learning

Initial Screening Record		
Activity to be assessed	Pupil Support	
What is the activity?	Service	
Is it a new or existing activity?	Existing	
Aim / objective / purpose of the activity – who is the activity designed to benefit/target?	<p>The purpose of the activity is to: Support pupils in Bracknell Forest who may be having difficulties in sustaining their school place for a variety of reasons. This may be because of attendance and behaviour issues, issues connected bullying and other pupil relationship issues such as bullying and racist incidents, conflict between families or between family and school.</p> <p>The activity is designed for: Young people in Bracknell Forest schools aged between 4 and 18</p>	
Who is responsible for the activity?	The people responsible for this policy/function are: Gloria King: Children and Families Manager Pauline Harper: Behaviour Support Team (BST) Manager Marion Bent: Head of Pupil Referral Service (PRS)	
Did Step 1: Initial Screening indicate that a full EIA was necessary?	Yes – full EIA completed and recorded below.	
Full EIA Record		
Who are the members of the EIA team?	Gloria King, Pauline Harper, Sally Garforth, Martin Gocke, Marion Bent	
What evidence has been found to indicate that the activity might need to be amended? (Include any consultation undertaken)	Anecdotal evidence from members of teams Evidence from national sources Local data analysis Feedback from Service users	
With regard to the equalities themes, which groups might be impacted by the activity? Might any of these groups be impacted adversely ?	Groups Impacted	Groups impacted adversely
	Race and ethnicity Disability Gender Sexual Orientation Religion or belief Economically disadvantaged Children looked after	Race and ethnicity Disability Gender Sexual Orientation Religion or belief Economically disadvantaged Children looked after
What evidence is there to suggest an impact/adverse impact?	Data analysis from local and national sources indicates that certain groups are more susceptible to experiencing difficulties in sustaining a school place. There is some evidence of this locally but Bracknell Forest figures do not reflect national patterns in their	We want to ensure that those young people who need support actually receive it. In many cases they do not ask for additional help and it is important that the Pupil Support function does what it can to identify those hard to reach

	<p>entirety. This is due to the cohort size which tends to be small for certain groups in Bracknell Forest and as a result a small change in number can have a big change in percentage terms.</p>	<p>groups.</p> <p>There are a number of examples: children with SEN have higher levels of absence from school, as do looked after children. Some ethnic groups have significantly poorer attendance locally than others eg traveller heritage children. Boys are 3 times more likely to be excluded from school than girls in Bracknell Forest. There are other examples that could be cited.</p>
<p>On what grounds can impact or adverse impact be justified?</p>	<p>There is no justification for the adverse impact: there is justification for monitoring the support provided to different groups and adjusting it accordingly. The whole purpose of the Pupil Support is to target support to those young people who may be experiencing difficulties as a result of their membership of a particular group as identified above.</p>	
<p>Is there any current action that addresses issues for any of the groups impacted/adversely impacted?</p>	<p>Monitoring of racist incidents in schools and action and advice that follows. This data is also shared with the Bracknell Forest Racist Incidents Advisory Forum on a regular basis: their comment and advice on dealing with issues that arise is helpful.</p> <p>Sharing of data re attendance and exclusion with schools to encourage the development of best practice.</p> <p>Significant gathering of information with regard to bullying. The Council's Anti-bullying Working Group has a good understanding of issues that can affect different groups of young people and is supportive of schools in their efforts to address these.</p> <p>Focus on support for different groups of pupils by SIPs (School Improvement Partners) in their conversations with individual schools</p>	
<p>What changes will you make to the activity reduce or remove any differential/adverse impact?</p>	<p>At any one time there are probably 250 pupils involved with the services outlined above. Using the information systems that are currently available to us we are able to identify the characteristics of these young people.</p> <p>Key activity is to continue to refine monitoring systems. Over time systems have become more responsive in the way that they assist in the tracking of individual groups of young people. We recognise that there is further work to do with this, however. A clear picture of the support provided to different groups is the intended outcome. This will be achieved as part of a review of the Departments Performance Monitoring arrangements due to be concluded in early 2009.</p> <p>More sophisticated data analysis of data will enable members of the various teams to better support pupils, families and schools to ensure improved outcomes for children and young people.</p>	
<p>Into which action plan/s will these actions be incorporated?</p>	<p>Children and Young People's Planning Framework Service Plans for BST and PRS</p> <p>Areas around the needs of young people aged 13+ will be incorporated into the emerging frameworks for Targeted Youth Support. This is the subject of a separate EIA.</p>	
<p>Who is responsible for the action plan?</p>	<p>Chief Officer: Access and Inclusion Children and Families Manager Behaviour Support Team Manager Head of Pupil Referral Service</p>	
<p>Have any examples of good practise been identified as part of the EIA?</p>	<p>Monitoring of BST interventions and outcomes Focus in Anti-bullying Strategy on vulnerable groups Detailed analysis of attendance figures Detailed tracking of Looked after Children and impact of</p>	

	targeted support on outcomes
Has the EIA been published on the Council website?	Yes
Who is the relevant Chief Officer and have they signed off the EIA?	Martin Gocke 
Which PMR will this EIA be reported in?	This EIA will be reported in Quarter 1 2009-10