

Equality Impact Assessment [version 2.12]



Title: Bristol’s Anti Racism in Education Engagement report – The evidence base to inform Bristol’s Anti Racism strategy to address outcomes for children and young people in Bristol.	
<input type="checkbox"/> Policy <input checked="" type="checkbox"/> Strategy <input type="checkbox"/> Function <input type="checkbox"/> Service <input type="checkbox"/> Other [please state]	<input checked="" type="checkbox"/> New <input type="checkbox"/> Already exists / review <input type="checkbox"/> Changing
Directorate: Education and Skills	Lead Officer name: Reena Bhogal-Welsh
Service Area: All areas	Lead Officer role: Director of Education and Skills

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.

This proposal is to note Bristol’s Anti Racism in education engagement report and recommend the use of the evidence to support the co production of an Anti-Racism in Education settings strategy. The strategy will be a co-constructed plan to address the disproportionality of outcomes for children and young people in Bristol. A co-produced anti-racism in education strategy would aim to work with leaders, communities, young people and families in educational settings and partners from the statutory and voluntary sector to create positive and sustainable change.

This Anti–Racism in education engagement plan is rooted in the world of education but lends itself to the multiple strategies that underpin the work across the council like The Belonging strategy. In the engagement plan, we have triangulated the lived experiences of Black and Minoritised children and young people, data of outcomes, attendance and exclusions information to ensure there is clarity and understanding of the opportunities we want for our most vulnerable young people who are at risk of being marginalised.

We want to make a measurable change to current and future generations of Black and Minoritised people by tackling racism. We have listened to what children and young people have told us about their experiences within their educational journeys and their informed lived experience; it is from these conversations, workshops and sessions that the anti-racism in education engagement plan has come to life.

The young people have called for anti-racism in educational settings strategy, it is our duty to respond and as the adults in positions of power and influence, to listen to the call to action and co-produce a strategy that will enable systemic change for the future. Children, young people, families and partners rightly want to see change; not actions that have very little impact or indeed fail to improve lives.

In developing this work we heard from children about their lived experiences of racism in education settings who did not and still do not feel heard. We also had feedback from parents and carers finding it hard to navigate complaints processes and/or get their complaint heard. We have also listened to education professionals both from white and Black and Minoritised communities who find it difficult to negotiate and address racism within education. As a result, the anti-racism in education engagement plan takes on board all of this information and triangulates it with the evidence and research and this has informed the April 2024 cabinet paper seeking the mandate to move this work forward with city-wide partners whilst keeping children and young people from Black and minoritised communities at the heart of the next steps.

The engagement plan highlights a need to set out priorities for the next 5 years, co-construct action plans to build on learning annually and inform developments year by year. We will also have measurable targets and indicators of success related to these priorities. These will help partners assess if we are making progress whilst also listening to lived experiences.

This co-constructed engagement plan with leaders in education demonstrates the value of children and young people’s lived experience underpinning the ways in which we will work to move this agenda forward. All education institutions will need to consider and review systems and policies and the impact of these on Black and Minoritised children and young people. The anti-racism in education engagement plan is about turning the mirror inwards to look at systems, process and policies to positively impact Black and Minoritised children and young people.

Corporate Strategy alignment:

The Anti Racism in education report is fundamental to core business of BCC, it also aligns with the strategies below to ensure an equitable approach to key priorities to ensure all children and young people; particularly Black and Minoritised children, families and workforce feel included, value and accepted in all schools and places of learning.

1. Belonging strategy
2. One city plan
3. SEND and Inclusion Strategy

Governance

To ensure that the strategy has both support and challenge, Bristol City Council recognises that the governance will need to be rigorous and robust to hold leaders and partners to account. The groups outlined in the decision-making boards will challenge and hold to account for any financial commitments that are made by Bristol City Council and have the powers to make the necessary decisions as an organisation as well as what is required in the best interests of the city.

The groups and boards identified in the non-decision-making pathway will be key enablers in supporting drivers and sharing best practice, highlighting opportunities and linking into larger and wider organisation that strand owners can learn and develop from.

It is expected that all impact reports will reach the boards outlined in the non-decision making group as well as Keeping Bristol Safe partnership and / or the Health and Well-being board. Governance will be key to ensuring that plans do not stall, dissipate, or diminish as they will enable officers and partners to embed actions into everyday work and be part of the engrained services that we offer. The governance will be fundamental to holding all partners to account.

1.2 Who will the proposal have the potential to affect?

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

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

To improve outcomes for Children and young people from Black and Minoritised communities and those children with SEND. To improve inclusion and tackle disproportionality in the City. The EQIA will be updated on developments that come out of future planning associated with the City wide Anti Racism Strategy.

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 \(bristol.gov.uk\)](http://bristol.gov.uk)

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 \(sharepoint.com\)](http://sharepoint.com). See also: [Bristol Open Data \(Quality of Life, Census etc.\)](http://bristol.gov.uk); [Joint Strategic Needs Assessment \(JSNA\)](http://bristol.gov.uk); [Ward Statistical Profiles](http://bristol.gov.uk).

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 \(sharepoint.com\)](http://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](http://bristol.gov.uk) and [Stress Risk Assessment](http://bristol.gov.uk)

Data / Evidence Source [Include a reference where known]	Summary of what this tells us
Voice of the child, a diverse group of children, including significant representation from Black and Minoritised children and children with SEND	The lived experience of Black and Minoritised children and young people in education in the City. Their experiences of discrimination and prejudice and the disproportionality in educational outcomes.
Outcomes data at KS4, KS2 (Black and Minoritised CYP) Evidence: KS2 Performance in England By Ethnic Background Using data available from School results for 10 to 11 year olds - GOV.UK	Gaps in outcome data at all key stages Overall disadvantaged pupils have poorer attainment outcomes than non-disadvantaged. Black Caribbean and Gypsy/Roma pupils have notably lower attainment results and have done consistently

Data / Evidence Source [Include a reference where known]	Summary of what this tells us
<p data-bbox="108 165 734 309"> Ethnicity facts and figures (ethnicity-facts-figures.service.gov.uk) which offers Key Stage Two data across all ethnic backgrounds, </p> <p data-bbox="108 315 707 383"> Bristol City Context for Pupils meeting Expected Standard in </p> <p data-bbox="108 389 671 423"> KS2 Reading in Maintained Schools: </p> <ul data-bbox="108 430 782 1559" style="list-style-type: none"> • 73% of pupils across England achieved expected standards in reading compared to 71% in Bristol maintained schools. • Based on progress scores between KS1 and KS2, 53% of school's outcomes for disadvantaged pupils were either below expected national averages or well below. • The national picture for reading across ethnicities shows us that Asian (Indian), Asian (Chinese), Mixed White and Asian and White Irish achieved the highest percentage of children passing (all 80%+). • The ethnicities with the lowest percentage pass rates in England were Black Caribbean (67%), Unclassified (62%), Irish Traveller (39% and Gypsy/Roma Traveller (31%). • The local picture shows us that Mixed White and Asian (81%), Asian Chinese (79%) and White any (76%) achieved the highest percentage pass marks. • The lowest percentage pass in Bristol were Gypsy/Roma Traveller (17%), White Irish Traveller (50%, notably higher than national), White Irish (57%), notably lower than national) and Black Caribbean (54%, 13% lower than national). <p data-bbox="108 1565 707 1632"> Bristol City Context for Pupils meeting Expected Standard in KS2 </p> <p data-bbox="108 1639 584 1673"> Writing in Maintained Schools: </p> <ul data-bbox="108 1680 782 2067" style="list-style-type: none"> • 72% of pupils across England achieved expected standards in writing compared to 69% in Bristol maintained schools. • Based on progress scores between KS1 and KS2, 57% of Bristol school's outcomes for disadvantaged pupils were either below expected national averages or well below. • The national picture for reading across ethnicities shows us that Asia 	<p data-bbox="810 165 1468 568"> in recent years. When compared to the national average, Bristol falls below in all Back and Minoritised groups. The biggest gap to the national average is for Black pupils. Pupils with special educational needs (SEN) have significantly lower attainment than pupils without SEN across all headline measures. This is particularly true for pupils with an EHC plan. Pupils living in the most deprived areas have significantly poorer attainment outcomes. </p>

Data / Evidence Source [Include a reference where known]	Summary of what this tells us
<p>Indian (83%), Mixed White and Asian (80%), and Asian Bangladeshi (79%) were the highest percentage pass rate.</p> <p>Bristol City Context for Pupils meeting Expected Standard in KS2 Reading in Maintained Schools:</p> <ul style="list-style-type: none"> • 73% of pupils across England achieved expected standards in reading compared to 71% in Bristol maintained schools. • Based on progress scores between KS1 and KS2, 53% of school's outcomes for disadvantaged pupils were either below expected national averages or well below. • The national picture for reading across ethnicities shows us that Asia (Indian), Asian (Chinese), Mixed White and Asian and White Irish achieved the highest percentage of children passing (all 80%+). • The ethnicities with the lowest percentage pass rates in England were Black Caribbean (67%, Unclassified (62%), Irish Traveller (39% and Gypsy/ Roma Traveller (31%). • The local picture shows us that Mixed White and Asian (81%), Asian Chinese (79%) and White any (76%) achieved the highest percentage pass marks. • The lowest percentage pass in Bristol were Gypsy/Roma Traveller (17%), White Irish Traveller (50%, notably higher than national), White Irish (57%, notably lower than national) and Black Caribbean (54%, 13% lower than national). <p>Bristol City Context for Pupils meeting Expected Standard in KS2 Writing in Maintained Schools:</p> <ul style="list-style-type: none"> • 72% of pupils across England achieved expected standards in writing compared to 69% in Bristol maintained schools. • Based on progress scores between KS1 and KS2, 57% of Bristol school's outcomes for disadvantaged pupils were either below expected national averages or well below. • The national picture for reading across ethnicities shows us that Asian Indian (83%), Mixed White and Asian (80%), and Asian Bangladeshi (79%) were the highest percentage pass rate. <p>Evidence: GCSE Performance (Attainment 8) in England by Ethnic Background</p> <p>Using data available from GCSE results (Attainment 8) – GOV.UK Ethnicity facts and figures (ethnicity-facts-figures.service.gov.uk)</p>	

Data / Evidence Source [Include a reference where known]	Summary of what this tells us
<p>The data from Bristol City Council by Ethnic Background offers a similar pattern (please note this data is for 2022/23):</p> <p>In the 2022 to 2023 school year, the average score for 'Attainment 8' (which measures pupils' performance in 8 GCSE-level qualifications) was 45.3 out of 90.0 (46.2 for average English State Funded Schools). Pupils from the Chinese ethnic group had the highest Attainment 8 score out of all ethnic groups (65), followed by pupils from the White Irish ethnic group (59). White Gypsy and Roma pupils had the lowest score (16). On average, White and Black Caribbean (38), any other Black background (38) and Black Caribbean (36) scored lower than the average score for Bristol City.</p>	
<p>Evidence: GCSE Performance (Attainment 8) in England by Ethnic Background and SEN</p> <p>Using data available from GCSE results (Attainment 8) – GOV.UK Ethnicity facts and figures (ethnicity-facts-figures.service.gov.uk)</p> <p>Data for the 2021 to 2022 school year shows that, for pupils with special educational needs:</p> <ul style="list-style-type: none"> • the average Attainment 8 score was 29.4, compared with 52.5 for pupils with no special educational needs • pupils from the Chinese ethnic group had the highest average score out of all ethnic groups (35.2), and black pupils had the lowest (28.3). <p>This data demonstrates that at Key Stage 2, children with SEN all score lower in Reading, Writing and Mathematics than their non-SEN counterparts.</p> <p>Additionally, children with SEN from Black and Minoritised ethnic groups score significantly lower than children from White British ethnic group (22% RWM). White and Black Caribbean Children (5% RWM), Any other Asian background children (6% RWM) and Pakistani children (7% RWM) with SEN score lower than all other children. This is then followed by any other Black background (10% RWM) and Black Caribbean children (12% RWM).</p> <p>Additionally, most pupils with SEN from Black and Minoritised ethnic groups score significantly lower than pupils from a Chinese</p>	<p>Disproportionality in SEND</p> <p>It is important to note that there are significant national differences in how children from Black and Minoritised Communities are identified as having SEND. Data has confirmed this is also the case in Bristol.</p> <p>We also know that children and young people with SEND are more likely to achieve poorer outcomes than those with no SEND. The same is true of children from some Black and Minoritised Communities. Both groups are also more likely to experience discrimination. All children with SEND are different, as are their families. However, many families will have similar aspirations for their children and face challenges in achieving these. Families from Black and Minoritised Communities are likely to experience additional challenges as a result of the intersectionality between ethnicity and SEND. Intersectionality is the way in which different types of discrimination are connected to and affect each other. Many argue that the experience of the interaction between these different types of discrimination is more than the sum of its parts. When working with Children and Young People (CYP) with SEND from Black and Minoritised Communities, we need therefore to actively consider not only these aspects of children's identities separately, but also how they interact. When working with children and families from Black and Minoritised Communities, it is essential that settings</p>

Data / Evidence Source [Include a reference where known]	Summary of what this tells us
background (57), Traveller of Irish Heritage (53), Any other Mixed background (39), and Black African pupils (38).	understand these challenges and take action to address them. This means settings not only educating themselves about the impact of different approaches on different communities, but also understanding the experiences of individual families and agreeing with them the best approach to meeting their needs.
Over representation of Black Caribbean/Black African/Dual Heritage Black and White/Gypsy Roma Traveller CYP exclusions.	Disproportionality in suspensions and exclusions for Black and Minoritised children and young people and those children with SEND Nationally permanent exclusion and suspensions numbers have increased to previous years. Black and Minoritised children and children with SEND are disproportionality represented in the data. There is also a concern about the managed moves and the use of behaviour policies in schools and the impact of internal school sanctions such as isolation rooms.
Nationally, gov.net capture holistic data regarding the ethnicity of teachers and leaders across schools in the UK. School teacher workforce – GOV.UK Ethnicity facts and figures (ethnicity-facts-figures.service.gov.uk)	Lack of representation of Black and Minoritised teachers, headteachers, CEO's and governors only 1.1% of Black Caribbean teachers make up the teacher workforce in comparison to 85.1% of White British teachers. The data becomes even more stark when nationally, 92.5% of headteachers are White British in comparison 0.7% of headteachers identifying as Black Caribbean. We do not have a formal way of collecting this data, yet, for Bristol but this will be an aim of understanding the workforce even further. There is an under representation of Black and Minoritised teachers in positions of leadership and management across schools and settings in Bristol.
Additional comments:	

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 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.

The evidence base is from a significant number of national and local data sources reflecting outcomes of children and young people in education settings across the City. The majority of this data is collected by systems that record race, gender, age and disability. The sexual orientation, religion or belief or gender reassignment is not information recorded on such local or national systems that provide us with an evidence base.

HR Diversity reporting on the protected characteristics of city-wide teaching staff and governance is limited as collected and monitored by different organisations.

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 initially engaged with children and young people who are at the heart of this strategy. We listened to their views and experiences within their educational journeys. We have also engaged through workshops, co-constructed working groups with education leaders to hear their views. The engagement report reinforces the experience of children and young people is supported by the city's data.

Additional face to face engagement and consultation has taken place over months, this includes:

- Engagement event with Children and Young people from 2 youth groups based in St Pauls and Fishponds, and Youth Council
- Co production event with cross phase City wide Headteachers from maintained schools and academies
- Consultation with Bristol City Council Excellence in schools
- Consultation Bristol City Council Race in Education Group
- Consultation at a citywide SENCO event
- Consultation with Bristol One City CYP Board
- BCC Education and Childrens EDM
- BCC Cabinet briefing- Executive member for Equalities and Children and young people
- BCC Mayor briefing
- Shared with DFE
- Consultation with education leaders in the City at 3 Race Equality In Education conferences

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.

Engagement with stakeholders will continue throughout the course of planning and delivery. There will also be significant engagement with children and young people with particular focus of those children with SEND and /or from Black and Minoritised groups throughout the delivery of the strategy. We will also seek to develop future methods to ensure we engage and capture feedback from parents and carers through current groups and establish a method of further engagement and consultation of parents and carers of Black and Minoritised CYP.

Key measures, targets and success indicators will be identified through the co-constructed working groups where theories of change models will be created, action plans designed, feedback loops to families identified and governance structures honoured to ensure that annual impact reports can be shared of the successful work achieved. The co-constructed working groups will have membership from children, young people and parents and carers as well as leaders, teachers and leading professionals to support and enhance the work completed so far

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 \(EqIA\) \(sharepoint.com\)](http://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)	
<p>The purpose of the evidence document is to inform the anti-racism in education report to improve outcomes for children from Black and Minoritised groups also children with SEND. The strategy is vital to inform a coordinated city-wide response to tackle disproportionality in educational outcomes and improve inclusion.</p> <p>When compared to the national average, Bristol falls below in all Black and Minoritised groups. The biggest gap to the national average is for Black pupils. Pupils with special educational needs (SEN) have significantly lower attainment than pupils without SEN across all headline measures. This is particularly true for pupils with an EHC plan. Pupils living in the most deprived areas have significantly poorer attainment outcomes.</p>	
PROTECTED CHARACTERISTICS	
Age: Young People	Does your analysis indicate a disproportionate impact? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Potential impacts:	
Mitigations:	
Age: Older People	Does your analysis indicate a disproportionate impact? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Potential impacts:	
Mitigations:	
Disability	Does your analysis indicate a disproportionate impact? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Potential impacts:	It is important to note that there are significant national differences in how

	<p>children from Black and Minoritised Communities are identified as having SEND. Data has confirmed this is also the case in Bristol.</p> <p>We also know that children and young people with SEND are more likely to achieve poorer outcomes than those with no SEND. The same is true of children from some Black and Minoritised Communities. Both groups are also more likely to experience discrimination</p>
Mitigations:	This strategy is important to address such disparities. As mentioned above the purpose of the evidence document is to inform the strategy to improve outcomes for children from Black and Minoritised groups also children with SEND. The strategy is vital to inform a coordinated city-wide response to tackle disproportionality in educational outcomes and improve inclusion.
Sex	Does your analysis indicate a disproportionate impact? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Potential impacts:	
Mitigations:	
Sexual orientation	Does your analysis indicate a disproportionate impact? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Potential impacts:	
Mitigations:	
Pregnancy / Maternity	Does your analysis indicate a disproportionate impact? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Potential impacts:	
Mitigations:	
Gender reassignment	Does your analysis indicate a disproportionate impact? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Potential impacts:	
Mitigations:	
Race	Does your analysis indicate a disproportionate impact? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Potential impacts:	<p>Overall disadvantaged pupils have poorer attainment outcomes than non-disadvantaged. Black Caribbean and Gypsy/Roma pupils have notably lower attainment results and have done consistently in recent years. When compared to the national average, Bristol falls below in all Black and Minoritised groups. The biggest gap to the national average is for Black pupils. Pupils with special educational needs (SEN) have significantly lower attainment than pupils without SEN across all headline measures. This is particularly true for pupils with an EHC plan. Pupils living in the most deprived areas have significantly poorer attainment outcomes.</p>
Mitigations:	This strategy is important to address such disparities. As mentioned above the purpose of the evidence document is to inform the strategy to improve outcomes for children from Black and Minoritised groups also children with SEND. The strategy is vital to inform a coordinated city-wide response to tackle disproportionality in educational outcomes and improve inclusion.
Religion or Belief	Does your analysis indicate a disproportionate impact? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Potential impacts:	
Mitigations:	
Marriage & civil partnership	Does your analysis indicate a disproportionate impact? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Potential impacts:	
Mitigations:	
OTHER RELEVANT CHARACTERISTICS	
Socio-Economic (deprivation)	Does your analysis indicate a disproportionate impact? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Potential impacts:	
Mitigations:	
Carers	Does your analysis indicate a disproportionate impact? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Potential impacts:	
Mitigations:	

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]	
Potential impacts:	
Mitigations:	

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 focus of this strategy is to tackle racism and disproportionality of outcomes for children and young people in the City that impacts on children and young people in their experience of education and improve Inclusion.

The anti-racism in education report focuses on the following five areas and suggests that any strategy co-constructed moving forwards prioritises these five areas.

- Ensure we close attainment gaps for Minoritised groups and disadvantaged children
- Reduce exclusions and increase attendance for Black and Minoritised children and young people
- Improve representation of Black and Minoritised leaders
- Eradicate the disproportionality in SEND
- Create a bespoke professional development programme for the workforces in schools and settings

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:

It is also a city that has not yet completed its work around race, particularly for our children and young people from Black and Minoritised communities who don't always feel that they belong. action is needed to respond to systemic racism and racial discrimination reflected through existing inequalities and highlighted by many reports including the Runnymede Report, 2017 'Bristol: a city divided?', Black Lives Matter protest that saw a statue of Edward Colston toppled, Identifying-Disproportionality-Report, Avon and Somerset's Criminal Justice Board as well as the effects and local impact of the COVID-19 pandemic.

The population of Bristol is increasingly diverse with at least 45 religions, 185 countries of birth, 287 different ethnic groups and 90 main languages. 28.4% of people in Bristol belong to a minority ethnic group (i.e. not 'White British'), up from 22.1% a decade ago, with 9.5% White Minority Ethnic and 18.9% Black, Asian & Minority Ethnic (including 6.6% Asian/Asian British,

5.9% Black/Black British, 4.5% Mixed and 1.9% Other). Younger people are more ethnically diverse: 36% of children belong to a minority ethnic group compared to 10% of people 65 & over. Somali is the largest ethnic minority group in Bristol with a population of almost 9,200 people making up 1.9% of the total population.

When compared to the national average, Bristol falls below in all Black and Minoritised groups. The biggest gap to the national average is for Black pupils. Pupils with special educational needs (SEN) have significantly lower attainment than pupils without SEN across all headline measures. This is particularly true for pupils with an EHC plan. Pupils living in the most deprived areas have significantly poorer attainment outcomes.

The disproportionality in educational outcomes in Bristol is significant and has been a concern for a decade. The disproportionate impact on Black and Minoritised children and children with SEND is unacceptable. If the engagement and data evidence does not inform a collective, coordinated, coproduced response of a City wide Strategy then we will potentially continue to fail children and young people from Black and Minoritised communities and those children with SEND.

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

To improve outcomes for Children and young people from Black and Minoritised communities and those children with SEND. To improve inclusion and tackle disproportionality in the City.

- By closing attainment gaps for Black and Minoritised groups and disadvantaged children
- Reducing exclusions and increasing attendance for Black and Minoritised children and young people
- Improving the representation of Black and Minoritised leaders
- Eradicating the disproportionality in SEND

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
Key measures, targets and success indicators will be identified through the co-constructed working groups where theories of change models will be created, action plans designed, feedback loops to families identified and governance structures honoured to ensure that annual impact reports can be shared of the successful work achieved. The co-constructed working groups will have membership from children, young people and parents and carers as well as leaders, teachers and leading professionals to support and enhance the work completed so far.	Director and Heads of service in Education	On going over the next five years

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

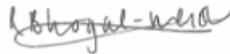
How will you know if you have been successful? Once the activity has been implemented this equality impact assessment should be periodically reviewed to make sure your changes have been effective your approach is still appropriate.

The strategy sets out the priorities for the next 5 years, but the action plans will build on learning annually and inform developments year by year. We also have measurable targets and

indicators of success related to these priorities. These will help partners assess if we are making progress whilst also listening to lived experiences.

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: <i>Reviewed by Equality and Inclusion Team</i>	Director Sign-Off: 
Date: 27/03/2024	Date: 28/3/24

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.