

## Change Equality Impact Assessment's (EqIAs)

<b>1. Proposal details</b>	
<b>Name of the policy/project/process being assessed (subsequently referred to as project)</b>	Attendance Policy North Tyneside
<b>Purpose of project</b>	<p>North Tyneside continues to have an education system to be proud of and we remain ambitious to improve the offer as stated in the Ambition for Education.</p> <p>The Authority understands that education is the catalyst for social mobility and the mitigation of deprivation; championing the learner continues to sit at the heart of the Authority's decision making. We remain committed to addressing barriers to education and enabling our young people to maximise their potential.</p> <p>The purpose of the policy is to use the guidance from the department for Education to have an LA policy for Attendance to focus on systems and support in place to remove the barriers to good attendance.</p> <p>The North Tyneside Council report to October 2024 Cabinet, '<i>Attendance Policy North Tyneside</i>' outlines attendance requirements, process and systems which will inform all stakeholders working to improve attendance outcomes for children and young people.</p>
<b>Who is the project intended to benefit?</b>	All school age children and young people in North Tyneside enabling them to access education to enable them to progress from education to live a fulfilled life and become active members of the North Tyneside Community
<b>What outcomes should be achieved?</b>	<p>Improved attendance outcomes for all school age children and young people in North Tyneside.</p> <p>Decrease in the number of children and young people who cannot attend school due to poor mental health or are Emotional School based Non-Attendance</p> <p>Improve the rates for Persistent Absence in North Tyneside schools, keeping children and young people in a safe environment.</p>

	Decrease in achievement, attainment and progress gaps for disadvantaged children and young people achieved from positive school attendance.	
	Decrease the number of term time holidays.	
<b>Version of EqlA</b>	1	
<b>Date this version created</b>	01/07/2023	
<b>Confidential</b>	no	
<b>Directorate</b>	Health, Education, Care and Safeguarding	
<b>Service</b>	Education, Skills and Employment	
	<b>Name</b>	<b>Service or organisation</b>
<b>Principal author</b>	Lisa Ramshaw	Education North Tyneside North Tyneside Council
<b>Additional authors</b>	Amanda Frankish Christina Ponting	Education North Tyneside North Tyneside Council

<b>2. Groups Impacted</b>		
<b>Does the project impact upon?</b>		<b>If yes, what is the estimated number impacted? And the Level of impact this will have on the group (high, medium, low)</b>
<b>Service Users</b>	yes	All school age children and young people in North Tyneside will benefit from these work streams. 42,000 children and young people 0-17 who are in schools in North Tyneside. High
<b>Carers or Family of Service Users</b>	yes	Supporting families to remove barriers to attendance. High
<b>Residents</b>	yes	<b>All residents with school age children and young people (42,000 across our 95,000 home) High</b>
<b>Visitors</b>	no	
<b>Staff</b>	yes	School staff will engage with North Tyneside teams for this work. Medium
<b>Partner Organisations</b>	no	

### 3. Evidence Gathering and Engagement

	Internal evidence	External Evidence
What evidence has been used for this assessment?	Attendance data has been gathered from briefing papers, finance, and the Council's Policy, Performance and Research Team	<p>Education Act 2011 – including the equalities impact assessment</p> <p>SEND Code of practice 2015</p> <p>Working together to improve school attendance - GOV.UK (<a href="http://www.gov.uk">www.gov.uk</a>)</p> <p>Recommendations   Social, emotional and mental wellbeing in primary and secondary education   Guidance   NICE</p> <p>Ambition for Education Cabinet Report 18 September 2023</p> <p>NTC's Special Educational Needs and Disabilities (SEND) and Alternative Provision (AP) Improvement Plan</p>
Have you carried out any engagement in relation to this proposal?	yes	
If yes of what kind and with whom? If no, why not?	Collaborative work with strategic partners including SEND Strategic Board, Parent Carer Forum, Family friendly sub-committee, and school leaders.	
Is there any information you don't have?	no	
If yes, why is this information not available?		

<b>4. Impact on Different Characteristics</b>			
<b>Legally Protected Characteristics</b>	<b>Potential Positive Impact Identified</b>	<b>Potential Negative Impact Identified</b>	<b>Description of the potential impact and evidence used</b>
<b>Age</b>	yes	no	<p>All school age children and young people in North Tyneside would benefit. Evidenced by improved data for attendance, impacting positively on outcomes for attainment and safeguarding.</p> <p>Each individual school will have their own equality, diversity and inclusion plan and assessment. They will do their own EQIA at time of review or implementation as part of their standard normal school policy and procedure in line with their contextual data.</p>
<b>Disability</b>	yes	no	<p>Improved focus on Inclusion in all schools and settings. Improving the access to education for all children and young people with additional needs. Schools work to the Equality Act 2020 requirements.</p> <p>Ensuring schools make reasonable adjustments for children and young people with additional needs to support good attendance.</p> <p>Impacting positively on outcomes for attainment and safeguarding.</p>
<b>Gender reassignment</b>	yes	no	<p>The attendance policy is inclusive, we accept there may be different barriers to</p>

			<p>good attendance for young people who are transitioning.</p> <p>Each individual school will have their own equality, diversity and inclusion plan and assessment. They will do their own EQIA at time of review or implementation as part of their standard normal school policy and procedure in line with their contextual data.</p>
<b>Marriage &amp; civil partnership</b>	no	no	
<b>Pregnancy &amp; Maternity</b>	no	no	<p>Pregnant pupils are supported by the school pastoral team to minimise disruption to learning during and post pregnancy.</p> <p>Each individual school will have their own equality, diversity and inclusion plan and assessment. They will do their own EQIA at time of review or implementation as part of their standard normal school policy and procedure in line with their contextual data.</p>
<b>Race</b>	yes	no	<p>The policy challenges schools to be more inclusive in all of their practices.</p> <p>Supporting diversity and inclusion is key to the strategy.</p> <p>Statutory work in school includes challenge and support for all schools and settings around race equality and awareness and how race can impact on good attendance.</p>
<b>Religion or belief</b>	yes	no	<p>Improvement in inclusive practice in schools to remove barriers to good attendance.</p>

			<p>Support and challenge for the Relationships and Sex education (RSE) curriculum and the teaching of religious studies.</p> <p>Guided by SACRE (Standing Advisory Council on Religious Education) and DfE policy.</p> <p>Greater understanding of the impact of religious holidays and practice on school attendance.</p>
<b>Sex</b>	no	no	
<b>Sexual Orientation</b>	yes	no	<p>The attendance policy is inclusive, we accept there may be different barriers to good attendance for young people.</p> <p>The RSE programme is statutory, DfE guidance to schools is promoted by the Local Authority officers. The strategy challenges to improve the quality of delivery of this programme in line with DfE guidance to achieve inclusivity and diversity.</p>
<b>Intersectionality</b>	yes	no	<p>The attendance policy is inclusive, we accept there may be different barriers to good attendance for young people.</p> <p>The RSE programme is statutory. The strategy challenges to improve the quality of delivery of this programme in line with DfE guidance to achieve inclusivity and diversity.</p>
<b>Non-legally protected characteristic</b>			

<b>Carers</b>	yes	no	<p>Young carers often have poor school attendance due to commitments at home.</p> <p>Improved attendance outcomes for carers will be achieved with improved understanding of their life experience and particular barriers to attendance. Schools engaged with support for young carers will understand these barriers. Schools would demonstrate this through inclusive practices and positive engagement with Young Carers support team.</p> <p>Evidence would be collected by school as a key part of their self-evaluation framework.</p>
<b>Socio-economic disadvantage</b>	yes	no	<p>Improved attendance outcomes for Pupil premium children by increasing the understanding of barriers to good attendance, effective use of Pupil Premium funding to remove these barriers.</p> <p>Focus on barriers to attendance for Pupil Premium children in line with the requirements with the Working Together to Improve school attendance August 19<sup>th</sup> 2024.</p>

<b>5. Achievement of the Authority's public sector equality duty</b>		
<b>Will the proposal contribute to any of the following?</b>		<b>If yes, how?</b>
<b>Eliminate unlawful discrimination, victimisation and harassment</b>	yes	Schools and setting are held to account with the SEND Code of Practice 2015, Education Act 2011. The Ambition for Education strategy targets the quality practice in schools of PHSE, RSE which has a positive impact on the

		elimination of unlawful discrimination, victimisation and harassment. <b>The Attendance Policy is based on statutory guidance</b>
<b>Advance equality of opportunity between people who share a protected characteristic and those who do not</b>	yes	The Attendance Policy improves access to quality of education in schools. Support and challenge for the PHSE British values programmes in schools advances equality of opportunity between people who share a protected characteristic and those who do not. This is evidenced in Ofsted Inspections and School Evaluation Frameworks.
<b>Foster good relations between people who share a protected characteristic and those who do not</b>	yes	The Attendance Policy improves access to quality of education in schools.  The Ambition for Education Strategy improves the quality of education and leadership in schools. Support and challenge for the PHSE British values programmes in schools which will foster good relations between people who share a protected characteristic and those who do not. This is evidenced in Ofsted Inspections and School Evaluation Frameworks.

<b>6. Negative Impacts</b>		
<b>Potential negative impact</b>	<b>Can it be reduced or removed?</b>	<b>If yes how? If no, why not and what alternative options were considered and not pursued?</b>
Changes in government legislation linked to sex, gender reassignment and sexual orientation	yes- reduced	By working directly with schools once statutory guidance is released, we can limit the negative impact.

could lead to change in practice in schools over the next academic year.		
Increased focus on good attendance can have a negative impact on children your people with additional needs, particularly those who are neuro diverse	yes- reduced	Working directly with schools to create a common understanding of barriers to attendance for children and young people with additional needs and how schools can put reasonable adjustments in place. Using the NICE guidelines <a href="#">Recommendations   Social, emotional and mental wellbeing in primary and secondary education   Guidance   NICE</a>

7. Action Plan				
Actions to gather evidence or information to improve NTC's understanding of the potential impacts on people with protected characteristics and how best to respond to them	Responsible Officer Name	Responsible Officer Service Area	Target Completion Date	Action completed
External data collected on pupil performance will lead to a readjustment of focus on Attendance Policy and action plan	Lisa Ramshaw	Education North Tyneside	02/07/2024	no

Actions already in place to remove or reduce potential negative impacts	Responsible Officer Name	Responsible Officer Service Area	Impact	
<p>Results from verified attendance data are used to identify impact of poor attendance impacting on attainment and progress for disadvantaged pupils and by gender. If attendance is impacting on the gap between disadvantaged and non disadvantaged or gender was greater than national average this would be picked up by the Local Authority teams as part of the Support and Challenge framework.</p>	<p>Lisa Ramshaw</p>	<p>Education North Tyneside</p>	<p>Improved attendance for disadvantaged groups of children and young people will enable them to achieve good attendance. Good attendance has been strong linked to positive outcomes for attainment, progress and effective safeguarding.</p>	
Actions that will be taken to make the most of any potential positive impact	Responsible Officer Name	Responsible Officer Service Area	Target Completion Date	Action completed
<p>Positive news stories via North Tyneside Comms to promote engagement. Agenda items on Headteacher briefing</p>	<p>Lisa Ramshaw</p>	<p>Education North Tyneside</p>	<p>Ongoing</p>	<p>in progress</p>

Actions that will be taken to monitor the equality impact of this proposal once it is implemented	Responsible Officer Name	Responsible Officer Service Area	Target Completion Date	Action completed
<p>Priorities of the Attendance Policy are monitored and progress evaluated each month by the Attendance and Placement team and shared with the Attendance Working Group. Actions recorded at the end of each meeting identify next steps and interventions for children and young people with an attendance of below 50%. Any issues with groups such as those with protected characteristics will be highlighted and actioned.</p>	<p>Lisa Ramshaw</p>	<p>Education North Tyneside</p>	<p>Termly action</p>	<p>In progress</p>
Date review of EqIA to be completed	Responsible Officer Name	Responsible Officer Service Area		
<p>02/07/2025</p>	<p>Lisa Ramshaw</p>	<p>Education North Tyneside as part of an annual review process for the Attendance Policy</p>		

8. Outcome of EqIA	
<p>Outcome</p>	<p>Please explain and evidence why you have reached this conclusion:</p>

The proposal is robust, no major change is required	<p>Areas considered under the direction of LA. This is a policy which all children and young people in our schools and settings will all benefit from.</p> <p>Each individual school will have their own equality, diversity and inclusion plan and assessment. They will do their own EQIA at time of review or implementation as part of their standard normal school policy and procedure in line with their contextual data.</p>
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9. Corporate Equality Group Member approval	
Do you agree or disagree with this assessment?	Agree
If disagree, please explain why?	
Name of Corporate Equality Group Member	Anne Foreman
Date	Click or tap to enter a date.

10. Director approval	
Do you agree or disagree with this assessment?	Agree
If disagree, please explain why?	
Name of Director	Julie Firth
Date	Click or tap to enter a date.