

Full Equality Impact Assessment Record

Section 1:

Service:

School exclusions

Title of strategy, policy or service:

School exclusions

Officers involved in the EQIA:

Julie Gale – Strategy Manger
Nick Maguire – Education Officer

Type of strategy, policy or service (delete below as appropriate):

Existing:



New/proposed:



Changing/Update/ revision



Q1 – What is the aim of your strategy, policy, project or service?

- To provide a professional exclusion service taking into account concerns about children in relation to behaviour, under achievement and social exclusion and responding to crisis situations raised by schools.
- To negotiate educational programmes and support packages for children permanently excluded to achieve agreement between the school and individual parents and carry out the monitoring and review of the agreed educational provision.
- To interpret strategy and carry out the operational implementation of current legislation, and DfE guidance in relation to exclusions.

Q2 – Who is it going to benefit and how? If this is a changing function state who will be affected or not longer benefit

It aims to benefit pupils at who have been permanently excluded and their parents, schools and Governors.

Q3 – What outcomes do you want to achieve?

Fair treatment for all pupils permanently excluded from Poole's maintained schools in accordance with current guidance from the Department for Education (DfE).

Q4 – Are there barriers to doing this?

Schools obtaining Academy status and thereby not being required to involve the local authority in certain aspects of the exclusion process.

Q5 – How will you put this into practice?

Monitoring reports of all fixed term and permanent exclusions from schools.
Providing training to school Governors on exclusion procedures in accordance with current DfE guidelines.

Attending school Governor Disciplinary Committees (GDC) to observe proceedings and to provide a background to previous exclusions of a similar nature. Attending Independent Admissions Appeal Panels (IAP) to provide a background to previous exclusions of a similar nature.

Section 2: Information gathering and judging impact

Q6 - What existing information and data do you have?

Database of all fixed-term and permanent exclusions for individual pupils giving length and types of exclusions, child's date of birth, gender, ethnicity and SEN status and a record of any GDC or IAP hearings.

Borough of Poole Happy to Help Toolkit for Translation Services and Accessibility Guidance.

Q7- What does this tell us about the likely impact on different groups?

General/all equality groups

This enables us to monitor whether particular types of exclusions are over represented by a particular equality group.

Age

Secondary age pupils are more likely to be excluded from school than those in primary schools, particularly permanently excluded.

Disability

Current DfE Guidance warns schools about assessing disability, either SEN or physical and that this should be taken into consideration when deciding on whether or not to exclude. Officers monitor this situation and where appropriate raise issues with school and Governors.

Gender reassignment

There have been no issues concerning gender reassignment.

Pregnancy and maternity

This is monitored but to date there have been no issues

Race

Pupil ethnicity is reported in each case as is the reason for the exclusion ie, racially motivated. There have been few reported incidents of fixed term exclusions for racially motivated incidents and there have been no permanent exclusions for this.

Sex

With co-educational schools there will always be tensions and incident which schools have to monitor and deal with. There have been few reported incidents of fixed term exclusions for sexually motivated incidents and there have been no permanent exclusions for this.

Religion or belief

There are a number of church schools within the borough and all schools are required to carry out a daily act of worship. There have been few reported incidents of fixed term exclusions for religious or belief motivated incidents and there have been no permanent exclusions for this.

Sexual orientation

There have been no reported incidents of fixed term exclusions regarding sexual orientation, nor have there been no permanent exclusions for this.

Socially excluded groups

There have been no reported incidents of fixed term exclusions regarding any socially excluded group, nor have there been no permanent exclusions for this.

Q8 - Is there any potential for direct or indirect discrimination? Yes

If yes, please use the action plan below to say how this will be mitigated

Section 3: Action planning

Issue	Objective/ Intended outcome	SMART action	Performance Target	Lead	Deadline
General equality issues	With children interacting at all times in school there will always be tensions, arguments and disagreements which can be labelled under any of the statutory exclusion reasons and can affect any of the groups listed below.	Ensure schools are vigilant in dealing with all issues and are aware of DFE guidance on dealing with such matters including Governors Disciplinary Committees.	Continuous	Strategy Manger	Ongoing

If you have any comments, queries or suggestions to be considered as part of this EQIA please email integrated.services@poole.gov.uk or telephone 01202 261974 or Text Relay on 18001 01202 261974.

EQIA approved by: **Date:** 31 March 2012 **Contact number:** 01202 261918 **Review date:** September 2012

Send a copy of your completed screening to your Unit's [Equality Rep](#) and the [Corporate Equality Officer](#) for publication