

Equality Impact Assessment [version 2.12]



Title: Youth Engagement and Post 16 Education, Employment and Training	
<input type="checkbox"/> Policy <input type="checkbox"/> Strategy <input type="checkbox"/> Function <input checked="" type="checkbox"/> Service <input type="checkbox"/> Other [please state]	<input type="checkbox"/> New <input checked="" type="checkbox"/> Already exists / review <input type="checkbox"/> Changing
Directorate: Children and Education	Lead Officer name: Jane Taylor/David Harrigan
Service Area: Employment, Skills and Lifelong Learning Service - Post 16 Team	Lead Officer role: Head of Service/Post 16 Manager

Step 1: What do we want to do?

The purpose of an Equality Impact Assessment is to assist decision makers in understanding the impact of proposals as part of their duties under the Equality Act 2010. Detailed guidance to support completion can be found here [Equality Impact Assessments \(EqIA\) \(sharepoint.com\)](#).

This assessment should be started at the beginning of the process by someone with a good knowledge of the proposal and service area, and sufficient influence over the proposal. It is good practice to take a team approach to completing the equality impact assessment. Please contact the [Equality and Inclusion Team](#) early for advice and feedback.

1.1 What are the aims and objectives/purpose of this proposal?

Briefly explain the purpose of the proposal and why it is needed. Describe who it is aimed at and the intended aims / outcomes. Where known also summarise the key actions you plan to undertake. Please use plain English, avoiding jargon and acronyms. Equality Impact Assessments are viewed by a wide range of people including decision-makers and the wider public.

The report outlines the Council’s current performance and approach to youth engagement and post 16 education, employment and training functions. A full analysis of current arrangements is included in the Appendix A Information Pack and several recommendations are being made to improve local services and youth outcomes. ‘

In support of this improvement process, the City Council has an opportunity to apply to the West of England Combined Authority for a £834K two-year Not in Education, Employment and Training Reduction (NEET) grant. There are two elements to this grant:

- i) We have an opportunity to apply for an £88k extension to the current HYPE programme to reduce the number of NEET young people which will run from 1st April 2025 to 30th September 2025. Through the first phase of the HYPE initiative, the Post 16 Team has supported 144 young people vulnerable young people who were NEET and at risk of becoming NEET and has seen improvements in their education, employment, and training outcomes. The programme funding runs until 31st March 2025, and we are on schedule to achieve target of 200 enrolments with 445 outputs and 400 outcomes.
- ii) We also have an opportunity to submit a proposal and business case for £750k for two years from 1st April 2025 to 31st March 2027 to expand on our NEET reduction activities and support young people to transition from pre into post 16.

This NEET reduction work is designed to reduce inequalities through targeted careers guidance and wraparound support, provided by an expert team who will support young people facing complex barriers to education, training and employment. The programmes will help young people to build their resilience and empower them to make positive post 16 decisions regarding their career pathways with the aim of having a positive equalities impact across multiple groups.

Who will the proposal have the potential to affect?

<input type="checkbox"/> Bristol City Council workforce	<input checked="" type="checkbox"/> Service users	<input type="checkbox"/> The wider community
<input type="checkbox"/> Commissioned services	<input type="checkbox"/> City partners / Stakeholder organisations	
Additional comments:		

1.2 Will the proposal have an equality impact?

Could the proposal affect access levels of representation or participation in a service, or does it have the potential to change e.g. quality of life: health, education, or standard of living etc.?

If 'No' explain why you are sure there will be no equality impact, then skip steps 2-4 and request review by Equality and Inclusion Team.

If 'Yes' complete the rest of this assessment, or if you plan to complete the assessment at a later stage please state this clearly here and request review by the Equality and Inclusion Team.

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	[please select]
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Step 2: What information do we have?

2.1 What data or evidence is there which tells us who is, or could be affected?

Please use this section to demonstrate an understanding of who could be affected by the proposal. Include general population data where appropriate, and information about people who will be affected with particular reference to protected and other relevant characteristics: [How we measure equality and diversity \(bristol.gov.uk\)](https://www.bristol.gov.uk/equality-diversity)

Use one row for each evidence source and say which characteristic(s) it relates to. You can include a mix of qualitative and quantitative data e.g. from national or local research, available data or previous consultations and engagement activities.

Outline whether there is any over or under representation of equality groups within relevant services - don't forget to benchmark to the local population where appropriate. Links to available data and reports are here [Data, statistics and intelligence \(sharepoint.com\)](#). See also: [Bristol Open Data \(Quality of Life, Census etc.\)](#); [Joint Strategic Needs Assessment \(JSNA\)](#); [Ward Statistical Profiles](#).

For workforce / management of change proposals you will need to look at the diversity of the affected teams using available evidence such as [HR Analytics: Power BI Reports \(sharepoint.com\)](#) which shows the diversity profile of council teams and service areas. Identify any over or under-representation compared with Bristol economically active citizens for different characteristics. Additional sources of useful workforce evidence include the [Employee Staff Survey Report](#) and [Stress Risk Assessment](#)

Data / Evidence Source [Include a reference where known]	Summary of what this tells us
Risk of NEET database (Think Family Education App) - Think Family Education - Power BI	Total Population in Scope There are 8696 Year 10 & 11 pupils aged 14 to 16 in Bristol (this only includes young people with a Bristol postcode and schools that share attendance data).

Data / Evidence Source [Include a reference where known]	Summary of what this tells us																								
	<p>Based on data available through the Think Family education application, we have some top priority groups of young people for our NEET Reduction programme, including:</p> <table border="1" data-bbox="810 398 1469 958"> <thead> <tr> <th>Category</th> <th>Number (%)</th> </tr> </thead> <tbody> <tr> <td>SEN Support Needs</td> <td>2017 (23.19%)</td> </tr> <tr> <td>SEN Support Needs with Social, Emotional and Mental Health Needs (SEMH)</td> <td>725 (8.34%)</td> </tr> <tr> <td>Below 70% Attendance – Avg of 3 consecutive school years</td> <td>582 (6.69%)</td> </tr> <tr> <td>At Risk of NEET (using Think Family Formula)</td> <td>378 (4.35%)</td> </tr> <tr> <td>Children in Care</td> <td>56 (0.64%)</td> </tr> <tr> <td>Child Protection Plan</td> <td>40 (0.46%)</td> </tr> <tr> <td>Engaged with Youth Justice Service</td> <td>34 (0.39%)</td> </tr> </tbody> </table> <p>Based on Dec 2024 data, there are entrenched higher concentrations of young people at risk of NEET and NEET in areas of poverty and multiple deprivation, in particular:</p> <table border="1" data-bbox="810 1191 1469 1514"> <tbody> <tr><td>Hartcliffe and Withywood</td></tr> <tr><td>Filwood</td></tr> <tr><td>Hengrove and Whitchurch Park</td></tr> <tr><td>Avonmouth and Lawrence Weston</td></tr> <tr><td>Lockleaze</td></tr> <tr><td>Lawrence Hill</td></tr> <tr><td>Southmead</td></tr> <tr><td>Eastville</td></tr> </tbody> </table>	Category	Number (%)	SEN Support Needs	2017 (23.19%)	SEN Support Needs with Social, Emotional and Mental Health Needs (SEMH)	725 (8.34%)	Below 70% Attendance – Avg of 3 consecutive school years	582 (6.69%)	At Risk of NEET (using Think Family Formula)	378 (4.35%)	Children in Care	56 (0.64%)	Child Protection Plan	40 (0.46%)	Engaged with Youth Justice Service	34 (0.39%)	Hartcliffe and Withywood	Filwood	Hengrove and Whitchurch Park	Avonmouth and Lawrence Weston	Lockleaze	Lawrence Hill	Southmead	Eastville
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Current NEET data and monthly submission to DfE	<p>Current NEET Data Academic Age 16-17</p> <ul style="list-style-type: none"> • 475 (4.9%) NEET Young People of which 392 are available to the labour market and 83 are unavailable due to additional factors such as illness including mental ill health (59) and Teenage Parents (9) • 70 (11.2%) of 627 young people aged 16-17 who have an EHCP (Education, Health and Social Care Plan) are NEET. 12 of these young people are NEET due to (Mental health) • 23 (6.4%) of 359 young people whose ethnicity is White and Black Caribbean are NEET and 11 (6.7%) of 164 young people 																								

Data / Evidence Source [Include a reference where known]	Summary of what this tells us
	<p>whose ethnicity is Black Caribbean are NEET.</p> <ul style="list-style-type: none"> • 269 (56.63%) are Male and 206 (43.37%) are Female • 42 (43.8%) of 97 Care Leavers are NEET • 21 (14.9%) of 141 Children in Care are NEET • 20 (39.2%) of 51 Supervised by the Youth Justice Service (YJS) are NEET • 8 (0.68%) are Young Carers
Risk of NEET Data Analysis - Power BI	<p>Year 11 Risk of NEET population The further breakdown of Year 11 pupils who are risk of NEET include:</p> <p>21 year 11 pupils aged 15-16 who are at risk of Child Criminal Exploitation and Child Sexual Exploitation (CCE/CSE)</p> <ul style="list-style-type: none"> • Across Year 7 to Year 11, there are 67 young people in this category. <p>18 Year 11 pupils are open to YJS</p> <ul style="list-style-type: none"> • 8 have an EHCP • All have SEN Support needs • All 11 have Social, Emotional and Mental Health Needs • 14 are claiming Free School Meals (FSM) • 14 are Persistently Absent (Below 90%) <p>943 Year 11 pupils have SEN Support Needs</p> <ul style="list-style-type: none"> • 339 have SEMH • 381 are persistently absent (Below 90%) • 111 are at Risk of NEET • 19 are Children in Care (CiC) <p>1018 pupils are persistently absent (Below 90%)</p> <ul style="list-style-type: none"> • 310 have below 70% attendance • 9 are open to YJS • 81 have an EHCP with a further 20 undergoing a needs assessment • 126 have SEMH • 200 of those 70% are claiming FSM
<p>Additional comments: These numbers are subject to fluctuations depending on joiners and leavers from colleges and increases throughout the academic year.</p>	

2.2 Do you currently monitor relevant activity by the following protected characteristics?

- | | | |
|---|---|--|
| <input checked="" type="checkbox"/> Age | <input checked="" type="checkbox"/> Disability | <input type="checkbox"/> Gender Reassignment |
| <input type="checkbox"/> Marriage and Civil Partnership | <input checked="" type="checkbox"/> Pregnancy/Maternity | <input checked="" type="checkbox"/> Race |
| <input type="checkbox"/> Religion or Belief | <input checked="" type="checkbox"/> Sex | <input type="checkbox"/> Sexual Orientation |

2.3

Are there any gaps in the evidence base?

Where there are gaps in the evidence, or you don't have enough information about some equality groups, include an equality action to find out in section 4.2 below. This doesn't mean that you can't complete the assessment without the information, but you need to follow up the action and if necessary, review the assessment later. If you are unable to fill in the gaps, then state this clearly with a justification.

For workforce related proposals all relevant characteristics may not be included in HR diversity reporting (e.g. pregnancy/maternity). For smaller teams diversity data may be redacted. A high proportion of not known/not disclosed may require an action to address under-reporting.

Within the Think Family education database we can only see those young people educated within Bristol schools and those that provide us with attendance data. If any young people are educated in other local authorities in Year 10 or Year 11 we do not have visibility of any additional support they may need.

The post 16 education data supplied for young people academic age 16/17 to the City Council from schools and other educational settings does not include equalities data in relation to sexual orientation; gender reassignment; religion or belief; marriage or civil partnership.

We are currently missing data from Blaise High School in North Bristol so we are unable to see if any of these young people require additional support to successfully transition into Post 16.

Where ethnicity isn't identified when a young person's record is set up then this results in a gap in our data and these young people are flagged as 'information not obtained'.

There is a data cleanse exercise being carried out across multiple teams which may help to mitigate risks.

2.4 How have you involved communities and groups that could be affected?

You will nearly always need to involve and consult with internal and external stakeholders during your assessment. The extent of the engagement will depend on the nature of the proposal or change. This should usually include individuals and groups representing different relevant protected characteristics. Please include details of any completed engagement and consultation and how representative this had been of Bristol's diverse communities.

Include the main findings of any engagement and consultation in Section 2.1 above.

If you are managing a workforce change process or restructure please refer to [Managing a change process or restructure \(sharepoint.com\)](#) for advice on consulting with employees etc. Relevant stakeholders for engagement about workforce changes may include e.g. staff-led groups and trades unions as well as affected staff.

- We have commissioned the Robins Foundation Peer Action Collective to engage with young people to find out why they have disengaged early from education and what interventions would have made a difference and how they could have been empowered to make positive decisions regarding their career pathways.
- The Post 16 team encourages all young people engaged with the service to tell us about their experience of post 16 transition processes, what concerns they have and how these processes can be improved.
- When we contact young people to get an update on their status we ask them what courses they would like to see in their local areas so we can target support to these areas to encourage more young people to engage and work with us.

- The wider ESL team held three Community Conversation events in September 2023 in Barton Hill, Southmead and Hartcliffe where we jointly facilitated sessions with the Council’s Community Engagement Team to inform the wider Employment, Skills and Learning Plan for the City. These events were attended by a total of 56 residents.

2.5 How will engagement with stakeholders continue?

Explain how you will continue to engage with stakeholders throughout the course of planning and delivery. Please describe where more engagement and consultation is required and set out how you intend to undertake it. Include any targeted work to seek the views of under-represented groups. If you do not intend to undertake it, please set out your justification. You can ask the Equality and Inclusion Team for help in targeting particular groups.

In 2025 the Employment, Skills and Lifelong Learning (ESL) team are planning to hold more targeted Community Conversation sessions – these will include representatives from communities with the highest levels of NEET young people. In addition to these sessions, the Post 16 Team will continue to capture the voice of young people through individual conversations with our career coaches to ensure that we are providing the right support.

Step 3: Who might the proposal impact?

Analysis of impacts must be rigorous. Please demonstrate your analysis of any impacts of the proposal in this section, referring to evidence you have gathered above and the characteristics protected by the Equality Act 2010. Also include details of existing issues for particular groups that you are aware of and are seeking to address or mitigate through this proposal. See detailed guidance documents for advice on identifying potential impacts etc. [Equality Impact Assessments \(EqIA\) \(sharepoint.com\)](https://sharepoint.com)

3.1 Does the proposal have any potentially adverse impacts on people based on their protected or other relevant characteristics?

Consider sub-categories and how people with combined characteristics (e.g. young women) might have particular needs or experience particular kinds of disadvantage.

Where mitigations indicate a follow-on action, include this in the ‘Action Plan’ Section 4.2 below.

GENERAL COMMENTS (highlight any potential issues that might impact all or many groups)

Following covid and the cost-of-living crisis we are seeing a rise in the number of young people who have a range of complex barriers to accessing education, employment, or training. We are seeing an increase in the number of young people needing more one to one career support who have mental health concerns and an increase in the number of young people with Anxiety.

This service will allow Bristol City Council and stakeholders to fulfil social mobility commitments by: Working with individuals who are NEET and risk of NEET including young people who are open to Youth Justice, Children in Care, Home Educated, Children Missing education to name a few. This new service will allow us to support the most vulnerable to have a positive transition into post 16 education and work with those who become NEET to re-enter education, employment and training.

We will continue to deliver support and guidance to our cohort of young people who would like a job along side their studies, who would like to discuss their options for post 16 education and those who may wish to explore other options regarding their career choices. This ensures all of the young people across Bristol have access to our service and support.

PROTECTED CHARACTERISTICS	
Age: Young People	Does your analysis indicate a disproportionate impact? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
Potential impacts:	<ul style="list-style-type: none"> Positive impact: Increased opportunities for young people to transition from education to employment and training, with increased career prospects and access to wraparound support. Potential issue: From the data we can see that some cohorts of young people face barriers to education, employment and training
Mitigations:	Ensure there are targeted and specialist programmes and providers who can meet the access needs of specific groups.
Age: Older People	Does your analysis indicate a disproportionate impact? Yes <input type="checkbox"/> No <input type="checkbox"/>
Potential impacts:	Not appropriate as older people are not covered by this proposal or service area
Mitigations:	
Disability	Does your analysis indicate a disproportionate impact? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
Potential impacts:	<ul style="list-style-type: none"> Positive Impact: This will provide more opportunities to young Disabled people with the aim of empowering them to develop new skills that could lead to EET outcomes Potential Issue: Accessibility barriers in training or work experience may impact the participation of some of our Disabled young people and could lead to disengagement from the programmes.
Mitigations:	Ensure all training materials, marketing literature and meeting, training & work experience places are accessible, provide reasonable adjustments to the programme's delivery, and offer disability awareness training to employers who will be providing placements.
Sex	Does your analysis indicate a disproportionate impact? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
Potential impacts:	<ul style="list-style-type: none"> Positive Impact: All the young men and women of Bristol have access to the programme leading to gender equity in education, employment and training opportunities across Bristol Potential Issues: Biases in gender or stereotyping careers may influence young people's choices when it comes to Post 16 opportunities and could impact the career outcomes of participants on the programme
Mitigations:	<ul style="list-style-type: none"> We will ensure marketing of the programme is inclusive and aimed at both sexes When recruiting for the programme we will ensure that cohorts will be mixed and depending on the religious/belief of some of the NEET cohort we will endeavour to develop female/male only classes. Our policies and practices will be gender-sensitive and promote equal treatment and opportunities to our cohort of young people regardless of sex.
Sexual orientation	Does your analysis indicate a disproportionate impact? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> We do not capture this data currently on our young people
Potential impacts:	<ul style="list-style-type: none"> Positive Impact: LGBTQ+ individuals who access the programme will be able to develop new skills that may lead to EET outcomes Potential Issue: Discrimination or harassment based on sexual orientation could create a hostile environment within the programme and impact the well-being and retention of LGBTQ+ participants
Mitigations:	Diversity and inclusion training will be provided to staff and tutors and offered to those offering work experience placements. We will establish clear anti-discrimination policies and provide support networks for LGBTQ+ within the programmes
Pregnancy / Maternity	Does your analysis indicate a disproportionate impact? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
Potential impacts:	<ul style="list-style-type: none"> Positive Impact: Young parents or those who find themselves pregnant will be able to access the programmes and develop skills that could potentially reduce financial strain and promote family well-being Potential Issues: Lack of work experience for pregnant or young parents may hinder their ability to engage fully in the programme

Mitigations:	Ensure that we ring fence provision for young parents and those that are pregnant and provide a creche so that they can fully engage in the programme delivery and adapt any work experience opportunities to accommodate those that are pregnant or young parents
Gender reassignment	Does your analysis indicate a disproportionate impact? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
Potential impacts:	<ul style="list-style-type: none"> Positive Impacts: Transgender and non-binary young people may find greater acceptance and support following completion of the programme and could lead to improvement in EET outcomes. Potential Issues: Discrimination or lack of understanding about gender identity issues could lead to harassment or exclusion within the programme or work experience placement and could impact on the young person's mental health or completion/engagement in the programme.
Mitigations:	Implement inclusive policies and training to foster a supportive environment, provide resources for gender transition support, and address any instances of discrimination promptly.
Race	Does your analysis indicate a disproportionate impact? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
Potential impacts:	<p>We have seen a disproportionality in the number of NEET young people from Caribbean Heritage (Black Caribbean and White/Black Caribbean)</p> <ul style="list-style-type: none"> Positive Impacts: Young people from ethnically diverse backgrounds can access the programmes within their localities and develop skills and training to empower these individuals to access EET Potential Issues: Lack of representation within groups or work experience opportunities may impact outcomes for those on the programmes.
Mitigations:	Implement anti-racism training for employees, tutors and ensure employers that offer work experience have a diverse workforce and can support young people from ethnically diverse backgrounds to excel within the workplace
Religion or Belief	Does your analysis indicate a disproportionate impact? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
Potential impacts:	<ul style="list-style-type: none"> Positive Impact: Young People from diverse religious or belief backgrounds can access support to overcome barriers to EET without facing discrimination Potential Issues: Religious discrimination or lack of accommodation for religious practices may create a hostile environment and lead to disengagement among young people within the programme.
Mitigations:	Ensure that all employees, tutors and support staff are educated on religious accommodation rights and within the programme foster a culture of respect for diverse beliefs and provide religious sensitivity training.
Marriage & civil partnership	Does your analysis indicate a disproportionate impact? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Potential impacts:	Not appropriate as those who are married or in civil partnership are not covered by this proposal or service area
Mitigations:	
OTHER RELEVANT CHARACTERISTICS	
Socio-Economic (deprivation)	Does your analysis indicate a disproportionate impact? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
Potential impacts:	<ul style="list-style-type: none"> Positive Impact: Young people from socio-economically deprived backgrounds can access support through the programme and through the development of new skills access EET which could lead to improved financial well-being in the long run. Potential Issues: Young people from deprived backgrounds may have external circumstances that impact their ability to successfully complete the programme or access work experience opportunities.
Mitigations:	Ensure that programme delivery is within their locality to allow them to easily access the service and provide financial support through bus passes, lunch and materials for these young people to be able to successfully complete the programme
Carers	Does your analysis indicate a disproportionate impact? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>

Potential impacts:	<ul style="list-style-type: none"> • Positive Impact: Young Carers who are balancing caregiving responsibilities with accessing EET can benefit from having a programme that is flexible and works towards developing their skills and allows them to think about careers that they can tailor around their care giving responsibilities. • Potential Issue: Lack of flexibility from some employers offering work experience could lead to reduced opportunities for young people. Depending on the caring responsibilities of the young person they may not be able to access the full programme and could lead to withdrawal
Mitigations:	Provide flexible work experience for young people accessing the programme and blended learning for the young people on the programme classroom based and online so that they have every chance to successfully complete the programme.
Other groups [Please add additional rows below to detail the impact for any other relevant groups as appropriate e.g. asylum seekers and refugees; care experienced; homelessness; armed forces personnel and veterans]	
Unaccompanied Asylum Seekers and Young Refugees	Does your analysis indicate a disproportionate impact? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
Potential impacts:	<ul style="list-style-type: none"> • Positive Impacts: These individuals will be able to access tailored support through the delivery of the programme to develop their skills and allow them to get to know other young people and Bristol • Potential Issue: Depending on the level of English some of the work experience places may not be suitable for these young people and could impact young people completing the programme.
Mitigations:	Through the support with the Hope and attendance and belonging team we will continue to support these young people to access English for Speakers of Other Languages (ESOL) courses until a full-time provision becomes available within the college
Children in Care and Care Leavers	Does your analysis indicate a disproportionate impact? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
Potential impacts:	<ul style="list-style-type: none"> • Positive impact: Increased opportunities for these young people to access flexible courses and programmes to improve their EET outcomes. • Potential issue: From the data we can see that some cohorts of young people face barriers to education, employment and training and if young people move from the area this may impact their ability to complete the course.
Mitigations:	Ensure that the programmes are blended, and young people can access or complete the programme if they move. Ensure that employers who are offering work experiences to these young people are aware of their barriers and provide any additional training in collaboration with the virtual school to employers.
Young people engaged in the criminal justice system	Does your analysis indicate a disproportionate impact? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
Potential impacts:	<ul style="list-style-type: none"> • Positive Impact: Increased opportunities for the young people who are open to youth justice service and can empower them to access EET • Potential issue: Potential risk of limited work experience opportunities for these young people depending on level of need and completion of the programme could be impacted due to young person's previous adverse experiences.
Mitigations:	Ensure employers who are offering work experience are provided with the training and support when young people are on site. Ensure programme delivery is tailored to support the needs of the young people within this cohort and carry out safeguarding training for all staff and employers involved. Risk assessment should be carried out with other teams to ensure young people are kept safe.

3.2 Does the proposal create any benefits for people based on their protected or other relevant characteristics?

Outline any potential benefits of the proposal and how they can be maximised. Identify how the proposal will support our [Public Sector Equality Duty](#) to:

- ✓ Eliminate unlawful discrimination for a protected group
- ✓ Advance equality of opportunity between people who share a protected characteristic and those who don't
- ✓ Foster good relations between people who share a protected characteristic and those who don't

The new programme is aimed at empowering young people to have a successful transition from school into post 16 education. Additionally, those who remain or find themselves NEET can access a 6- or 12-week programme to enable young people to develop their English and maths and key skills needed to successfully explore and enter their chosen career pathway, this could then lead to these young people securing better jobs and higher attainment that can lead to fulfilling the public sector equality duty.

We are targeting those who are at risk of becoming NEET and those who are NEET, and this programme directly addresses the duty to eliminate unlawful discrimination for a protected group by providing tailored support, including English and maths, mentoring and access to work experience opportunities. This programme aims to mitigate systemic barriers that hinder career progression for this group. This programme promotes equality of opportunity as all the young people who are NEET or at risk will be given the opportunity to access the programme and will equip them with core skills to facilitate their entry into education employment or training opportunities.

By bringing young people together with shared experiences we will aim to nurture a sense of solidarity and respect and build positive relations between those who share a protected characteristic and those who do not.

Step 4: Impact

4.1 How has the equality impact assessment informed or changed the proposal?

What are the main conclusions of this assessment? Use this section to provide an overview of your findings. This summary can be included in decision pathway reports etc.

If you have identified any significant negative impacts which cannot be mitigated, provide a justification showing how the proposal is proportionate, necessary, and appropriate despite this.

Summary of significant negative impacts and how they can be mitigated or justified:

As a result of this equality impact assessment, we have been able to identify in detail equalities groups and other cohorts of young people facing barriers to education, employment and training, with a focus on the positive impacts this programme may have, and the potential risks that need to be addressed through mitigating actions. Once the final programme is agreed with the Combined Authority, and a detailed Grant Offer Letter is received, the delivery team will then produce a detailed project delivery plan which will include all the mitigation actions.

Summary of positive impacts / opportunities to promote the Public Sector Equality Duty:

This programme with work with young people who are most at risk of not engaging in education in post 16 and those who are NEET. By working and empowering young people to increase their skills and opportunities to access education, employment or training it will lead to direct impacts of a greater quality of life and a better standard of living and improved outcomes of health and education. This programme will also provide an opportunity to engage and involve young people at Risk of NEET/who are NEET in the co-production, delivery and evaluation processes – a great opportunity to strengthen the youth voice, leadership and advocacy.

4.2 Action Plan

Use this section to set out any actions you have identified to improve data, mitigate issues, or maximise opportunities etc. If an action is to meet the needs of a particular protected group please specify this.

Improvement / action required	Responsible Officer	Timescale
The business case is still to be finalised with input from the local authority and WECA. Once approved through the WECA and BCC decision pathways, a detailed project delivery plan will be produced and monitored by the project manager which will include all the mitigation actions identified through this assessment.	Project Manager	Ongoing
Performance targets and monitoring against Equalities groups will feed into the quarterly formal review of the delivery plan and feed into the Council's wider youth strategy	Project Manager	Ongoing
Implement data cleanse exercise across multiple teams to improve accuracy of equalities data for our 16/17 academic age cohort	Data Analyst	Ongoing

4.3 How will the impact of your proposal and actions be measured?

How will you know if you have been successful? Once the activity has been implemented this equality impact assessment should be periodically reviewed to make sure your changes have been effective your approach is still appropriate.

The results and impact of this new service will be monitored on a quarterly basis through the ESL Performance Clinic, the Employment, Inclusion and Skills Division Performance Clinic and a proposed NEET Reduction Board. This will include regular scrutiny of participation and outcomes for all members of equalities groups. Dynamic remedial action plans will be utilised to address any disproportionality.

Step 5: Review

The Equality and Inclusion Team need at least five working days to comment and feedback on your EqIA. EqIAs should only be marked as reviewed when they provide sufficient information for decision-makers on the equalities impact of the proposal. Please seek feedback and review from the [Equality and Inclusion Team](#) before requesting sign off from your Director¹.

Equality and Inclusion Team Review:	Director Sign-Off:
Reviewed by Equality and Inclusion Team	Vik Verma, Interim Director of Education and Skills
Date: 14/01/2025	Date: 15/01/2025

¹ Review by the Equality and Inclusion Team confirms there is sufficient analysis for decision makers to consider the likely equality impacts at this stage. This is not an endorsement or approval of the proposal.