

Equalities Impact Assessment Record

Date of EIA 3 April 2006
 Directorate Education, Children Service's, & Libraries

Function or policy to be assessed	School Attendance Manual
Is it a policy or function	<input type="checkbox"/> Policy <input checked="" type="checkbox"/> Function
Is it a new or existing policy or function?	<input type="checkbox"/> New <input checked="" type="checkbox"/> Existing ✓
Aim / objective / purpose of the policy or function	The purpose of the policy/function is to: provide relevant information for all stakeholders in respect of school attendance matters
Who is responsible for the policy or function?	The person/section/team responsible for this policy/function is: Gloria King., Children and Families Manager, Access & Inclusion as Head of Service for the Education Welfare Service which has responsibility for working with schools and families to ensure that registered pupils attend school. Responsibilities for delivery of services rest with individual schools and support services.
With regard to the equalities themes, which groups might be impacted by the policy or function?	<input checked="" type="checkbox"/> Race <input checked="" type="checkbox"/> Disability <input checked="" type="checkbox"/> Gender <input checked="" type="checkbox"/> Age <input checked="" type="checkbox"/> Religion or Belief <input checked="" type="checkbox"/> Sexual Orientation
Which groups might be affected adversely ?	<input type="checkbox"/> Race <input type="checkbox"/> Disability <input type="checkbox"/> Gender <input type="checkbox"/> Age <input type="checkbox"/> Religion or Belief <input type="checkbox"/> Sexual Orientation
On what grounds can adverse or differential impact be justified?	N/A
What evidence has been found to indicate that the policy or function might need to be amended? (Include any consultation undertaken)	The School Attendance Manual is currently being amended to take into account changes in legislation, DfES' guidance and changing practices. The new Manual should be ready for the new school year in September 2006
What consultation will be necessary to support or confirm your conclusions?	Currently working with schools, services providers and using information from individual case monitoring
Will the conclusions drawn reduce or remove adverse or differential impact?	There are no adverse impact
What changes are proposed to the policy or function to reduce or remove adverse or differential impact?	N/A

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Has the information in this EIA been made publicly available and where?	Yes, BFBC Internet website
In to which plan or strategy has the necessary action been incorporated?	This function contributes to the work and delivery of the Children & Young People's Plan
What monitoring arrangements have been put in place?	To ensure that equality objectives are met, we shall be monitoring the provision of education and delivery of services on the basis of the groups referred to herein ...