

Bristol City Council Equality Impact Assessment Form

(Please refer to the Equality Impact Assessment guidance when completing this form)



Name of proposal	CLF Contract Award Catch 22 School
Directorate and Service Area	People, Education & Skills
Name of Lead Officer	Chris Davies

Step 1: What is the proposal?

Please explain your proposal in Plain English, avoiding acronyms and jargon. This section should explain how the proposal will impact service users, staff and/or the wider community.

1.1 What is the proposal?

Following the closure of 'Catch 22 Include School Bristol' at the end of October 2019 we need to ensure there are appropriate school places in Alternative Learning Provision for 50 vulnerable students.

We are recommending that Cabinet approves making the contract award for these school places to Cabot Learning Federation (CLF).

Step 2: What information do we have?

Decisions must be evidence-based, and involve people with protected characteristics that could be affected. Please use this section to demonstrate understanding of who could be affected by the proposal.

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

'Catch 22 Include School Bristol' previously offered education at three locations in Bedminster, St Pauls and Kingswood.

CLF will provide education for the affected cohort at three locations in Bristol based at or nearby:

- John Cabot Academy, Kingswood
- City Academy, Easton
- The Park, Knowle

Disability

48 Bristol resident students are currently in the cohort affected by the proposal. All learners have a primary Special Education Need of SEMH (social, emotional and mental health). 4 students have an EHCP (Education, Health and Care Plan).

Gender

There are 34 male and 14 female students. This is reflective of the disproportionately high number of males in Alternative Learning Provision nationally and locally.

Age

All learners are aged 15+. There are 17 in Y10, 30 in Y11 and 1 in Y12.

Ethnicity

62.5% of students are White British compared to 61.1% nationally for Local Authority Alternative Provision¹. 25% of Students are Black and minority ethnicity compared to 18.6% nationally.

- WBRI (White British) - 30
- MWBC (White + Black Caribbean) – 5
- BCRB (Black Caribbean) – 3
- APKN (Pakistani) – 1
- MOTH (Other Mixed background) – 2
- WOTH (White Other) – 2
- MWBA (White + Black African) – 1
- NOBT (Not as yet obtained) – 1
- WIRI (White Irish) – 1
- WROM (Gypsy Roma) – 1

2.2 Who is missing? Are there any gaps in the data?

Although we know all the learners and they have individual support plans, we do not currently have accurate diversity data to report on Religion or Belief, Sexual Orientation or Gender Reassignment.

¹ <https://www.gov.uk/government/statistics/schools-pupils-and-their-characteristics-january-2019>

2.3 How have we involved, or will we involve, communities and groups that could be affected?

It was not possible to consult with communities and groups affected by the school closure, in respect of providing an alternative service at such short notice. Parent consultation with the replacement service took place on 30th September at a Parents Meeting and individual school/student/parent meetings are offered 6th – 8th November, as the service begins and to help shape it.

Step 3: Who might the proposal impact?

Analysis of impacts on people with protected characteristics must be rigorous. Please demonstrate your analysis of any impacts in this section, referring to all of the equalities groups as defined in the Equality Act 2010.

3.1 Does the proposal have any potentially adverse impacts on people with protected characteristics?

Whilst we do not think that the proposal will have any adverse impact on student on the basis of their protected characteristics, we are aware of particular issues for affected learners which we have considered as part of this proposal:

Travel / Location

The replacement sites are relatively nearby to the previous sites in North, South and East Central Bristol. These sites are close to regular bus routes and students will be supported with an individual travel plan and bus passes.

Syllabus and facilities

All learning programmes will be individualised with a high level of support. The replacement syllabus offer will be broader and more varied than previously. This is particularly important for under-represented groups. There will be improved access to science, ICT and sports facilities.

Promoting Equality, Diversity and Inclusion

Cabot Learning Federation has a clear [Equality, Diversity and Inclusion Statement](#), and each Academy within the Federation has its own appropriate Equalities policies. These include a commitment to proactively improve the

ways in which disabled students can access the school's curriculum, and provide clear expectations and procedures around challenging discrimination and harassment.
3.2 Can these impacts be mitigated or justified? If so, how?
See 3.1 above
3.3 Does the proposal create any benefits for people with protected characteristics?
The replacement will provide a suitable and bespoke educational offer for all individuals.
3.4 Can they be maximised? If so, how?
Through individual review and client voice e.g. 'you said/we did'.

Step 4: So what?

The Equality Impact Assessment must be able to influence the proposal and decision. This section asks how your understanding of impacts on people with protected characteristics has influenced your proposal, and how the findings of your Equality Impact Assessment can be measured going forward.

4.1 How has the equality impact assessment informed or changed the proposal?
This assessment has highlighted the need for ongoing consideration of students' needs on the basis of their protected characteristics – and the requirement for improved diversity data to support this.
4.2 What actions have been identified going forward?
We will review our process for monitoring and reporting non-Statutory diversity information.
4.3 How will the impact of your proposal and actions be measured moving forward?
Through ongoing contract management, quality assurance and review of student learning outcomes with reference to their protected characteristics.

Service Director Sign-Off:	Equalities Officer Sign Off: <i>Reviewed by Equalities and Community Cohesion Team</i>
Date:	Date: 4/11/2019