

Appendix 2 - Equality Analysis Form

Equality Analysis Template.

Directorate: Children and Adults Services Service Area: Education Excellence	Lead Officer: Laura Jude Date completed: 10.8.2021
Service / Function / Policy / Procedure to be assessed: Equalities analysis for Westhill NASACRE grant application approval	
Is this: New / Proposed <input checked="" type="checkbox"/> X Existing/Review <input type="checkbox"/> Changing <input type="checkbox"/> (Please tick appropriate box)	Review date: June/July 2022

Part A – Initial Equality Analysis to determine if a full Equality Analysis is required.

What are the aims and objectives/purpose of this service, function, policy or procedure?

The aim of the above grant is to complete a project with schools. It will support schools to create and share resources for high quality, inclusive through pupil-teacher conferences and workshops. This project intends to compliment and extend the provision for secondary RE outlined in the new Locally Agreed Syllabus for RE, launched in June 2021.

Please indicate its relevance to any of the equality duties (below) by selecting Yes or No?

	Yes	No
Eliminating unlawful discrimination, victimisation and harassment		
Advancing equality of opportunity	X	
Fostering good community relations	X	

If not relevant to any of the three equality duties and this is agreed by your Head of Service, the Equality Analysis is now complete - please send a copy to the Equality & Diversity Team. If any of the three equality duties are relevant, a Full Equality Analysis will need to be undertaken (PART B below).

PART B: Full Equality Analysis.

Step 1 – Identifying outcomes and delivery mechanisms (in relation to what you are assessing)

What outcomes are sought and for whom?	To gain approval for a grant which will be used to complete a project with schools in Wolverhampton. The project aims to create high quality RE resources for schools through working with pupils and teachers from secondary schools across the city.
Are there any associated policies, functions, services or procedures?	N/A
If partners (including external partners) are involved in delivering the service, who are they?	Training/content delivery from RE Today

Step 2 – What does the information you have collected, or that you have available, tell you?

What evidence/data already exists about the service and its users? (in terms of its impact on the ‘equality strands’, i.e. race, disability, gender, gender re-assignment, age, religion or belief, sexual orientation, maternity/pregnancy, marriage/civil partnership and other socially excluded communities or groups) and **what does the data tell you?** e.g. are there any significant gaps?

This is a new grant application for funding to support a project entitled ‘Multi-faith Approaches to Diversity and Racial Equality’. The project aims to create high quality RE resources for schools through working with pupils and teachers from secondary schools across the city.

The project will address religious and faith approaches to some of the equalities strands including race and religion/belief.

Has there been any consultation with, or input from, customers / service users or other stakeholders? If so, with whom, how were they consulted and what did they say? If you haven't consulted yet and are intending to do so, please list which specific groups or communities you are going to consult with and when.

Yes, input from teaching staff in Wolverhampton schools was gathered as part of the process for the review of the Wolverhampton Locally Agreed Syllabus for RE.

Most recently, schools were asked to submit expressions of interest in the project. This process also provided the opportunity to provide feedback.

Within the project timeline (October 2021 – December 2022) there are further opportunities for input from stakeholders in the form of baseline, midline and endline surveys, feedback opportunities following conference events and focus group discussions.

Are there any complaints, compliments, satisfaction surveys or customer feedback that could help inform this assessment? If yes, what do these tell you?

Not at the moment but there will be opportunities, as outlined above, as the project progresses.

Step 3 – Identifying the negative impact.

a. **Is there any negative impact on individuals or groups in the community?**

Barriers:

What are the potential or known barriers/impacts for the different 'equality strands' set out below? Consider:

	<ul style="list-style-type: none"> • Where you provide your service, e.g. the facilities/premises; • Who provides it, e.g. are staff trained and representative of the local population/users? • How it is provided, e.g. do people come to you or do you go to them? Do any rules or requirements prevent certain people accessing the service? • When it is provided, e.g. opening hours? • What is provided, e.g. does the service meet everyone's needs? How do you know? <p>* Some barriers are justified, e.g. for health or safety reasons, or might actually be designed to promote equality, e.g. single sex swimming/exercise sessions, or cannot be removed without excessive cost. If you believe any of the barriers identified to be justified then please indicate which they are and why.</p> <p>Solutions:</p> <p>What can be done to minimise or remove these barriers to make sure everyone has equal access to the service or to reduce adverse impact? Consider:</p> <ul style="list-style-type: none"> • Other arrangements that can be made to ensure people's diverse needs are met; • How your actions might help to promote good relations between communities; • How you might prevent any unintentional future discrimination. 		
Equality Themes	Positive Impacts	Negative Impacts identified	Solutions (ways in which you could mitigate the negative impact)
Age (including children, young people and older people)	This project primarily targets young people (pupils age 14-16).	N/A - This project is linked to the teaching of RE in schools. Therefore, it is only relevant and beneficial for children of school age and their teachers.	The project dissemination phase has been designed so that it will include children and young people of all ages (pupils from both primary and secondary schools), therefore including a broader range of pupil ages.
Disability (including carers)	Online conferences and accessible venues will be used.	N/A	N/A

Sensitivity: PROTECT

Gender (men and women)	N/A	N/A	N/A
Race (including Gypsies & Travelers and Asylum Seekers)	Racial equality is a central focus of the project.	Facilitators do not come from a diverse range of racial backgrounds. This is one reason why the project has been designed so that resources and content are co-created with pupils and teachers.	The project will actively support the participation of minoritised groups Resources and content will be co-created wherever possible.
Religion or belief (including people of no religion or belief)	The project takes a multi-faith approach (including non-faith belief systems).	Necessary to ensure that pupils and teachers from all faith backgrounds and none are encouraged to apply to participate.	Resources will be co-created with pupils and teachers who come from a wide range of religions and faith/non faith backgrounds. Support schools in encouraging a diverse range of participants.
Gender Re-assignment (those that are going or have gone through a transition: male to female or female to male)	N/A	N/A	N/A
Pregnancy and Maternity	Pregnant pupils/teachers and those who have recently given birth will be supported to take part in the project should they wish to do so.	N/A	We will take a blended approach to delivery. This will support inclusive attendance.
Sexual orientation (including gay, lesbian, bisexual and heterosexual)	N/A	N/A	N/A
Marriage and Civil Partnership	N/A	N/A	N/A

Human Rights	Will be considered within the context of the project. For example, non-faith views on diversity and racial equality.	N/A	N/A
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Step 4 – Changes or mitigating actions proposed or adopted

Having undertaken the assessment are there any changes necessary to the existing service, policy, function or procedure? What changes or mitigating actions are proposed?

Solutions to any barriers have been considered when planning the project.

Step 5 – Monitoring

How are you going to monitor the existing service, function, policy or procedure?

The spending of funding and the project will be monitored through regular impact reports (3 over the course of the project) which will include input and feedback from stakeholders as described above.

Part C - Action Plan

Barrier/s or improvement/s identified	Action Required	Lead Officer	Timescale
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Planning for a blended approach/accessible venues	<ul style="list-style-type: none">• Ensure that any venues used are fully accessible, including parking• Ensure a blended offer is available so that people can access online where needed	Laura Jude	Ongoing
Ensuring that the selection of facilitators and participants for the project is inclusive and diverse	<ul style="list-style-type: none">• Work with schools to support them in encouraging a diverse and inclusive cohort of participants for the project e.g: work with schools to overcome any barriers to access or participation which may arise	Laura Jude	October 2021 onwards

Equality Analysis approved by:

Head of Service:

Date:

Please send an electronic copy of the Equality Analysis to the Equality & Diversity Team: