

Equality Impact Assessment (EIA) Template – Part 1

Policy title and purpose (brief outline):	Raising The Ambitions And Educational Attainment of Children who are Looked After in Wales. This is a draft Welsh Government strategy to reaffirm our commitment to improving educational outcomes for children who are looked after and set out our vision for the future educational attainment of children who are looked after. This is not a change in direction, but will consolidate and reinforce our expectations for how services support and deliver improvement in the educational outcomes of children who are looked after.
Name of official:	Jonathan Jones
Department:	For Education & Skills
Date:	12th December 2014
Signature:	



Working for
Equality
in Wales



1. Please provide a brief description of the policy/decision.

For example what is the overall objective of the policy/decision, what are the stated aims (including who the intended beneficiaries are), a broad description of how this will be achieved, what the measure of success will be, and the time frame for achieving this?

The educational attainment of children who are looked after continues to be considerably lower when compared to the mainstream school population. The Welsh Government has introduced policies targeted at improving their outcomes but progress to date has been slow and we recognise that more needs to be done if the inequity is to be redressed.

This strategy for children who are looked after is a co-production between the Welsh Government's Departments for Education & Skills and Health & Social Services. The intended beneficiaries are children who are looked after. This strategy does not include the cohorts known as children in need.

The broad aims of the strategy are to help schools and their key partners ensure that these learners are better supported to achieve their educational potential. This reinforces the Ministerial commitment to improve educational outcomes for children who are looked after as part of their wider well-being.

Our objectives are to:

- raise the educational of children who are looked after and those who care for them**
- reinforce the collective accountability and effective leadership across Welsh Government, local authorities, schools, further and higher education institutions for the educational outcomes of children who are looked after**
- ensure education remains a priority and point of focus even during the periods of upheaval and uncertainty that can happen in the life of a child who is looked after**
- consider what further data will aid practice, policy making and monitoring of the educational outcomes for children who are looked after**

- ensure good practice is identified, promoted and shared where it exists.

The Welsh Government will monitor and measure success through the annual Wales Children in Need Census and will publish an annual update setting out the progress made against the delivery of the commitments in the strategy to drive improvement in all key stages for children who are looked after.

2. We have a legal duty to engage with people with protected characteristics under the Equality Act 2010 (please refer to Annex A of the EIA guidance) identified as being relevant to the policy. What steps have you taken to engage with stakeholders, both internally and externally?

The Welsh Government has engaged with all stakeholders who have a direct or indirect responsibility for children , for both their education and well-being.

Internal meetings held with:

Deputy Director, Support for Learners Division

Internal Project Steering Group comprising of cross departmental colleagues (x 5 meetings)

Minister for Department of Education & Skills

Care and Social Services Inspectorate Wales (x 3 meetings)

DHSS colleagues

External meetings held with:

Association of Directors for Social Services Cymru (ADSS) (x 2 meetings)

Estyn

Welsh Local Government Association (WLGA) (x2 meetings)

Higher Education Institutions – HEFCW & CLASS Cymru

Further Education Institutions – Colegau Cymru & Careers Wales

Looked After Children in Education (LACE) Coordinators – 4 regional workshops held and many 1-2-1 meetings conducted.

Wales Audit Office

The Fostering Network

Buttle Trust UK

Voices From Care

Initial conversations have also engaged with the Children's Commissioner for Wales

3. Your decisions must be based on robust evidence. What evidence base have you used? Please list the source of this evidence e.g. National Survey for Wales. Do you consider the evidence to be strong, satisfactory or weak and are there any gaps in evidence?

The Welsh Government has used the Wales Children in Need Census to measure levels of educational attainment for children who are looked after (strong evidence).

‘Adoptions, Outcomes and Placements for Children Looked After by Local Authorities, Wales’ statistical releases to analyse the transient lives of children who are looked after (strong evidence).

The Wales Audit Office report: the educational attainment of children who are looked after and young people (strong evidence).

The Welsh Government’s Knowledge and Analytical Services (KAS) have been used to research how the placements of children who are looked after affect their ability to attain (strong evidence).

We have discussed the issues concerning the schooling and well being of children who are looked after with practitioners such as Looked After Children in Education (LACE) Coordinators. The Department of Health and Social Services has lead policy responsibility for children who are looked after and are co-producers of the draft strategy (strong evidence).

The Programme for Government contains two directly relevant commitments:

- help everyone reach their potential, reduce inequality, and improve economic and social well-being**
- improve arrangements for children who are looked after so that they have more stable lives.**

The work will also support the delivery of the following objectives of the Department for Education and Skills and Education Business Plan 2011-16:

- to raise standards of education and training provision, attainment and infrastructure across Wales so everyone can reach their potential.**

- to support individuals, families, communities and businesses in improving economic and social well-being and reducing inequality through education and training.

It is important to note any opportunities you have identified that *could advance or promote equality*.

Impact

Please complete the next section to show how this policy / decision / practice could have an impact (positive or negative) on the protected groups under the Equality Act 2010 (refer to the EIA guidance document for more information).

Lack of evidence is not a reason for *not* progressing to carrying out an EIA. Please highlight any gaps in evidence that you have identified and explain how/if you intend to fill these gaps.

4.1 Do you think this policy / decision / practice will have a positive or negative impact on people because of their age?

Age	Positive	Negative	None / Negligible	Reasons for your decision (including evidence) / How might it impact?
Younger people (Children and young people, up to 18)	x			The strategy is targeted at children who are looked after – primarily of compulsory school age but also includes support with the transition to future/ higher education where applicable.

People 18-50	x			Improved educational attainment of children who are looked after will create opportunities for them to prosper in adulthood and significantly reduces the risk of them not being in Education, Employment or Training (NEET).
Older people (50+)	x			The benefits derived from improved educational attainment will carry on through the lives of these people by creating a prosperous environment in which they can live.

4.2 Because they are disabled?

Impairment	Positive	Negative	None / Negligible	Reason for your decision (including evidence) / How might it impact?
Visual impairment			x	The policy does not seek to preclude those with a disability.
Hearing impairment			x	The policy does not seek to preclude those with a disability.
Physically disabled			x	The policy does not seek to preclude those with a

				disability.
Learning disability			x	The policy does not seek to preclude those with a disability.
Mental health problem			x	The policy does not seek to preclude those with a disability.
Other impairments issues			x	The policy does not seek to preclude those with a disability.

4.3 Because of their gender (man or woman)?

Gender	Positive	Negative	None / Negligible	Reason for your decision (including evidence)/ How might it impact?
Male			x	The policy does not seek to preclude based on gender.
Female			x	The policy does not seek to preclude based on gender.

4.4 Because they are transgender?

Transgender	Positive	Negative	None / Negligible	Reason for your decision (including
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				evidence) / How might it impact?
			x	The policy does not preclude based on transgender.

4.5 Because of their marriage or civil partnership?

Marriage and Civil Partnership	Positive	Negative	None / Negligible	Reason for your decision (including evidence)/ How might it impact?
Marriage			x	The policy does not seek to preclude based on marriages or civil partnership.
Civil Partnership			x	The policy does not seek to preclude based on marriages or civil partnership

4.6 Because of their pregnancy or maternity?

Pregnancy and Maternity	Positive	Negative	None / Negligible	Reason for your decision (including evidence) / How might it impact?
Pregnancy			x	The policy does not seek to preclude based on pregnancy.

Maternity (the period after birth)				The policy does not seek to preclude based on maternity.
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4.7 Because of their race?

Race	Positive	Negative	None / Negligible	Reason for your decision (including evidence) / How might it impact?
Ethnic minority people e.g. Asian, Black,			x	The policy does not seek to preclude based on race. The Health and Social Care statistics confirm that at 31 March 2014 there were 175 looked after children were mixed race, 65 looked after children were Asian or Asian/British, 45 looked after children were Black, 50 looked after children were from other ethnic groups and 170 looked after children where the ethnicity is unknown.
National Origin (e.g. Welsh, English)			x	The policy does not seek to preclude based on race. The Health and Social

				Services statistics confirm that at 31 March 2014 there were 5,250 looked after children who are white.
Asylum Seeker and Refugees			x	The policy does not seek to preclude based on race. Statistics are not available for this profile.
Gypsies and Travellers			x	The policy does not seek to preclude based on race. Statistics are not available for this profile.
Migrants			x	The policy does not seek to preclude based on race. Statistics are not available for this profile.
Others			x	The policy does not seek to preclude based on race. Statistics are not available for this profile.

4.8 Because of their religion and belief or non-belief?

Religion and belief or	Positive	Negative	None /	Reason for your decision (including
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non – belief			Negligible	evidence)/ How might it impact?
Different religious groups including Muslims, Jews, Christians, Sikhs, Buddhists, Hindus, Others (please specify)			x	The policy does not seek to preclude based on religion, belief or non-belief.
Belief e.g. Humanists			x	The policy does not seek to preclude based on religion, belief or non-belief
Non-belief			x	The policy does not seek to preclude based on religion, belief or non-belief

4.9 Because of their sexual orientation?

Sexual Orientation	Positive	Negative	None / Negligible	Reason for your decision (including evidence)/ How might it impact?
Gay men			x	The policy does not seek to preclude based on sexual orientation.
Lesbians			x	The policy does not seek to preclude

				based on sexual orientation.
Bi-sexual			x	The policy does not seek to preclude based on sexual orientation.

4.10 Do you think that this policy will have a positive or negative impact on people’s human rights? Please refer to point 1.4 of the EIA Annex A - Guidance for further information about Human Rights.

Human Rights	Positive	Negative	None / Negligible	Reason for your decision (including evidence) / How might it impact?
Human Rights including Human Rights Act and UN Conventions	x			The policy supports several articles from the UNCRC.

If you have identified any impacts (other than negligible ones), positive or negative, on any group with protected characteristics, please complete Part 2.

Only if there are no or negligible positive or negative impacts should you go straight to part 2 and sign off the EIA.

Equality Impact Assessment – Part 2

1. Building on the evidence you gathered and considered in Part 1, please consider the following:



1.1 How could, or does, the policy help advance / promote equality of opportunity?

For example, positive measures designed to address disadvantage and reach different communities or protected groups?

Children who are looked after of compulsory school age will benefit from this policy which puts in place further recommendation to improve their educational attainment.

1.2 How could / does the policy / decision help to eliminate unlawful discrimination, harassment or victimisation?

This policy will help develop and promote quality of opportunity in terms of better employment opportunities for children who are looked after as a result of improved educational attainment.

1.3 How could/does the policy impact on advancing / promoting good relations and wider community cohesion?

The policy will help create a more inclusive society whereby children who are looked after will have the same opportunities in life as their peers through improved educational attainment.

2. Strengthening the policy



2.1 If the policy is likely to have a negative effect ('adverse impact') on any of the protected groups or good relations, what are the reasons for this?

What practical changes/actions could help reduce or remove any negative impacts identified in Part 1?

N/A

2.2 If no action is to be taken to remove or mitigate negative / adverse impact, please justify why.

(Please remember that if you have identified unlawful discrimination (immediate or potential) as a result of the policy, the policy must be changed or revised.)

N/A

3. Monitoring, evaluating and reviewing

How will you monitor the impact and effectiveness of the policy?

List details of any follow-up work that will be undertaken in relation to the

policy (e.g. consultations, specific monitoring etc).

Annual monitoring arrangements will be put in place through an analysis of the results of the Wales Children in Need Census to identify gaps between the educational attainment of children who are looked after and mainstream pupils and by publishing an annual update setting out the progress made against the delivery of the commitments in the strategy.

The results of all impact assessments where the impact is significant will be published on the Welsh Government's website.

Yes

4. Declaration

***Please delete as appropriate:**

The policy does not have a significant impact upon equality issues

Official completing the EIA

Name:

Stephen Gear

Department:

For Education & Skills

Date:

11 December 2014

Signature:

Head of Division (Sign-off)
Name:
Job title and department:
Date:
Signature:
Review Date:

