

## What is the Public Sector Equality Duty (PSED)?

**The Public Sector Equality Duty (PSED) is set out in the Equality Act 2010 (s.149). This requires public authorities, in the exercise of their functions, to have ‘due regard’ to the need to:**

- Eliminate discrimination, harassment and victimisation
- Advance equality of opportunity between people who share a protected characteristic and those who do not, and Foster good relations between people who share a protected characteristic and those who do not

**The characteristics protected by the Equality Act 2010 are:**

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex (gender)
- Sexual orientation

**What is due regard?**

- It involves considering the aims of the duty in a way that is proportionate to the issue at hand
- Ensuring real consideration is given to the aims and the impact of policies with rigour and with an open mind in such a way that it influences the final decision

The general equality duty does not specify how public authorities should analyse the effect of their business activities on different groups of people. However, case law has established that equality analysis is an important way public authorities can demonstrate that they are meeting the requirements.

Case law has established the following principles apply to the PSED:

- **Knowledge** – the need to be aware of the requirements of the Equality Duty with a conscious approach and state of mind.
- **Sufficient Information** – must be made available to the decision maker.
- **Timeliness** – the Duty must be complied with before and at the time that a particular policy is under consideration or decision is taken not after it has been taken.
- **Real consideration** – consideration must form an integral part of the decision-making process. It is not a matter of box-ticking; it must be exercised in substance, with rigour and with an open mind in such a way that it influences the final decision.
- **Sufficient information** – the decision maker must consider what information he or she has and what further information may be needed in order to give proper consideration to the Equality Duty.
- **No delegation** – public bodies are responsible for ensuring that any third parties which exercise functions on their behalf are capable of complying with the Equality Duty, are required to comply with it, and that they do so in practice. It is a duty that cannot be delegated.
- **Review** – the duty is not only applied when a policy is developed and decided upon, but also when it is implemented and reviewed.

- Due regard should be given before and during policy formation and when a decision is taken including cross cutting ones as the impact can be cumulative.

## What is an Equality Analysis (EA)?

An equality analysis is a risk assessment tool that examines whether different groups of people are, or could be, disadvantaged by service provision and decisions made. It involves using quality information, and the results of any engagement or consultation with particular reference to the protected characteristics to understand the actual effect or the potential impact of policy and decision making decisions taken.

**The equality analysis should be conducted at the outset of a project and should inform policy formulation/proposals. It cannot be left until the end of the process.**

**The purpose of the equality analysis process is to:**

- Identify unintended consequences and mitigate against them as far as possible, and
- Actively consider ways to advance equality and foster good relations.

**The objectives of the equality analysis are to:**

- Identify opportunities for action to be taken to advance quality of opportunity in the widest sense;
- Try and anticipate the requirements of all service users potentially impacted;
- Find out whether or not proposals can or do have any negative impact on any particular group or community and to find ways to avoid or minimise them;
- Integrate equality diversity and inclusion considerations into the everyday business and enhance service planning;
- Improve the reputation of the City Corporation as an organisation that listens to all of its communities;

**However, there is no requirement to:**

- Produce an equality analysis or an equality impact assessment
- Indiscriminately collect diversity data where equalities issues are not significant
- Publish lengthy documents to show compliance
- Treat everyone the same. Rather, it requires public bodies to think about people's different needs and how these can be met
- Make service homogenous or to try to remove or ignore differences between people.

An equality analysis should indicate improvements in the way policy and services are formulated. Even modest changes that lead to service improvements are important. In it is not possible to mitigate against any identified negative impact, then clear justification should be provided for this.

By undertaking an equality analysis officers will be able to:

- Explore the potential impact of proposals before implementation and improve them by eliminating any adverse effects and increasing the positive effects for equality groups
- Contribute to community cohesion by identifying opportunities to foster good relations between different groups
- Target resource more effectively
- Identify direct or indirect discrimination in current policies and services and improve them by removing or reducing barriers to equality

- Encourage greater openness and public involvement.

## How to demonstrate compliance

### **The Key point about demonstrating compliance with the duty are to:**

- Collate sufficient evidence to determine whether changes being considered will have a potential impact on different groups.
- Ensure decision makers are aware of the analysis that has been undertaken and what conclusions have been reached on the possible implications.
- Keep adequate records of the full decision making process.

In addition to the protected groups, it may be relevant to consider the impact of a policy, decision or service on other disadvantaged groups that do not readily fall within the protected characteristics, such as children in care, people who are affected by socio-economic disadvantage or who experience significant exclusion or isolation because of poverty or income, education, locality, social class or poor health, ex-offenders, asylum seekers, people who are unemployed, homeless or on a low income.

Complying with the Equality Duty may involve treating some people better than others, as far as this is allowed by discrimination law. For example, it may involve making use of an exception or the positive action provisions in order to provide a service in a way which is appropriate for people who share a protected characteristic – such as providing computer training to older people to help them access information and services.

### **Taking account of disabled people's disabilities**

The Equality Duty also explicitly recognises that disabled people's needs may be different from those of non-disabled people. Public bodies should therefore take account of disabled people's impairments when making decisions about policies or services. This might mean making reasonable adjustments or treating disabled people better than non-disabled people in order to meet their needs.

## Deciding what needs to be assessed

The following questions can help determine relevance to equality:

- Does the policy affect service users, employees or the wider community, including City businesses?
- How many people are affected and how significant is the impact on them?
- Is it likely to affect people with particular protected characteristics differently?
- Is it a major policy, significantly affecting how functions are delivered?
- Will the policy have a significant impact on how other organisations operate in terms of equality?
- Does the policy relate to functions that engagement has identified as being important to people with particular protected characteristics?
- Does the policy relate to an area with known inequalities?
- Does the policy relate to any equality objectives that have been set?

Consider:

- How the aims of the policy relate to equality.
- Which aspects of the policy are most relevant to equality?
- Aims of the general equality duty and which protected characteristics the policy is most relevant to.

If it is not clear if a policy or decision needs to be assessed through an equality analysis, a Test of Relevance screening tool has been designed to assist officers in determining whether or not a policy or decision will benefit from a full equality analysis.

Completing the Test of Relevance screening also provides a formal record of decision making and reasoning. It should be noted that the PSED continues up to and after the final decision is taken and so any Test of Relevance and/or full Equality Analysis should be reviewed and evidenced again if there is a change in strategy or decision.

## Role of the assessor

An assessor's role is to make sure that an appropriate analysis is undertaken. This can be achieved by making sure that the analysis is documented by focusing on identifying the real impact of the decision and set out any mitigation or improvements that can be delivered where necessary.

### Who else is involved?

Chief Officers are responsible for overseeing the equality analysis proves within departments to ensure that equality analysis exercises are conducted according to the agreed format and to a consistent standard. Departmental equality representatives are key people to consult when undertaking an equality analysis.

Depending on the subject it may be helpful and easier to involve others. Input from another service area or from a related area might bring a fresh perspective and challenge aspects differently.

In addition, those working in the customer facing roles will have a particularly helpful perspective. Some proposals will be cross-departmental and need a joint approach to the equality analysis.

## How to carry out an Equality Analysis (EA)

There are five stages to completing an Equality Analysis, which are outlined in detail in the Equality Analysis toolkit and flowchart:

**2.1 Completing the information gathering and research stage** – gather as much relevant equality-related information, data or research as possible in relation to the policy or proposal, including any engagement or consultation with those affected;

**2.3 – Developing an action plan** – set out the action you will take to improve the positive impact and / or the mitigation action needed to eliminate or reduce any adverse impact that you have identified;

**2.4 Director approval and sign off of the equality analysis** – include the findings from the EA in your report or add as an appendix including the action plan;

**2.2 Analyse the evidence** – make and assessment of the impact or effect on different equality groups;

**2.5 Monitor and review** – monitor the delivery of the action plan and ensure that changes arising from the assessment are implemented.

## The Proposal

Assessor Name:	Scott Caizley	Contact Details:	<a href="mailto:Scott.caizley@cityoflondon.gov.uk">Scott.caizley@cityoflondon.gov.uk</a>
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### 1. What is the Proposal

The Education Strategy 2024-29 sets out the City of London Corporation's plan to further leverage our links to the Square Mile's world-class business community, learning and cultural institutions, and environmental assets. Our ambition is that this, along with our philanthropic commitments, will offer learners a unique educational enrichment that inspires an appetite for excellence, creativity and innovation, and expand their opportunities to progress. Its primary goal is to enable all children and young people to achieve their best outcomes through extracurricular activities funded by the City. No existing services will be adversely impacted, and service users—including schools, settings, and children and young people—are expected to benefit from the objectives laid out in the Education Strategy.

### 2. What are the recommendations?

We will: (1) Support Educational Excellence; (2) Promote Personal Development; (3) Improve Employability; (4) Embrace Culture, Sport, Creativity & the Arts and (5) Reinforce Safety, Health and Wellbeing.

***NB: The Education Strategy Unit does not hold or refer to any data on pupils, staff, or parents/carers; all data used is sourced from the public realm.***

### 3. Who is affected by the Proposal? *Identify the main groups most likely to be directly or indirectly affected by the recommendations.*

- Children and Young People: This includes pupils attending schools within the City Family of Schools and those attending schools outside of this group.
- Parents/Carers: Parents and carers of the pupils attending schools within the City Family of Schools, as well as those outside. They may experience more inclusive and positive changes in communication, involvement in school activities, and support systems leading to stronger home-school relationships.
- School Staff: Teachers and support staff within the City Family of Schools and beyond will be impacted by the additional support and professional development opportunities offered to them through the key actions behind the Education Strategy 2024-29.
- Young People: Beyond traditional education settings, young people may be affected by initiatives aimed at providing opportunities and support tailored to their needs (i.e. London Careers Festival).

- **Adult Learners:** Adults seeking educational opportunities, whether for career advancement, personal development, or skills enhancement, may be affected by the availability and accessibility of adult education programmes and resources outlined in the Education Strategy 2024-29 and delivered by the City of London Corporation Adult Skills and Education Service.

Age

Check this box if NOT applicable

**Age - Additional Equalities Data (Service Level or Corporate)** *Include data analysis of the impact of the proposals*

The City of London Education Strategy 2024-2029 encompasses a wide spectrum of beneficiaries, ranging from Early Years and Key Stage 1 all the way to secondary school pupils, post-16 learners, and adults engaged in various forms of learning and teaching. The largest stakeholder the Education Strategy 2024-29 will serve will be those of school age. The latest available data from the DfE contains the latest statistics on school and pupil numbers and their characteristics, including age for the academic year of 2022/23. In London, the total headcount for all pupils in the capital equals: 1,461,467. Breaking this down further by age can be seen below:

AGE	Total:
	1,461,467
0	135
1	1,313
2	12,913
3	53,711
4	102,448

5	105,602
6	107,469
7	106,581
8	105,401
9	107,273
10	110,031
11	105,861
12	105,845
13	103,894
14	105,311
15	102,541
16	62,231
17	57,659
18	4,723
19	525

Schedule 18 of the Equality Act 2010 sets out that the Public Sector Equality Duty (PSED), so far as it relates to age, does not apply to the provision of education and services to pupils in schools and the provision of services in children’s homes. This means that when undertaking PSED analysis in relation to the provision of education and services to pupils in schools, age does not need to be considered. However, we have acknowledged age related evidence in education which we deem our work to have a direct impact on.

NB: Data relating to Adult Learners in the City of London can be found in the EIA held with the Adult Skills and Education Service.

<p><b>What is the proposal’s impact on the equalities aim? Look for <i>direct impact</i> but also evidence of <i>disproportionate impact</i> i.e. where a decision affects a protected group more than the general population, including <i>indirect impact</i></b></p>	<p><b>What actions can be taken to avoid or mitigate any negative impact or to better advance equality and foster good relations?</b></p> <p><i>Click or tap here to enter text.</i></p>
<ul style="list-style-type: none"> <li>- In 2023, 78.0% of 19 year olds achieved Level 2 in English and maths, the highest on record. In this group, 27.7% of 19 year olds who had not achieved Level 2 in English and/or maths at 16 had achieved both by 19, a fall of 9.1% from the series high in 2021/22.</li> </ul>	<ul style="list-style-type: none"> <li>- Where possible, provide additional support and reinforce expectations for our delivery partners to put in place any required reasonable adjustments and support for target age groups (i.e. 16-19 year olds, young adults with EHCPs or SEN Support or those over 50).</li> <li>- Implement inclusive policies and practices that cater to the diverse</li> </ul>



<ul style="list-style-type: none"> <li>- 61.3% of 19 year olds were qualified to Level 3, a fall of 0.9% from the series high in 2021/22 but the level remains above pre-pandemic proportions.</li> <li>- 14.5% of 19 year olds had achieved a level 3 in maths. Level 3 maths attainment increased in 2020/21 and 2021/22 to a series high of 15.0% driven partly by the changes to exam grading during Covid-19 and the increase in attainment via core maths. Level 3 maths attainment is now at pre-pandemic levels.</li> <li>- There were 1,818,480 adult learners (19+) in further education and skills in England in 2022/23, which accounts for all adult learning. Within this, there were 953,840 adult learners in education and training in 2022/23 taking classroom-based qualifications, including A' levels and classroom based technical qualifications. As the Adult Skills and Education Service are being considered as part of the outreach efforts underscored in the Education Strategy 2024-29, adult learners taking classroom-based qualifications are most likely to be impacted here.</li> <li>- We acknowledge that adults aged over 19 use post-16 qualifications available to them, such as A' levels, for upskilling and reskilling. Meanwhile, T' Levels are on the whole restricted to 16–19-year-olds, with the exception of students up to age 24 who have an education, health and care plan (EHCP).</li> <li>- Available evidence indicates that older learners, typically those aged over 50, have different needs and experiences compared to younger learners. This encompasses variations in access to higher and further education, motivations for learning, digital access, barriers to employment, and levels of social isolation.</li> </ul>	<p>needs of learners across different age groups. This may include flexible learning options and adjustments to delivery models to accommodate older learners (i.e. in person vs virtual).</p> <ul style="list-style-type: none"> <li>- Create age-friendly learning environments for adult learners that promote inclusivity and respect for learners of all ages. This involves designing projects and programmes that are accessible and accommodating to all learners of all ages, as well as fostering a culture of mutual respect and understanding among learners of different ages.</li> <li>- Promote lifelong learning opportunities that enable individuals to continue learning and upskilling throughout their lives. This may involve offering or delivering in partnership with an organisation a diverse range of projects and programmes that cater to the interests and aspirations of older learners, as well as providing support for transitions between different stages of education and employment.</li> <li>- Foster partnerships and collaboration between education providers, employers, community organisations, and government agencies to support the education and skills development for learners of all ages.</li> </ul>

**Disability - Additional Equalities Data (Service Level or Corporate)**

The Education Strategy Unit does not currently gather pupil disability data. It is important to note that special educational need (SEN) is not explicitly designated as a protected characteristic and thus cannot serve as a direct substitute for disability. The Education Strategy Unit does also not have data pertaining to the primary need for SEN pupils across the City Family of Schools (this data is stored with schools and not made publicly available) and the educational establishments outside of this group (i.e. other key stakeholders which the Education Strategy Unit will work with). It must be acknowledged here that under the SEN framework, provisions are made for disabled children whose impairments impede their access to facilities/services typically available, necessitating specialised educational support beyond what is generally provided for their peers of the same age.

However, as the Education Strategy aims to work with learners, educators and parents both within the City Family of Schools and beyond, public data has informed our assessment and has been carefully considered to ensure our initiatives are inclusive of those with disabilities and SEN.

**What is the proposal's impact on the equalities aim? Look for *direct impact* but also evidence of *disproportionate impact* i.e. where a decision affects a protected group more than the general population, including *indirect impact***  
*Click or tap here to enter text.*

- In England, 18.7% of females and 16.5% of males were disabled in 2021, while in Wales 22.3% of females and 19.8% of males were disabled.
- The percentage of disabled males and females whose activities were limited fell between 2011 and 2021, particularly among older age groups.
- The percentage of disabled females increased notably between the ages of 10 to 14 years and 15 to 19 years between 2011 and 2021, rising from 6.8% to 12.2% in England and 7.1% to 13.3% in Wales.
- In the most deprived areas of England, there were higher levels of disability in younger age groups compared with the least deprived areas; for example, 21.6% of 40- to 44-year-olds were disabled in the most deprived areas compared with 8.1% in the least deprived areas.

**What actions can be taken to avoid or mitigate any negative impact or to better advance equality and foster good relations?**

*Click or tap here to enter text.*

We will make reasonable adjustments to projects and programmes to ensure equal participation and opportunities for learners with disabilities.

Provide a range of resources for educators in addition to their current offer so that that learners and their families are aware of available support options and how to access them.

We will promote disability awareness and inclusion throughout the education community, including pupils, teachers, parents, and carers.

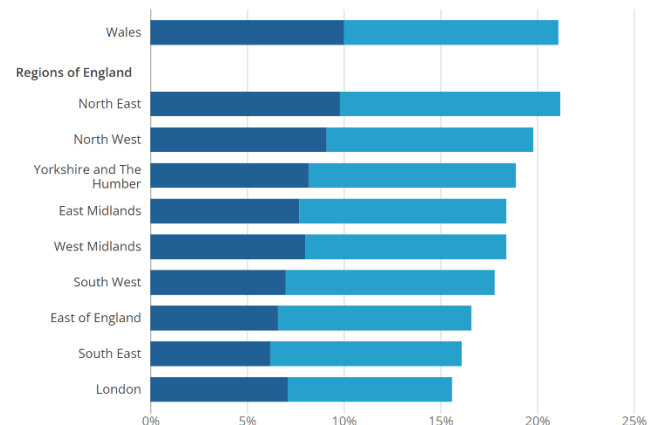
We will acknowledge parents and carers of learners with disabilities and provide opportunities for parents and carers through resources and activities (such as Toolkits).

Looking more closely at the data from the 2021 Census (ONS), we can see that **the North East region had the highest percentage of disabled people, while London had the lowest.**

Disability prevalence is higher in the North East of England than in any other region (29%), followed by the North West (28%). London has the lowest proportion of people reporting a disability (17%).

Age-standardised percentage of disabled people, English regions and Wales, 2021

- Disabled; limited a lot
- Disabled; limited a little

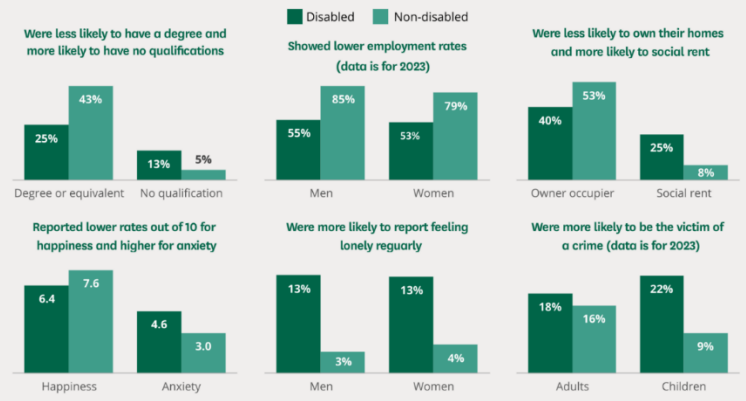


The proportion of the population claiming disability benefits is below the national average in all London boroughs. The prevalence of disability rises with age: in 2021/22 around 11% of children in the UK were disabled, compared to 23% of working-age adults and 45% of adults over State Pension age. Most people aged 80 and over reported a disability (58%). To accompany this data, outcomes for disabled people as analyzed by UK Parliament (2023) are shown below:

Where we can, we will forge partnerships with disability organisations and advocacy groups to collaborate on initiatives that promote inclusion, accessibility, and equality for learners with disabilities. We will also seek input and guidance from disability experts and advocates in shaping practices.

Ensure our events, projects and programmes are disability friendly and cater for the diverse range of learners across all our activity.

**Inequalities between disabled and non-disabled people. In 2021, disabled people:**



It is clear that disabled learners are less likely to have a degree and more likely to have no qualifications. The same trend continues into employment where disabled people show lower employment rates. As the Education Strategy 2024-29 will also work with adult learners, parents/ carers and those working in education, the wider data as shown above is also a key concern which has been documented by the Education Strategy Unit. Having this data will help when tailoring programmes and projects to fulfil the needs of those in both formal and non-formal educational settings.

Gender Reassignment

Check this box if NOT applicable

**Gender Reassignment - Additional Equalities Data (Service Level or Corporate)**

The Education Strategy Unit does not hold data regarding gender reassignment. However, the City Corporation is aware that its work in education will undoubtedly in some areas impact those protected by this characteristic. Part 6 of the Equality Act 2010 Act makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil: in relation to admissions; in the way it provides education for pupils; in the way it provides pupils access to any benefit, facility or service, or; by excluding a pupil or subjecting them to any other detriment. As the Education Strategy will provide pupils and staff with access to additional benefits, the Education Strategy Unit has collected key data and carefully considered this whilst designing the actions and outcomes of the Education Strategy 2024-29.

<p><b>What is the proposal’s impact on the equalities aim? Look for <i>direct impact</i> but also evidence of <i>disproportionate impact</i> i.e. where a decision affects a protected group more than the general population, including <i>indirect impact</i></b> Click or tap here to enter text.</p>	<p><b>What actions can be taken to avoid or mitigate any negative impact or to better advance equality and foster good relations?</b> Click or tap here to enter text.</p>
<p>The data we have analysed from literature is available below:</p> <ul style="list-style-type: none"> <li>- Insights from the 2017 National LGBT survey, commissioned by the UK Government, revealed that a significant portion of transitioning pupils found limited support within school environments.</li> <li>- A 2022 YouGov poll commissioned by Sex Matters shed light on the prevalence of trans-identifying pupils within secondary schools, with a notable increase observed over recent years. Additionally, Policy Exchange's report (2023) 'Asleep at the Wheel' based on Freedom of Information requests from schools across England highlighted shortcomings in informing parents about gender distress disclosures, school policies on gender self-identification, and requirements for affirmation of a gender-distressed child's identity by peers.</li> </ul>	<ul style="list-style-type: none"> <li>- Encourage schools to involve parents and families of transgender and non-binary students in the educational process, including decision-making, planning, and support.</li> <li>- Create new partnerships with LGBTQ+ organisations and advocacy groups to collaborate on initiatives that promote inclusion, visibility, and support for transgender and non-binary students.</li> <li>- Stay abreast of the latest policy guidance and laws which impact this protected characteristic and advocate best practice through all channels of communication with the education community.</li> </ul>

Pregnancy and Maternity

Check this box if NOT applicable

**Pregnancy and Maternity - Additional Equalities Data (Service Level or Corporate)**

Our assessment demonstrates that the Education Strategy 2024-29 will not yield adverse effects on learners/ teachers falling within the protected characteristic of pregnancy and maternity. The educational provisions for pupils/ teachers within this protected group will persist unaffected by the proposed measures throughout the strategy. Notably, the handling of issues related to pregnancy and maternity at the school level will remain distinct from the role of the Education Strategy Unit. The Education Strategy Unit does not hold data on pregnancy or maternity for both learners or on the number of members of the education workforce with this characteristic where our work is delivered. However, the protected characteristic of sex is relevant here, and the workforce across secondary schools and FE colleges has a higher proportion of females than the general population.

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**What is the proposal's impact on the equalities aim? Look for *direct impact* but also evidence of *disproportionate impact* i.e. where a decision affects a protected group more than the general population, including *indirect impact***  
*Click or tap here to enter text.*

National data collected on conception through the Census gives an indication of how this protected characteristic relates to age groups, though this does not give us the full picture of how this affects learners in education or the education workforce and covers both England and Wales:

Age group: %

All Ages: 71.5

Under 16: 2.1

Under 18: 13.2

Under 20: 26.1

20 to 24: 78.9

25 to 29: 113.6

30 to 34: 116.2

35 to 39: 65.1

40 and over: 17.3

There are no national datasets available specifically addressing the impact of pregnancy and maternity on learners within community-based education settings, resulting in limited evidence. However, insights from grey literature demonstrate the broader contextual factors influencing this characteristic, particularly in terms of educational access and opportunity. The existing evidence highlights the inequalities experienced by young mothers (as well as adult learners). For example, empirical evidence underscores the correlation between teenage pregnancy and socio-economic disadvantage (Harden et al., 2009), contributing to diminished educational participation among young mothers, often attributed to factors like childcare accessibility and affordability (DfE, 2024).

**What actions can be taken to avoid or mitigate any negative impact or to better advance equality and foster good relations?**

*Click or tap here to enter text.*

- A strategic initiative of the Education Strategy 2024-29 is to collaborate with learners in identifying and dismantling barriers to learning. Furthermore, the strategy prioritises equal access and opportunity, with a specific focus on equality considerations. Should such data reveal specific obstacles related to pregnancy and maternity, further exploration through future research endeavour will be made.
- We have acknowledged that childcare emerges as a significant barrier to learning, as highlighted by adult learners engaged in the process. We have also considered that young mothers may tend to have lower educational attainment levels compared to older mothers, impacting their career trajectories. This trend also correlates with reduced likelihood of employment, with education serving as a critical predictor of future employment prospects. In the context of learners, our assessment reveals that the Education Strategy 2024-29 has the potential to yield positive outcomes for individuals characterised by pregnancy and maternity, thereby addressing the imperative to promote equality of opportunity across all that we do.

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Race

Check this box if NOT applicable

**Race - Additional Equalities Data (Service Level or Corporate)** Schools in England are subject to equality duties to tackle discrimination and harassment, to advance equality of opportunity, and to foster good relations between people with different protected characteristics, including race. A person’s race can include a number of personal characteristics. As defined in the 2010 Act race includes colour, nationality and ethnic or national origins. The Education Strategy Unit has identified evidence that the Education Strategy 2024-29 could have a positive impact on all learners, regardless of their race or ethnicity. This potential impact is particularly significant in addressing skill development and bridging attainment gaps, thereby enhancing individuals' progression and employability prospects, as well as improving overall educational outcomes. The Education Strategy Unit does not hold data on race in regard to education and outcomes. However, we have drawn on data at the DfE and wider literature to inform our strategic focus, priority areas and targeted actions.

<p><b>What is the proposal’s impact on the equalities aim? Look for <i>direct impact</i> but also evidence of <i>disproportionate impact</i> i.e. where a decision affects a protected group more than the general population, including <i>indirect impact</i></b></p> <p><i>Click or tap here to enter text.</i></p>	<p><b>What actions can be taken to avoid or mitigate any negative impact or to better advance equality and foster good relations?</b></p>
<p><b>Size of Ethnic Groups in English Schools:</b></p>	<ul style="list-style-type: none"> <li>- Given that the Education Strategy 2024-29 will have a pan-London focus, we have acknowledged this data in regard to our actions and priorities and have informed our work through the data which highlights the link between disadvantage and educational attainment in regard to the protected characteristic of race. It is also noteworthy here that exclusion and suspension rates further highlight the challenges faced by certain ethnic groups, such as Black Caribbean and Gypsy, Roma, Traveller children, who are disproportionately affected. As a result, targeted interventions on attainment and exclusion will continue to be at the forefront of our strategic areas, especially through the delivery of the City Premium Grant.</li> <li>- We have also acknowledged the disparities in higher education access, with Black pupils experiencing lower entry rates into higher tariff institutions compared to their peers. This disparity underscores the importance of</li> </ul>

Aggregated Ethnic Group	Detailed Ethnic Group	Number of pupils (rounded)	Proportion of all pupils
White	Irish	21,000	0.26%
White	Traveller of Irish Heritage	6,000	0.07%
White	Any other White background	556,000	6.82%
White	White British	5,289,000	66.44%
White	Gypsy/Roma	25,000	0.31%
Mixed	White and Black Caribbean	127,000	1.55%
Mixed	White and African	71,000	0.88%
Mixed	White and Asian	126,000	1.55%
Mixed	Any other Mixed background	196,000	2.40%
Asian	Indian	271,000	3.33%
Asian	Pakistani	364,000	4.47%
Asian	Bangladeshi	145,000	1.78%
Asian	Any other Asian background	158,000	1.94%
Black	Caribbean	81,000	0.99%
Black	African	318,000	3.89%
Black	Any other black background	63,000	0.77%
Chinese	Chinese	37,000	0.46%
Other	Any other ethnic group	170,000	2.08%

Source: School Census 2021

- We firstly acknowledge the socio-economic disadvantage variants by ethnicity. The DfE report that around 1 in 5 pupils (20.5%) are eligible for Free School Meals (FSM) in England yet some ethnic groups are disproportionately eligible for FSM, indicating a higher level of deprivation. For example, Black Caribbean (37%), Mixed White/Black Caribbean (38%) and Gypsy/Roma (47%) pupils are FSM eligible at around twice the national average rate. A majority (63%) of pupils of Irish Traveller Heritage are also FSM Eligible whereas Indian (7%),

addressing race as a key factor in educational outcomes. We will provide extra support in this area through projects and programmes.

- We will conduct thorough data analysis and monitoring of outcome data disaggregated by race to identify disparities and areas for improvement. We will then use this information to inform policy development, resource allocation, and targeted interventions aimed at addressing racial inequalities in attainment.
- We will invest in research initiatives and collaborate with external partners to identify and disseminate best practices for improving outcomes among racial minority groups.
- We will continue to share insights and strategies with schools and educators to inform their practice and support them in addressing racial disparities in achievement, attendance and outcomes including destinations.
- We will also ensure our work with parent/carers is strategically aligned to the data. This will ensure that parents/ carers from Global Majority backgrounds are considered through expert consulting and advice when we are delivering programmes/ projects in this area.



Chinese (9%) and Other White (13%) and Other Asian (18%) have significantly lower FSM eligibility than White British (20%) pupils.

- Socioeconomic disadvantage in regard to race also corresponds to attainment scores in education. The data from the DfE show how Black Caribbean, Mixed White and Black Caribbean and Other Black pupils are all less likely to meet the expected standard at all stages than White British pupils, and the size of this gap doubles between 4- to 5-year-olds and GCSE pupils. For example, when comparing between a class of 30 White British pupils and a class of 30 pupils from these 3 groups, on average 1 or 2 more pupils in the Black and Mixed class would be below the expected standard at 4 to 5 years-old, whereas 3 to 5 fewer pupils would receive a strong pass in English and Maths GCSE.
- According to the 2021 Census, London was the most ethnically diverse region in England and Wales. London is therefore considered a diverse city with 54% of residents identifying as White, 21% as Asian/Asian British, 14% as Black/African/Caribbean/Black British and 12% identify as Mixed/Multiple Ethnic Groups or Other Ethnic Group. Looking more closely at the data, we can see that boroughs such as Tower Hamlets has a significantly higher proportion of Asian/Asian British residents and Lambeth and Southwark have higher proportions of Black/African/Caribbean/Black British residents. Newham in London was the most ethnically diverse of all local authorities in England and Wales according to the census data (2021). Some of these boroughs are also home to some of the schools which form part of the City Family of Schools.

**Religion or Belief - Additional Equalities Data (Service Level or Corporate)**

The Education Strategy Unit does not hold data on religion or belief of learners or members of the education sector for where our work is delivered. However, Census data has provided us with an indication of the population by religious group and we have drawn on wider data to inform our strategy to ensure our activities and programmes do not discriminate against this protected characteristic.

**What is the proposal's impact on the equalities aim? Look for *direct impact* but also evidence of *disproportionate impact* i.e. where a decision affects a protected group more than the general population, including *indirect impact***  
Click or tap here to enter text.

The recent census data show that for the first time in a census of England and Wales, less than half of the population (46.2%, 27.5 million people) described themselves as "Christian", a 13.1% decrease from 59.3% (33.3 million) in 2011; despite this decrease, "Christian" remained the most common response to the religion question. "No religion" was the second most common response, increasing by 12% to 37.2% (22.2 million) from 25.2% (14.1 million) in 2011. There were also increases in the number of people who described themselves as "Muslim" (3.9 million, 6.5% in 2021, up from 2.7 million, 4.9% in 2011) and "Hindu" (1.0 million, 1.7% in 2021, up from 818,000, 1.5% in 2011). London remains the most religiously diverse region of England in 2021, with over a quarter (25.3%) of all usual residents reporting a religion other than "Christian"; the North East and South West are the least religiously diverse regions, with 4.2% and 3.2%, respectively, selecting a religion other than "Christian".

The most useful and widely acknowledged data set is that from the ONS (2021) which shows that between 2012 and 2018 in England and Wales, those who identified as Christian were consistently less likely to report having a degree or equivalent qualification than all other religious groups,

**What actions can be taken to avoid or mitigate any negative impact or to better advance equality and foster good relations?**

Click or tap here to enter text.

- We have acknowledged that some of our work might be delivered outside of mainstream school hours, off-site and with host-partners and have acknowledged our role in ensuring our partners understand that learners who are required to follow religious obligations should be able to do so without any discrimination. As such, we have identified that there could be a neutral/positive impact on learners whose protected characteristic of race and religion requires them to follow religious obligations that could coincide with the projects, programmes and activities funded and delivered through the outcomes of the Education Strategy. This impact relates to the need to eliminate discrimination, harassment, victimisation and advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.
- The strategy will also ensure the Education Strategy Unit continues to communicate with schools the latest advice and guidance on complying with relevant equalities legislation and help assist schools on how to accommodate the religious needs of their learners and their staff where appropriate.

likely reflecting the older age profile of this group. Over the same period, although the percentage has been declining over time, those who identified as Muslim were more likely to report having no qualifications than most other religious groups. Economic inactivity was also the highest among women who identified as Muslim, over half of whom were economically inactive. After controlling for age, sex, ethnic group, marital status, region of residence and highest qualification held, adults who identified as Muslim were significantly less likely to be economically active than those who identified as Christian, particularly for women. Reflecting the higher rates of economic inactivity among this group, those who identified as Muslim had the lowest employment rate of all religious groups across England and Wales throughout the period between 2012 and 2018. This data has been acknowledged by the Education Strategy Unit and has played a role in our approach to the Education Strategy, especially in regard to our aim of increasing employability and life outcomes for all, regardless of their religion or belief.

Sex

Check this box if NOT applicable

#### **Sex - Additional Equalities Data (Service Level or Corporate)**

The Education Strategy Unit does not hold data on gender/ sex of learners or members of the education sector for where our work is delivered. However, we have collected wider data which has provided us with an indication of the educational population by sex and we have drawn on wider data to inform our strategy to ensure our activities and programmes do not discriminate against this protected characteristic.

**What is the proposal's impact on the equalities aim? Look for *direct impact* but also evidence of *disproportionate impact* i.e. where a decision affects a protected group more than the general population, including *indirect impact***

*Click or tap here to enter text.*

**What actions can be taken to avoid or mitigate any negative impact or to better advance equality and foster good relations?**

*Click or tap here to enter text.*

Data from EPI (2023) show the following:

### **Early years foundation stage (EYFS)**

Historically, girls have outperformed boys across education phases. The gap among pupils aged 5 is already quite marked: girls were 3.2 months ahead of boys in 2022. The gender gap increased in 2022 (from 2.9 months in 2019), reversing the gap-narrowing trend from 2013 to 2019. Nevertheless, the difference between boys and girls in 2022 has diminished since the start of our series in 2013 by almost one month.

### **Primary school**

By the end of primary school, the gender gap has shrunk compared to reception year – in 2022, boys were 2.1 months behind girls. This is a smaller gap than in 2019 (of 2.4 months) and similar to the 2011 gap (of 2.0 months). Following a period of gap-narrowing until 2015, girls have once again established a clear lead over boys. This lead was established in 2016 – the first year which assessed the new, more challenging national curriculum introduced in 2014.

### **Secondary school**

Whilst the gender gap – unlike the gaps for disadvantaged pupils and other vulnerable groups – reduces as children progress through primary school, it widens again during secondary school. In 2022, boys were 5.0 months behind girls averaged across GCSE English and maths. This is over one month smaller than the 6.3 month gap recorded in 2019 and marks the smallest gender gap since the start of the series in 2011 (when it was 5.6 months).

### **Exploring gender gaps in more depth**

To get a better understanding of the gender gap at each key stage, we split the headline gap into its constituent scores for individual subjects or areas of learning. We find that across school phases, the headline gap is masking important variation by subject, with boys consistently having a narrower gap – or even outperforming girls – in maths compared to the gap in

### **Early Years Foundation Stage (EYFS)**

- Encourage targeted early intervention programmes focusing on boys, particularly in areas of literacy and communication.
- Provide training where possible for early years educators on gender-sensitive teaching practices to ensure they can effectively support boys' development.

### **Parental Engagement**

- Develop workshops and resources for parents and schools, emphasising the importance of early literacy and numeracy for boys.
- Encourage parental involvement in boys' early learning through home-based activities and reading programs.

### **Primary School**

- Promote and fund additional maths programmes, leveraging the fact that girls tend to perform slightly better in maths than boys

### **Secondary School**

- Support schools where possible to ensure they deliver targeted interventions for boys in English and other subjects where they underperform, including tutoring, mentoring, and after-school programmes.
- Promote projects and programmes with a STEM focus among girls to balance gender representation, addressing the ongoing trends in data at both a local and national level.
- Advocate for programmes specifically designed to reduce the rates of suspension and permanent exclusion among boys and where necessary, girls from underrepresented backgrounds.
- Create initiatives that promote STEM subjects to girls and through leveraging our City links, increase exposure to female STEM professionals.
- Regularly collect and analyse data on gender performance across all subjects and key stages to monitor the effectiveness of interventions and to

English. The secondary school phase is when boys appear to particularly lose ground to girls.

In addition, we have drawn on data from UK Parliament data (2024) which show that:

Boys perform worse than girls on most major educational indicators through their school years. In England, and in the 2022-23 academic year, boys performed worse on the following measures:

- Exclusion: in the autumn term, boys were nearly twice as likely as girls to be suspended, and slightly more than twice as likely to be permanently excluded.
- End of reception year: Just under two-thirds of boys had a 'good level of development' aged around five, compared to around three-quarters of girls.
- End of primary schooling: 63% of girls met the expected standard in all of English reading, writing and maths, compared to 56% of boys. However, boys did slightly better than girls, in maths alone: 73% met the expected standard, compared to 72% of girls.
- End of compulsory secondary education: girls do better across all headline Department for Education (DfE) measures than boys. For example, in 2023, 68% of girls in state-funded schools achieved both English and maths GCSEs at grade 4 or above, compared to 63% of boys.
- Some groups of boys have particularly low attainment levels. For example, of those eligible for free school meals (FSM), only 34% of White British boys, 35% of mixed White and Black Caribbean boys, and 36% of Caribbean boys attained grade 4 in both English and maths GCSEs in 2023. FSM-eligible boys from Gypsy/ Roma or Traveller of Irish Heritage backgrounds had particularly low pass rates but small absolute numbers of these pupils mean caution is needed interpreting the percentage figures for these groups.

Boys are also more likely to have identified special educational needs than girls. In January 2023, 22% of boys had identified SEN, compared to 12% of

stay abreast of the latest policy developments and guidance in this area – ensuring all of our work is targeted at maximizing equality within this area.

girls. 6% of boys had Education, health and care (EHC) plans, suggesting more complex special educational needs, compared to 2% of girls. These figures include pupils at all types of state-funded schools, and non-maintained special schools.

Furthermore, additional data from DfE (2023) show that:

- Proportionately, female pupils were less likely to rank a STEM-related subject first for enjoyment: 32% compared to 59% of males.
- Females were also less likely to consider themselves to be best at a STEM subject: 33% compared to 60% of males.
- When asked about which subjects were most likely to lead to a future job, 69% of male pupils named a STEM subject compared to 51% of females.
- More males (36%) than females (23%) felt that mathematics was most likely to lead to a job in the future; the most common answer for females was English.
- Like male pupils, the majority of females thought that STEM subjects were most likely to lead to higher paid jobs (77% compared to 81%).
- Science was thought to yield the highest salary by both genders: 31% of males, 39% of females.
- Males were more likely to plan to take a STEM subject at A level, with the exception of biology: 26% of males compared to 34% of females.
- The largest difference in planned take-up of a STEM subjects at A level was for physics (30% male, 8% female) and IT (16% compared to 3%).

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**Sexual Orientation - Additional Equalities Data (Service Level or Corporate)**

We have acknowledged sexual orientation as a protected characteristic under the equality act 2010. The Education Strategy is aimed at learners of school age, younger and older. Actions and outcomes of the Education Strategy 2024-29 could potentially have a positive impact on sexual orientation, in particular, through our priority on Equity, Diversity and Inclusion. The Education Strategy Unit does not hold data on sexual orientation and has drawn on national data in this area. It must be noted that data is only available for those aged 16 and above with a few instances of data being captured for children and young people.

**What is the proposal's impact on the equalities aim? Look for *direct impact* but also evidence of *disproportionate impact* i.e. where a decision affects a protected group more than the general population, including *indirect impact***  
Click or tap here to enter text.

The census question on sexual orientation was a voluntary question asked of those aged 16 years and over. Around 43.4 million people (89.4%) identified as straight or heterosexual.

- Around 1.5 million people (3.2%) identified with an LGB+ orientation (“Gay or Lesbian”, “Bisexual” or “Other sexual orientation”).
- The remaining 3.6 million people (7.5%) did not answer the question.
- The English region with the highest proportion of people who identified with an LGB+ orientation (“gay or lesbian”, “bisexual”, or “other sexual orientation”) was London (4.3%). In London, 2.2% described their sexual orientation as gay or lesbian, 1.5% described their sexual orientation as bisexual, and 0.5% wrote in a different orientation. The local authority with the largest LGB+ population among those aged 16 years and over was Brighton and Hove (10.7%). Seven of the other local authorities in the top 10 were in London, with the largest LGB+ populations in the City of London (10.3%), Lambeth (8.3%), and Southwark (8.1%).
- The NSPCC (2024) has recently published evidence that in 2022/23, Childline provided 3,397 counselling sessions to children wanting to talk about their sexuality or gender identity. The NSPCC Helpline handled 46

**What actions can be taken to avoid or mitigate any negative impact or to better advance equality and foster good relations?**

Click or tap here to enter text.

- Partner with LGBTQ+ organisations and advocacy groups to support schools in promoting LGBTQ+ inclusion and addressing disparities in attainment. This can include providing resources, training, and guidance on LGBTQ+ inclusion and supporting schools in implementing evidence-based practices.
- Provide resources for schools to better engage with parents, families, and the wider community in efforts to promote LGBTQ+ inclusion. This can involve providing resources, toolkits and information to schools, parents and families on how to support LGBTQ+ students, as well as fostering partnerships with community organisations to promote LGB+ inclusion and awareness.



contacts from adults about these issues. Some young people who are LGBTQ+ will have supportive experiences as they explore their sexuality or gender identity. However, some young people face a range of pressures to change or suppress who they are. Some children felt dismissed by adults in their lives, who regarded them as too young to make decisions about their sexuality or gender identity. Some children described instances of emotional abuse in the family home, including constant shouting, hurtful comments, and threats of violence.

Marriage and Civil Partnership

N/A

**Marriage and Civil Partnership - Additional Equalities Data (Service Level or Corporate)** *Include data analysis of the impact of the proposals Click or tap here to enter text.*

**What is the proposal's impact on the equalities aim?** *Look for **direct impact** but also evidence of **disproportionate impact** i.e. where a decision affects a protected group more than the general population, including **indirect impact***  
*Click or tap here to enter text.*

**What actions can be taken to avoid or mitigate any negative impact or to better advance equality and foster good relations?**

*Click or tap here to enter text.*

- N/A

N/A

**Additional Equalities Data (Service Level or Corporate)**

- *We will continue to work with and expand our portfolio of partners across the City and Greater London to ensure our delivery partners are diverse and representative of the communities which they serve.*
- *We will continue to work with central government departments and NGOs (such as the DfE/ UNESCO/ OECD) to inform our work through the latest data and policy guidance, especially when considering what works and what works best.*
- *We will ensure we are liaising with internal colleagues/ departments across the City Corporation, especially those whose work is involved in Education, EDI, Social Mobility and Skills.*

**Are there any additional benefits or risks of the proposals on advancing equality and fostering good relations not considered above?**

N/A

**What actions can be taken to avoid or mitigate any negative impact on advancing equality or fostering good relations not considered above? Provide details of how effective the mitigation will be and how it will be monitored.**

- *We will implement regular reviews and assessments to identify any potential negative impacts on advancing equality or fostering good relations. This will include:
 
  - *Conducting regular surveys with stakeholders and community members to gather feedback on the inclusivity and effectiveness of our programmes.*
  - *Through the existing Forums to address and respond to any issues or concerns related to equality and community relations promptly.*
  - *Monitoring KPIs related to equity, diversity and inclusion within our partnerships and projects.**
- *The effectiveness of these mitigation strategies will be tracked through regular reports to the Education Board and adjustments will be made as necessary based on the feedback and data collected.*

This section seeks to identify what additional steps can be taken to promote these aims or to mitigate any adverse impact. Analysis should be based on the data you have collected above for the protected characteristics covered by these aims.

In addition to the sources of the information highlighted above – you may also want to consider using:

- Equality monitoring data in relation to take-up and satisfaction of the service
- Equality related employment data where relevant
- Generic or targeted consultation results or research that is available locally, London-wide or nationally
- Complaints and feedback from different groups.

**Additional Social Mobility Data (Service level or Corporate)**

Research from the Social Mobility Commissioner's office (2018) indicates that extracurricular activities significantly enhance young people's confidence to interact socially, expand their social networks beyond existing friendship groups, and develop new skills and abilities. Socioeconomic status is a significant factor in determining participation in extracurricular activities, with children from wealthier households being much more likely to engage in these activities, especially music classes and sports. Our Education Strategy emphasises the provision of a wide range of extracurricular activities, particularly in the arts and sports, for learners across the City Family of Schools and beyond. By targeting these areas, we aim to enhance social mobility through:

**1. Broadening Access:**

We will ensure that extracurricular programmes are accessible to all learners, regardless of their socioeconomic background, by funding projects, programmes and activities to reduce financial barriers.

**2. Targeted Outreach:**

We will design and co-produce outreach programmes and projects that specifically target learners from disadvantaged backgrounds to encourage their participation in extracurricular activities.

**3. Skill Development Programme:**

We will offer programmes focused on developing a broad range of skills, including leadership, teamwork, and resilience, which are essential for facilitating upwards social mobility.

A core focus and central element of our Education Strategy is improving social mobility. We are committed to ensuring that all learners, regardless of their background, have the opportunity to succeed and reach their full potential. Our work includes:

***City Premium Grant Programme***

We will utilise City Premium Grants to fund programmes specifically designed to enhance social mobility, such as tutoring, mentoring, access to higher education and career guidance.

**Partnerships with Community Organisations**

We will collaborate with local community organisations to offer additional support and resources to learners and their families.

**Career and Higher Education Pathways**

We will support schools to enhance clear pathways to higher education and careers, including facilitating the talent pipeline to internships, apprenticeships, and university.

**Monitoring and Evaluation**

To ensure the effectiveness of our initiatives and continuously improve our work to advance equality and social mobility, we will: Regularly collect data on participation, performance, and socioeconomic status to identify trends and areas for improvement and use this data to inform decision-making and tailor interventions to the needs of our learners: Engage with learners, parents, teachers, and community members to gather feedback on our programmes and initiatives and use surveys, focus groups, and consultations to understand their experiences and perspectives: Produce regular reports on the impact of our Education Strategy on social mobility and equality and share these reports with stakeholders to maintain transparency and accountability.

**Are there any additional benefits or risks of the proposals on advancing Social Mobility?**

N/A

What actions can be taken to avoid or mitigate any negative impact on advancing Social Mobility not considered above?

- We will work more closely with central government departments and higher education institutions to keep informed on the latest policy, research and guidance regarding the advancement of social mobility.

This section seeks to identify what additional steps can be taken to promote the aims or to mitigate any adverse impact on social mobility. This is a voluntary requirement (agreed as policy by the Corporation) and does not have the statutory obligation relating to protected characteristics contained in the Equalities Act 2010. Analysis should be based on the data you have available on social mobility and the access of all groups to employment and other opportunities. In addition to the sources of information highlighted above – you may also want to consider using:

- Social Mobility employment data
- Generic or targeted social mobility consultation results or research that is available locally, London-wide or nationally
- Information arising from the Social Mobility Strategy/Action Plan and the Corporation’s annual submissions to the Social Mobility Ind

## Conclusion and Reporting Guidance

Set out your conclusions below using the EA of the protected characteristics and submit to your Director for approval.

If you have identified any negative impacts, please attach your action plan to the EA which addresses any negative impacts identified when submitting for approval.

If you have identified any positive impacts for any equality groups, please explain how these are in line with the equality aims.

Review your EA and action plan as necessary through the development and at the end of your proposal/project and beyond.

Retain your EA as it may be requested by Members or as an FOI request. As a minimum, refer to any completed EA in background papers on reports, but also include any appropriate references to the EA in the body of the report or as an appendix.

### **This analysis has concluded that ...**

*Click or tap here to enter text.*

#### **Outcome of analysis – check the one that applies**

**Outcome 1**

No change required where the assessment has not identified any potential for discrimination or adverse impact and all opportunities to advance equality have been taken.

**Outcome 2**

Adjustments to remove barriers identified by the assessment or to better advance equality. Are you satisfied that the proposed adjustment will remove the barriers identified.

**Outcome 3**

Continue despite having identified some potential adverse impacts or missed opportunities to advance equality. In this case, the justification should be included in the assessment and should be in line with the duty to have 'due regard'. For the most important relevant policies, compelling reasons will be needed. You should consider whether there are sufficient plans to reduce the negative impact and/or plans to monitor the actual impact.

**Outcome 4**

Stop and rethink when an assessment shows actual or potential unlawful discrimination.

Signed off by  
Director:

*Click or tap here to enter text.*

Name: *Click or tap here to enter text.*

Date *Click or tap to enter a date.*

