

# Equality Impact Assessment Toolkit (January 2021)

## **Section 1: Your details**

**EIA lead Officer:** Hannah Myers

**Email address:** hannahmyers@wirral.gov.uk

**Head of Section:** Carly Brown, AD- People

**Chief Officer:** **James Backhouse, Assistant Director - Education**

**Directorate:** Children's Services

**Date:** 16.08.21

## **Section 2: What Council proposal is being assessed?**

The Wirral School Improvement Strategy sets out the local authorities plans to support improvements in education as part of its statutory duty "to promote high standards so that children and young people achieve well and fulfil their potential" as set out within the Education Act 1996.

## **Section 2a: Will this EIA be submitted to a Committee meeting?**

**Yes**

**If 'yes' please state which meeting and what date**

**Children, Young People and Education Committee  
13<sup>th</sup> September 2021**

**Hyperlink to where your EIA is/will be published on the Council's website**

<https://www.wirral.gov.uk/communities-and-neighbourhoods/equality-impact-assessments>

**Section 3:** Does the proposal have the potential to affect..... (please tick relevant boxes)

- ✓ **Services**
- ✓ **The workforce**
- ✓ **Communities**
- Other** (please state eg: Partners, Private Sector, Voluntary & Community Sector)

If you have ticked one or more of above, please go to section 4.

- None** (please stop here and email this form to your Chief Officer who needs to email it to [engage@wirral.gov.uk](mailto:engage@wirral.gov.uk) for publishing)

**Section 4:**

Could the proposal have a positive or negative impact on any protected groups (age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; sexual orientation)?

You may also want to consider socio-economic status of individuals.

Please list in the table below and include actions required to mitigate any potential negative impact.

<b>Which group(s) of people could be affected</b>	<b>Potential positive or negative impact</b>	<b>Action required to mitigate any potential negative impact</b>	<b>Lead person</b>	<b>Timescale</b>	<b>Resource implications</b>
All	Language barriers when having access to the strategy	We will make the strategy available in different languages and formats upon request in a reasonable timeframe	Hannah Myers	Ongoing	Procurement contract
Religion & Belief	Families of children with specific religious and beliefs will be treated the same.  Delivery of the Strategy will help schools to support positive education of religion and beliefs.  Recruitment of School Advisors will follow corporate procedure for good non-discriminatory recruitment practice.	We will make sure that the School Advisors recognise and respect different religions and beliefs and work with all schools depending on their type rather than their religious basis.	Alison Simpson, Head of School Effectiveness	Ongoing	Appointment of school advisors within existing resources

Disability	<p>The Strategy promotes the education of children and young people with disabilities. The School Improvement offer will include all schools including special schools.</p> <p>There will be bespoke workstreams around supporting children and young people who have a disability with their education.</p> <p>Recruitment of School Advisors will follow corporate procedure for good non-discriminatory recruitment practice.</p>	Working with school improvement partners and learning organisations (Education Endowment Foundation) to ensure that brokering of school improvement support meets the needs of schools in supporting learners with a disability.	Alison Simpson, Head of School Effectiveness	Ongoing	Capacity of Head of School Effectiveness to engage with learning partners
Sex	<p>The Strategy will not discriminate against sex.</p> <p>School Improvement support will be applied to single sex schools.</p> <p>School Improvement advice and guidance will support positive learning approaches towards a positive culture.</p> <p>A good curriculum recognises gender fluidity and gender differences and positive attitudes towards this are promoted</p> <p>Recruitment of School Advisors will follow corporate procedure for good non-discriminatory recruitment practice.</p>	School Improvement Team to understand current education landscape around single sex schools so that support can be appropriate and relevant to meet the school needs.	Alison Simpson, Head of School Effectiveness	Ongoing	Data and insight to support a positive induction for the new team.
Race	The Strategy intends to promote positive learning outcomes for all children.	The School Improvement Team will work with schools to promote positive learning cultures for children from different races.	Alison Simpson, Head of School Effectiveness	Ongoing	If necessary, equality and diversity training for all School Improvement

					Team
Sexual Orientation	The Strategy intends to promote positive learning outcomes for all children.	The School Improvement Team will work with schools to promote positive learning cultures for children.	Alison Simpson, Head of School Effectiveness	Ongoing	If necessary, equality and diversity training for all School Improvement Team

**Section 4a: Where and how will the above actions be monitored?**

The new School Improvement Team will have a performance framework and standards to follow. Quality assurance professionals will also understand how the local authority has supported schools to promote equality and diversity. The Assistant Director for Education and the Head of School Effectiveness will therefore monitor this action plan.

The Children, Young People and Education Committee will receive a report on progress in 12 months' time and will also be provided with an update on the actions in the Equality Impact Assessment.

**Section 4b: If you think there is no negative impact, what is your reasoning behind this?**

N/A

**Section 5: What research / data / information have you used in support of this process?**

The Strategy has been developed utilising data and insight from performance teams on the current attainment standards for Wirral – these are set out within the Strategy.

Research and ideas for actions as set out within the Strategy have been taken from learning partners and from other local authorities as well as leaders of education in Wirral.

**Section 6: Are you intending to carry out any consultation with regard to this Council proposal?**

No

If 'yes' please continue to section 7.

If 'no' please state your reason(s) why: An informal consultation has already taken place with headteachers and schools, children's senior leadership and other key stakeholders.

(please stop here and email this form to your Chief Officer who needs to email it to [engage@wirral.gov.uk](mailto:engage@wirral.gov.uk) for publishing)

**Section 7: How will consultation take place and by when?**

Before you complete your consultation, please email your preliminary EIA to [engage@wirral.gov.uk](mailto:engage@wirral.gov.uk) via your Chief Officer in order for the Council to ensure it is meeting it's legal publishing requirements. The EIA will need to be published with a note saying we are awaiting outcomes from a consultation exercise.

Once you have completed your consultation, please review your actions in section 4. Then email this form to your Chief Officer who needs to email it to [engage@wirral.gov.uk](mailto:engage@wirral.gov.uk) for publishing.

**Section 8: Have you remembered to:**

- a) **Select appropriate directorate hyperlink to where your EIA is/will be published** (section 2a)
- b) **Include any potential positive impacts as well as negative impacts?** (section 4)
- c) **Send this EIA to [engage@wirral.gov.uk](mailto:engage@wirral.gov.uk) via your Chief Officer?**
- d) **Review section 4 once consultation has taken place and sent your updated EIA to [engage@wirral.gov.uk](mailto:engage@wirral.gov.uk) via your Chief Officer for re-publishing?**