

Initial Equality Impact Assessment

Directorate	Service	Person responsible for the assessment:	Date assessment completed:
Children's Services	Inclusion and Attendance School Administration	CSTM: Inclusion and Attendance	18/10/2011
Title of the policy being assessed	Elective Home Education Policy		
The status of the policy	revised		
1.) What are the aims, objectives and purpose of the policy?	The policy provides a framework that outlines the parents' rights and responsibilities to educate their children at home and the legal duties and responsibilities of Headteachers and Lincolnshire County Council (LCC) Children's Services. It should be read in conjunction with the EHE procedures.		
2.) Does the policy support other objectives of the Council?	Safeguarding policies and procedures compliant with Working Together to Safeguard Children 2010		
3.) Who is intended to benefit from the policy, and in what way?	Children and Young People who are Electively Home Educated		
4.) What outcomes are anticipated from the policy being in place?	The implementation of the policy will ensure parents and carers of Electively Home educated children, schools, academies and local authorities are informed of the legal duties and responsibilities of all parties		

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	Community	Staff	Partners
5.) Who are the main stakeholders of this policy?	<ul style="list-style-type: none"> Parents and Carers of EHE children 	<ul style="list-style-type: none"> Education Welfare Officers School Improvement Service staff Inclusion and Attendance staff 	<ul style="list-style-type: none"> Schools and Academies Other Education Providers
6.) Are there any concerns that the policy <i>could</i> have a negative impact with regard to race and ethnicity?	No	Approx 12% of GRT children are home educated, a relatively high number of visits are graded as unsatisfactory. The policy follows the DCSF guidelines for the local authority 2007 which states that local authorities should be understanding and sensitive to the distinct ethos and needs of the GRT communities however, home education should not necessarily be regarded as less appropriate than in other communities, Parents can seek advice from the LCC Equality for Minority Communities Service	
What evidence (actual data or assumptions) do you have to support this?			
7.) Are there any concerns that the policy <i>could</i> have a negative impact with regard to gender?	No	Girls may not be aware of specific vaccinations that are available through attending school. Through the Education Provision Visit (EPV) parents can be informed and directed toward guidance, advice and support on health issues should they require it.	
What evidence (actual data or assumptions) do you have to support this?			
8.) Are there any concerns that the policy <i>could</i> have a negative impact with regard to disability?	No	Parents have a right to educate their children at home including their children who have a disability and/or special need. The policy follows its statutory duty to all children with statements which involves a review to ensure the child's specific needs are met.	

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<p>What evidence (actual data or assumptions) do you have to support this?</p>		
<p>9.) Are there any concerns that the policy <i>could</i> have a negative impact with regard to age?</p>	<p>No</p>	<p>Young People reaching statutory school leaving age may not have access to the same level of careers advice and guidance that is available to children attending school. Through the EPV parents will be informed of ways they can get further information. If there is no contact with the careers service by the 30th June prior to the child reaching statutory school age, a career's advisor will contact the family to offer advice.</p>
<p>What evidence (actual data or assumptions) do you have to support this?</p>		
<p>10.) Are there any concerns that the policy <i>could</i> have a negative impact with regard to religion/belief?</p>	<p>No</p>	<p>The policy does not guide the parents to educate their children within any cultural or religious context, this being the choice of the parent. The policy recommends that home education should ensure the child has access to opportunities to experience social and cultural diversity.</p>
<p>What evidence (actual data or assumptions) do you have to support this?</p>		
<p>11.) Are there any concerns that the policy <i>could</i> have a negative impact with regard to sexual orientation?</p>	<p>No</p>	
<p>What evidence (actual data or assumptions) do you have to support this?</p>		

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<p>12.) Could the negative impact you have identified in questions 6-11 lead to the potential for <i>adverse</i> impact if the policy is implemented?</p>	<p>No</p>	<p>There are no concerns that the policy would have an negative impact with regards to the areas above</p>	
<p>Can this adverse impact be justified on the grounds of promoting equality of opportunity for one group? Or any other reason?</p>		<p>n/a</p>	
<p>Can the impact be mitigated by existing means?</p>		<p>n/a</p>	
<p>If yes, what actions will you undertake to mitigate these impacts and revise the policy?</p>			
<p>13.) As a result of your assessment, and any actions undertaken, should the policy proceed to a partial impact assessment?</p>	<p>Policy and EIA has been shared with parents of EHE children. Policy and EIA will also go to scrutiny pane in December 2011</p>	<p>If yes, the date of completion for the partial assessment</p>	

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<p><i>Has this assessment been undertaken by a minimum of two staff?</i></p>	<p>Yes</p>	<p><i>Has this assessment been scrutinised by your Directorate Steering Group?</i></p>	
<p><i>If the policy is new, or requires a decision by Councillors to revise, has this Equality Impact Assessment been included with the report?</i></p>			<p>Yes</p>
<p><i>Have any actions identified in this assessment been included in your service equality and diversity action plan?</i></p>			
<p><i>Completed by:</i></p>	<p><i>Jill Chandar-Nair</i></p>	<p><i>Signed off by:</i></p>	

Partial Equality Impact Assessment



Directorate	Service		Person responsible for the assessment:	Date assessment completed:
Type name of Directorate	Type name of Service		Type in your Job Title	01/01/01
Title of the policy being assessed	type in title of the policy			
1.) In what areas have concerns been identified that the policy <u>could</u> have a negative impact (delete those not applicable)?	Race	Disability	Age	
	Gender	Religion/Belief	Sexual Orientation	
2.) What are these concerns?	<ul style="list-style-type: none"> Type in detail your concerns for those groups identified i.e. 'Gender - that the policy will not permit the necessary flexibility to enable the recruitment of working parents' 			

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<p>List those relevant groups/experts that will be approached</p>	<p>Type in the names of these groups - they may be community or staff groups, and relevant expert staff and peers</p>	<p>When were these groups contacted?</p>	<p>September 01</p>
<p>7.) Explain the views received from those contacted with regard to the concerns identified</p>	<ul style="list-style-type: none"> List the views received, particularly making certain to show whether the view confirmed or disagreed with your concerns, and any suggestions for change made to you 		
<p>8.) Taking into account the views of the groups/experts and available evidence: give an account of whether the risks that you have identified outweigh the benefits expected from the policy</p>	<p>Detail the effect that you think the risks will have on the success of the policy, you may wish to include costs or user statistics to demonstrate the net effect</p>		
<p>Have any suggestions arisen which can be put in place to mitigate/lessen these risks?</p>	<p>Yes/No, type whichever is applicable</p>	<p>Explain here those actions identified and/or revisions to the policy'</p>	

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<p>If yes, what actions will you undertake to mitigate these impacts and revise the policy?</p>		<ul style="list-style-type: none"> Clearly detail the actions to be undertaken i.e. train staff on the interpretations/translations service, produce summary literature to distribute to community groups to raise awareness' 			
<p>9.) As a result of this assessment is a Full Impact assessment necessary?</p>	<p>Yes/No, type whichever is applicable</p>	<p>Date on which the Full assessment to be started</p>	<p>January 01</p>	<p>Date on which the Full assessment to be completed</p>	<p>January 01</p>
<p><i>Has this assessment been undertaken by a minimum of two staff?</i></p>	<p><i>Yes/No, type whichever is applicable</i></p>	<p><i>Has this assessment been scrutinised by your Directorate Steering Group?</i></p>			<p><i>Yes/No, type whichever is applicable</i></p>
<p><i>If the policy is new, or requires a decision by Councillors to revise, has this Equality Impact Assessment been included with the report?</i></p>					<p><i>Yes/No, type whichever is applicable or delete</i></p>

Partial Equality Impact Assessment



<i>Have any actions identified in this assessment been included in your service equality and diversity action plan?</i>		<i>Yes/No, type whichever is applicable or delete</i>	
<i>Completed by:</i>	<i>Type in your name</i>	<i>Signed off by:</i>	<i>Type in Manager's name, once approved</i>

Full Equality Impact Assessment



Directorate	Service	Person responsible for the assessment:	Date assessment completed:
Type name of Directorate	Type name of Service	Type in your Job Title	01/01/01
Title of the policy being assessed	type in title of the policy		
1.) In what areas were concerns identified that the policy <u>could</u> have a negative impact (delete those not applicable)?	Race	Disability	Age
	Gender	Religion/Belief	Sexual Orientation
2.) The reason for undertaking a Full Impact Assessment on this policy	Potential Impact		Group
	<ul style="list-style-type: none"> list those impacts which still have potential following your partial assessment, showing the relevant group in the next column 		<ul style="list-style-type: none">
The risks arising from the potential impact	Give an overview of the risks of the impacts taking effect		
3.) The research undertaken to assess the impact	<ul style="list-style-type: none"> Detail the research that you have undertaken to assess the potential impacts identified, including the findings from experts consulted (beginning a new paragraph for each piece of research) 		

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4.) Assessment of Impact	Give an account of the assessment following the research - showing whether or not the research has shown differential impact, and what effect that might have
5.) Changes to the policy	Changes made to the policy:
	<ul style="list-style-type: none"> • List the changes already made to the policy during the Impact Assessment Process
	Possible further changes to the policy:
	<ul style="list-style-type: none"> • List the possible changes that have been identified
6.) Monitoring Arrangements	Changes to the policy investigated but assessed inappropriate:
	<ul style="list-style-type: none"> • List any changes investigated but that were not considered appropriate to proceed, including the reason for this decision
7.) Consultation on the Policy and Equality Impact Assessment	Outline the monitoring arrangements which will be established to continue to assess the policy to measure whether any adverse impact does occur i.e. random user surveys every six months
8.) Views received from the consultation	Outline the consultation that has taken place on the policy to date, and the process of consultation to take place now for Full Impact Assessment
9.) Revisions to the Policy as a result of Impact Assessment and consultation	Following consultation, include any and all relevant comments and findings received
9.) Revisions to the Policy as a result of Impact Assessment and consultation	<ul style="list-style-type: none"> • List the changes to the policy that have taken place or are now planned as a result of the three stages of impact assessment
Date for review of policy/monitoring information	September 07

Full Equality Impact Assessment

<i>Has this assessment been undertaken by a minimum of two staff?</i>	<i>Yes/No, type whichever is applicable</i>	<i>Has this assessment been scrutinised by your Directorate Steering Group and Corporate Equality and Diversity Steering Group?</i>	<i>Yes/No, type whichever is applicable</i>
<i>If the policy is new, or requires a decision by Councillors to revise, have this Equality Impact Assessment and the consultation findings been included with the report?</i>			<i>Yes/No, type whichever is applicable or delete</i>
<i>Have any actions identified in this assessment been included in your service equality and diversity action plan?</i>			<i>Yes/No, type whichever is applicable or delete</i>
<i>Has the date for reviewing the monitoring information been included in your service equality and diversity action plan?</i>			<i>Yes/No, type whichever is applicable or delete</i>

Full Equality Impact Assessment



Completed by:	<i>Type in your name</i>	Signed off by:	<i>Type in Manager's name, once approved</i>
Has the Full Impact Assessment and Final Policy been published, and made available to all those consulted?			Yes/No, type whichever is applicable or delete