

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: Learning Outside the Classroom (LOtC) and Educational Visits Policy and Guidance	
Date of Equality Analysis (EA): 12 April 2021	
Directorate: CYPS	Service area: Early Help and Family Engagement
Lead Manager: Colin Gratton-Rayson	Contact number: 01709 822338
Is this a:	
<input checked="" type="checkbox"/> Strategy / Policy	<input type="checkbox"/> Service / Function
<input type="checkbox"/> 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)
Colin Gratton-Rayson	RMBC – Early Help	Manager
Lisa Duvalle	RMBC – Social Care	Service User/Stake Holder
Dean Clark	RMBC – Early Help	Critical Friend

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.)

This policy is for schools where RMBC is the employer (community & voluntary controlled schools, community special schools & maintained nursery schools) and is applicable to other areas and activities of RMBC, such as Early Help, when working with children/young people and offsite visits are planned.

The policy also applies to non-maintained schools and other educational settings who have purchased Educational Visits Advice and Guidance from RMBC via a service level agreement.

Establishments plan and organise their own visits, each establishment has an obligation to comply with the Equality Act 2010

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

The policy includes specific reference to the Equality Act 2010 and establishments obligations in section 23 “Inclusion”

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

No

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

Each establishment is responsible for monitoring the impact of the policy in relation to the Equality Act 2010.

If inclusion issues arise support is provided by the Outdoor Learning Manager in liaison with other colleagues as appropriate (e.g. Inclusion Department Commissioning Performance and Quality; Autism Communication Team; Visual Impairment Team; Hearing Impairment Team)

Engagement undertaken with customers. (date and group(s) consulted and key findings)	<p>Draft Policy was shared with service users (schools and other establishments) with document being sent to designated Educational Visit Co-ordinator and establishment Head on EVOLVE. Consultation undertaken between 23 March and 9 April 2021.</p>
Engagement undertaken with staff (date and group(s) consulted and key findings)	<p>Draft Policy was shared with internal service users (including Early Help, Museums, Social Care Looked After Children) with document being sent to designated Educational Visit Co-ordinator and establishment Head on EVOLVE. Consultation undertaken between 23 March and 9 April 2021.</p>

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 policy includes specific reference to the Equality Act 2010 and establishments obligations in section 23 "Inclusion"

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

No

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

The policy provides guidance and best practice to support schools and other establishments to run safe and inclusive educational visits.

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)

No direct impact on community relations.

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: Learning Outside the Classroom (LOtC) and Educational Visits Policy and Guidance
Directorate and service area: CYPS Ealy Help and Family Engagement
Lead Manager: Colin Gratton-Rayson
Summary of findings:
<p>The policy includes specific reference to the Equality Act 2010 and establishments obligations in section 23 “Inclusion”</p> <p>Consultation was completed 23 March to 9 April 2021 Consultation feedback suggested the following:</p> <ul style="list-style-type: none"> • To include about preparing parents of students from a special/alternative provision setting. • Ratios and Effective Supervision – to highlight need to consider special/alternative provision settings.

Action/Target	State Protected Characteristics as listed below	Target date (MM/YY)
Sections to be reviewed/revised taking feedback on board	D	04/2021

*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
Suzanne Joyner	Strategic Director, CYPS	5 th May 2021
Cllr Cusworth	Cabinet Member, Children and Young People	27 th May 2021

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	12 April 2021
Report title and date	Educational Visits Policy and Guidance 21 June 2021
Date report sent for publication	
Date Equality Analysis sent to Performance, Intelligence and Improvement equality@rotherham.gov.uk	