

Equalities Impact Assessment Record

Date of EIA 17th March, 2006
 Directorate Education, Children's Services and Libraries

Function or policy to be screened / assessed	Bracknell Forest LA Policy on Sex Education
Is it a policy or function	X Policy/Procedure <input type="checkbox"/> Function
Is it a new or existing policy or function?	<input type="checkbox"/> New X Existing
Who is responsible for the policy or function?	The person / section / team responsible for this policy / function is: Allison Fletcher, Assistant Director of Education, Children's Services and Libraries
Who implements the policy or function?	The policy or function is delivered by: X Council staff X School Governors who refer to model policy to adopt a school policy which fulfils their statutory requirement.
Aim / objective / purpose of the policy or function	The aim / objective / purpose of the policy is to: help schools in the process of creating and adopting an appropriate Sex Education policy and in reviewing and updating sex education practice.
Summary of information / evidence used in this assessment (Include any consultation undertaken)	The following information / evidence was used in this assessment: PLASC ethnicity data showed that the percentage of minority ethnic pupils has risen to 11.6% in January 2006. These pupils come from a wide range of cultural and language backgrounds. An audit on languages conducted in local schools in December 2003 revealed that 63 languages were spoken. DfES research 'Minority Ethnic Pupils in Schools' indicated that mainly white schools may minimise the significance and value of cultural and ethnic diversity. Support of schools in this issue may relate to the adoption of an appropriate policy.
Who is the function, policy or procedure designed to target? Or Who are intended to be the main beneficiaries of the function or policy?	The policy / function is designed specifically to benefit the following people: Schools in Bracknell Forest, to assist school Governors in adopting a school Sex Education policy, school staff in delivering Sex Education through learning and teaching for the education and benefit of school pupils.
Which of the following equalities groups might be impacted by the policy or function?	X Race X Disability X Gender X Age X Religion or Belief X Sexual Orientation
Which groups might be affected adversely ?	X Race X Disability X Gender X Age X Religion or Belief X Sexual Orientation
How is this policy or function communicated to target beneficiaries?	The policy / function is generally communicated to target beneficiaries using the following channels: Model policy document available to schools through paper copy. Additional relevant advice through the Guide for professionals who work with young people on SRE (2002).
On what grounds can adverse or differential impact be justified?	Differential impact can be justified for the following reasons: more intensive resources and support may be needed for specific schools where there are distinctive aspects of policy implementation, e.g. special schools or denominational schools.
What consultation will be necessary to support or confirm your conclusions?	Consultation needs to take place with the community at a school level. LA needs to respond to issues raised which concern equality impact.
What changes are proposed to the policy or function to reduce or remove adverse or differential impact?	The objectives of the policy / function can still be met if the following actions are taken to remove or reduce the differential impact: <ul style="list-style-type: none"> Improve overall focus on disability

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	<ul style="list-style-type: none"> • Review reference to differing cultural backgrounds of pupils and teachers • Advice to consider different religious groups in teaching methodology made more explicit • Advice to consider different ethnic groups and disability groups in teaching materials
What monitoring arrangements have been put in place?	To monitor the effect of the recommended changes, the following factors or aspects of delivery will be monitored over time: the text and implications of school Sex Education policies, as well as those of the LA Sex Education policy.
When will this EIA be reviewed?	This EIA will be revisited and reviewed on: March 2007
Which strategies or plans does this function or service support?	The following strategies and plans are dependent on this policy or function: PSHE, Healthy Schools, Teenage Pregnancy
What are the main policies or procedures that underpin this function or policy?	This policy / procedure is dependent on the following policies / procedures / strategies / plans: Legal aspects of Sex Education provision in schools and statutory responsibilities of school governors as defined in relevant Education Acts
Date when the actions in this EIA must be referenced back to policy, plans, strategies, policies or procedures to which it is connected	Date: 30/04/2007 Responsibility: Assistant Director (LAL) Check date: 31/01/2007 Responsibility: Senior Adviser (PSHE)
Date to be submitted to Web Team for publication on EIA pages	31 March 2006