

Appendix 3

PART B – Equality Analysis Form



As a public authority we need to ensure that all our strategies, policies, service, and functions, both current and proposed have given proper consideration to equality and diversity.

This form:

- Can be used to prompt discussions, ensure that due regard has been given and remove or minimise disadvantage for an individual or group with a protected characteristic
- Involves looking at what steps can be taken to advance and maximise equality as well as eliminate discrimination and negative consequences
- Should be completed before decisions are made, this will remove the need for remedial actions.

Note – An Initial Equality Screening Assessment (Part A) should be completed prior to this form.

When completing this form consider the Equality Act 2010 protected characteristics Age, Disability, Sex, Gender Reassignment, Race, Religion or Belief, Sexual Orientation, Civil Partnerships and Marriage, Pregnancy and Maternity and other socio-economic groups e.g. parents, single parents and guardians, carers, looked after children, unemployed and people on low incomes, ex-offenders, victims of domestic violence, homeless people etc. – see page 11 of Equality Screening and Analysis Guidance.

1. Title	
Equality Analysis title: Proposed Elective Home Education Policy	
Date of Equality Analysis (EA): 18 June 2025	
Directorate: CYPS	Service area: Access to Education
Lead Manager: Sarah Whitby	Contact number: 01709255097
Is this a: ☒ Strategy / Policy ☐ Service / Function ☐ Other If other, please specify	

2. Names of those involved in the Equality Analysis (Should include minimum of three people) - see page 7 of Equality Screening and Analysis Guidance

Name	Organisation	Role (eg service user, managers, service specialist)
Sarah Whitby	RMBC	Head of Service, Access to Education
Rebecca Braithwait	RMBC	Principal Officer, Access to Education
Kelly Robinson	RMBC	Strategic Lead for Inclusion and Alternative Provision

3. What is already known? - see page 10 of Equality Screening and Analysis Guidance

Aim/Scope (who the Policy/Service affects and intended outcomes if known)

This may include a group/s identified by a protected characteristic, others groups or stakeholder/s e.g. service users, employees, partners, members, suppliers etc.)

The Local Authority has a duty under the Education Act 1996 to ensure (as far as possible) that no child is missing education. The Elective Home Education Policy is key in supporting this statutory duty.

The Policy affects children who are home educated in Rotherham and their parents/ carers, as well as other school age and pre school age children who may become electively home educated in the future and their parents/ carers.

The intended outcome is that the Policy supports all children in receiving a suitable education, and is easier to navigate for parents.

What equality information is available? (Include any engagement undertaken)

Equality information is available about the Elective Home Education cohort in relation to Ethnicity and Special Educational needs, where children have been educated previously in a school setting. Engagement has been taken with home educators across Rotherham through stakeholder engagement events, consideration of additional information gathered by Rotherham Parent Carer Forum and through informal; conversation with home educators.

There is an almost equal gender split of children home educated, with approximately a third of the cohort having identified special educational needs at the point of deregistration from school. The majority (76%) of the cohort is White British, with a further 15.5% ethnicity unknown to the Council.

Are there any gaps in the information that you are aware of?

Information about protected characteristics is limited as only information necessary for the admission of children to school is collated (and where children have never entered the school system this information is not necessarily known)- to request additional information in relation to protected characteristics is not lawful.

What monitoring arrangements have you made to monitor the impact of the policy or service on communities/groups according to their protected characteristics?

Ongoing monitoring of the impact of the Policy via Children not In School Governance Group (Termly) and update to Improving Lives Select Commission (yearly). Protected characteristics are reported on through the EHE dashboard as part of this report- Ethnicity, Special Educational Needs and Disabilities, Gender.

Engagement undertaken with customers. (date and group(s) consulted and key findings)

Views of Elective Home Educators in Rotherham were invited through informal stakeholder engagement prior to the commencement of the formal review. 2 drop in sessions on 21 and 27 January 2025 were offered in the Riverside Café with an invite sent to all home educators known to the Council by Email. Three parents attended events in person with five providing feedback by Email. Additionally, the views of parents, carers and young people are also sought on an ongoing basis through visits and contacts undertaken by members of the EHE team.

Key findings were that interaction between home educators and the Elective Home Education Service is generally positive, but that home educators would welcome more information about what is being sought when making judgements about whether education is suitable. Home Educators also highlighted concerns over the upcoming National changes proposed regarding Elective Home Education.

Engagement undertaken with staff (date and group(s) consulted and key findings)

Members of Improving Lives Select Committed were invited to an engagement sessions held on TEAMS on 28 February 2025 to share views ahead of the formal consultation taking place.

A stakeholder event was held on 27 January 2025 and the following partners invited to share experiences, themes, and priorities in advance of the formal Policy review being initiated:

- Rotherham Parent Carer Forum
- Family Help
- Rotherham Special Education Needs and Disabilities teams
- Virtual School
- Health services
- Schools
- Social Care

Key findings included the lack of specificity about what suitable education comprised and the lack of regulation surrounding home education.

4. The Analysis - of the actual or likely effect of the Policy or Service (Identify by protected characteristics)

How does the Policy/Service meet the needs of different communities and groups? (Protected characteristics of Age, Disability, Sex, Gender Reassignment, Race, Religion or Belief, Sexual Orientation, Civil Partnerships and Marriage, Pregnancy and Maternity) - see glossary on page 14 of the Equality Screening and Analysis Guidance)

The Elective Home Education team are well aware of the varied needs of the communities they serve and regularly access appropriate training and support to ensure that knowledge is current. The Policy ensures that all school age children (and their families), including those with protected characteristics, receive an equitable level of service. This includes children with SEND, from different ethnic backgrounds, sexual orientation, and those from varied socio-economic groups.

The Council's statutory duty is to be assured of the suitability of home education on at least an annual basis. It is the responsibility of parents to provide this and meet SEND needs.

Does your Policy/Service present any problems or barriers to communities or Groups?

None that are known. The revised Policy aims to mitigate barriers by being more easy to navigate and understand. The proposed Policy details how support will be provided to specific groups, including those with SEND and those of Gypsy, Roma, and Traveller ethnicity.

Does the Service/Policy provide any positive impact/s including improvements or remove barriers?

Yes, the Policy seeks to be easier to navigate and to ensure that all groups and communities are served effectively. The Policy sets out how the Council will continue to discharge statutory duty and act in situations where education is unsuitable to ensure that children's welfare is at the heart of decision making. By providing a support first approach as detailed in proposed Policy, the Council can support in ensuring that parents make decisions with the full information to enable them to do so.

What affect will the Policy/Service have on community relations? (may also need to consider activity which may be perceived as benefiting one group at the expense of another)

The Policy seeks to be easier to navigate and therefore promote positive working relationships with the Elective Home Education community.

Please list any actions and targets that need to be taken as a consequence of this assessment on the action plan below and ensure that they are added into your service plan for monitoring purposes – see page 12 of the Equality Screening and Analysis Guidance.

5. Summary of findings and Equality Analysis Action Plan

If the analysis is done at the right time, i.e. early before decisions are made, changes should be built in before the policy or change is signed off. This will remove the need for remedial actions. Where this is achieved, the only action required will be to monitor the impact of the policy/service/change on communities or groups according to their protected characteristic - See page 11 of the Equality Screening and Analysis guidance

Title of analysis: Proposed Elective Home Education Policy
Directorate and service area: CYPS, Access to Education
Lead Manager: Sarah Whitby
Summary of findings: The proposed Policy will support positive working relationships across the Elective Home Education community by continuing to provide a support first approach where Elective Home Education is being considered. The proposed Policy clearly sets out the intention and consequent actions of the Council, ensuring that there is no ambiguity in regard to statutory duty.

Action/Target	State Protected Characteristics as listed below	Target date (MM/YY)
Yearly update to Improving Lives Select Commission regarding Elective Home Education in Rotherham	A,D,S,GR ,RE,RoB,SO,PM,CPM,C ,O	Annual

*A = Age, D= Disability, S = Sex, GR Gender Reassignment, RE= Race/ Ethnicity, RoB= Religion or Belief, SO= Sexual Orientation, PM= Pregnancy/Maternity, CPM = Civil Partnership or Marriage. C= Carers, O= other groups

6. Governance, ownership, and approval

Please state those that have approved the Equality Analysis. Approval should be obtained by the Director and approval sought from DLT and the relevant Cabinet Member.

Name	Job title	Date
Nicola Curley	Strategic Director, CYPS	28/08/25
Cllr Victoria Cusworth	Cabinet Member for CYPS & Deputy Leader	09/09/25

7. Publishing

The Equality Analysis will act as evidence that due regard to equality and diversity has been given.

If this Equality Analysis relates to a **Cabinet, key delegated officer decision, Council, other committee, or a significant operational decision** a copy of the completed document should be attached as an appendix and published alongside the relevant report.

A copy should also be sent to equality@rotherham.gov.uk For record keeping purposes it will be kept on file and also published on the Council's Equality and Diversity Internet page.

Date Equality Analysis completed	18 June 2025
Report title and date	Proposed Elective Home Education Policy
Date report sent for publication	13 th October 2025
Date Equality Analysis sent to Performance, Intelligence, and Improvement equality@rotherham.gov.uk	22 nd July 2025