

# Equality Impact Assessment [version 2.9]



Title: Alternative Learning Provision Framework	
<input type="checkbox"/> Policy <input checked="" 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: People	Lead Officer name: Alex Bate
Service Area: Strategic Commissioning - Children, Families and Education	Lead Officer role: Commissioning 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.

Alternative Learning Provision (ALP) is commissioned by Bristol City Council to meet the local authority's statutory duty for children and young people (CYP), to arrange suitable full-time education placements for permanently excluded pupils, and for other pupils who – because of illness or other reasons – would not receive suitable education without such Alternative Learning Provision (ALP). Schools are responsible for commissioning ALP for pupils on their school roll, where this is provided on a part-time basis. Placements are administered through a framework contract which will be ending in August 2022.

Following engagement with various stakeholder groups, including CYP, parents/carers, schools and ALP settings, a draft ALP commissioning strategy was produced looking to offer high-quality, consistent and effective support throughout a pupil's entire journey through ALP:

- Pre-ALP (support in mainstream school)
- Moving into ALP
- Thriving, achieving, and belonging in ALP
- Leaving ALP

In order to deliver this, it is proposed to recommission a 5 year framework contract, allowing a wide range of ALP providers to join and meet the diverse needs of Bristol pupils. As well as part-time and full-time contract lots, as with the current framework, the new contract will also include an in-school support lot, looking to foster inclusion and belonging in schools, and reduce the number of pupils moving into long-term full-time ALP.

## 1.2 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 checked="" type="checkbox"/> Commissioned services	<input checked="" type="checkbox"/> City partners/Stakeholder organisations	
Additional comments: Children and young people who either use ALP settings or could potentially use ALP could be affected as changes to the system could alter the setting in which it is most appropriate for them to be educated.  The ALP settings themselves could also be affected (these are commissioned services) as well as mainstream education settings.		

## 1.3 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"/> <b>Yes</b>	<input type="checkbox"/> <b>No</b>	[please select]
--	------------------------------------	-----------------

## 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: <https://www.bristol.gov.uk/people-communities/measuring-equalities-success>.

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 Form](#)

<b>Data/Evidence Source</b> [Include a reference where known]	<b>Summary of what this tells us</b>
<b>Fixed Term Exclusions and ethnicity</b>  <a href="#">Bristol ALP Review Report</a> (p40) Number of fixed-term exclusions in total by year by ethnicity.	There was a significant increase in the number of FTEs for Black African and Gypsy Roma children in 2018/19. Also, an increasing 3-year trend in the number of FTEs for Mixed-White/Caribbean & Mixed Other and children not assigned a classification. The overall numbers of FTEs were significantly reduced from 2017/18, particularly for the largest group - White British.
<b>Pupil demographics</b> From: <a href="#">2018 inquiry into Alternative Provision</a>	An evidence review by the Education Select Committee found particular groups of children disproportionately more likely to be educated in ALP: <ul style="list-style-type: none"> <li>• Children in care</li> <li>• Children in need</li> <li>• Pupils with SEND</li> <li>• Pupils from economically disadvantaged backgrounds</li> <li>• Pupils from Black Caribbean and Gypsy, Roma, Traveller (GRT) heritage backgrounds</li> </ul>
<b>Post-16 outcomes</b> Department for Education, <a href="#">Alternative Provision: Effective Practice and Post 16 Transition</a> , 2017	Highlighted research showing that girls were typically offered vocational courses on stereotypical gendered lines (hair and beauty, childminding)... where girls might actually want a more academically focussed programme, this was often not on offer. The researchers reported that outcomes for boys two years after leaving AP were better than those for girls and recommended that this be investigated further.  Longitudinal analysis of Bristol pupils leaving ALP also found higher levels of female pupils Not in Education, Employment and Training than male pupils. No similar such disparities were identified based on ethnicity or religion, but the small numbers involved make this necessary for further study.
<b>Pupil characteristics</b> From: Snapshot of 140 pupils in full-time ALP in June 2020.	Headline figures from this analysis show that: <ul style="list-style-type: none"> <li>• 75% of pupils in full-time ALP are male compared to 49% of secondary pupils in Bristol overall (2020 school census). 24% of male pupils were in KS1&amp;2 ALP, compared to 0% of girls.</li> <li>• 97% of pupils are in Key Stage 4 (38% in year 10, 59% in year 11).</li> <li>• There is a lower proportion of Black, Asian and minority ethnic /ethnicity pupils in full-time ALP (17.9%) than in the wider secondary population (29.8%). As per the national</li> </ul>

picture, there is a higher proportion of pupils from a Black Caribbean or GRT heritage background – although small pupil numbers for these groups mean this is subject to significant confidence intervals. The proportion of White British and pupils of mixed ethnicities is also higher in ALP than the wider secondary population. Whilst the FTE rate for Black, Asian and minority ethnic and for White pupils at secondary level is near identical, this masks more variation looking at ethnicities in more depth: amongst pupils of mixed ethnicity, or of Black or Black British ethnicity, the rate of FTEs is higher than for pupils of White ethnicity.

- Pupils from South Bristol make up 56% of pupils in ALP, compared to 37% of the wider school population. This may in part account for the higher proportion of White British pupils in ALP, due to the higher White British population in South Bristol.
- Although deprivation is not a protected characteristic, we know that ALP pupil numbers in receipt of Free School Meals (FSM) are significantly higher than for school population as a whole. In the 2020 census 22.7% of pupils are in receipt of FSM , but in ALP this rises to 48% in full-time and 58% in part time placements.
- 57% of pupils in ALP had SEN support needs (SEMH), 22% had a recorded EHCP or EHCP assessment in progress, whilst 20% of pupils had no recorded SEND. 15% of the wider secondary population were recorded as having SEN support needs or an EHCP in the January 2020 census.
- The proportion of ALP pupils recorded as children in care was almost six times higher than the rate in the wider secondary population, although care should be taken with these figures given the small number of pupils involved.
- Similarly, a higher proportion of pupils in ALP were recorded as having involvement with Bristol Youth Offending Team than the wider secondary population.

<p><b>Market Assessment</b> From market intelligence including <a href="#">Bristol PALS Catalogue</a></p>	<p>Analysis of provision highlights some geographic disparities in terms of available provision, and in terms of age. There is limited Key Stage 1 and 2 provision across the city, but particularly in North Bristol where the Early Intervention Base does not offer off-site support.</p> <p>North Bristol also has no full-time, long-term ALP settings (although it does have a revolving-door PRU). This will be mitigated from September 2022 by the opening of a new all-through ALP school based in Sea Mills. Whilst there is more full-time provision based in South Bristol, there is still need for additional provision given the significantly higher number of ALP pupils from South Bristol</p> <p>Needs identified by schools that weren't currently met by the ALP market included mental health support for pupils who did not meet CAMHS thresholds, outreach support working with families, staff CPD and ALP for pupils up to Key Stage 2. Work will be undertaken through market development to increase these types of provision.</p> <p>There is limited information collected on types of VSCE organisation, including numbers of BAME and women-led organisations. Market engagement will look to increase engagement with these organisations, and data collection will be improved to ensure there is a more detailed picture of ALP providers on the new framework.</p>
<p><b>Child population diversity</b> From <a href="#">JSNA Health and Wellbeing Profile 2020/21</a></p>	<p>Bristol's child population is increasingly ethnically diverse. 28% of Bristol children (under 16) belong to a Black, Asian and minority ethnic/ethnicity group (2011 Census), compared to the wider Bristol population average of 16% Black, Asian and minority ethnic/ethnicity. Using the alternative definition of diversity, 32% of children belong to the non-'White British' population, compared to the Bristol population average of 22%. Ethnic diversity varies considerably across the city; 53% of children under 16 in the Inner City &amp; East are Black, Asian and minority ethnic/ethnicity, compared with 21% in North &amp; West and 13% in South Bristol. By ward, the figure ranges from 4% Black, Asian and minority ethnic/ethnicity in Bishopsworth to 60% in Lawrence Hill.</p>
<p><b>Additional comments:</b></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 checked="" type="checkbox"/> Gender Reassignment
---	--	---

Marriage and Civil Partnership

Pregnancy/Maternity

Race

Religion or Belief

Sex

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.

Although ALP settings are instructed to record orientation and gender identity, none of the pupil information from the June 2020 snapshot recorded a pupil as LGBTQ+ or transgender. This is potentially due to how providers record or ask, rather than indicative of no LGBTQ+ pupils, as 7% of year 10 pupils in the 2019 Bristol Pupil Voice survey identified as gay/lesbian, bisexual or other, and 1% identified as transgender.

Consideration will be taken with the new framework on how best to record this information in future. This will also be looked at through Quality Assurance on this measure to monitor providers on their 'don't knows/not given' returns, and also assess how they are ensuring this information is collected in a sensitive way that allows pupils to feel comfortable disclosing (including through more confidential approaches)

### 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. See <https://www.bristol.gov.uk/people-communities/equalities-groups>.

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 change 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.

To inform the ALP commissioning strategy, engagement was undertaken with children and young people, parents and carers, ALP providers and schools, through targeted surveys and follow-up conversations and interviews.

This draft strategy was then put out to public consultation, seeking feedback from a range of stakeholders. An Easy Read version was produced targeted at young people in ALP and in mainstream education (as well as to parents/carers for whom Easy Read would present at a more appropriate reading age) – this was commissioned from an external provider to have questions for a reading age of 7+, and inclusive images targeted for those aged 11+. Promotion was carried out through channels including community groups, Bristol Parent Carer Forum, the Local Offer, social care and families in focus professionals, Adoption West, ALP settings and schools.

There were 147 completed responses to the consultation.

### 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.

As part of the wider ALP Statement of Action work, four reference groups will be established for facilitating co-production, including developing and implementing an action plan for the ALP commissioning strategy. These groups are:

- Education settings
- Children and young people
- Parents/carers
- Other interested parties

Key to future engagement is the inclusion of under-represented groups (male/socio-economic/children in care/children and young people with SEND/ Black, Asian and Minority Ethnic background) within the reference groups outlined above. A number of these groups were under-represented in terms of consultation responses, compared to the wider Bristol population. The ALP Statement of Action project group has as a stated objective to ensure future engagement is diverse., and these reference groups will help further coproduce the framework contract and specifications in line with the strategic approach set out in the commissioning strategy.

Engagement will also carry on with providers, working through the ALP provider forum and Statement of Action stakeholder reference group, to ensure issues highlighted in the consultation, such as inflationary uplift mechanisms, are designed in a way to not discourage engagement in the framework. There will also be a number of market engagement events, working with the different range of organisational experiences in bidding on tenders, offering more intensive support to smaller micro-organisations. In order to ensure more providers feel able to bid, engagement work is already ongoing with providers across a number of commissioned and grant funded services, to discuss if and how their offer can be tailored to pupils in need of ALP.

### 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 \(EqIA\) \(sharepoint.com\)](#)

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

Consider sub-categories (different kinds of disability, ethnic background etc.) 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)

We have not identified any significant negative impact from the proposal to recommission the ALP framework, as a range of providers will be assessed and quality assured to provide positive outcomes for pupils who use these services. However, we are aware of existing disparities for young carers based on their characteristics which will aim to address through ensuring an accessible and inclusive service provision.

Informed by the evidence-based IntegratED toolkit for evaluating ALP, the new contract will specifically require providers to set out how their service is inclusive of pupils backgrounds and culturally competent, from the induction process pupils' entire journey through ALP. This will also be assessed through the new Quality Assurance framework. The proposed section 175 safeguarding audits for all providers will also have a focus on ensuring settings create a culture of inclusiveness, including through staff training on equalities topics such as responding

to racist, disablist, homophobic and transphobic abuse, and accurately recording and responding to any incidents of abuse.

The successful provider will be required to demonstrate through procurement and ongoing quality assurance that they will operate in accordance with the Equality Act 2010 and the s.149 Public Sector Equality Duty; that as an employer that equality of opportunity is integral to vacancy advertising, recruitment, retention, promotion, training and grievances (e.g. to promote diversity); and that services will be tailored and regularly reviewed to include understanding of the various service user needs, backgrounds and their differing requirements.

**PROTECTED CHARACTERISTICS**

<b>Age: Young People</b>	Does your analysis indicate a disproportionate impact? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
Potential impacts:	The entire cohort of service users will be of compulsory school age. Market analysis has highlighted a need for additional Key Stage 1 and 2 provision on the framework, to ensure their needs can be met and that schools are not purchasing off-framework at potentially less safe or beneficial services
Mitigations:	Extensive market engagement will be undertaken with providers who could offer services to this age group, to ensure all young people regardless of age and Key Stage can access ALP where needed.
<b>Age: Older People</b>	Does your analysis indicate a disproportionate impact? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Potential impacts:	Not applicable.
Mitigations:	
<b>Disability</b>	Does your analysis indicate a disproportionate impact? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
Potential impacts:	Non-accessible settings can impact on a child or young person’s ability to engage with the education offer. This includes settings and offers that do not fully support additional needs such as SEMH, which can lead to disengagement from education.
Mitigations:	<ul style="list-style-type: none"> <li>• Easy read versions of documentation.</li> <li>• Providers will be required to deliver services in accessible locations and make any reasonable adaptations to comply with equalities legislation</li> <li>• Individualised placements will be purchased to meet particular needs.</li> <li>• Monitoring and quality assurance procedures will require providers to evidence distance travelled outcomes for improving mental and emotional health.</li> <li>• Outreach from specialist SEMH providers will allow pupils with SEND to be better supported earlier in mainstream school</li> <li>• The ALP Providers Forum will be an opportunity to share information about other services that promote the emotional health and wellbeing of children and young people with protected characteristics</li> <li>• Home to school travel team to be engaged in placements relating to ALP settings.</li> </ul>
<b>Sex</b>	Does your analysis indicate a disproportionate impact? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
Potential impacts:	<ul style="list-style-type: none"> <li>• Options for young people leaving ALP can be shaped along gendered lines, which may be stereotyping career choices. Education, Employment and Training (EET) participation rates are also lower for girls leaving ALP than boys</li> <li>• Some ALP provisions have few pupils of one gender in a cohort of another gender. This can make it harder for providers to meet their pastoral and learning needs.</li> </ul>
Mitigations:	<ul style="list-style-type: none"> <li>• We will assess whether providers are offering good quality information and guidance and careers advice through effective contract monitoring</li> <li>• We will communicate with ALP providers via the providers forum and market development events that post-16 options should consider what is best for the individual, rather than promoting options on stereotypical bases.</li> </ul>

	<ul style="list-style-type: none"> <li>We will require providers to have robust safeguarding policies and procedures in place and staff training for all protected characteristics.</li> <li>The ALP providers forum will allow professionals to share intelligence about risks affecting groups of girls and boys.</li> <li>Providers will be required to deliver services in accessible locations and make any reasonable adaptations to comply with the Equality Act 2010 and The Children and Families Act.</li> </ul>
<b>Sexual orientation</b>	Does your analysis indicate a disproportionate impact? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Potential impacts:	Bristol Pupil Voice survey indicated a higher prevalence of being bullied amongst LGBT+ pupils, which can impact willingness to attend and engage with education offer
Mitigations:	<ul style="list-style-type: none"> <li>More effective collection of data to ensure settings are aware of LGBT+ pupils they are educating, and are therefore able to support</li> <li>Ensure settings have a robust anti-bullying policy in place that is able to support LGBT+ pupils feel a sense of belonging in education, including ensuring staff are adequately trained</li> <li>Ensuring settings offering PSHE do so in a way that explore LGBT+ identity in a inclusive and engaging manner</li> <li>The ALP Providers Forum will be an opportunity to share information about other services that promote the emotional health and wellbeing of children and young people with protected characteristics</li> </ul>
<b>Pregnancy/Maternity</b>	Does your analysis indicate a disproportionate impact? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Potential impacts:	Not applicable.
Mitigations:	
<b>Gender reassignment</b>	Does your analysis indicate a disproportionate impact? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Potential impacts:	Bristol Pupil Voice survey indicated a higher prevalence of being bullied amongst LGBT+ pupils, which can impact willingness to attend and engage with education offer
Mitigations:	<ul style="list-style-type: none"> <li>More effective collection of data to ensure settings are aware of LGBT+ pupils they are educating, and are therefore able to support</li> <li>Ensure settings have a robust anti-bullying policy in place that is able to support LGBT+ pupils feel a sense of belonging in education, including ensuring staff are adequately trained</li> <li>Ensuring settings offering PSHE do so in a way that explore LGBT+ identity in a inclusive and engaging manner</li> <li>The ALP Providers Forum will be an opportunity to share information about other services that promote the emotional health and wellbeing of children and young people with protected characteristics</li> </ul>
<b>Race</b>	Does your analysis indicate a disproportionate impact? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
Potential impacts:	<ul style="list-style-type: none"> <li>Pupils in mainstream schools or ALP settings could face stereotyping or unconscious bias due to their race</li> </ul>
Mitigations:	<ul style="list-style-type: none"> <li>Providers forum, supported by ALP Hub, will help staff to share expertise in cultural awareness and diversity.</li> <li>We will require providers to have robust equality and diversity policies in place to actively tackle racism and promote inclusion.</li> <li>Providers will be required to deliver services in accessible locations and make any reasonable adaptations to comply with equalities legislation</li> <li>More in-school support through the new framework can reduce higher rates of FTEs experienced by certain groups</li> <li>Increased market engagement with organisations that are Black, Asian and Minority Ethnic led or service focused, to increase range of interventions that can be offered for young people</li> </ul>

<b>Religion or Belief</b>	Does your analysis indicate a disproportionate impact? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
Potential impacts:	<ul style="list-style-type: none"> <li>• Pupils in mainstream schools or ALP settings could face stereotyping or unconscious bias due to their religion</li> </ul>
Mitigations:	<ul style="list-style-type: none"> <li>• Monitoring and quality assurance of Providers will address issues such as: <ul style="list-style-type: none"> <li>○ Observance of religious practice where required.</li> <li>○ Ensuring staff have adequate cultural awareness training.</li> <li>○ Providing a broad and balanced curriculum to ensure pupils have a diverse education that presents opportunities to share and celebrate a variety of religious significant dates and events.</li> </ul> </li> <li>• ALP Hub can signpost providers to work with Multi Faith Forums who have specific youth programmes targeting young people from communities who are at risk of exclusion.</li> </ul>
<b>Marriage &amp; civil partnership</b>	Does your analysis indicate a disproportionate impact? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Potential impacts:	Not applicable.
Mitigations:	
<b>OTHER RELEVANT CHARACTERISTICS</b>	
<b>Socio-Economic (deprivation)</b>	Does your analysis indicate a disproportionate impact? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
Potential impacts:	Significantly higher proportion of pupils in receipt of Free School Meals attending ALP compared to the wider school population
Mitigations:	Encourage providers to offer transport as part of provision
<b>Carers</b>	Does your analysis indicate a disproportionate impact? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Potential impacts:	Young carers may face disruption to their education through inappropriate caring responsibilities, that settings may not be aware of
Mitigations:	Ensure links with services undertaking young carers assessments to ensure settings are aware of and meeting the needs of young carers, and are able to identify young carers amongst their cohort
<b>Other groups: Children in Care</b>	
Potential impacts:	Significantly higher proportion of pupils attending ALP are children in care compared to the wider school population
Mitigations:	Continued links between ALP settings and the HOPE Virtual School to ensure young people in care are effectively supported

### 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

- Improving outcomes for CYP in their education achievement and attainment, narrowing the gap between CYP in ALP and in mainstream education in Bristol.
- CYP with a range of protected characteristics will have better opportunities for attainment at school.
- Attainment at school and enabling CYP to achieve their full potential is a positive factor in later life.

- Implementing a fairer system with improved service user experience, by ensuring providers supply and develop services which are appropriate and accessible, and monitoring these through contract management and user consultation.

## 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:

The service provides educational support to young people in need of alternative education. Any potential negative impacts in how the service is provided can be mitigated through a range of actions including effective contract monitoring of providers to ensure their offer is not disadvantageous to any particular group, improving data collection to ensure that providers understand who their pupils are and what their needs are, and facilitating sharing of best practice through professional networks and forums such as the ALP provider forum.

By utilising the four statement of action reference groups, it can be ensured that any developments in terms of service specification, monitoring and best practice are informed by and coproduced with the groups that will be impacted by the delivery of the ALP framework.

The development of an in-school lot through the framework will give opportunities for inclusion work to happen with pupils at an earlier stage, and potentially reduce inappropriate referrals into full-time ALP experienced by certain groups in higher rates.

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

The changes to the ALP framework resulting from the ALP Statement of Action will help to ensure that the educational needs of children and young people (CYP) are met with all CYP in appropriate provision. The key objectives of the programme of work are to implement a fairer system with improved service user experience and transparent decision making. This will benefit all CYP including those with protected characteristics.

### 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
Coproduce an action plan through representative action groups	Alex Bate/ Oliver Buell	October 2021
Present final coproduced strategy and action plan to Cabinet	Alex Bate	October 2021
Monitor outcomes for young people from protected groups in ALP through the new framework	Alex Bate/ ALP Hub	From September 2022

### 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.

- Regular monitoring of providers for pupil outcomes and feedback, to ensure that pupils from all protected groups are achieving and belonging in ALP
- Regular items on the agenda at ALP Forums to highlight issues faced by and services for different protected groups
- Improved data quality for all protected characteristics, developed as part of the Data stream in the ALP Statement of Action

## 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 Director<sup>1</sup>.

<b>Equality and Inclusion Team Review:</b> <i>Reviewed by Equality and Inclusion Team</i>	<b>Director Sign-Off:</b>  Alison Hurley
Date: 30/7/2021	Date: 5/8/2021

---

<sup>1</sup> 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.