

DATA LABEL: PUBLIC



EDUCATION POLICY DEVELOPMENT AND SCRUTINY PANEL

REVENUE BUDGET STRATEGY 2023/24 TO 2027/28 REPORT

REPORT BY LEAD OFFICER FOR THE PANEL

A. PURPOSE OF REPORT

This report provides the Panel with an update on the council's medium term financial plan and summarises a number of potential saving options relevant to the remit of this Panel to address the council's budget gap over the three year period 2023/24 to 2025/26, including responses from the WL2028 Your Council, Your Say Phase 2 consultation.

B. RECOMMENDATION

It is recommended that the Panel:

1. Notes the outcome of the WL2028 Your Council, Your Say Phase 2 consultation and comments, as set out in Appendices 1 and 2;
2. Notes the updated revenue budget gap of £47.6 million, demonstrating the hugely challenging financial position facing the council over the next five years;
3. Notes work undertaken to date by officers in developing the five year revenue financial plan for the period 2023/24 to 2027/28;
4. Notes officer saving options, relevant to the remit of the Panel, as set out in Appendix 4 of the report;
5. Notes the Integrated Relevance Assessments for all proposed savings options and Integrated Impact Assessments (IIA) where the options are assessed as having a potential impact on a protected group or characteristic, as set out in Appendix 5;
6. Notes that following conclusion of the PDSPs to consider potential saving options, the Head of Finance and Property Services will present a report to full Council on 21 February 2023 containing a five year revenue financial plan and a three year detailed revenue budget for 2023/24 to 2025/26.

C. SUMMARY OF IMPLICATIONS

| | |
|---|---|
| I Council Values | Being honest, open and accountable, making the best use of resources, focusing on our customers' needs and working in partnership. |
| II Policy and Legal (including Strategic Environmental Assessment, Equality Issues, Health or Risk Assessment) | The council is required to approve a balanced revenue budget for each financial year. Accounts Commission, Audit Scotland and Chartered Institute of Public Finance and Accountancy (CIPFA) best practice guidance recommends medium term financial plans are prepared for at least five years in duration, with detailed budgets prepared for at least three years. This best practice is a requirement of the CIPFA Financial Management Code of Practice, which the council has complied with from 1 April 2021. |
| III Implications for Scheme of Delegations to Officers | No implications at this stage. |

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|--|---|
| IV Impact on performance and performance Indicators | Ongoing restraint in relation to government grant funding inevitably has implications for the council's budget and performance. |
| V Relevance to Single Outcome Agreement | The revenue budget provides resources necessary to help deliver the Local Outcome Improvement Plans (LOIP), Corporate Plan and council activities. Effective prioritisation of resources is essential to achieving key outcomes. |
| VI Resources - (Financial, Staffing and Property) | <p>Scottish Government grant funding has not been sufficient since 2007/08 to meet the increasing costs and demands for services.</p> <p>Based on current central planning scenarios, it is forecast that West Lothian Council may have a budget gap of £47.6 million over the five year period 2023/24 to 2027/28 and £35.8 million over the three year period 2023/24 to 2025/26.</p> |
| VII Consideration at PDSP | This report forms part of the ongoing process of briefing elected members on the council's financial position and budget strategy. |
| VIII Other consultations | The council received 7,605 responses and over 36,000 comments from the first two phases of the Your Council, Your Say 2028 consultation. The Corporate Management Team has been consulted on this report. |

D. TERMS OF REPORT

D.1 Background

Since 2007/08 the council has had to deliver considerable savings to balance the budget whilst funding has been constrained. It is within this context of delivering over £150 million of savings from 2007/08 to 2022/23 that the council looks ahead to another financially challenging five year period.

The following financial planning principles were agreed by Council Executive in June 2018. In addition it was agreed that PDSPs should be scheduled, in advance of the revenue plan for future years being reported to full Council, to consider the substance of budget saving options.

- The council should continue to have a five year financial plan, aligned with political administrations, and three year detailed revenue budgets.
- Estimated budget gaps for at least three years should be reported to elected members before local elections.
- The Corporate Plan and revenue, capital and treasury plans should continue to be considered and agreed at the same Council meeting.
- Future five year financial plans should be subject to public consultation.
- Public consultations on the five year plan should cover priorities, taxation and saving options.

In October 2021, Partnership and Resources PDSP and Council Executive considered an initial update on the revenue financial plan 2023/24 to 2027/28. This included an initial estimate of budget scenarios and budget gaps. Council Executive agreed that officers should continue to implement the process to develop a new five year financial plan.

Council in February 2022 and Council Executive in June 2022 considered updated budget scenarios following the publication of the 2022 Scottish Spending Review. On 6 December 2022, Council Executive noted a revised central scenario gap of £57.7 million for 2023/24 to 2027/28 with considerable risks around the high level assumptions used to calculate the gap. It was agreed that officers should continue to implement the process to develop a revenue financial plan for 2023/24 to 2027/28.

D.2 WL2028 Your Council, Your Say Consultation

On 24 June 2022, the Council Executive approved a three stage West Lothian (WL) 2028 Your Council, Your Say public consultation approach. Phase 1 of the consultation commenced on 24 June 2022 and closed on 31 July 2022 and Phase 2 commenced on 7 October 2022 and closed on 20 November 2022.

The council received 2,560 responses to Phase 2 from a wide range of stakeholders, with the majority of responses being received via the online survey. From those responses over 22,000 individual comments were received. A summary of the results from Phase 1 was presented to Council Executive 4 October 2022, with an overall summary from Phase 2 considered by Council Executive on 20 December 2022.

Of the 22,000 comments received, 8,222 comments (35.96% of all comments) across seven measures, including council tax questions, have been allocated to service areas which report to this PDSP. The allocation of the comments and measures is set out below in table 1.

Table 1: Phase 2 Consultation Comments Relevant to PDSP Remit

| Phase 2 Ref | Phase 2 Proposal | Number of Comments | % of Comments |
|-------------|--|--------------------|---------------|
| 1B | Review of management arrangements/management efficiencies | 1,003 | 4.39% |
| 1C | Digital transformation | 1,208 | 5.28% |
| 1D | Allocation of school resources | 1,721 | 7.53% |
| 1E | Realignment of free provision in schools to match Scottish Government commitments & funding, & maintain school clothing grants at current levels | 1,352 | 5.91% |
| 1F | Restructuring the school day | 1,603 | 7.01% |
| 3B | Redesign of Early Learning & Childcare | 720 | 3.15% |
| 3C | Service restructure of Youth Services | 615 | 2.69% |
| | Total | 8,222 | 35.96% |

A summarised version of the comments received in relation to the saving options being considered by this Panel is provided in Appendix 1 for consideration.

Officers have reviewed all of the individual comments, considering the merits of the measure and suggested a response from the following options:

1. The respondent advised that they agree with the proposal.
2. The respondent advised that they either did not agree or did not believe the council should consider the proposal.
3. The respondent advised that they had no comment to make, or posed a question of the measure.
4. The council is already doing this.
- 5a. It is proposed that this suggestion is not taken forward because the council is required by law to deliver this work.
- 5b. It is proposed that this suggestion is not taken forward because it is likely that the costs of this proposal would outweigh the benefit, or requires additional expenditure.
- 5c. It is proposed that this suggestion is not taken forward because it is not consistent with the council's values and priorities.

- 5d. It is proposed that this suggestion is not taken forward because it has been previously considered and will not be progressed.
6. The respondent suggested an improvement. Officers will consider how this could be developed.
7. The respondent's comment was either not relevant to the question, inappropriate and/or contained personal and sensitive information.
8. This suggestion is out with the responsibility of West Lothian Council. Where relevant, we will forward these comments to our partner organisations.
9. The respondent made a comment on the survey question.

A summary of the categorised responses is set out below in table 2.

Table 2: Phase 2 Comment Categorisation

| Comment Category | Number of Comments | % of Total Comments |
|---|---------------------------|----------------------------|
| 1. The respondent advised that they agree with the proposal. | 2,737 | 11.97% |
| 2. The respondent advised that they either did not agree or did not believe the council should consider the proposal. | 2,650 | 11.59% |
| 3. The respondent advised that they had no comment to make, or posed a question of the measure. | 928 | 4.06% |
| 4. The council is already doing this. | 761 | 3.33% |
| 5a. It is proposed that this suggestion is not taken forward because the council is required by law to deliver this work. | 142 | 0.62% |
| 5b. It is proposed that this suggestion is not taken forward because it is likely that the costs of this proposal would outweigh the benefit, or requires additional expenditure. | 83 | 0.36% |
| 5c. It is proposed that this suggestion is not taken forward because it is not consistent with the council's values and priorities. | 52 | 0.23% |
| 5d. It is proposed that this suggestion is not taken forward because it has been previously considered and will not be progressed. | 14 | 0.06% |
| 6. The respondent suggested an improvement. Officers will consider how this could be developed. | 266 | 1.16% |
| 7. The respondent's comment was either not relevant to the question, inappropriate and/or contained personal and sensitive information. | 101 | 0.44% |
| 8. This suggestion is out with the responsibility of West Lothian Council. Where relevant, we will forward these comments to our partner organisations. | 92 | 0.40% |
| 9. The respondent made a comment on the survey question. | 396 | 1.73% |
| Total | 8,222 | 35.96% |

An analysis of all of the comments allocated to the Education PDSP is set out in Appendix 2. The Phase 2 consultation document is provided in Appendix 3 for reference. Full details of the officer response to each comment is available to view online on the council's website at www.westlothian.gov.uk/wl2028.

D.3 Updated Revenue Budget Position 2023/24 to 2027/28

Following the report to Council Executive on 6 December 2022, which highlighted the adverse movements in the projected budget position since the commencement of phase 2 of the public consultation and agreed actions required to ensure the continued financial sustainability of the council, the council has received the local government finance settlement (LGFS) for 2023/24. A report on the outcome of the LGFS and the council's updated financial planning position for the five years 2023/24 to 2027/28 was reported to Council Executive on 17 January 2023.

The table below summarises the main elements of the budget model for each of the five years, with the revised budget gap for 2023/24 to 2027/28 estimated to be £47.6 million. The assumptions for council tax are currently under review by officers, with a report on scenarios presented to Corporate Policy and Resources PDSP on 26 January 2023.

Table 3: Budget Model Summary 2023/24 to 2027/28

| Incremental Movements | 23/24 £'m | 24/25 £'m | 25/26 £'m | Three Year Total £'m | 26/27 £'m | 27/28 £'m | Five Year Total £'m |
|------------------------------------|----------------------|----------------------|----------------------|---|----------------------|----------------------|--|
| Expenditure | | | | | | | |
| Staffing Costs | 14.5 | 6.3 | 6.6 | 27.4 | 6.7 | 6.8 | 40.9 |
| Demographics & Demand Pressures | 3.7 | 3.3 | 2.9 | 9.9 | 3.1 | 3.4 | 16.4 |
| Revenue Consequences of Capital | 2.3 | 1.0 | 0.9 | 4.2 | 1.3 | 0.5 | 6.0 |
| SG Funded Developments | 1.9 | 0.0 | 0.0 | 1.9 | 0.0 | 0.0 | 1.9 |
| Service Pressures & Developments | 5.4 | 0.1 | 0.2 | 5.7 | 0.2 | 0.4 | 6.3 |
| Inflation & Indexation | 15.0 | 8.5 | 5.1 | 28.6 | 5.3 | 5.7 | 39.6 |
| Gross Expenditure Increases | 42.8 | 19.2 | 15.7 | 77.7 | 16.6 | 16.8 | 111.1 |
| | | | | | | | |
| Income | | | | | | | |
| Council Tax (4.5% assumption) | (5.4) | (5.5) | (5.8) | (16.7) | (6.1) | (6.4) | (29.2) |
| Fees & Charges (4.5% assumption) | (0.4) | (0.5) | (0.5) | (1.4) | (0.5) | (0.6) | (2.5) |
| Ringfenced SG Grant Funding | (9.4) | (2.5) | (2.5) | (14.4) | (2.5) | (2.5) | (19.4) |
| Core SG Grant Funding | (9.4) | 0.0 | 0.0 | (9.4) | (3.0) | 0.0 | (12.4) |
| Income Movements | (24.6) | (8.5) | (8.8) | (41.9) | (12.1) | (9.5) | (63.5) |
| | | | | | | | |
| Forecast Budget Gap | 18.2 | 10.7 | 6.9 | 35.8 | 4.5 | 7.3 | 47.6 |

The forecast budget gap reflects the outcome of the 2023/24 local government finance settlement and latest budget model assumptions. Officers continually keep the assumptions in the budget model under review to ensure, as far as possible, they reflect current circumstances and information. The nature of long term forecasting means it is challenging to identify expenditure pressures and income for future years. There are always risks and uncertainties associated with long term financial planning and assumptions. The ongoing cost of living crisis and the remaining effects of the pandemic and the UK leaving the EU continue to provide considerable uncertainty. In addition, the outcome of the National Care Service (Scotland) Bill commencing its journey through the Scottish Parliament and resulting changes to service delivery models will have an impact on local government services, funding and financial and planning assumptions. There are significant risks and uncertainties associated with the long term financial assumptions underlying the budget model, including:

- Although the Scottish Government has intimated flat cash funding for local government, with a minor increase in 2026/27, the outlook for public sector funding remains uncertain.
- Continuation of high inflation resulting in substantial real terms reduction in the value of council funding.

- Policy changes by the UK or Scottish governments which restrict the council's flexibility to decide how to deliver services locally.
- Funding not being provided to fully cover the costs of introducing new legislation and commitments.
- Ring fencing of grant funding, or service delivery commitments, constraining the ability of local authorities to allocate resources to deliver local priorities.
- Economic uncertainty, where economic growth is not in line with the Office for Budget Responsibility and Scottish Fiscal Commission forecasts.
- Reform of local governance being pursued, providing uncertainty for service provision and funding.
- House building assumptions of 900 houses per year not being realised resulting in changes to council tax and school demographic assumptions.
- The level of future pay awards, which could be in excess of the council's planning assumptions.
- Increase in costs associated with demand led services.
- Actual pupil numbers not reflecting the school pupil forecasts.

D.4 Approach to Financial Planning

Audit Scotland and the Chartered Institute of Public Finance and Accountancy (CIPFA) have both identified the need for public bodies to focus on their medium to long term financial sustainability. They have advised that public bodies should develop strategies that are based on defined priorities, providing a clear road map for service delivery within constrained budgets.

The Accounts Commission has emphasised in several local government overview reports that evidence shows that councils are finding financial pressures increasingly difficult to manage and that effective leadership and robust planning are essential to help meet the challenges ahead. In addition, the Accounts Commission believe that all councils should have a long term financial strategy covering a minimum of five years and that these long term strategies should be supported by detailed plans covering a minimum of three years. The current financial headwinds facing local government, means that councils are required to take urgent and sustainable actions to ensure ongoing financial sustainability.

As agreed by Council Executive in October 2021 officers have continued the current approach to financial planning. The main elements of the financial planning process are:

- **Activity prioritisation** – priority analysis of services against council priorities and enabler themes to inform decisions about whether the service should continue or if changes should be made to service delivery. Scores provide a starting point from which to review proposed future service delivery.
- **Modernisation & efficiency savings** – whilst considering prioritisation savings, officers will also think about how activities can continue to be delivered within available resources. This will include identifying more efficient ways of delivery. This means that services need to focus on delivering statutory services at minimum cost and potentially removing or substantially reducing non statutory services.
- **Corporate projects** – identification and development of corporate saving options covering areas such as income generation, digital transformation, shared services and climate change.

To ensure the council is operating on a sustainable financial footing, fundamental changes will be required to some services, subject to the results from the consultation exercise. This is consistent with the findings of the Accounts Commission which believes that all options for change need to be investigated, with councils rigorously challenging existing service models and identifying alternative approaches to service delivery. The council's approach to financial and corporate planning:

- Provides a medium term view which is essential when implementing effective service and workforce planning, allowing workforce changes to be made in a proactive way.
- Provides as much certainty as possible for council employees and trade unions on the plans and actions to deliver budget savings and service changes.
- Provides officers with sufficient time to implement what, in many cases, will be fundamental changes to service delivery which require a significant lead in time, and may be dependent on or linked to other saving options.
- Helps officers and elected members to consider the long term implications of policy decisions and changes to service delivery.
- Creates greater certainty surrounding detailed financial plans, especially for the first three years of the five year financial strategy.
- Provides services and customers with advance notice of changes.
- Helps to integrate services and planning with community planning partners, especially where outcomes are longer term (e.g. health and social care, preventative spend).

D.5 Budget Saving Options Relevant to Education PDSP

Building on the process outlined above, officers have developed budget saving options. Information is provided in Appendix 4 on officer proposed budget reduction options for the three years 2023/24 to 2025/26 providing a comprehensive list of savings at a service level. Where a saving measure is agreed and implemented in the first three years of the new five year strategy but there is continued associated savings in years four and five, this is noted in the appendix.

A description of the saving options, the value (including any full year effect for years 4 and 5) and anticipated full time equivalent (FTE) reduction is provided, in addition to whether it is a prioritisation or efficiency saving. Any staffing reductions will be achieved through the council's organisational change procedure. Information on further consultation, reporting or delegation to officers and potential impact on service performance and quality is also provided consistent with the annual revenue budget report. Links to the consultation help demonstrate how options have been developed following the consultation.

The council's budget model, as summarised in section D.3 of this report, provides indexation for budgets on the basis of the anticipated net budget after application of saving options. Should West Lothian Council not agree to implement the budget saving options identified by officers, the budget gap will further increase as the council will have to provide additional budget to cover increased indexation.

In summary, the budget saving options relevant to the Education PDSP for the three years 2023/24 to 2025/26 are as follows:

Education

| Phase 2 Ref | Phase 2 Proposal | Ref | Saving Option | 2023/24 £'000 | 2024/25 £'000 | 2025/26 £'000 | Total 3 Years £'000 |
|-------------|---------------------------------------|-----|---|------------------|------------------|------------------|---------------------------|
| 1C | Digital transformation | E1a | Replacement of senior phase campus with virtual campus to widen access to the curriculum | 33 | 17 | 0 | 50 |
| 3C | Service restructure of Youth Services | E2a | Focusing working with young people budget on out of school care, More Choices More Chances, 16+ youth choices & opportunities for all | 100 | 200 | 200 | 500 |

| Phase 2 Ref | Phase 2 Proposal | Ref | Saving Option | 2023/24 £'000 | 2024/25 £'000 | 2025/26 £'000 | Total 3 Years £'000 |
|--------------|--|-----|--|---------------|---------------|---------------|---------------------|
| 1B | Review of management arrangements | E2b | Realignment of units & management structures | 0 | 90 | 0 | 90 |
| 1E | Realignment of free provision to match Scottish Government commitments | E2c | Realign breakfast club provision with roll out of free school meals & breakfast club funding from Scottish Government | 0 | 0 | 349 | 349 |
| 1E | Realignment of free provision to match Scottish Government commitments | E2d | Further review of instrumental music to align with Scottish Government funding levels | 0 | 0 | 421 | 421 |
| 1F | Restructuring the school day | E2e | Amend the length of the P1-2 school week to match class contact time of 22.5 hours | 0 | 726 | 435 | 1,161 |
| 1F | Restructuring the school day | E2f | Amend the length of the P3-7 school week to match class contact time of 22.5 hours | 0 | 0 | 1,674 | 1,674 |
| 1F | Restructuring the school day | E2g | Reduce length of secondary school teaching week by 50 minutes | 0 | 813 | 487 | 1,300 |
| 1B | Review of management arrangements | E2h | Increase number of shared headship positions in primary structure | 0 | 22 | 35 | 57 |
| 1E | Realignment of free provision to match Scottish Government commitments | E2i | Working in partnership with the voluntary sector to deliver school holiday provision (previously approved saving) | 88 | 0 | 0 | 88 |
| 3B | Redesign of Early Learning & Childcare | E4a | Early Learning & Childcare (ELC) income & partner providers – promotion of placements to utilise capacity & assist with choice | 569 | 342 | 0 | 911 |
| 3B | Redesign of Early Learning & Childcare | E4b | Rationalise physical capacity & staffing at council establishments where provision is greater than choice | 837 | 503 | 0 | 1,340 |
| 1D | Allocation of school resources | E5a | Aligning Scottish Government funding that has been provided for additional staff | 1,772 | 981 | 1,052 | 3,805 |
| 1D | Allocation of school resources | E5b | Revised Devolved School Management per capita allocation | 0 | 3,289 | 1,645 | 4,934 |
| Total | | | | 3,399 | 6,983 | 6,298 | 16,680 |

Equality relevance assessments (ERAs) have been completed for all saving options in line with the council's established approach to equality. Where it has been assessed that a measure is relevant to equality, human rights and/or socioeconomic disadvantage, a full integrated impact assessment (IIA) has been completed. All ERAs and IIAs for options being considered by this PDSP are included in Appendix 5. Equality assessments enable the council to identify impacts and to consider and develop mitigation measures. They are intended to inform the decision making process by making all relevant information available to members. They are not intended to prevent decisions being taken and implemented.

At this stage the estimated budget gap over the five years 2023/24 to 2027/28 is £47.6 million and there are total officer savings options across all PDSPs of £47.5 million, leaving a small outstanding budget gap. As agreed by Council Executive on 6 December 2022, officers will develop additional savings to address any remaining gaps. Ensuring the council has a sustainable financial plan over the medium and longer term will be an ongoing process, with the council using one-off resources in the first years of the new five year programme to provide time to identify and implement recurring budget saving options. This is a departure from the council's previous approach to financial planning but is a necessity due to the financial crisis facing local government. Following approval of the new five year revenue financial plan 2023/24 to 2027/28 officers will identify further savings options in early 2023 for incorporation into Phase 3 of the public consultation, which will cover further savings options for 2024/25 to 2027/28.

E. CONCLUSION

This report provides the Education PDSP with information on potential saving options in council services included within the remit of the PDSP to enable further scrutiny and consideration before the new five year revenue financial plan 2023/24 to 2027/28 is presented to Council for approval.

F. BACKGROUND REFERENCES

Review of Elected Member Involvement in Financial Planning – Report by Head of Finance and Property Services to Council Executive on 12 June 2018

Future Budget Strategy 2023/24 to 2027/28 – Financial Context and Proposed Approach – Report by Head of Finance and Property Services to Council Executive on 26 October 2021

Revenue Budget 2022/23 – Report by Head of Finance and Property Services to West Lothian Council on 15 February 2022

Scottish Spending Review 2022 and Future Budget Strategy 2023/24 to 2027/28 Update – Report by Head of Finance and Property Services to Council Executive on 21 June 2022

Public Consultation Approach 2022 – Report by Depute Chief Executive to Council Executive on 21 June 2022

WL2028 Your Council Your Say – Public Consultation – Report by Depute Chief Executive to Council Executive on 4 October 2022

Autumn Statement and Scottish Budget Announcements 2022 – Report by Head of Finance and Property Services to Council Executive on 6 December 2022

WL2028 Your Council Your Say – Public Consultation – Report by Depute Chief Executive to Council Executive on 20 December 2022

Scottish Budget and Local Government Finance Settlement 2023/24 – Report by Head of Finance and Property Services to Council Executive on 17 January 2023

Appendices/Attachments:

- Appendix 1 – Summary of WL2028 Your Council, Your Say Consultation Responses for Education PDSP
- Appendix 2 – Phase 2 Consultation Response – Comment Categorisation on measures within the remit of the Panel
- Appendix 3 – WL2028 Your Council, Your Say – Phase 2 Consultation Document
- Appendix 4 – Potential Budget Saving Options for services within the remit of the Panel
- Appendix 5 – Equality Relevance Assessments (ERAs) and Integrated Impact Assessments (IIAs)

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Elaine Cook
Depute Chief Executive
31 January 2023

Appendix 1

Summary of WL2028 Your Council, Your Say Consultation Responses for Education PDSP

| Phase 2 Ref | Phase 2 Proposal | Number of Comments | Percentage of Total Comments | Summary of Comments |
|-------------|---|--------------------|------------------------------|---|
| 1B | Review of management arrangements/management efficiencies | 1,003 | 4.39% | <p>Support for a reduction/consolidation of the management structure in the council to achieve efficiencies and suggestions that it should be the first step of the redesign of services (proposal 1a).</p> <p>Support for a flatter structure that promotes quicker decision making and that it needs to be complemented by a review of internal business processes to reduce the level of administration required of managers.</p> <p>Suggested that the council should utilise voluntary severance and early retirement to achieve management savings in the first instance.</p> <p>Concern that the burden on remaining managers and other staff will increase with any reduction in the current management tiers.</p> |
| 1C | Digital transformation | 1,208 | 5.28% | <p>There is support for digital services and processes though it was suggested that the council needs to increase investment in the right technologies and systems and developing staff knowledge and skills in order to optimise efficiencies in this area.</p> <p>Concern that some older and vulnerable people and those from households with lower incomes may be disadvantaged or excluded by digital council services and a view that in-person and telephone contact needs to be maintained.</p> <p>It was suggested by some respondents that digital or automated services have limitations and there must be escalation points that allow customers to speak with a "person".</p> <p>Some respondents feel that the council website needs improvement to support greater digitalisation and improved access to services and information.</p> |

| Phase 2 Ref | Phase 2 Proposal | Number of Comments | Percentage of Total Comments | Summary of Comments |
|-------------|--|--------------------|------------------------------|---|
| 1D | Allocation of school resources | 1,721 | 7.53% | <p>A general view that schools need an increase in resources, funding and staffing to improve the quality of learning and teaching and raise attainment.</p> <p>Concern that any reduction in support staff in schools would have an impact on pupils and attainment levels and that the use of technology for learners has to be carefully considered and managed by teachers.</p> <p>Concern that schools and pupils are already dealing with loss of learning from the pandemic and that this proposal may make that recovery more difficult and increase inequalities.</p> <p>Some suggestions that the Devolved School Management funding model – that is already in place for schools – helps create flexible learning and allows schools and Head Teachers to make the right choices for pupils, in terms of responding to varied and sometimes complex needs.</p> |
| 1E | Realignment of free provision in schools to match Scottish Government commitments & funding, & maintain school clothing grants at current levels | 1,352 | 5.91% | <p>The Cost of Living Crisis was highlighted as an issue that will result in an increased number of families needing greater food and financial support and that the changes outlined in this proposal are inconsistent with the current economic climate and the challenges facing a greater number of households across West Lothian.</p> <p>Some respondents are opposed to any reduction in services that impact children/young people.</p> <p>Some respondents feel that the provision of free school meals and clothing grants is not targeted enough and needs to be re-considered to ensure that those who need it most benefit from these schemes.</p> <p>Some concern that the proposed changes to instrumental music provision would put children from lower income families at a disadvantage.</p> <p>It was suggested that the breakfast clubs were a vital support to working parents and carers and, when making changes to this provision, the council should consider how it supports employability.</p> |

| Phase 2 Ref | Phase 2 Proposal | Number of Comments | Percentage of Total Comments | Summary of Comments |
|-------------|--|--------------------|------------------------------|---|
| 1F | Restructuring the school day | 1,603 | 7.01% | <p>Some respondents are opposed to any reduction to teaching staff, pupil support workers and other support staff in schools citing that it will impact on young people and learning outcomes. Additionally, that reduced teacher contact time will negatively impact pupils.</p> <p>Some respondents feel that the 50 minutes reduction in teacher time proposed over a week is not significant and would not have a detrimental impact on pupils or learning and should be progressed.</p> <p>Some respondents feel that the curriculum is already too full and that reduced contact time may impact on learning experiences.</p> <p>Some respondents want more information on this proposal or would prefer to hold off on commenting until the results of the review of the school week and details of the changes are available to consider.</p> <p>Again, some concerned that schools and pupils still recovering from the pandemic and this proposal may exacerbate some of issues and inequalities.</p> |
| 3B | Redesign of Early Learning & Childcare | 720 | 3.15% | <p>There was broad support from parents/carers for the proposal that would allow them to purchase additional hours of early learning and childcare.</p> <p>Some concern that lower income families may be excluded from accessing further hours/support due to cost.</p> <p>It was suggested that greater flexibility is required from Early Learning and Childcare to support working parents/carers.</p> <p>Some respondents request more information on the proposals as they are unclear how the saving can be achieved in line with the national requirements and the expansion of provision.</p> <p>Some differing views on the use of private providers, some respondents prefer this option and feel it is more flexible to their needs, while others feel there are better standards in council establishments.</p> |

| Phase 2 Ref | Phase 2 Proposal | Number of Comments | Percentage of Total Comments | Summary of Comments |
|-------------|---------------------------------------|--------------------|------------------------------|---|
| 3C | Service restructure of Youth Services | 615 | 2.69% | <p>Some respondents support this proposal and the focus on MCMC to improve outcomes for young people.</p> <p>Some respondents believe that Youth Services are important to young people and the wider community as they offer young people a safe place to increase social interaction and reduce antisocial behaviour and crime in towns and villages.</p> <p>Some respondents feel that there are opportunities to sustain some youth provision via volunteers and involvement with local businesses and that the council could do more partnership work with third sector and community organisations in this field.</p> |
| | Total | 8,222 | 35.96% | |

Appendix 2

Phase 2 Consultation Response – Comment Summary on measures within the remit of the Panel

| Phase 2 Proposal | 1. The respondent advised that they agree with the proposal | 2. The respondent advised that they either did not agree or did not believe the council should consider the proposal | 3. The respondent advised that they had no comment to make, or posed a question of the measure | 4. The council is already doing this | 5a. It is proposed that this suggestion is not taken forward because the council is required by law to deliver this work | 5b. It is proposed that this suggestion is not taken forward because it is likely that the costs of this proposal would outweigh the benefit, or requires additional expenditure | 5c. It is proposed that this suggestion is not taken forward because it is not consistent with the council's values and priorities | 5d. It is proposed that this suggestion is not taken forward because it has been previously considered and will not be progressed | 6. The respondent suggested an improvement. Officers will consider how this could be developed. | 7. The respondent's comment was either not relevant to the question, inappropriate and/or contained personal and sensitive information. | 8. This suggestion is out with the responsibility of West Lothian Council. Where relevant, we will forward these comments to our partner organisation | 9. The respondent made a comment on the survey question | Total |
|---|---|--|--|--------------------------------------|--|--|--|---|---|---|---|---|-------|
| 1B Review of management arrangements/ management efficiencies | 591 | 76 | 119 | 48 | 1 | 8 | 5 | - | 44 | 8 | 9 | 94 | 1,003 |
| 1C Digital transformation | 380 | 334 | 72 | 14 | - | 5 | 1 | - | 61 | 24 | 1 | 16 | 1,208 |
| 1D Allocation of school resources | 246 | 912 | 152 | 179 | 21 | 18 | 14 | 6 | 61 | 30 | 5 | 77 | 1,721 |
| 1E Realignment of free provision in schools to match Scottish Government commitments & funding, & maintain school clothing grants at current levels | 350 | 248 | 138 | 324 | 89 | 22 | 20 | 4 | 38 | 19 | 53 | 47 | 1,352 |
| 1F Restructuring the school day | 291 | 802 | 258 | 48 | 8 | 22 | 4 | 3 | 30 | 13 | 13 | 111 | 1,603 |
| 3B Redesign of Early Learning & Childcare | 369 | 122 | 82 | 70 | 23 | 5 | 1 | 1 | 12 | 3 | 10 | 22 | 720 |

| Phase 2 Proposal | 1. The respondent advised that they agree with the proposal | 2. The respondent advised that they either did not agree or did not believe the council should consider the proposal | 3. The respondent advised that they had no comment to make, or posed a question of the measure | 4. The council is already doing this | 5a. It is proposed that this suggestion is not taken forward because the council is required by law to deliver this work | 5b. It is proposed that this suggestion is not taken forward because it is likely that the costs of this proposal would outweigh the benefit, or requires additional expenditure | 5c. It is proposed that this suggestion is not taken forward because it is not consistent with the council's values and priorities | 5d. It is proposed that this suggestion is not taken forward because it has been previously considered and will not be progressed | 6. The respondent suggested an improvement. Officers will consider how this could be developed. | 7. The respondent's comment was either not relevant to the question, inappropriate and/or contained personal and sensitive information. | 8. This suggestion is out with the responsibility of West Lothian Council. Where relevant, we will forward these comments to our partner organisation | 9. The respondent made a comment on the survey question | Total |
|--|---|--|--|--------------------------------------|--|--|--|---|---|---|---|---|--------------|
| 3C Service restructure of Youth Services | 210 | 156 | 107 | 78 | - | 3 | 7 | - | 20 | 4 | 1 | 29 | 615 |
| Total | 2,737 | 2,650 | 928 | 761 | 142 | 83 | 52 | 14 | 266 | 101 | 92 | 396 | 8,222 |

Appendix 3

WL2028 Your Council, Your Say – Phase 2 Consultation Document

Your Council Your Say 2028

A message from the Chief Executive

The council is committed to meeting the needs of local people and high performance across all areas of service delivery.

Like other local authorities in Scotland, West Lothian Council faces constrained funding and substantial cost increases in the next five years.

This means that the council, along with the West Lothian community, will have to make difficult decisions about local services. Reductions in local government public spending have impacted council services for over 15 years and the council has made over £150 million worth of savings since 2007/08.

We also understand that local people and businesses are also experiencing difficulties from the Cost of Living increases and the next five years are also expected to be extremely challenging for the council as it will also face many of the same pressures from the Costing of Living crisis.

In preparation for the challenges ahead, we want to work with you – our community and partners – in shaping the future of council services in West Lothian. This consultation is the second in a series of planned engagements.

Your feedback will be used to help us become more sustainable, address the funding gap and meet the challenges ahead.

Phase 1 of the Council's consultation approach commenced in June 2022.

Following further developments in the Cost of Living crisis and related cost pressures on energy costs the budget gap has increased to £47.1million over the five-year period 2023/24 to 2027/28, with a budget gap of £36.5million over the three-year period 2023/24 to 2025/26.

The consultation on the officer savings proposals will only take around 5-10 minutes to complete but it is vital that you take the time to tell us what your views are on the officer budget proposals contained within this document; and what your views are on Council tax, which is used to help fund local services.

Your views are important and I would encourage every person who lives and/or works in West Lothian, local organisations and business to get involved

Graham Hope,
Chief Executive



Consultation Roadmap to 2028

The council is undertaking a three-stage consultation with the people, business and customers of West Lothian in order to form the Council's Priorities and Budget Strategy for 2023/24 to 2027/28, and also consult on the future direction of the Council.

PHASE 1 | CONSULTATION – COMPLETE

PHASE 2 | CONSULTATION

Autumn 2022 Budget savings 2023/24 to 2025/26

BUDGET SETTING

5-year financial plan 2023/24 to 2027/28

3-year detailed revenue budget 2023/24 to 2025/26

Agreement on taxation levels for 2023/24 to 2027/28

PHASE 3 | CONSULTATION

Summer 2023 - Budget savings 2026/27 to 2027/28

Phase 2 | Our Budget

Local voices matter and, in the second phase of our consultation, we want you to help us:

1

Consider the officer proposals that are set out in the consultation to address the funding gap of £47.1 million



2

Provide feedback on the proposals



3

Suggest any other ways that we may help to reduce council expenditure and/or changes to council services to make them more efficient



4

Have your say on Council Tax in West Lothian



How to take part in the survey:



Online
Respondents are encouraged to complete the form online by going to www.westlothian.gov.uk/WL2028 or by scanning the QR code with your mobile device.

Paper copy

You can complete this form, Please read the proposals from pages 10 to 12 and share your views on pages 13 and 14. Post your completed form to:

West Lothian Council
Freepost BULLETIN SURVEY
Livingston
EH54 6FF

Hand survey in

Alternatively hand your completed survey into any partnership centre or Customer Information services (CIS) office.

Have your say by 20 November. The consultation is now open and closes on 20 November.

It is expected that West Lothian Council will have to make significant savings over the next five years due to insufficient funding and rising costs.

This means that the council, along with the West Lothian community, will have to make difficult decisions about local services.

We are consulting on officer proposals, from the senior leadership team, to save £36.5 million over the next three years – from 2023/24 to 2025/26. The council must balance its budget – something we are legally required to do. Because we have insufficient budget, we are forced to reduce expenditure on local services. We want to ensure that the funding we do have is spent on services that matter most to our communities.



What you need to know

Background

Reductions in local government public spending have impacted council services for over 15 years and the council has made over £150 million worth of savings since 2007

Like other councils in Scotland, West Lothian Council faces further constrained funding and substantial costs over the next five years

The Scottish Government has advised that councils face a cash freeze in funding for 2023/24 to 2025/26. These funding constraints are combined with rising costs

which include growing number of pupils, an increasing number of older people with care needs, higher energy costs and meeting pay awards.

This means that the council, along with the West Lothian community, will have to make difficult decisions about local services.

It's clear that the council need to make changes to the way services are delivered in future

Are we consulting on proposed changes?

Yes, the council is consulting on the future direction of council services

At this stage, council officers have published a number of budget proposals which represent reductions and changes in services. Decisions on what will change will not be made by elected members (councillors) until after the consultation is complete

What might the future look like for local services?

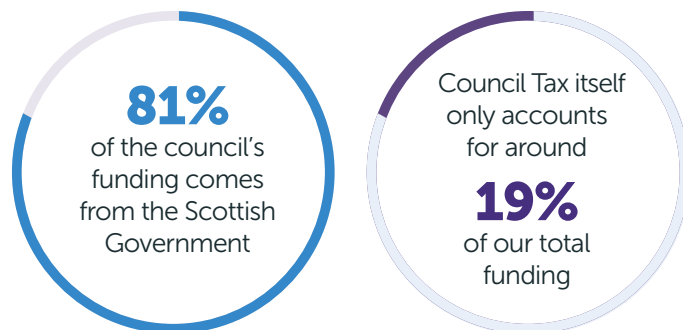
The council has a legal duty to provide certain services and this will continue. The council will also continue to prioritise our resources and ensure we have the right people, partners and assets to deliver positive

outcomes for West Lothian

In future, the council will not deliver all of the services it currently provides – we simply do not have the resources to do so. Some services currently delivered will have to be delivered by partners, communities and other organisations

If all of these officer proposals (pages 10 to 12) are agreed, the council will be able to balance its budget – something we are legally required to do. If some of these proposals are not agreed, other ways to deliver a balance budget via additional savings proposals will have to be identified.

How is the council funded?



In 2022/23 our revenue budget (day to day running costs) amounts to:

£490 million

How do we spend that budget?

£10.5 million on public transport (including school transport) and bus subsidies for privately owned bus providers

£15.8 million on facilities management, including school meals, cleaning council buildings, janitorial staff and street crossing patrol guides



£5.8 million on the council's fleet of vehicles



£29.2 million is spent on social work services for children and families

£36.6 million on services for vulnerable adults



£26.7 million on Early Learning and Childcare



£9.3 million on footpaths, street lighting, roads, winter maintenance, structures and flood prevention



£53.8 million on services for older people

£3.6 million on culture and sports services



£4.2 million on homelessness services and community safety



£19.5 million on support for children with additional needs



£70.5 million on Primary School education

£60.5 million on Secondary School education



£4 million on planning, regeneration, economic development, trading standards and environmental health

£2.9 million on neighbourhood services, including libraries, registration services, community centres, and customer information services



£14.9 million on the council's property portfolio



£6.4 million on country parks/ open spaces, play areas, street cleaning and cemeteries



£13.3 million on waste management & recycling services

Phase 1 | Consultation | Our Future

Local Voices matter and the first stage – Phase 1, aimed to:

- 1 Understand the services that local people want and need in the future
- 2 Identify priorities that will help West Lothian be a better place to live, work, learn and visit
- 3 Identify some principles for change that help us to transform the way that the Council works
- 4 Understand how you think we should address the funding gap.
- 5 Understand how you want the council to engage with communities and customers

A summary of the outcome from the Phase 1 consultation is set out below:

Your Community

? We asked

What are the best parts of living in West Lothian?

≡ You said

- Access to open spaces, parks and green spaces
- Access to shops and services
- The Transport links

What parts of your community need to be improved?

- Better community facilities
- Availability and reliability of public transport
- Access to open spaces

What are the most important issues for your community?

- Access to health care
- Economy and the cost of living
- Crime and community safety

What are the most important issues for you?

- Access to health care
- My mental health and wellbeing
- My physical health

What we will do

- The council will continue to protect and maintain the local environment through a range of council services.
- The council will continue to support the local economy through support for business and employability programmes.
- The council will develop a re-prioritised and demand led Public Transport Strategy (see proposal **4b**).
- The council will offer communities the opportunity to access community facilities in partnership with other organisations.
- The council will pass comments about access to health services to our partners NHS Lothian and will continue to work with them to increase the quality and responsiveness of local health services.
- The council will pass comments about crime to our partners in Police Scotland and will continue to work with them to improve community safety in West Lothian

Engaging with the Council

? We asked

What is your preferred way of engaging with the council on the future of council services

≡ You said

- By far the most popular option was through online surveys
- Some support for social media
- Only limited support for in-person public meetings, focus groups and road shows
- Only limited support for paper surveys

What we will do

- The council will continue to engage with people who live and/or work in West Lothian, local organisations and business through a range of methods, forums, and channels.

Council Commitments and Priorities

? We asked

Connect, Empower and Deliver as commitments for the Council?

≡ You said

- These are good commitments
- The council must put them into action
- The council must demonstrate achievement

What we will do

- The council will put these commitments into action, including; re-developing the council values, appraisal process and performance management system to ensure they are embedded in the delivery of our services and actions of all of our staff.
- Opportunities to connect and empower the community and our staff will also be advanced, such as under proposals **1a**, **1c**, and **3a**.

? We asked

Are the Eight Priorities for West Lothian still the right ones?

≡ You said

- Yes, they still matter
- Consider adding Housing & Homelessness
- The council must demonstrate achievement in the priorities

What we will do

- The council will realign our priorities using feedback from the community. This will be used as the basis for our Corporate Plan for the period 2023 to 2028 and will guide our decision making and resource prioritisation in the years ahead.
- The council will ensure that measurable progress and achievement in each of the priorities is reported to the community on a regular scheduled basis.

Reducing Council Costs

? We asked

To reduce costs, the council should?

≡ You said

- Sell some Council properties and assets
- Close some buildings that have low usage
- Empower local groups and communities to deliver some services

What we will do

- The council will continue to modernise and rationalise all properties across the estate.
- As the number of buildings required to deliver council services reduces, community groups will have the opportunity to request ownership of properties through the provisions of the Community Empowerment (Scotland) Act 2015, see proposal **3a**.

? We asked

The approach to Digital Council service provision should be?

≡ You said

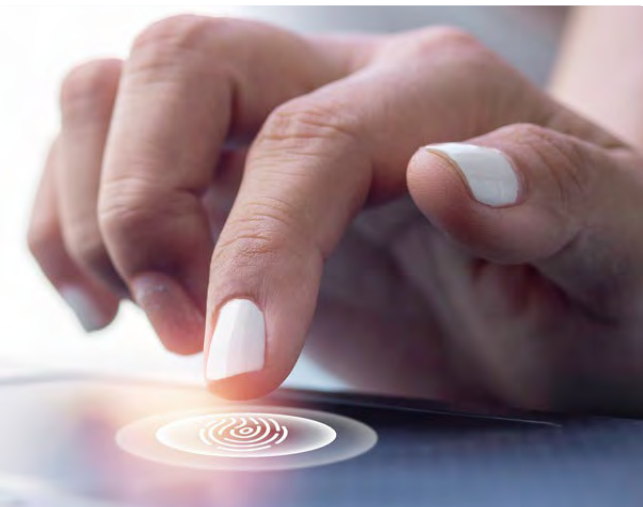
- Continue to invest in the council website
- Increase the number of services that are accessible online via the council website
- Continue to provide telephone and face-to-face access to services for those who do not or cannot access digital services

What we will do

- The council will pursue opportunities to digitalise processes where there is a clear benefit to customers/efficiency, see proposals **1a** and **1c**.
- The council is committed to the partnership model that increases access and connectivity of council services for the public. We will also continue to provide a comprehensive customer service that is demand-responsive and preserves face-to-face and telephone contact as well as digital contacts.

1 Modernising the council

Measures totalling £21.3 million over the next three years have been identified, which would make the council more agile and cost effective. There are opportunities – due to new technologies, planned service changes and new ways of working – to increase the efficiency of council operations. This will mean changes and/or reductions to some of the services that we deliver and the council will also make changes to structures, resourcing and management arrangements in some services in order to achieve efficiencies.



1A Service Redesign, Integration and Modernisation

Estimated saving: £1.2 million

The internal business and financial support functions that are provided to council services to support statutory (legal) requirements would change through redesign, integration and greater use of technology to increase efficiency and effectiveness. This would include consolidating services, reducing staff numbers and the number of systems we use within the internal business and financial support functions that are provided to council services. There will be an impact on customers but we will seek to minimise the impact through redesigning services, integration of teams and further use of technology. The council will also review a small number of externally contracted services, with a view to achieving cost reductions.

1B Review of Management arrangements / Management efficiencies

Estimated saving: £500,000

Some management arrangements will be reviewed in conjunction with changes to services and resource re-alignment, where it is appropriate. The council will ensure that the management structure continues to support effective delivery of council services and statutory duties, whilst also seeking to make council governance and decision-making more efficient.

1C Digital Transformation

Estimated saving: £502,000

The council must continue to match provision with the way that customers access services, which increasingly requires investment in digital solutions to meet demand. The council will adopt technologies that will deliver automated processes and a reduction in staff costs and will also deliver multi-media customer services that will increase customer choice and accessibility. This would allow the council to continue to provide support whilst delivering a more efficient service at low cost.

1D Allocation of School Resources

Estimated saving: £5 million

It is proposed that the model for determining devolved school resources is revised further to identify opportunities for more efficient service delivery. This may include utilising resources provided to deliver additional support in schools for core staffing requirements, greater use of technology to deliver the curriculum, and changes to administrative and pupil support staffing arrangements.

The council proposes that changes made in the allocation of resources to schools, through a revised Devolved School Management funding model and through a review of provision by third party providers, will enable the council to continue service provision.

1E Realignment of free provision in schools to match Scottish Government commitments and funding, and maintain school clothing grants at current levels

Estimated saving: £890,000

The council would propose to align free school meal, breakfast club and instrumental music provision with Scottish Government funding levels. The council would continue to deliver these vital services for our children and young people. The council would also maintain school clothing grants, which are above the amounts paid by many councils, at existing levels.

1F Restructuring the School Day

Estimated saving: £2.4 million

West Lothian has developed an agile learning culture and approach and delivered improved school attainment results and improved learning experiences for pupils. Teacher contact time is currently 22.5 hours per week and there is an opportunity to re-align the primary school day to match this time. This could provide continuity for children and offer the opportunity to provide alternative learning experiences for the remainder of the time. This would result in teacher/pupil contact time being reduced but with no change to the length of the overall school day. This proposal would also lead to a review of the secondary school week by reducing the school week by 50mins, but again with no change to the start time and end time of the school day, and would bring the secondary school week in line with other local authorities.

1G Care for Children

Estimated saving: £1.2 million

The proposal includes a review of all children's services to achieve further efficiency by redesigning and aligning teams more closely to deliver more streamlined teams and reduced staffing. The service will maintain its focus on supporting children most at risk and providing earlier intervention services in line with statutory (legal) requirements.

There will also be a strengthening of the range of fostering options available locally to support children stay in West Lothian. This will support good outcomes and prevent children having to leave their home community of West Lothian to be cared for.

This proposal includes developing intensive foster care to support the most traumatised children, investing in

increasing the existing group of fostering families and also increasing the numbers of foster carers able to care for children with a disability.

1H Commissioned Services

Estimated saving: £533,000

This proposal includes a review of all commissioning arrangements with third parties in place for children's services ensuring that they are aligned with the services current priorities and taking account of all new developments and approaches in place. This review will lead to cost reductions and the delivery of commissioned services targeted at the highest areas of priority.

1I Revised facilities management in schools

Estimated saving: £1.1 million

It is proposed that the facilities management service will be reviewed to seek better scheduling of activities and revised cover arrangements and opening hours in schools.

1J Technical Financial Savings

Estimated saving: £1 million

The council has strong financial planning and management arrangements in place and the effectiveness of those arrangements are recognised by our Audit and Regulators. The council intends to make efficiencies in the administration of our financial processes, with resources re-aligned to match the demand for support for customers and changes to processes such as, Universal Credit.

1K Review funding models in partnership with West Lothian Leisure

Estimated saving: £750,000

Reflecting the council's reduced income, the funding provided to West Lothian Leisure will be removed and it will become fully self-funded. The council would continue to engage and support West Lothian Leisure in reviewing its business model and service delivery for communities.

1L General balance of savings to be identified

Estimated saving: £6.2 million

Officer proposals amount to savings of £30.3 million for the three year period 2023/24 to 2025/26 against a budget gap of £36.5 million over this period, resulting in a general balance of savings of £6.2 million that has still to be identified. Given that the majority of the council's budget is staffing costs, it is highly likely that the balance will be met by changes to service delivery and staffing levels across the council's workforce.

2 Modernising Social Care

The **West Lothian Integration Joint Board (IJB)** has responsibility for planning for most of the health and social care services for adults in West Lothian.

The IJB role is to set the strategic direction for functions delegated to it and deliver the priorities set out in its **Strategic Plan** ([insert link](#)). The functions of the IJB include: Primary Care, Adult Social Care, Mental Health Services, Learning Disability Services, Physical Disability Services, Community Health Services, Community Pharmacy Services, Health Improvement, Unscheduled Care for Adults, Housing Support/Aids and Adaptations.

The IJB receives funding allocations from West

Lothian Council and NHS Lothian to enable delivery of local priorities for health and social care for adults. The Board gives directions to the council and health board as to how they must carry out their business to secure delivery of the Strategic Plan.

Over the three-year period, from 2023/24 to 2025/26, it is expected the IJB will have to make substantial savings as funding available will be insufficient to meet the increasing cost of service

delivery. The ongoing financial pressures and the increasing levels of demand mean that the IJB will need to change the way it delivers services. A range of officer proposals totalling £5.45 million over the next three years have been identified for relevant social care services and the IJB will consult with people in West Lothian to seek their views on these proposals and associated changes to service delivery. The IJB's consultation can be accessed **INSERT LINK**.

3 Community Empowerment and Partnership

Through community empowerment the council is seeking to support people to working together with others in their community to increase control over their lives and the services they use. Measures totalling £3.8 million over the next three years have been identified which would enable the council to deliver more effective, flexible and affordable services.

3A Empowering communities and reducing the number of council facilities

Estimated saving: £1.1 million

Over the years the council has significantly reduced the number and cost of buildings and the council will continue to modernise and rationalise all properties across the estate.

As the number of buildings required to deliver council services reduces, community groups have the opportunity to request ownership of community centres and other council properties through the provisions of the Community Empowerment (Scotland) Act 2015. As the council has moved to the partnership model, there is an opportunity to consolidate the number of

community centres and village halls. It is therefore proposed to rationalise the provision of council facilities and community centres across West Lothian and support community access through council or partner facilities within each community.

3B Redesign of Early Learning and Childcare

Estimated saving: £2.3 million

The council will make sure that all resources available for early learning and childcare are fully utilised to support high quality service delivery. The council will realign provision and staffing in nurseries to match parental choice for nursery placements, and deliver an option for parents/carers to purchase additional hours of early learning and childcare in council settings.

3C Service Re-structure of Youth Services

Estimated saving: £500,000

A review of youth services has shown that the service makes its greatest impact through More Choices, More Chances (MCMC) – a programme that aims to reduce the number of young people not in education, employment or training.

The focus will be on MCMC, with other initiatives and work supported through closer working between schools and community learning partners.

Scan to Complete
the survey online



4 Environment, Climate Change and reducing energy use

Measures totalling £4.8 million over the next three years have been identified that would change the services we provide to improve the local environment and infrastructure, and ensure that the council continues to have efficient and effectively managed assets to support service delivery. This will include new standards and delivery models that will ensure we continue to protect the built and natural environment in West Lothian more effectively.

4A Revised Service Standards and Delivery Models – Waste Services *Estimated saving: £336,000*

There is a requirement to review service provision at the Community Recycling Centres to make sure that the service is delivered in an effective and efficient way whilst meeting council priorities.

4B Reprioritised Passenger Transport Strategy *Estimated saving: £2.2 million*

The council currently subsidises around 20% of bus routes as well as providing a number of other services, such as school transport and concessionary transport schemes.

Many of the subsidised services are underutilised, and a public transport review is proposed to focus on connecting communities and businesses in a way that is affordable and effective. This will include ceasing some services and exploring alternative transport models. An updated transport strategy would focus on use of concessionary bus, Handicabs and Dial-a-Ride schemes, and removal of all subsidies for bus routes that are not commercially viable. The council would also propose to remove concessionary rail schemes with are in additional to existing national schemes.

4C Reprioritised School Transport Strategy *Estimated saving: £1.4 million*

The council currently provides school transport to pupils who live less than the statutory (legal) distance of 2 miles for Primary School pupils and 3 miles for Secondary School pupils. An updated school transport strategy would apply the statutory (legal) minimum limits for school transport and the use of the Young Persons national entitlement scheme for free travel on commercial bus routes.

4C Revised Country Parks Service *Estimated saving: £95,000*

It is proposed that animal attraction at Beecraigs Country Park is closed, with the animals being relocated to alternative animal attraction venue(s) out with council operations. This attraction currently operates at a net loss and closure is expected to have minimal impact on future visitor numbers.

4D Revised Service Standards and Delivery Models – Roads and Transport *Estimated saving: £246,000*

There is a requirement to review service provision and standards to make sure that the service is delivered in an effective and efficient way whilst meeting council priorities. Service delivery, including winter

maintenance, will be changed to focus on statutory (legal) requirements with an updated approach to asset management. This will mean some services, such as festive lighting, will no longer be provided by the council.

4E Efficiencies from improved use and management of council properties *Estimated saving: £279,000*

The council has a ten-year programme for investing in its assets to support service delivery. This approach reduces the need for reactive maintenance work, improving how the council invests in property assets.

4F Reducing carbon emissions and improving efficiency *Estimated saving: £245,000*

Following the success of previous energy efficiency initiatives, the council will continue to reduce energy consumption and related costs through new energy efficiency and renewable energy projects. processes, with resources re-aligned to match the demand for support for customers and changes to processes such as, Universal Credit.

5 Reviewing income, concessions and other contributions

The council has one of the lowest levels of income through sales, fees and charges per head of population in Scotland. The council established an approach to income and concessions in 2015 where all discretionary charges are benchmarked with Scottish averages or other local providers. Measures totalling £1.1 million over the next three years have been identified, which would raise additional income.

It is proposed that all opportunities for discretionary charging will be reviewed and benchmarked in addition to a standard indexation increase being applied in line with existing practice.

Areas where the council could investigate opportunities for additional sources of income include:

- Introduction of charges for household garden waste collections
- Review of fees for planning advisory services and to maximise developer contributions
- Lease facilities to a commercial operator, social enterprise or franchise
- Review of rents and fees for the council's commercial properties



Scan to Complete
the survey online



What will happen next


Following analysis of the feedback received, the results of the Phase 2 consultation will be reported to a meeting of the Council Executive Committee on 20 December 2022, and thereafter a series of special Policy Development and Scrutiny Panels will take place in January 2023. This will provide a platform for elected members and community organisation representatives to discuss the findings of the consultation and put questions to council officers relating to the consultation.

The feedback from the PDSPs will go towards shaping the council's budget will be set in early 2023.

Thank you for taking the time to complete this consultation document.

How to take part →

Have your say by 20 November. The consultation is now open and closes on 20 November.



Online

Respondents are encouraged to complete the form online by going to www.westlothian.gov.uk/WL2028 or by scanning the QR code with your mobile device.

Paper copy

You can complete this form, Please read the proposals from pages 10 to 12 and share your views on pages 13 and 14. Post your completed form to:

West Lothian Council
Freepost BULLETIN SURVEY
Livingston
EH54 6FF

Hand survey in

Alternatively hand your completed survey into any partnership centre or Customer Information services (CIS) office.

Have your say on West Lothian’s proposals

Provide your comments here (please include the budget measure reference, for example: 1a)

Have your say on Council Tax

The majority of funding for council services (81%) comes from Scottish Government grant. In addition, 19% of total funding needed to deliver essential services to our local communities is from council tax. The council is required by law to agree council tax levels in advance of each financial year. Council tax levels for the next five years have not yet been agreed by West Lothian Council, however the council is basing its long-term financial planning on the assumption that council tax will increase by at least 3.5% for all properties each year between 2023/24 and 2027/28. For a band D property, a 3.5% increase would represent an annual increase in 2023/24 of £46 (or 88p per week).

West Lothian Council has the tenth lowest council tax level in Scotland and the current band D rate is £32 lower than the average rate across all Scottish councils

and over £650 lower than the average rate across councils in England. Although council tax is applied to all houses, not all households are eligible to pay council tax. Various council tax reductions, exemptions and discounts are available to reduce the tax burden for the most vulnerable in society and to protect low income households. Most properties in West Lothian (78%) are in the lowest council tax bands of A to D.

Increases in council tax would help reduce the amount of cuts necessary and increase the amount of funding the council has to spend on local services. The council has budgeted to raise £93.413 million from council tax in the current year (2022/23) and a 1% increase in council tax in 2023/24 would only raise an additional £934,000. If council tax is not increased by 3.5% each year, the council's projected budget gap would increase

by a further £17.9 million, requiring additional cuts to services. The council is keen for you to comment on how council tax can be used to support local services.

- **The council's future budget estimates assume increases in council tax of at least 3.5% each year. If council tax was not increased by 3.5% per annum over 2023/24 to 2027/28 this would increase the budget gap by £17.9 million. If you don't support the annual increase how would you find the additional income to bridge the increased budget gap?**
- **Would you support an increase of more than 3.5% if all funding raised above this was spent on key identified priorities, such as schools and social care?**

Please comment below:

Tell us about you – please complete the details below

The data you provide is confidential and individuals cannot be identified from the information provided.

| | | | | | |
|---|--|--|--|---|--|
| I am responding as... | | Do you consider yourself to have a disability? YES <input type="checkbox"/> NO <input type="checkbox"/> | | What is your ethnic group - Choose one section from A to E, then tick ONE box which best describes your ethnic group or background | |
| An individual: <input type="checkbox"/> | | Prefer not to say <input type="checkbox"/> | | A White | |
| An employee of West Lothian Council: <input type="checkbox"/> | | If you consider that you have a disability, please indicate if you have any of the following conditions: | | <input type="checkbox"/> Scottish <input type="checkbox"/> British | |
| Name of service area: <input type="text"/> | | A learning disability <input type="checkbox"/> | | <input type="checkbox"/> English <input type="checkbox"/> Irish | |
| On behalf of a Group / Organisation <input type="checkbox"/> | | A longstanding illness or other health condition <input type="checkbox"/> | | <input type="checkbox"/> Welsh <input type="checkbox"/> Gypsy/Traveller | |
| Name of organisation: <input type="text"/> | | A mental health condition <input type="checkbox"/> | | <input type="checkbox"/> Northern Irish <input type="checkbox"/> Polish | |
| Gender Identity | | A physical impairment <input type="checkbox"/> | | <input type="checkbox"/> Any other White ethnic group, please write in: <input type="text"/> | |
| How would you describe your gender identity? | | A sensory impairment <input type="checkbox"/> | | B Mixed or multiple ethnic groups | |
| Man <input type="checkbox"/> Woman <input type="checkbox"/> | | Other condition <input type="checkbox"/> | | Any mixed or multiple ethnic groups, please write in <input type="text"/> | |
| In another way <input type="checkbox"/> Prefer not to say <input type="checkbox"/> | | Prefer not to say <input type="checkbox"/> | | C Asian, Asian Scottish or Asian British | |
| If you are responding as an individual or an employee of the council, please complete the following information: | | Do you have caring and/or parenting responsibilities for a child, children or for anyone else (e.g. a family member, friend, neighbour etc)? | | <input type="checkbox"/> Pakistani, Pakistani Scottish or Pakistani British | |
| Age: <input type="text"/> | | <input type="checkbox"/> Yes (children under 18) | | <input type="checkbox"/> Indian, Indian Scottish or Indian British | |
| Nearest town/village: <input type="text"/> | | <input type="checkbox"/> Yes other | | <input type="checkbox"/> Bangladeshi, Bangladeshi Scottish or Bangladeshi British | |
| | | <input type="checkbox"/> No | | <input type="checkbox"/> Chinese, Chinese Scottish or Chinese British | |
| | | <input type="checkbox"/> Prefer not to say | | <input type="checkbox"/> Other, please write in <input type="text"/> | |
| | | | | E Other ethnic group | |
| | | | | <input type="checkbox"/> Arab | |
| | | | | <input type="checkbox"/> Other, please write in <input type="text"/> | |
| | | | | F | |
| | | | | <input type="checkbox"/> Prefer not to say | |
| | | | | D African, Caribbean or Black | |
| | | | | <input type="checkbox"/> African, African Scottish or African British | |
| | | | | <input type="checkbox"/> Caribbean, Caribbean Scottish or Caribbean British | |
| | | | | <input type="checkbox"/> Black, Black Scottish or Black British | |
| | | | | Other, please write in <input type="text"/> | |

Potential Budget Saving Options for services within the remit of the Panel

Consultation Questions Key:

| Ref | Consultation Question |
|-----|--|
| 1B | Review of management arrangements/management efficiencies |
| 1C | Digital transformation |
| 1D | Allocation of school resources |
| 1E | Realignment of free provision in schools to match Scottish Government commitments & funding, & maintain school clothing grants at current levels |
| 1F | Restructuring the school day |
| 3B | Redesign of Early Learning & Childcare |
| 3C | Service restructure of Youth Services |
| | Total |

Education – Digital Transformation

| Saving Ref | Consultation Ref | Measure | 2023/24 £'000 | 2024/25 £'000 | 2025/26 £'000 | Total £'000 | Years 4 & 5 £'000 | Estimated Staffing Reduction (FTE) | Prioritisation/ Efficiency | Full IIA? | Further Consultation/ Reporting or Delegation to Officers ¹ | Impact on Service Performance and Quality |
|--------------|------------------|--|------------------|------------------|------------------|----------------|----------------------|------------------------------------|-------------------------------|-----------|---|---|
| E1a | 1C | Replacement of senior phase campus with virtual campus to widen access to the curriculum | 33 | 17 | 0 | 50 | 0 | 0.0 | Efficiency | Yes | Officers to deliver as operational measure with pupils and parents consulted throughout implementation. | Impact assessed to be limited with the council continuing to provide a senior phase using new technology and working with partners. |
| Total | | | 33 | 17 | 0 | 50 | 0 | 0.0 | | | | |

¹ Further Consultation/Reporting or Delegation is subject to the measure being approved by Council at the budget setting meeting.

Education – Service Redesign, Integration & Modernisation

| Saving Ref | Consultation Ref | Measure | 2023/24 £'000 | 2024/25 £'000 | 2025/26 £'000 | Total £'000 | Years 4 & 5 £'000 | Estimated Staffing Reduction (FTE) | Prioritisation/ Efficiency | Full IIA? | Further Consultation/ Reporting or Delegation to Officers | Impact on Service Performance and Quality |
|------------|------------------|---|------------------|------------------|------------------|----------------|----------------------|------------------------------------|----------------------------|-----------|---|--|
| E2a | 3C | Focusing working with young people budget on out of school care, More Choices More Chances, 16+ youth choices & opportunities for all | 100 | 200 | 200 | 500 | 0 | 8.5 | Prioritisation | Yes | Revised Community Learning and Development Plan to be considered by PDSP and approved by Council Executive. | A revised performance framework would be implemented but it should have no adverse impact on the key priority area of transition from school to positive destinations. |
| E2b | 1B | Realignment of units & management structures | 0 | 90 | 0 | 90 | 0 | 1.0 | Efficiency | Yes | Officers to deliver as operational measure in consultation with staff & trade unions. | No adverse impact anticipated with all essential activities and statutory requirements to be delivered. |
| E2c | 1E | Realign breakfast club provision with roll out of free school meals (FSM) & breakfast club funding from Scottish Government | 0 | 0 | 349 | 349 | 175 | 0.0 | Prioritisation | No | Officers to deliver as operational measure. | Current breakfast club provision will continue to be provided with no adverse impact on service performance and quality. |
| E2d | 1E | Further review of instrumental music to align with Scottish Government funding levels | 0 | 0 | 421 | 421 | 253 | 0.0 | Efficiency | Yes | Officers to deliver as operational measure in consultation with key stakeholders. | Tuition will continue to be provided within the funding envelope. More efficient use of resources and service redesign should have no impact on performance. |

| Saving Ref | Consultation Ref | Measure | 2023/24 £'000 | 2024/25 £'000 | 2025/26 £'000 | Total £'000 | Years 4 & 5 £'000 | Estimated Staffing Reduction (FTE) | Prioritisation/ Efficiency | Full IIA? | Further Consultation/ Reporting or Delegation to Officers | Impact on Service Performance and Quality |
|------------|------------------|--|------------------|------------------|------------------|----------------|----------------------|------------------------------------|-------------------------------|-----------|---|---|
| E2e | 1F | Amend the length of the P1-2 school week to match class contact time of 22.5 hours | 0 | 726 | 435 | 1,161 | 0 | 20.6 | Efficiency | Yes | To be considered and approved by Education PDSP and Executive following consultation with trade unions, parents and other stakeholders. | An element of class based provision will be replaced with increased opportunities for young children to explore and develop through physical activity and play based learning, positively impacting on wider outcomes for children. |
| E2f | 1F | Amend the length of the P3-7 school week to match class contact time of 22.5 hours | 0 | 0 | 1,674 | 1,674 | 1,005 | 47.4 | Efficiency | Yes | To be considered and approved by Education PDSP and Executive following consultation with trade unions, parents and other stakeholders. | An element of class based provision will be replaced with increased opportunities for children to explore and develop through physical activity, positively impacting on wider outcomes for children. |
| E2g | 1F | Reduce the length of the secondary school teaching week by 50 minutes | 0 | 813 | 487 | 1,300 | 0 | 25.0 | Efficiency | Yes | To be considered and approved by Education PDSP and Executive following consultation with trade unions, parents and other stakeholders. | It is not anticipated that this proposal will have an adverse impact on attainment or performance. |
| E2h | 1B | Increase number of shared headship positions in primary structure | 0 | 22 | 35 | 57 | 38 | 0.0 | Efficiency | Yes | Officers to deliver as operational measure in consultation with key stakeholders. | No adverse impact on service performance and quality anticipated as practice already exists and is successful. Staffing mix to change with no overall reduction in staffing FTE. |

| Saving Ref | Consultation Ref | Measure | 2023/24 £'000 | 2024/25 £'000 | 2025/26 £'000 | Total £'000 | Years 4 & 5 £'000 | Estimated Staffing Reduction (FTE) | Prioritisation/ Efficiency | Full IIA? | Further Consultation/ Reporting or Delegation to Officers | Impact on Service Performance and Quality |
|--------------|------------------|--|------------------|------------------|------------------|----------------|----------------------|------------------------------------|-------------------------------|-----------|---|--|
| E2i | 1E | Working in partnership with the voluntary sector to deliver school holiday provision (previously approved saving) | 88 | 0 | 0 | 88 | 0 | 0.0 | Efficiency | No | Officers to deliver as operational measure. | No impact on service performance and quality. School holiday provision will continue to be provided at previous levels with no change to service delivery. |
| Total | | | 188 | 1,851 | 3,601 | 5,640 | 1,471 | 102.5 | | | | |

Education – Redesign of Early Learning & Childcare (ELC)

| Saving Ref | Consultation Ref | Measure | 2023/24 £'000 | 2024/25 £'000 | 2025/26 £'000 | Total £'000 | Years 4 & 5 £'000 | Estimated Staffing Reduction (FTE) | Prioritisation/ Efficiency | Full IIA? | Further Consultation/ Reporting or Delegation to Officers | Impact on Service Performance and Quality |
|--------------|------------------|---|------------------|------------------|------------------|----------------|----------------------|------------------------------------|-------------------------------|-----------|---|--|
| E4a | 3B | ELC income & partner providers – promotion of placements to utilise capacity and assist with parental choice | 569 | 342 | 0 | 911 | 0 | (2.0) | Efficiency | No | Officers to deliver as operational measure through the council's ongoing evolution of ELC framework. | No adverse impact on performance anticipated with the quality of service provided maintained or enhanced. Will result in an increase of two FTE. |
| E4b | 3B | Rationalise physical capacity and staffing at council establishments where provision is greater than parental choice levels | 837 | 503 | 0 | 1,340 | 0 | 41.8 | Efficiency | Yes | Officers to deliver as operational measure as part of the council's ongoing evolution of ELC framework. | No adverse impact on performance anticipated with the quality of service provided maintained, aligning service capacity with parental demand and choice. |
| Total | | | 1,406 | 845 | 0 | 2,251 | 0 | 39.8 | | | | |

Education – Redesign of Scheme of Devolved School Management (DSM)

| Saving Ref | Consultation Ref | Measure | 2023/24 £'000 | 2024/25 £'000 | 2025/26 £'000 | Total £'000 | Years 4 & 5 £'000 | Estimated Staffing Reduction (FTE) | Prioritisation/ Efficiency | Full IIA? | Further Consultation/ Reporting or Delegation to Officers | Impact on Service Performance and Quality |
|-------------------|-------------------------|---|--------------------------|--------------------------|--------------------------|------------------------|----------------------------------|---|-----------------------------------|------------------|--|---|
| E5a | 1D | Aligning Scottish Government funding that has been provided for additional staff in schools | 1,772 | 981 | 1,052 | 3,805 | 977 | 0.0 | Prioritisation | Yes | Officers to deliver as operational measure. | Focusing on core statutory provision, rather than additional interventions, could be a lost opportunity to improve performance further. |
| E5b | 1D | Revised Devolved School Management (DSM) per capita allocation | 0 | 3,289 | 1,645 | 4,934 | 0 | 87.0 | Efficiency | Yes | Revised DSM scheme to be presented to Education PDSP and Education Executive following consultation with stakeholders. | Will result in reduced investment per pupil which may impact on performance across all schools, including attainment levels. |
| Total | | | 1,772 | 4,270 | 2,697 | 8,739 | 977 | 87.0 | | | | |

Equality Relevance Assessments (ERAs) and Integrated Impact Assessments (IIAs)



Integrated Relevance Assessment Form

| 1. Details of proposal | |
|--|--|
| Policy Title (include budget reference number if applicable) | E1a – Replacement of senior phase campus with virtual campus to widen access to the curriculum |
| Service Area (detail which service area and section this relates to) | Education Secondary Schools |
| Lead Officer (Name and job title) | Head of Education - Secondary, Community Learning and Inclusion |
| Other Officers/Partners Involved (list names, job titles and organisations if applicable) | Head of Education – Primary, Early Learning and Resources Service Manager |
| relevance assessed | 23/06/2022 |

| 2. Does the council have control over how this policy will be implemented? | | | |
|--|-----|----|--|
| YES | YES | NO | |

| | |
|--|-----|
| <p>3. The General Duty of the Equality Act 2010 requires public authorities, in the exercise of their functions, to have due regard to the need to:</p> <ul style="list-style-type: none"> • Eliminate unlawful discrimination, harassment and victimisation and other prohibited conduct • Advance equality of opportunity between those who share a protected characteristic and those who do not; and • Foster good relations between those who share a protected characteristic and those who do not <p>NB: In this section you must also consider the Human Rights Act and the key PANEL (Participation, Accountability, Non Discrimination, Empowerment and Legality) principles of Human Rights</p> <p>Which groups of people do you think will be, or potentially could be, impacted upon by the implementation of this policy? You should consider employees, clients, customers and service users (please tick below as appropriate).</p> | |
| Age – older people, young people and children | Yes |
| Disability – people with disabilities/long standing conditions | No |
| Gender reassignment – trans/transgender identity – anybody who's gender identity or gender expression is different to the sex assigned to them at birth | No |
| Marriage or civil partnership – people who are married or in a civil partnership | No |
| Pregnancy and maternity – woman who are pregnant and/or on maternity leave | No |
| Race – people from black, Asian and minority ethnic communities and different racial backgrounds | No |
| Religion or belief – people with different religions and beliefs including those with no beliefs | No |
| Sex – Male, female and intersex | No |
| Sexual Orientation – lesbian, gay, bisexual, heterosexual/straight | No |

| 4. Do you have evidence or reason to believe that this policy will or may impact on socio-economic inequalities? Consideration must be given particularly to children and families | |
|--|--|
| Socio-economic Disadvantage | Impact (Please Tick as Appropriate) |
| Low Income/Income Poverty – cannot afford to maintain regular payments such as bills, food, clothing | Yes |
| Low and/or No Wealth – enough money to meet basic living costs and pay bills but have no savings to deal with any unexpected spends and no provision for the future | No |
| Material Deprivation – being unable to access basic goods and services i.e. financial products like life insurance, repair/replace broken electrical goods, warm home, leisure and hobbies | No |
| Area Deprivation – where you live (rural areas), where you work (accessibility of transport) | No |
| Socio-economic Background – social class i.e. parents education, employment and income | No |

| 5. Integrated impact assessment required? (Two ticks above = full assessment necessary) | | | |
|--|---|----|--|
| YES | X | NO | |

| 6. Decision rationale If you have ticked no above, use this section to evidence why a full IIA is not required |
|--|
| <p>The senior phase curriculum will still be provided, but through virtual means, and so any impact on service users will not be significant. There will be no disproportionate impact on any group with protected characteristics, any group based on socio-economic background, or on human rights.</p> <p>There will be less requirement for physical travel, which will make the service more accessible to some pupils. It is recognised that there is potential for digital exclusion for our lowest income families, but established support exists in schools to ensure that electronic, on-line and virtual learning are accessible to all pupils. Pupils currently opting to travel for senior phase options are the most likely group to progress to further or higher education, and virtual learning will support the development of the necessary independent learning skills used at higher education establishments.</p> <p>Pupils using the service may have protected characteristics, and different socio-economic background, but there will be no disproportionate impact on any group. Staff delivering the service may have protected characteristics, and different socio-economic background, but there will be no disproportionate impact of any group.</p> <p>The requirement to achieve excellence, equity and inclusion for all pupils (in line with legal requirements and national and local policy) is embedded in service delivery in all schools, and the new service will be delivered in line with these requirements.</p> |

| Signed by Lead Officer | |
|---|---|
| Designation | Head of Education - Secondary, Community Learning and Inclusion |
| Date | 16/01/2023 |
| Counter Signature (Head of Service or Depute Chief Executive responsible for the policy) | Depute Chief Executive |
| Date | 16/01/2023 |



Full Integrated Impact Assessment Form

| 1. Details of proposal | |
|---|--|
| Policy Title (include budget reference number if applicable) | E1a – Replacement of senior phase campus with virtual campus to widen access to the curriculum |
| Details of Others Involved | Head of Education - Secondary, Community Learning and Inclusion Head of Education – Primary, Early Learning and Resources Service Manager Business Change Lead, Transition Team |
| Date Assessment Conducted | 01/11/2022 |

| 2. Set out a clear understanding of the purpose of the policy being developed or reviewed (what are the aims, objectives and intended outcomes including the context within which it will operate) |
|---|
| Acknowledging the advances in virtual learning, the senior phase campus would be replaced with a virtual campus. School to college transport would be retained but opportunities for virtual learning to be developed and delivered in partnership with West Lothian College would be explored. |

| 3. Please outline any needs and/or barriers which equality groups (people with protected characteristics) may have in relation to this policy | |
|---|--|
| Age | <p>What effect/difference will the policy have on people?</p> <p>The senior phase curriculum will still be provided, but through virtual means, and so any impact on service users will not be significant. There will be no disproportionate impact on any group with protected characteristics, any group based on socio-economic background, or on human rights. Pupils using the service may have protected characteristics, and different socio-economic background, but there will be no disproportionate impact on any group. Staff delivering the service may have protected characteristics, and different socio-economic background, but there will be no disproportionate impact of any group. The requirement to achieve excellence, equity and inclusion for all pupils (in line with legal requirements and national and local policy) is embedded in service delivery in all schools, and the new service will be delivered in line with these requirements.</p> <p>How do you know that?</p> <ul style="list-style-type: none"> • Knowledge of current service users. Knowledge of current service provision, including accessibility. Knowledge of staff providing service, including any barriers to effective performance. Extensive experience of digital learning obtained during the pandemic. • Attainment Data including on subjects currently provided through campus model. • Pupil Data including on pupils (135 approx.) making use of the campus. • Intelligence from school based staff discussing subject choice with pupils. • Data and information suggests that the campus model makes a positive contribution to widening subject access and raising attainment, and that no systemic barriers to participation exist. Pupils are supported by their school to access the campus model, where appropriate. • Data on digital inclusion during pandemic, and intelligence from school based staff. • Data and information suggests that pupils from different socio-economic backgrounds can be supported to access the curriculum effectively through digital channels. • Staff Data held on HR systems |

| | |
|--|--|
| Disability | <p>What effect/difference will the policy have on people?</p> <p>There will be less requirement for physical travel, which will make the service more accessible to some pupils.</p> <p>How do you know that?</p> <ul style="list-style-type: none"> • Knowledge of current service users. Knowledge of current service provision, including accessibility. Knowledge of staff providing service, including any barriers to effective performance. Extensive experience of digital learning obtained during the pandemic. • Attainment Data including on subjects currently provided through campus model. • Pupil Data including on pupils (135 approx.) making use of the campus. • Intelligence from school based staff discussing subject choice with pupils. • Data and information suggests that the campus model makes a positive contribution to widening subject access and raising attainment, and that no systemic barriers to participation exist. Pupils are supported by their school to access the campus model, where appropriate. • Data on digital inclusion during pandemic, and intelligence from school based staff. • Data and information suggests that pupils from different socio-economic backgrounds can be supported to access the curriculum effectively through digital channels. • Staff Data held on HR systems |
| Gender Reassignment – Trans/Transgender Identity | <p>What effect/difference will the policy have on people?</p> <p>The senior phase curriculum will still be provided, but through virtual means, and so any impact on service users will not be significant. There will be no disproportionate impact on any group with protected characteristics, any group based on socio-economic background, or on human rights. Pupils using the service may have protected characteristics, and different socio-economic background, but there will be no disproportionate impact on any group. Staff delivering the service may have protected characteristics, and different socio-economic background, but there will be no disproportionate impact of any group. The requirement to achieve excellence, equity and inclusion for all pupils (in line with legal requirements and national and local policy) is embedded in service delivery in all schools, and the new service will be delivered in line with these requirements.</p> <p>How do you know that?</p> <ul style="list-style-type: none"> • Knowledge of current service users. Knowledge of current service provision, including accessibility. Knowledge of staff providing service, including any barriers to effective performance. Extensive experience of digital learning obtained during the pandemic. • Attainment Data including on subjects currently provided through campus model. • Pupil Data including on pupils (135 approx.) making use of the campus. • Intelligence from school based staff discussing subject choice with pupils. • Data and information suggests that the campus model makes a positive contribution to widening subject access and raising attainment, and that no systemic barriers to participation exist. Pupils are supported by their school to access the campus model, where appropriate. • Data on digital inclusion during pandemic, and intelligence from school based staff. • Data and information suggests that pupils from different socio-economic backgrounds can be supported to access the curriculum effectively through digital channels. • Staff Data held on HR systems |

| | |
|--------------------------------------|--|
| <p>Marriage or Civil Partnership</p> | <p>What effect/difference will the policy have on people?</p> <p>The senior phase curriculum will still be provided, but through virtual means, and so any impact on service users will not be significant. There will be no disproportionate impact on any group with protected characteristics, any group based on socio-economic background, or on human rights. Pupils using the service may have protected characteristics, and different socio-economic background, but there will be no disproportionate impact on any group. Staff delivering the service may have protected characteristics, and different socio-economic background, but there will be no disproportionate impact of any group. The requirement to achieve excellence, equity and inclusion for all pupils (in line with legal requirements and national and local policy) is embedded in service delivery in all schools, and the new service will be delivered in line with these requirements.</p> <p>How do you know that?</p> <ul style="list-style-type: none"> • Knowledge of current service users. Knowledge of current service provision, including accessibility. Knowledge of staff providing service, including any barriers to effective performance. Extensive experience of digital learning obtained during the pandemic. • Attainment Data including on subjects currently provided through campus model. • Pupil Data including on pupils (135 approx.) making use of the campus. • Intelligence from school based staff discussing subject choice with pupils. • Data and information suggests that the campus model makes a positive contribution to widening subject access and raising attainment, and that no systemic barriers to participation exist. Pupils are supported by their school to access the campus model, where appropriate. • Data on digital inclusion during pandemic, and intelligence from school based staff. • Data and information suggests that pupils from different socio-economic backgrounds can be supported to access the curriculum effectively through digital channels. • Staff Data held on HR systems |
| <p>Pregnancy and Maternity</p> | <p>What effect/difference will the policy have on people?</p> <p>The senior phase curriculum will still be provided, but through virtual means, and so any impact on service users will not be significant. There will be no disproportionate impact on any group with protected characteristics, any group based on socio-economic background, or on human rights. Pupils using the service may have protected characteristics, and different socio-economic background, but there will be no disproportionate impact on any group. Staff delivering the service may have protected characteristics, and different socio-economic background, but there will be no disproportionate impact of any group. The requirement to achieve excellence, equity and inclusion for all pupils (in line with legal requirements and national and local policy) is embedded in service delivery in all schools, and the new service will be delivered in line with these requirements.</p> <p>How do you know that?</p> <ul style="list-style-type: none"> • Knowledge of current service users. Knowledge of current service provision, including accessibility. Knowledge of staff providing service, including any barriers to effective performance. Extensive experience of digital learning obtained during the pandemic. • Attainment Data including on subjects currently provided through campus model. • Pupil Data including on pupils (135 approx.) making use of the campus. • Intelligence from school based staff discussing subject choice with pupils. • Data and information suggests that the campus model makes a positive contribution to widening subject access and raising attainment, and that no systemic barriers to participation exist. Pupils are supported by their school to access the campus model, where appropriate. • Data on digital inclusion during pandemic, and intelligence from school based staff. • Data and information suggests that pupils from different socio-economic backgrounds can be supported to access the curriculum effectively through digital channels. • Staff Data held on HR systems |

| | |
|--------------------|--|
| Race | <p>What effect/difference will the policy have on people?</p> <p>The senior phase curriculum will still be provided, but through virtual means, and so any impact on service users will not be significant. There will be no disproportionate impact on any group with protected characteristics, any group based on socio-economic background, or on human rights. Pupils using the service may have protected characteristics, and different socio-economic background, but there will be no disproportionate impact on any group. Staff delivering the service may have protected characteristics, and different socio-economic background, but there will be no disproportionate impact of any group. The requirement to achieve excellence, equity and inclusion for all pupils (in line with legal requirements and national and local policy) is embedded in service delivery in all schools, and the new service will be delivered in line with these requirements.</p> <p>How do you know that?</p> <ul style="list-style-type: none"> • Knowledge of current service users. Knowledge of current service provision, including accessibility. Knowledge of staff providing service, including any barriers to effective performance. Extensive experience of digital learning obtained during the pandemic. • Attainment Data including on subjects currently provided through campus model. • Pupil Data including on pupils (135 approx.) making use of the campus. • Intelligence from school based staff discussing subject choice with pupils. • Data and information suggests that the campus model makes a positive contribution to widening subject access and raising attainment, and that no systemic barriers to participation exist. Pupils are supported by their school to access the campus model, where appropriate. • Data on digital inclusion during pandemic, and intelligence from school based staff. • Data and information suggests that pupils from different socio-economic backgrounds can be supported to access the curriculum effectively through digital channels. • Staff Data held on HR systems |
| Religion or Belief | <p>What effect/difference will the policy have on people?</p> <p>The senior phase curriculum will still be provided, but through virtual means, and so any impact on service users will not be significant. There will be no disproportionate impact on any group with protected characteristics, any group based on socio-economic background, or on human rights. Pupils using the service may have protected characteristics, and different socio-economic background, but there will be no disproportionate impact on any group. Staff delivering the service may have protected characteristics, and different socio-economic background, but there will be no disproportionate impact of any group. The requirement to achieve excellence, equity and inclusion for all pupils (in line with legal requirements and national and local policy) is embedded in service delivery in all schools, and the new service will be delivered in line with these requirements.</p> <p>How do you know that?</p> <ul style="list-style-type: none"> • Knowledge of current service users. Knowledge of current service provision, including accessibility. Knowledge of staff providing service, including any barriers to effective performance. Extensive experience of digital learning obtained during the pandemic. • Attainment Data including on subjects currently provided through campus model. • Pupil Data including on pupils (135 approx.) making use of the campus. • Intelligence from school based staff discussing subject choice with pupils. • Data and information suggests that the campus model makes a positive contribution to widening subject access and raising attainment, and that no systemic barriers to participation exist. Pupils are supported by their school to access the campus model, where appropriate. • Data on digital inclusion during pandemic, and intelligence from school based staff. • Data and information suggests that pupils from different socio-economic backgrounds can be supported to access the curriculum effectively through digital channels. • Staff Data held on HR systems |

| | |
|--------------------|--|
| Sex | <p>What effect/difference will the policy have on people?</p> <p>The senior phase curriculum will still be provided, but through virtual means, and so any impact on service users will not be significant. There will be no disproportionate impact on any group with protected characteristics, any group based on socio-economic background, or on human rights. Pupils using the service may have protected characteristics, and different socio-economic background, but there will be no disproportionate impact on any group. Staff delivering the service may have protected characteristics, and different socio-economic background, but there will be no disproportionate impact of any group. The requirement to achieve excellence, equity and inclusion for all pupils (in line with legal requirements and national and local policy) is embedded in service delivery in all schools, and the new service will be delivered in line with these requirements.</p> <p>How do you know that?</p> <ul style="list-style-type: none"> • Knowledge of current service users. Knowledge of current service provision, including accessibility. Knowledge of staff providing service, including any barriers to effective performance. Extensive experience of digital learning obtained during the pandemic. • Attainment Data including on subjects currently provided through campus model. • Pupil Data including on pupils (135 approx.) making use of the campus. • Intelligence from school based staff discussing subject choice with pupils. • Data and information suggests that the campus model makes a positive contribution to widening subject access and raising attainment, and that no systemic barriers to participation exist. Pupils are supported by their school to access the campus model, where appropriate. • Data on digital inclusion during pandemic, and intelligence from school based staff. • Data and information suggests that pupils from different socio-economic backgrounds can be supported to access the curriculum effectively through digital channels. • Staff Data held on HR systems |
| Sexual Orientation | <p>What effect/difference will the policy have on people?</p> <p>The senior phase curriculum will still be provided, but through virtual means, and so any impact on service users will not be significant. There will be no disproportionate impact on any group with protected characteristics, any group based on socio-economic background, or on human rights. Pupils using the service may have protected characteristics, and different socio-economic background, but there will be no disproportionate impact on any group. Staff delivering the service may have protected characteristics, and different socio-economic background, but there will be no disproportionate impact of any group. The requirement to achieve excellence, equity and inclusion for all pupils (in line with legal requirements and national and local policy) is embedded in service delivery in all schools, and the new service will be delivered in line with these requirements.</p> <p>How do you know that?</p> <ul style="list-style-type: none"> • Knowledge of current service users. Knowledge of current service provision, including accessibility. Knowledge of staff providing service, including any barriers to effective performance. Extensive experience of digital learning obtained during the pandemic. • Attainment Data including on subjects currently provided through campus model. • Pupil Data including on pupils (135 approx.) making use of the campus. • Intelligence from school based staff discussing subject choice with pupils. • Data and information suggests that the campus model makes a positive contribution to widening subject access and raising attainment, and that no systemic barriers to participation exist. Pupils are supported by their school to access the campus model, where appropriate. • Data on digital inclusion during pandemic, and intelligence from school based staff. • Data and information suggests that pupils from different socio-economic backgrounds can be supported to access the curriculum effectively through digital channels. • Staff Data held on HR systems |

4. Please outline any needs and/or barriers which may affect vulnerable groups falling into poverty and disadvantage in relation to this policy.

Vulnerable groups may include the following:

- Unemployed
- Single parents and vulnerable families
- People on benefits
- Those involved in the criminal justice system
- People in the most deprived communities (bottom 20 SIMD areas)
- People who live in rural areas
- Pensioners
- Looked After Children
- Carers including young carers
- People misusing services
- Others e.g. veterans, students
- Single adult households
- People who have experienced the asylum system
- Those leaving the care setting including children and young people and those with illness
- Homeless people
- People with low literacy/ numeracy
- People with lower educational qualifications
- People in low paid work
- People with one or more protected characteristics

What effect/difference will the policy have on people?

It is recognised that there is potential for digital exclusion for our lowest income families, but established support exists in schools to ensure that electronic, on-line and virtual learning are accessible to all pupils.

How do you know that?

- Knowledge of current service users. Knowledge of current service provision, including accessibility. Knowledge of staff providing service, including any barriers to effective performance. Extensive experience of digital learning obtained during the pandemic.
- Attainment Data including on subjects currently provided through campus model.
- Pupil Data including on pupils (135 approx.) making use of the campus.
- Intelligence from school based staff discussing subject choice with pupils.
- Data and information suggests that the campus model makes a positive contribution to widening subject access and raising attainment, and that no systemic barriers to participation exist. Pupils are supported by their school to access the campus model, where appropriate.
- Data on digital inclusion during pandemic, and intelligence from school based staff.
- Data and information suggests that pupils from different socio-economic backgrounds can be supported to access the curriculum effectively through digital channels.
- Staff Data held on HR systems

5. Action Plan

What action/s will be taken, by whom and what is the timescale for completion?

Actioner Name: Head of Education - Secondary, Community Learning and Inclusion

Action Date: 2023-8

What is the issue?

A full action plan will be developed by the responsible officer in line with the implementation timetable when agreed. This will include action to ensure:

- Digital inclusion
- Accessibility

What action will be taken?

- Digital inclusion
- Accessibility

Progress against action

- N/A

6. Details of consultation and involvement

Who will be or has been involved in the consultation process?

- State which service users and groups are involved in this process and describe their involvement.
- Describe any planned involvement saying when this will take place and who is responsible for managing the involvement process.
- Describe the results of the involvement and how you have taken this into account.

Consultation will be undertaken by the lead officer in line with the agreed implementation timetable, including:

- Education Senior Management Team
- Headteachers
- Senior Phase Pupils
- Parents/carers
- West Lothian College

7. Data and Information

What equality data, poverty data, research, information or other evidence has been used to inform this assessment?

- What information or other evidence has been used in the development of the policy?
- What does research, consultation and other data or information tell you about the impact of the policy? (describe the information and conclusions, and state where the information can be found)
 - Quantitative (numbers, percentages, statistical analysis)
 - Qualitative (written/spoken words, opinions, surveys)
- Describe any gaps in the available information, and record within section five (Action Plan), action you are taking in relation to this (e.g. new research, further analysis) and when this is planned.
- Give details of any existing local or national evidence which has been used to inform the development of your policy.

- Knowledge of current service users. Knowledge of current service provision, including accessibility. Knowledge of staff providing service, including any barriers to effective performance. Extensive experience of digital learning obtained during the pandemic.
- Attainment Data including on subjects currently provided through campus model.
- Pupil Data including on pupils (135 approx.) making use of the campus.
- Intelligence from school based staff discussing subject choice with pupils.
- Data and information suggests that the campus model makes a positive contribution to widening subject access and raising attainment, and that no systemic barriers to participation exist. Pupils are supported by their school to access the campus model, where appropriate.
- Data on digital inclusion during pandemic, and intelligence from school based staff.
- Data and information suggests that pupils from different socio-economic backgrounds can be supported to access the curriculum effectively through digital channels.
- Staff Data held on HR systems

8. Mitigating Actions

If the policy has a negative/adverse impact on a particular group/s, but is still to be implemented, please provide justification for this.

Note: If the policy is unlawfully discriminatory under the Equality Act 2010 and/or is having a negative impact on poverty and socioeconomic disadvantage under the Fairer Scotland Duty, you MUST identify, how the policy can be amended or justified so the Council acts lawfully.

- a) How could you modify the policy to eliminate discrimination or to reduce any identified negative impacts? If necessary, consider other ways in which you could meet the aims and objectives.
- b) How could you modify the policy to create or maximise the positive aspects of the proposals and to increase equality and reduce poverty and socioeconomic disadvantage.
- c) Describe any modifications which you can make without further delay (for example, easy, few resource implications).
- d) If you propose to make any of the modifications shown above, describe any potential new negative impacts on other groups in society or on the ability to achieve the aims and how you will minimise these.
- e) Please describe the resource implications of any proposed modifications taking into account financial, people and property issues.

Since the start of the pandemic there has been significant investment and improvement in digital learning. Reflecting on recent experiences, the virtual campus for the senior phase would be further developed, ensuring that staff and pupils are supported during the transition period. The council would also investigate opportunities to further develop virtual learning with West Lothian College.

9. Monitoring and Review

- a) How will the implementation and impact of the policy be monitored, including implementation of any amendments? For example, what type of monitoring will there be? How frequent?
- b) What are the practical arrangements for monitoring? For example, who will put this in place? When will it start?
- c) How will results of monitoring be used to develop future policies?
- d) When is the policy due to be reviewed?
- e) Who is responsible for ensuring this happens? Please detail below

Existing established arrangements for:

- Internal quality assurance/VSE/WLAM and external inspection/HMle.
- Attainment data/School Performance Visits
- Consultation with staff, parents/carers and pupils.
- Budget Monitoring
- Comparative information with other authorities

10. Recommendation and Reasoning

It is recommended the budget proposal proceeds as planned.

Reason for Recommendation

The senior phase curriculum will still be provided, but through virtual means, and so any impact on service users will not be significant. There will be no disproportionate impact on any group with protected characteristics, any group based on socio-economic background, or on human rights. Pupils using the service may have protected characteristics, and different socio-economic background, but there will be no disproportionate impact on any group. Staff delivering the service may have protected characteristics, and different socio-economic background, but there will be no disproportionate impact of any group. The requirement to achieve excellence, equity and inclusion for all pupils (in line with legal requirements and national and local policy) is embedded in service delivery in all schools, and the new service will be delivered in line with these requirements.

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| Signed by Lead Officer | |
| Designation | Head of Education - Secondary, Community Learning and Inclusion |
| Date | 16/01/2023 |
| Counter Signature (Head of Service or Depute Chief Executive responsible for the policy) | Depute Chief Executive |
| Date | 16/01/2023 |

Integrated Relevance Assessment Form

| 1. Details of proposal | |
|--|---|
| Policy Title (include budget reference number if applicable) | E2a - Focusing working with young people budget on out of school care, More Choices More Chances, 16+ youth choices and opportunities for all |
| Service Area (detail which service area and section this relates to) | Learning Policy and Performance |
| Lead Officer (Name and job title) | Head of Education - Secondary, Community Learning and Inclusion |
| Other Officers/Partners Involved (list names, job titles and organisations if applicable) | Head of Education – Primary, Early Learning and Resources Service Manager |
| Date relevance assessed | 28/06/2022 |

| 2. Does the council have control over how this policy will be implemented? | | | |
|--|---|-----------|--|
| YES | X | NO | |

| | |
|---|-----|
| <p>3. The General Duty of the Equality Act 2010 requires public authorities, in the exercise of their functions, to have due regard to the need to:</p> <ul style="list-style-type: none"> • Eliminate unlawful discrimination, harassment and victimisation and other prohibited conduct • Advance equality of opportunity between those who share a protected characteristic and those who do not; and • Foster good relations between those who share a protected characteristic and those who do not <p>NB: In this section you must also consider the Human Rights Act and the key PANEL (Participation, Accountability, Non Discrimination, Empowerment and Legality) principles of Human Rights</p> <p>Which groups of people do you think will be, or potentially could be, impacted upon by the implementation of this policy? You should consider employees, clients, customers and service users (please tick below as appropriate).</p> | |
| Age – older people, young people and children | Yes |
| Disability – people with disabilities/long standing conditions | No |
| Gender reassignment – trans/transgender identity – anybody who's gender identity or gender expression is different to the sex assigned to them at birth | No |
| Marriage or civil partnership – people who are married or in a civil partnership | No |
| Pregnancy and maternity – woman who are pregnant and/or on maternity leave | No |
| Race – people from black, Asian and minority ethnic communities and different racial backgrounds | No |
| Religion or belief – people with different religions and beliefs including those with no beliefs | No |
| Sex – Male, female and intersex | No |
| Sexual Orientation – lesbian, gay, bisexual, heterosexual/straight | No |

| 4. Do you have evidence or reason to believe that this policy will or may impact on socio-economic inequalities? Consideration must be given particularly to children and families | |
|--|--|
| Socio-economic Disadvantage | Impact (Please Tick as Appropriate) |
| Low Income/Income Poverty – cannot afford to maintain regular payments such as bills, food, clothing | No |
| Low and/or No Wealth – enough money to meet basic living costs and pay bills but have no savings to deal with any unexpected spends and no provision for the future | No |
| Material Deprivation – being unable to access basic goods and services i.e. financial products like life insurance, repair/replace broken electrical goods, warm home, leisure and hobbies | No |
| Area Deprivation – where you live (rural areas), where you work (accessibility of transport) | No |
| Socio-economic Background – social class i.e. parents education, employment and income | No |

| 5. Integrated impact assessment required? (Two ticks above = full assessment necessary) | | | |
|--|-----|----|--|
| YES | Yes | NO | |

| 6. Decision rationale If you have ticked no above, use this section to evidence why a full IIA is not required |
|--|
| <p>£541k (half of the current budget) will be retained for investment in priority youth work activities. It is intended that this will include targeted work with children and young people with protected characteristics and from different socio economic backgrounds (e.g. LGBT, additional support needs, SIMD based) and work to address inequalities related to health, education, employment, poverty and marginalised groups. Support for these groups, with protected characteristics will, therefore, be maintained. If this is not the case, and impact on these groups is anticipated, a further relevance assessment will be undertaken.</p> <p>The impact of the removal of other children's clubs on those from different socio-economic backgrounds will be offset by the early phasing in of community level systems of school age childcare by the Scottish Government starting in 2022/23, targeted to support the six priority groups in the Tackling Child Poverty Plan and expanding childcare by building a system of wraparound childcare before and after school. This expansion will offer more comprehensive and equitable coverage of targeted priority groups than the current geographically located children's clubs. The commitment is to expand childcare by building a system of wraparound childcare before and after school, all year round. This will provide the opportunity to offer meaningful and structured activities for young people.</p> <p>There is an opportunity to build on the success of the model used to deliver the summer activities programme, partnership with existing groups and providers, in order to minimise impact on all service users.</p> <p>Although potential impact is anticipated to be minor, with mitigations, a full impact assessment is recommended.</p> |

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| Signed by Lead Officer | |
| Designation | Head of Education - Secondary, Community Learning and Inclusion |
| Date | 16/01/2023 |
| Counter Signature (Head of Service or Depute Chief Executive responsible for the policy) | Depute Chief Executive |
| Date | 16/01/2023 |

Full Integrated Impact Assessment Form

| 1. Details of proposal | |
|---|--|
| Policy Title (include budget reference number if applicable) | E2a - Focusing working with young people budget on out of school care, More Choices More Chances, 16+ youth choices and opportunities for all |
| Details of Others Involved | Head of Education - Secondary, Community Learning and Inclusion Head of Education – Primary, Early Learning and Resources Service Manager Business Change Lead, Transition Team |
| Date Assessment Conducted | 01/10/2022 |

| 2. Set out a clear understanding of the purpose of the policy being developed or reviewed (what are the aims, objectives and intended outcomes including the context within which it will operate) |
|---|
| <p>A new model of service provision for would be introduced that would focus on the council's strategic responsibility for community learning and development (CLD) for young people. The council will retain a strategic enabling role, whilst delivering some youth work, however opportunities for partnership working with community groups and other bodies will be expanded, building on the success of the 2021 Summer of Play programme. The focus will be on transition from school to positive destinations therefore MCMC, 16+ youth choices and opportunities for all will be retained.</p> |

| 3. Please outline any needs and/or barriers which equality groups (people with protected characteristics) may have in relation to this policy | |
|---|--|
| Age | <p>What effect/difference will the policy have on people?</p> <p>At present Youth Services are provided in a range of locations across west Lothian, and existing services are not exclusively targeted at those with protected characteristics, but are not universally provided in all locations.</p> <p>£541k (half of the current budget) will be retained for investment in priority youth work activities. It is intended that this will include targeted work with children and young people with protected characteristics and from different socio economic backgrounds (e.g. LGBT, additional support needs, SIMD based) and work to address inequalities related to health, education, employment, poverty and marginalised groups. Support for these groups, with protected characteristics will, therefore, be maintained.</p> <p>Early phasing in of community level systems of school age childcare by the Scottish Government starting in 2022/23, will target to support the six priority groups in the Tackling Child Poverty Plan and expanding childcare by building a system of wraparound childcare before and after school. This expansion will offer more comprehensive and equitable coverage of targeted priority groups than the current geographically located children's clubs.</p> <p>Staff affected may have protected characteristics, but Council policies which ensure compliance with equalities and other relevant legislation will be followed. Reduction will be by voluntary severance.</p> <p>How do you know that?</p> <ul style="list-style-type: none"> • Knowledge of current service users including their protected characteristics and socio-economic background. • Knowledge of scale and scope of current provision as set out in Service Plan. • £541k (half of the current budget) will be retained for investment in priority youth work activities. • Knowledge of what can be provided within this budget. |

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| | <ul style="list-style-type: none"> • Knowledge of Scottish Government community childcare expansion. • Knowledge of current staff including age profile. Knowledge of Council policies on organisational review. |
| Disability | <p>What effect/difference will the policy have on people?</p> <p>At present Youth Services are provided in a range of locations across west Lothian, and existing services are not exclusively targeted at those with protected characteristics, but are not universally provided in all locations.</p> <p>£541k (half of the current budget) will be retained for investment in priority youth work activities. It is intended that this will include targeted work with children and young people with protected characteristics, including disability and additional support needs, and work to address inequalities related to health, education, employment, poverty and marginalised groups. Support for these groups, with protected characteristics will, therefore, be maintained.</p> <p>Early phasing in of community level systems of school age childcare by the Scottish Government starting in 2022/23, will target to support the six priority groups in the Tackling Child Poverty Plan and expanding childcare by building a system of wraparound childcare before and after school. This expansion will offer more comprehensive and equitable coverage of targeted priority groups than the current geographically located children's clubs.</p> <p>Staff affected may have protected characteristics, but Council policies which ensure compliance with equalities and other relevant legislation will be followed. Reduction will be by voluntary severance.</p> <p>How do you know that?</p> <ul style="list-style-type: none"> • Knowledge of current service users including their protected characteristics and socio-economic background. • Knowledge of scale and scope of current provision. • £541k (half of the current budget) will be retained for investment in priority youth work activities. • Knowledge of what can be provided within this budget. • Knowledge of Scottish Government community childcare expansion. • Knowledge of current staff including disability profile. Knowledge of Council policies on organisational review. |
| Gender Reassignment – Trans/Transgender Identity | <p>What effect/difference will the policy have on people?</p> <p>At present Youth Services are provided in a range of locations across west Lothian, and existing services are not exclusively targeted at those with protected characteristics, but are not universally provided in all locations.</p> <p>£541k (half of the current budget) will be retained for investment in priority youth work activities. It is intended that this will include targeted work with children and young people with protected characteristics, including LGBT children and young people and work to address inequalities related to health, education, employment, poverty and marginalised groups. Support for these groups, with protected characteristics will, therefore, be maintained.</p> <p>Early phasing in of community level systems of school age childcare by the Scottish Government starting in 2022/23, will target to support the six priority groups in the Tackling Child Poverty Plan and expanding childcare by building a system of wraparound childcare before and after school. This expansion will offer more comprehensive and equitable coverage of targeted priority groups than the current geographically located children's clubs.</p> <p>Staff affected may have protected characteristics, but Council policies which ensure compliance with equalities and other relevant legislation will be followed. Reduction will be by voluntary severance.</p> |

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| | <p>How do you know that?</p> <ul style="list-style-type: none"> • Knowledge of current service users including their protected characteristics and socio-economic background. • Knowledge of scale and scope of current provision. • £541k (half of the current budget) will be retained for investment in priority youth work activities. • Knowledge of what can be provided within this budget. • Knowledge of Scottish Government community childcare expansion. • Knowledge of current staff. Knowledge of Council policies on organisational review. |
| Marriage or Civil Partnership | <p>What effect/difference will the policy have on people?</p> <p>At present Youth Services are provided in a range of locations across west Lothian, and existing services are not exclusively targeted at those with protected characteristics, but are not universally provided in all locations.</p> <p>£541k (half of the current budget) will be retained for investment in priority youth work activities. It is intended that this will include targeted work with children and young people with protected characteristics and from different socio economic backgrounds (e.g. LGBT, additional support needs, SIMD based) and work to address inequalities related to health, education, employment, poverty and marginalised groups. Support for these groups, with protected characteristics will, therefore, be maintained.</p> <p>Early phasing in of community level systems of school age childcare by the Scottish Government starting in 2022/23, will target to support the six priority groups in the Tackling Child Poverty Plan and expanding childcare by building a system of wraparound childcare before and after school. This expansion will offer more comprehensive and equitable coverage of targeted priority groups than the current geographically located children's clubs.</p> <p>Staff affected may have protected characteristics, but Council policies which ensure compliance with equalities and other relevant legislation will be followed. Reduction will be by voluntary severance.</p> <p>How do you know that?</p> <ul style="list-style-type: none"> • Knowledge of current service users including their protected characteristics and socio-economic background. • Knowledge of scale and scope of current provision. • £541k (half of the current budget) will be retained for investment in priority youth work activities. • Knowledge of what can be provided within this budget. • Knowledge of Scottish Government community childcare expansion. • Knowledge of current staff. Knowledge of Council policies on organisational review. |
| Pregnancy and Maternity | <p>What effect/difference will the policy have on people?</p> <p>At present Youth Services are provided in a range of locations across west Lothian, and existing services are not exclusively targeted at those with protected characteristics, but are not universally provided in all locations.</p> <p>£541k (half of the current budget) will be retained for investment in priority youth work activities. It is intended that this will include targeted work with children and young people with protected characteristics and from different socio economic backgrounds (e.g. LGBT, additional support needs, SIMD based) and work to address inequalities related to health, education, employment, poverty and marginalised groups. Support for these groups, with protected characteristics will, therefore, be maintained.</p> <p>Early phasing in of community level systems of school age childcare by the Scottish Government starting in 2022/23, will target to support the six priority groups in the Tackling Child Poverty Plan and expanding childcare by building a system of wraparound childcare before and after school. This expansion will offer more comprehensive and equitable coverage of targeted priority groups than the current geographically located children's clubs.</p> |

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| | <p>Staff affected may have protected characteristics, but Council policies which ensure compliance with equalities and other relevant legislation will be followed. Reduction will be by voluntary severance.</p> <p>How do you know that?</p> <ul style="list-style-type: none"> • Knowledge of current service users including their protected characteristics and socio-economic background. • Knowledge of scale and scope of current provision. • £541k (half of the current budget) will be retained for investment in priority youth work activities. • Knowledge of what can be provided within this budget. • Knowledge of Scottish Government community childcare expansion. • Knowledge of current staff. Knowledge of Council policies on organisational review. |
| Race | <p>What effect/difference will the policy have on people?</p> <p>At present Youth Services are provided in a range of locations across west Lothian, and existing services are not exclusively targeted at those with protected characteristics, but are not universally provided in all locations.</p> <p>£541k (half of the current budget) will be retained for investment in priority youth work activities. It is intended that this will include targeted work with children and young people with protected characteristics and from different socio economic backgrounds (e.g. LGBT, additional support needs, SIMD based) and work to address inequalities related to health, education, employment, poverty and marginalised groups. Support for these groups, with protected characteristics will, therefore, be maintained.</p> <p>Early phasing in of community level systems of school age childcare by the Scottish Government starting in 2022/23, will target to support the six priority groups in the Tackling Child Poverty Plan and expanding childcare by building a system of wraparound childcare before and after school. This expansion will offer more comprehensive and equitable coverage of targeted priority groups than the current geographically located children's clubs.</p> <p>How do you know that?</p> <ul style="list-style-type: none"> • Knowledge of current service users including their protected characteristics and socio-economic background. • Knowledge of scale and scope of current provision. • £541k (half of the current budget) will be retained for investment in priority youth work activities. • Knowledge of what can be provided within this budget. • Knowledge of Scottish Government community childcare expansion. • Knowledge of current staff. Knowledge of Council policies on organisational review. |
| Religion or Belief | <p>What effect/difference will the policy have on people?</p> <p>At present Youth Services are provided in a range of locations across west Lothian, and existing services are not exclusively targeted at those with protected characteristics, but are not universally provided in all locations.</p> <p>£541k (half of the current budget) will be retained for investment in priority youth work activities. It is intended that this will include targeted work with children and young people with protected characteristics and from different socio economic backgrounds (e.g. LGBT, additional support needs, SIMD based) and work to address inequalities related to health, education, employment, poverty and marginalised groups. Support for these groups, with protected characteristics will, therefore, be maintained.</p> <p>Early phasing in of community level systems of school age childcare by the Scottish Government starting in 2022/23, will target to support the six priority groups in the Tackling Child Poverty Plan and expanding childcare by building a system of wraparound childcare before and after school. This expansion will offer more comprehensive and equitable coverage of targeted priority groups than the current geographically located children's clubs.</p> |

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| | <p>Staff affected may have protected characteristics, but Council policies which ensure compliance with equalities and other relevant legislation will be followed. Reduction will be by voluntary severance.</p> <p>How do you know that?</p> <ul style="list-style-type: none"> • Knowledge of current service users including their protected characteristics and socio-economic background. • Knowledge of scale and scope of current provision. • £541k (half of the current budget) will be retained for investment in priority youth work activities. • Knowledge of what can be provided within this budget. • Knowledge of Scottish Government community childcare expansion. • Knowledge of current staff. Knowledge of Council policies on organisational review. |
| Sex | <p>What effect/difference will the policy have on people?</p> <p>At present Youth Services are provided in a range of locations across west Lothian, and existing services are not exclusively targeted at those with protected characteristics, but are not universally provided in all locations.</p> <p>£541k (half of the current budget) will be retained for investment in priority youth work activities. It is intended that this will include targeted work with children and young people with protected characteristics including gender identity and work to address inequalities related to health, education, employment, poverty and marginalised groups. Support for these groups, with protected characteristics will, therefore, be maintained.</p> <p>Early phasing in of community level systems of school age childcare by the Scottish Government starting in 2022/23, will target to support the six priority groups in the Tackling Child Poverty Plan and expanding childcare by building a system of wraparound childcare before and after school. This expansion will offer more comprehensive and equitable coverage of targeted priority groups than the current geographically located children's clubs.</p> <p>Staff affected may have protected characteristics, but Council policies which ensure compliance with equalities and other relevant legislation will be followed. Reduction will be by voluntary severance.</p> <p>How do you know that?</p> <ul style="list-style-type: none"> • Knowledge of current service users including their protected characteristics and socio-economic background. • Knowledge of scale and scope of current provision. • £541k (half of the current budget) will be retained for investment in priority youth work activities. • Knowledge of what can be provided within this budget. • Knowledge of Scottish Government community childcare expansion. • Knowledge of current staff. Knowledge of Council policies on organisational review. |
| Sexual Orientation | <p>What effect/difference will the policy have on people?</p> <p>At present Youth Services are provided in a range of locations across west Lothian, and existing services are not exclusively targeted at those with protected characteristics, but are not universally provided in all locations.</p> <p>£541k (half of the current budget) will be retained for investment in priority youth work activities. It is intended that this will include targeted work with children and young people with protected characteristics including sexual orientation and work to address inequalities related to health, education, employment, poverty and marginalised groups. Support for these groups, with protected characteristics will, therefore, be maintained.</p> |

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| | <p>Early phasing in of community level systems of school age childcare by the Scottish Government starting in 2022/23, will target to support the six priority groups in the Tackling Child Poverty Plan and expanding childcare by building a system of wraparound childcare before and after school. This expansion will offer more comprehensive and equitable coverage of targeted priority groups than the current geographically located children's clubs.</p> <p>Staff affected may have protected characteristics, but Council policies which ensure compliance with equalities and other relevant legislation will be followed.</p> <p>Reduction will be by voluntary severance.</p> <p>How do you know that?</p> <ul style="list-style-type: none"> • Knowledge of current service users including their protected characteristics and socio-economic background. • Knowledge of scale and scope of current provision. • £541k (half of the current budget) will be retained for investment in priority youth work activities. • Knowledge of what can be provided within this budget. • Knowledge of Scottish Government community childcare expansion. • Knowledge of current staff. Knowledge of Council policies on organisational review. |
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4. Please outline any needs and/or barriers which may affect vulnerable groups falling into poverty and disadvantage in relation to this policy.

Vulnerable groups may include the following:

- | | | |
|---|--|--|
| <ul style="list-style-type: none"> • Unemployed • Single parents and vulnerable families • People on benefits • Those involved in the criminal justice system • People in the most deprived communities (bottom 20 SIMD areas) • People who live in rural areas | <ul style="list-style-type: none"> • Pensioners • Looked After Children • Carers including young carers • People misusing services • Others e.g. veterans, students • Single adult households • People who have experienced the asylum system | <ul style="list-style-type: none"> • Those leaving the care setting including children and young people and those with illness • Homeless people • People with low literacy/ numeracy • People with lower educational qualifications • People in low paid work • People with one or more protected characteristics |
|---|--|--|

What effect/difference will the policy have on people?

At present Youth Services are provided in a range of locations across west Lothian, and existing services are not exclusively targeted at those with protected characteristics, but are not universally provided in all locations.

The impact of the removal of other children's clubs on those from different socio-economic backgrounds will be offset by the early phasing in of community level systems of school age childcare by the Scottish Government starting in 2022/23, targeted to support the six priority groups in the Tackling Child Poverty Plan and expanding childcare by building a system of wraparound childcare before and after school. This expansion will offer more comprehensive and equitable coverage of targeted priority groups than the current geographically located children's clubs. The commitment is to expand childcare by building a system of wraparound childcare before and after school, all year round. This will provide the opportunity to offer meaningful and structured activities for young people.

There is an opportunity to build on the success of the model used to deliver the summer activities programme, partnership with existing groups and providers, in order to minimise impact on all service users.

Staff affected may have protected characteristics, but Council policies which ensure compliance with equalities and other relevant legislation will be followed.

Reduction will be by voluntary severance.

How do you know that?

At present Youth Services are provided in a range of locations across west Lothian, and existing services are not exclusively targeted at those with protected characteristics, but are not universally provided in all locations.

Introduction of community level systems of school age childcare by the Scottish Government starting in 2022/23, targeted to support the six priority groups in the Tackling Child Poverty Plan and expanding childcare by building a system of wraparound childcare before and after school. This expansion will offer more comprehensive and equitable coverage of targeted priority groups than the current geographically located children's clubs.

Knowledge of scale and scope of current provision.

£541k (half of the current budget) will be retained for investment in priority youth work activities.

Knowledge of what can be provided within this budget.

Knowledge of current staff pay grades. Knowledge of Council policies on organisational review.

5. Action Plan

What action/s will be taken, by whom and what is the timescale for completion?

Actioner Name: Head of Education - Secondary, Community Learning and Inclusion

Action Date: 2023/28

What is the issue?

A full action plan will be developed by the responsible officer in line with the implementation timetable when agreed. The relevant actions will include:

- Undertake Organisational Review of Youth Services
- Agree workforce management process in line with agreed timescale (TBC)

What action will be taken?

This will include action to ensure:

- Targeted support for children/young people with protected characteristics and from different socio-economic backgrounds will be prioritised in the action.
- Organisational Review of Youth Services in line with Council policy
- Workforce Management Change Process will be implemented
- Relevant Staff Consultation will be undertaken
- Where appropriate interviews will be undertaken
- Equalities monitoring will be undertaken

Progress against action

N/A

6. Details of consultation and involvement

Who will be or has been involved in the consultation process?

- a) State which service users and groups are involved in this process and describe their involvement.
- b) Describe any planned involvement saying when this will take place and who is responsible for managing the involvement process.
- c) Describe the results of the involvement and how you have taken this into account.

Consultation will be undertaken by the lead officer in line with the agreed implementation timetable, including:

- Education Senior Management Team
- Headteachers
- Existing service users
- Pupils/Children/Young People through schools
- Parents/carers
- Partner Agencies

7. Data and Information

What equality data, poverty data, research, information or other evidence has been used to inform this assessment?

- a) What information or other evidence has been used in the development of the policy?
- b) What does research, consultation and other data or information tell you about the impact of the policy? (describe the information and conclusions, and state where the information can be found)
 - i. Quantitative (numbers, percentages, statistical analysis)
 - ii. Qualitative (written/spoken words, opinions, surveys)
- c) Describe any gaps in the available information, and record within section five (Action Plan), action you are taking in relation to this (e.g. new research, further analysis) and when this is planned.
- d) Give details of any existing local or national evidence which has been used to inform the development of your policy.

Profile and data of existing scale and scope of service provision. At present Youth Services are provided in a range of locations across west Lothian, and existing services are not exclusively targeted at those with protected characteristics, but are not universally provided in all locations.

Knowledge of policy background and development of community level systems of school age childcare by the Scottish Government starting in 2022/23, targeted to support the six priority groups in the Tackling Child Poverty Plan and expanding childcare by building a system of wraparound childcare before and after school.

Knowledge of provision by other agencies and potential partnership opportunities.

Profile of staff held in HR records.

8. Mitigating Actions

If the policy has a negative/adverse impact on a particular group/s, but is still to be implemented, please provide justification for this.

Note: If the policy is unlawfully discriminatory under the Equality Act 2010 and/or is having a negative impact on poverty and socioeconomic disadvantage under the Fairer Scotland Duty, you MUST identify, how the policy can be amended or justified so the Council acts lawfully.

- a) How could you modify the policy to eliminate discrimination or to reduce any identified negative impacts? If necessary, consider other ways in which you could meet the aims and objectives.
- b) How could you modify the policy to create or maximise the positive aspects of the proposals and to increase equality and reduce poverty and socioeconomic disadvantage.
- c) Describe any modifications which you can make without further delay (for example, easy, few resource implications).
- d) If you propose to make any of the modifications shown above, describe any potential new negative impacts on other groups in society or on the ability to achieve the aims and how you will minimise these.
- e) Please describe the resource implications of any proposed modifications taking into account financial, people and property issues.

The impact will be offset by the early phasing in of community level systems of school age childcare by the Scottish Government starting in 2022/23, targeted to support the six priority groups in the Tackling Child Poverty Plan and expanding childcare by building a system of wraparound childcare before and after school. This expansion will offer more comprehensive and equitable coverage of targeted priority groups than the current geographical clubs. The commitment is to expand childcare by building a system of wraparound childcare before and after school, all year round. Half of the current budget will be retained for investment in priority youth activities, focusing on targeted work with children and young people who need the support most (e.g. LGBT, additional support needs, SIMD based) and work to address inequalities related to health, education, employment, poverty and marginalised groups. There is an opportunity to build on the success of the summer activities programme with the Scottish Government confirming non-recurring additional funding for this purpose in 2022/23.

9. Monitoring and Review

- How will the implementation and impact of the policy be monitored, including implementation of any amendments? For example, what type of monitoring will there be? How frequent?
- What are the practical arrangements for monitoring? For example, who will put this in place? When will it start?
- How will results of monitoring be used to develop future policies?
- When is the policy due to be reviewed?
- Who is responsible for ensuring this happens? Please detail below

Existing service systems of monitoring and review including performance monitoring and WLAM review will be used to monitor continuing service.

The early phasing in of community level systems of school age childcare by the Scottish Government which will be starting in 2022/23, targeted to support the six priority groups in the Tackling Child Poverty Plan and expanding childcare by building a system of wraparound childcare before and after school will be monitored by new arrangements put in place following guidance from the Scottish Government, and applying West Lothian Council systems of performance and service monitoring (WLAM). This expansion will offer more comprehensive and equitable coverage of targeted priority groups than the current geographically located children's clubs.

10. Recommendation and Reasoning

The proposed budget reduction should proceed as planned.

Reason for Recommendation

The impact will be offset by the early phasing in of community level systems of school age childcare by the Scottish Government starting in 2022/23, targeted to support the six priority groups in the Tackling Child Poverty Plan and expanding childcare by building a system of wraparound childcare before and after school. This expansion will offer more comprehensive and equitable coverage of targeted priority groups than the current geographical clubs. The commitment is to expand childcare by building a system of wraparound childcare before and after school, all year round. Half of the current budget will be retained for investment in priority youth activities, focusing on targeted work with children and young people who need the support most (e.g. LGBT, additional support needs, SIMD based) and work to address inequalities related to health, education, employment, poverty and marginalised groups. There is an opportunity to build on the success of the summer activities programme with the Scottish Government confirming non-recurring additional funding for this purpose in 2022/23.

| | |
|--|---|
| Signed by Lead Officer | |
| Designation | Head of Education - Secondary, Community Learning and Inclusion |
| Date | 16/01/2023 |
| Counter Signature (Head of Service or Depute Chief Executive responsible for the policy) | Depute Chief Executive |
| Date | 16/01/2023 |



Integrated Relevance Assessment Form

| 1. Details of proposal | |
|--|--|
| Policy Title (include budget reference number if applicable) | E2b – Realignment of units and management structures |
| Service Area (detail which service area and section this relates to) | Education ASN, EPS, Policy and Performance, Quality Improvement, Strategic Resources |
| Lead Officer (Name and job title) | Head of Education - Secondary, Community Learning and Inclusion Head of Education – Primary, Early Learning and Resources |
| Other Officers/Partners Involved (list names, job titles and organisations if applicable) | Service Manager |
| Date relevance assessed | 23/06/2022 |

| 2. Does the council have control over how this policy will be implemented? | | | |
|--|---|-----------|--|
| YES | X | NO | |

| | |
|---|-----|
| <p>3. The General Duty of the Equality Act 2010 requires public authorities, in the exercise of their functions, to have due regard to the need to:</p> <ul style="list-style-type: none"> • Eliminate unlawful discrimination, harassment and victimisation and other prohibited conduct • Advance equality of opportunity between those who share a protected characteristic and those who do not; and • Foster good relations between those who share a protected characteristic and those who do not <p>NB: In this section you must also consider the Human Rights Act and the key PANEL (Participation, Accountability, Non Discrimination, Empowerment and Legality) principles of Human Rights</p> <p>Which groups of people do you think will be, or potentially could be, impacted upon by the implementation of this policy? You should consider employees, clients, customers and service users (please tick below as appropriate).</p> | |
| Age – older people, young people and children | Yes |
| Disability – people with disabilities/long standing conditions | No |
| Gender reassignment – trans/transgender identity – anybody who's gender identity or gender expression is different to the sex assigned to them at birth | No |
| Marriage or civil partnership – people who are married or in a civil partnership | No |
| Pregnancy and maternity – woman who are pregnant and/or on maternity leave | No |
| Race – people from black, Asian and minority ethnic communities and different racial backgrounds | No |
| Religion or belief – people with different religions and beliefs including those with no beliefs | No |
| Sex – Male, female and intersex | No |
| Sexual Orientation – lesbian, gay, bisexual, heterosexual/straight | No |

| 4. Do you have evidence or reason to believe that this policy will or may impact on socio-economic inequalities? Consideration must be given particularly to children and families | |
|--|--|
| Socio-economic Disadvantage | Impact (Please Tick as Appropriate) |
| Low Income/Income Poverty – cannot afford to maintain regular payments such as bills, food, clothing | No |
| Low and/or No Wealth – enough money to meet basic living costs and pay bills but have no savings to deal with any unexpected spends and no provision for the future | No |
| Material Deprivation – being unable to access basic goods and services i.e. financial products like life insurance, repair/replace broken electrical goods, warm home, leisure and hobbies | No |
| Area Deprivation – where you live (rural areas), where you work (accessibility of transport) | No |
| Socio-economic Background – social class i.e. parents education, employment and income | No |

| 5. Integrated impact assessment required? (Two ticks above = full assessment necessary) | | | |
|--|---|----|--|
| YES | X | NO | |

| 6. Decision rationale If you have ticked no above, use this section to evidence why a full IIA is not required |
|--|
| No impact on service delivery is anticipated. All services and support will still be provided, but there will be a rationalisation of the management structure and realigned WLAM Units to reflect the new structure. There will be no adverse impact on service users, and there will be no disproportionate impact on any group with protected characteristics, any group based on socio-economic background, or on human rights. The requirement to achieve excellence, equity and inclusion for all pupils and service users (in line with legal requirements and national and local policy) is embedded in service delivery in Education, and the new service will be delivered in line with these requirements. Staff affected may have protected characteristics, but Council policies which ensure compliance with equalities and other relevant legislation will be followed. |

| Signed by Lead Officer | |
|---|--|
| Designation | Head of Education - Secondary, Community Learning and Inclusion Head of Education – Primary, Early Learning and Resources |
| Date | 16/01/2023 |
| Counter Signature (Head of Service or Depute Chief Executive responsible for the policy) | Depute Chief Executive |
| Date | 16/01/2023 |

Full Integrated Impact Assessment Form

| 1. Details of proposal | |
|---|--|
| Policy Title (include budget reference number if applicable) | E2b – Realignment of units and management structures |
| Details of Others Involved | Head of Education - Secondary, Community Learning and Inclusion Head of Education – Primary, Early Learning and Resources Service Manager Business Change Lead, Transition Team |
| Date Assessment Conducted | 01/10/2022 |

| 2. Set out a clear understanding of the purpose of the policy being developed or reviewed (what are the aims, objectives and intended outcomes including the context within which it will operate) |
|--|
| <p>This option would reduce the number of Education WLAM units from five to four. Management responsibilities would be restructured and redistributed across the remaining WLAM unit managers. The revised management structure will also reflect other changes to the service proposed within the five year revenue financial plan.</p> |

| 3. Please outline any needs and/or barriers which equality groups (people with protected characteristics) may have in relation to this policy | |
|---|--|
| Age | <p>What effect/difference will the policy have on people?</p> <p>No impact on service delivery is anticipated. All services and support will still be provided, but there will be a rationalisation of the management structure and realigned WLAM Units to reflect the new structure. There will be no adverse impact on service users, and there will be no disproportionate impact on any group with protected characteristics, any group based on socio-economic background, or on human rights.</p> <p>Staff affected may have protected characteristics, but Council policies which ensure compliance with equalities and other relevant legislation will be followed. Reduction will be by voluntary severance.</p> <p>How do you know that?</p> <p>Management responsibilities would be restructured and redistributed across the remaining WLAM unit managers.</p> <p>Management capacity to manage particular projects and new service developments will be supported by seconded staff, financed from ring fenced revenue streams or particular project funding (in line with Scottish Government funding model), reducing burden on remaining permanent staff.</p> <p>Knowledge of current staff. There will be no material difference in the age profile. Knowledge of Council policies on organisational review.</p> |
| Disability | <p>What effect/difference will the policy have on people?</p> <p>No impact on service delivery is anticipated. All services and support will still be provided, but there will be a rationalisation of the management structure and realigned WLAM Units to reflect the new structure. There will be no adverse impact on service users, and there will be no disproportionate impact on any group with protected characteristics, any group based on socio-economic background, or on human rights.</p> <p>Staff affected may have protected characteristics, but Council policies which ensure compliance with equalities and other relevant legislation will be followed. Reduction will be by voluntary severance.</p> |

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| | <p>How do you know that?</p> <p>Management responsibilities would be restructured and redistributed across the remaining WLAM unit managers.</p> <p>Management capacity to manage particular projects and new service developments will be supported by seconded staff, financed from ring fenced revenue streams or particular project funding (in line with Scottish Government funding model), reducing burden on remaining permanent staff.</p> <p>Knowledge of current staff. There will be no material impact on the disability profile of staff employed. Knowledge of Council policies on organisational review.</p> |
| Gender Reassignment – Trans/Transgender Identity | <p>What effect/difference will the policy have on people?</p> <p>No impact on service delivery is anticipated. All services and support will still be provided, but there will be a rationalisation of the management structure and realigned WLAM Units to reflect the new structure. There will be no adverse impact on service users, and there will be no disproportionate impact on any group with protected characteristics, any group based on socio-economic background, or on human rights.</p> <p>Staff affected may have protected characteristics, but Council policies which ensure compliance with equalities and other relevant legislation will be followed. Reduction will be by voluntary severance.</p> <p>How do you know that?</p> <p>Management responsibilities would be restructured and redistributed across the remaining WLAM unit managers.</p> <p>Management capacity to manage particular projects and new service developments will be supported by seconded staff, financed from ring fenced revenue streams or particular project funding (in line with Scottish Government funding model), reducing burden on remaining permanent staff.</p> <p>Knowledge of current staff. There will be no material impact on the gender reassignment profile of staff employed. Knowledge of Council policies on organisational review.</p> |
| Marriage or Civil Partnership | <p>What effect/difference will the policy have on people?</p> <p>No impact on service delivery is anticipated. All services and support will still be provided, but there will be a rationalisation of the management structure and realigned WLAM Units to reflect the new structure. There will be no adverse impact on service users, and there will be no disproportionate impact on any group with protected characteristics, any group based on socio-economic background, or on human rights.</p> <p>Staff affected may have protected characteristics, but Council policies which ensure compliance with equalities and other relevant legislation will be followed. Reduction will be by voluntary severance.</p> <p>How do you know that?</p> <p>Management responsibilities would be restructured and redistributed across the remaining WLAM unit managers.</p> <p>Management capacity to manage particular projects and new service developments will be supported by seconded staff, financed from ring fenced revenue streams or particular project funding (in line with Scottish Government funding model), reducing burden on remaining permanent staff.</p> <p>Knowledge of current staff. There will be no significant impact on the profile of staff. Knowledge of Council policies on organisational review</p> |

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| Pregnancy and Maternity | <p>What effect/difference will the policy have on people?</p> <p>No impact on service delivery is anticipated. All services and support will still be provided, but there will be a rationalisation of the management structure and realigned WLAM Units to reflect the new structure. There will be no adverse impact on service users, and there will be no disproportionate impact on any group with protected characteristics, any group based on socio-economic background, or on human rights.</p> <p>Staff affected may have protected characteristics, but Council policies which ensure compliance with equalities and other relevant legislation will be followed. Reduction will be by voluntary severance.</p> <p>How do you know that?</p> <p>Management responsibilities would be restructured and redistributed across the remaining WLAM unit managers.</p> <p>Management capacity to manage particular projects and new service developments will be supported by seconded staff, financed from ring fenced revenue streams or particular project funding (in line with Scottish Government funding model), reducing burden on remaining permanent staff.</p> <p>Knowledge of current staff. There will be no significant impact on the profile of staff. Knowledge of Council policies on organisational review.</p> |
| Race | <p>What effect/difference will the policy have on people?</p> <p>No impact on service delivery is anticipated. All services and support will still be provided, but there will be a rationalisation of the management structure and realigned WLAM Units to reflect the new structure. There will be no adverse impact on service users, and there will be no disproportionate impact on any group with protected characteristics, any group based on socio-economic background, or on human rights.</p> <p>Staff affected may have protected characteristics, but Council policies which ensure compliance with equalities and other relevant legislation will be followed. Reduction will be by voluntary severance.</p> <p>How do you know that?</p> <p>Management responsibilities would be restructured and redistributed across the remaining WLAM unit managers.</p> <p>Management capacity to manage particular projects and new service developments will be supported by seconded staff, financed from ring fenced revenue streams or particular project funding (in line with Scottish Government funding model), reducing burden on remaining permanent staff.</p> <p>Knowledge of current staff. There will be no impact on the profile of staff. Knowledge of Council policies on organisational review.</p> |
| Religion or Belief | <p>What effect/difference will the policy have on people?</p> <p>No impact on service delivery is anticipated. All services and support will still be provided, but there will be a rationalisation of the management structure and realigned WLAM Units to reflect the new structure. There will be no adverse impact on service users, and there will be no disproportionate impact on any group with protected characteristics, any group based on socio-economic background, or on human rights.</p> <p>Staff affected may have protected characteristics, but Council policies which ensure compliance with equalities and other relevant legislation will be followed. Reduction will be by voluntary severance.</p> |

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|--------------------|--|
| | <p>How do you know that?</p> <p>Management responsibilities would be restructured and redistributed across the remaining WLAM unit managers.</p> <p>Management capacity to manage particular projects and new service developments will be supported by seconded staff, financed from ring fenced revenue streams or particular project funding (in line with Scottish Government funding model), reducing burden on remaining permanent staff.</p> <p>Knowledge of current staff. There will be no significant impact on the profile of staff. Knowledge of Council policies on organisational review.</p> |
| Sex | <p>What effect/difference will the policy have on people?</p> <p>No impact on service delivery is anticipated. All services and support will still be provided, but there will be a rationalisation of the management structure and realigned WLAM Units to reflect the new structure. There will be no adverse impact on service users, and there will be no disproportionate impact on any group with protected characteristics, any group based on socio-economic background, or on human rights.</p> <p>Staff affected may have protected characteristics, but Council policies which ensure compliance with equalities and other relevant legislation will be followed. Reduction will be by voluntary severance.</p> <p>How do you know that?</p> <p>Management responsibilities would be restructured and redistributed across the remaining WLAM unit managers.</p> <p>Management capacity to manage particular projects and new service developments will be supported by seconded staff, financed from ring fenced revenue streams or particular project funding (in line with Scottish Government funding model), reducing burden on remaining permanent staff.</p> <p>Knowledge of current staff. There will be no significant impact on the sex/gender identity profile of staff. Knowledge of Council policies on organisational review.</p> |
| Sexual Orientation | <p>What effect/difference will the policy have on people?</p> <p>No impact on service delivery is anticipated. All services and support will still be provided, but there will be a rationalisation of the management structure and realigned WLAM Units to reflect the new structure. There will be no adverse impact on service users, and there will be no disproportionate impact on any group with protected characteristics, any group based on socio-economic background, or on human rights.</p> <p>Staff affected may have protected characteristics, but Council policies which ensure compliance with equalities and other relevant legislation will be followed. Reduction will be by voluntary severance.</p> <p>How do you know that?</p> <p>Management responsibilities would be restructured and redistributed across the remaining WLAM unit managers.</p> <p>Management capacity to manage particular projects and new service developments will be supported by seconded staff, financed from ring fenced revenue streams or particular project funding (in line with Scottish Government funding model), reducing burden on remaining permanent staff.</p> <p>Knowledge of current staff. There will be no significant impact on the profile of staff. Knowledge of Council policies on organisational review.</p> |

4. Please outline any needs and/or barriers which may affect vulnerable groups falling into poverty and disadvantage in relation to this policy.

Vulnerable groups may include the following:

- Unemployed
- Single parents and vulnerable families
- People on benefits
- Those involved in the criminal justice system
- People in the most deprived communities (bottom 20 SIMD areas)
- People who live in rural areas
- Pensioners
- Looked After Children
- Carers including young carers
- People misusing services
- Others e.g. veterans, students
- Single adult households
- People who have experienced the asylum system
- Those leaving the care setting including children and young people and those with illness
- Homeless people
- People with low literacy/ numeracy
- People with lower educational qualifications
- People in low paid work
- People with one or more protected characteristics

What effect/difference will the policy have on people?

No impact on service delivery is anticipated. All services and support will still be provided, but there will be a rationalisation of the management structure and realigned WLAM Units to reflect the new structure. There will be no adverse impact on service users, and there will be no disproportionate impact on any group with protected characteristics, any group based on socio-economic background, or on human rights.

Staff affected may have protected characteristics, but Council policies which ensure compliance with equalities and other relevant legislation will be followed.

Reduction will be by voluntary severance.

How do you know that?

Management responsibilities would be restructured and redistributed across the remaining WLAM unit managers.

Management capacity to manage particular projects and new service developments will be supported by seconded staff, financed from ring fenced revenue streams or particular project funding (in line with Scottish Government funding model), reducing burden on remaining permanent staff.

Knowledge of current staff. There will be no significant impact on the profile of staff. Knowledge of Council policies on organisational review.

5. Action Plan

What action/s will be taken, by whom and what is the timescale for completion?

Actioner Name: Heads of Service

Action Date: 2023-28

What is the issue?

A full action plan will be developed by the responsible officer in line with the implementation timetable when agreed. No equalities action have been identified. The action plan will include:

- Undertake Organisational Review of SMT
- Agree workforce management process in line with agreed timescale (TBC)

What action will be taken?

- Organisational Review of SMT in line with Council policy
- Workforce Management Change Process will be implemented
- Relevant Staff Consultation will be undertaken
- Where appropriate interviews will be undertaken
- Equalities monitoring will be undertaken

Progress against action

- N/A

6. Details of consultation and involvement

Who will be or has been involved in the consultation process?

- State which service users and groups are involved in this process and describe their involvement.
- Describe any planned involvement saying when this will take place and who is responsible for managing the involvement process.
- Describe the results of the involvement and how you have taken this into account.

Consultation will be undertaken by the lead officer in line with the agreed implementation timetable, including:

- Education Senior Management Team.
- Consultation with staff involved and Trades Unions will be undertaken in line with workforce Management change process.

7. Data and Information

What equality data, poverty data, research, information or other evidence has been used to inform this assessment?

- What information or other evidence has been used in the development of the policy?
- What does research, consultation and other data or information tell you about the impact of the policy? (describe the information and conclusions, and state where the information can be found)
 - Quantitative (numbers, percentages, statistical analysis)
 - Qualitative (written/spoken words, opinions, surveys)
- Describe any gaps in the available information, and record within section five (Action Plan), action you are taking in relation to this (e.g. new research, further analysis) and when this is planned.
- Give details of any existing local or national evidence which has been used to inform the development of your policy.

- Knowledge of Service Delivery is and will be detailed in the Education Services Management Plan by WLAM unit.
- Options exist to support special projects from external or ring-fenced funding.
- Knowledge of staff affected including any impact on protected characteristic – consultation with staff.

8. Mitigating Actions

If the policy has a negative/adverse impact on a particular group/s, but is still to be implemented, please provide justification for this.

Note: If the policy is unlawfully discriminatory under the Equality Act 2010 and/or is having a negative impact on poverty and socioeconomic disadvantage under the Fairer Scotland Duty, you MUST identify, how the policy can be amended or justified so the Council acts lawfully.

- How could you modify the policy to eliminate discrimination or to reduce any identified negative impacts? If necessary, consider other ways in which you could meet the aims and objectives.
- How could you modify the policy to create or maximise the positive aspects of the proposals and to increase equality and reduce poverty and socioeconomic disadvantage.
- Describe any modifications which you can make without further delay (for example, easy, few resource implications).
- If you propose to make any of the modifications shown above, describe any potential new negative impacts on other groups in society or on the ability to achieve the aims and how you will minimise these.
- Please describe the resource implications of any proposed modifications taking into account financial, people and property issues.

For specific projects and initiatives, there would be greater use of project managers, funded from dedicated funding, rather than using existing management capacity to deliver national priorities such as the expansion of early learning and childcare. This will ensure no adverse impact on core functions and service delivery. Professional expertise, such as ASN and education psychology, would be retained within the revised model. Responsibilities would be appropriately realigned to ensure all activities and statutory requirements are delivered.

9. Monitoring and Review

- a) How will the implementation and impact of the policy be monitored, including implementation of any amendments? For example, what type of monitoring will there be? How frequent?
- b) What are the practical arrangements for monitoring? For example, who will put this in place? When will it start?
- c) How will results of monitoring be used to develop future policies?
- d) When is the policy due to be reviewed?
- e) Who is responsible for ensuring this happens? Please detail below

Monitoring will be through the Council's Performance Management Framework including WLAM review.

10. Recommendation and Reasoning

It is recommended the budget proposal proceeds as planned.

Reason for Recommendation

No impact on service delivery is anticipated. All services and support will still be provided, but there will be a rationalisation of the management structure and realigned WLAM Units to reflect the new structure. There will be no adverse impact on service users, and there will be no disproportionate impact on any group with protected characteristics, any group based on socio-economic background, or on human rights.

| | |
|--|--|
| Signed by Lead Officer | |
| Designation | Head of Education - Secondary, Community Learning and Inclusion Head of Education – Primary, Early Learning and Resources |
| Date | 16/01/2023 |
| Counter Signature (Head of Service or Depute Chief Executive responsible for the policy) | Depute Chief Executive |
| Date | 16/01/2023 |



Integrated Relevance Assessment Form

| 1. Details of proposal | |
|--|---|
| Policy Title (include budget reference number if applicable) | E2c Realign breakfast club provision with roll out of free school meals (FSM) and breakfast club funding by Scottish Government |
| Service Area (detail which service area and section this relates to) | Education Schools |
| Lead Officer (Name and job title) | Siobhan McGarty, Head of Education - Secondary, Community Learning and Inclusion Greg Welsh, Head of Education – Primary, Early Learning and Resources |
| Other Officers/Partners Involved (list names, job titles and organisations if applicable) | Andrew Sneddon, Service Manager |
| Date relevance assessed | 23/06/2022 |

| 2. Does the council have control over how this policy will be implemented? | | | |
|--|---|-----------|--|
| YES | X | NO | |

| | |
|--|-----|
| <p>3. The General Duty of the Equality Act 2010 requires public authorities, in the exercise of their functions, to have due regard to the need to:</p> <ul style="list-style-type: none"> • Eliminate unlawful discrimination, harassment and victimisation and other prohibited conduct • Advance equality of opportunity between those who share a protected characteristic and those who do not; and • Foster good relations between those who share a protected characteristic and those who do not <p>NB: In this section you must also consider the Human Rights Act and the key PANEL (Participation, Accountability, Non Discrimination, Empowerment and Legality) principles of Human Rights</p> <p>Which groups of people do you think will be, or potentially could be, impacted upon by the implementation of this policy? You should consider employees, clients, customers and service users (please tick below as appropriate).</p> | |
| Age – older people, young people and children | Yes |
| Disability – people with disabilities/long standing conditions | No |
| Gender reassignment – trans/transgender identity – anybody who's gender identity or gender expression is different to the sex assigned to them at birth | No |
| Marriage or civil partnership – people who are married or in a civil partnership | No |
| Pregnancy and maternity – woman who are pregnant and/or on maternity leave | No |
| Race – people from black, Asian and minority ethnic communities and different racial backgrounds | No |
| Religion or belief – people with different religions and beliefs including those with no beliefs | No |
| Sex Male, female and intersex | No |
| Sexual Orientation – lesbian, gay, bisexual, heterosexual/straight | No |

| 4. Do you have evidence or reason to believe that this policy will or may impact on socio-economic inequalities? Consideration must be given particularly to children and families | |
|--|--|
| Socio-economic Disadvantage | Impact (Please Tick as Appropriate) |
| Low Income/Income Poverty – cannot afford to maintain regular payments such as bills, food, clothing | No |
| Low and/or No Wealth – enough money to meet basic living costs and pay bills but have no savings to deal with any unexpected spends and no provision for the future | No |
| Material Deprivation – being unable to access basic goods and services i.e. financial products like life insurance, repair/replace broken electrical goods, warm home, leisure and hobbies | No |
| Area Deprivation – where you live (rural areas), where you work (accessibility of transport) | No |
| Socio-economic Background – social class i.e. parents education, employment and income | No |

| 5. Integrated impact assessment required? (Two ticks above = full assessment necessary) | | | |
|--|--|----|----|
| YES | | NO | NO |

| 6. Decision rationale If you have ticked no above, use this section to evidence why a full IIA is not required |
|--|
| <p>It is assumed that Scottish Government Funding will be sufficient to continue existing provision in its current format. If this is not the case, a further relevance assessment will be necessary.</p> <p>The service will still continue to be provided, but through an alternative funding model, and so there will be no adverse impact on service users. There will be no disproportionate impact on any group with protected characteristics, any group based on socio-economic background, or on human rights.</p> <p>It is anticipated that the new funding format will also be targeted at expanding out of school care, targeting those in greatest need based on socio-economic background, resulting in an improved service for this group.</p> <p>Pupils using the service may have protected characteristics, and different socio-economic background, but there will be no disproportionate impact on any group. The families of pupils using the service may have protected characteristics, and different socio-economic background, but there will be no disproportionate impact on any group. Staff delivering the service may have protected characteristics, and different socio-economic background, but there will be no disproportionate impact of any group.</p> <p>The requirement to achieve excellence, equity and inclusion for all pupils (in line with legal requirements and national and local policy) is embedded in service delivery in all schools, and the service will continue to be delivered in line with these requirements.</p> |

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| Signed by Lead Officer | |
| Designation | Head of Education – Primary, Early Learning and Resources |
| Date | 16/01/2023 |
| Counter Signature (Head of Service or Depute Chief Executive responsible for the policy) | Depute Chief Executive |
| Date | 16/01/2023 |

Integrated Relevance Assessment Form

| 1. Details of proposal | |
|--|---|
| Policy Title (include budget reference number if applicable) | E2d – Further review of instrumental music to align with Scottish Government funding levels |
| Service Area (detail which service area and section this relates to) | Education Strategic Resources |
| Lead Officer (Name and job title) | Head of Education – Secondary, Community Learning and Inclusion |
| Other Officers/Partners Involved (list names, job titles and organisations if applicable) | Head of Education - Secondary, Community Learning and Inclusion Service Manager |
| Date relevance assessed | 23/06/2022 |

| 2. Does the council have control over how this policy will be implemented? | | | |
|--|-----|-----------|--|
| YES | YES | NO | |

| | |
|---|-----|
| <p>3. The General Duty of the Equality Act 2010 requires public authorities, in the exercise of their functions, to have due regard to the need to:</p> <ul style="list-style-type: none"> • Eliminate unlawful discrimination, harassment and victimisation and other prohibited conduct • Advance equality of opportunity between those who share a protected characteristic and those who do not; and • Foster good relations between those who share a protected characteristic and those who do not <p>NB: In this section you must also consider the Human Rights Act and the key PANEL (Participation, Accountability, Non Discrimination, Empowerment and Legality) principles of Human Rights</p> <p>Which groups of people do you think will be, or potentially could be, impacted upon by the implementation of this policy? You should consider employees, clients, customers and service users (please tick below as appropriate).</p> | |
| Age – older people, young people and children | Yes |
| Disability – people with disabilities/long standing conditions | No |
| Gender reassignment – trans/transgender identity – anybody who's gender identity or gender expression is different to the sex assigned to them at birth | No |
| Marriage or civil partnership – people who are married or in a civil partnership | No |
| Pregnancy and maternity – woman who are pregnant and/or on maternity leave | No |
| Race – people from black, Asian and minority ethnic communities and different racial backgrounds | No |
| Religion or belief – people with different religions and beliefs including those with no beliefs | No |
| Sex – Male, female and intersex | No |
| Sexual Orientation – lesbian, gay, bisexual, heterosexual/straight | No |

| 4. Do you have evidence or reason to believe that this policy will or may impact on socio-economic inequalities? Consideration must be given particularly to children and families | |
|--|--|
| Socio-economic Disadvantage | Impact (Please Tick as Appropriate) |
| Low Income/Income Poverty – cannot afford to maintain regular payments such as bills, food, clothing | No |
| Low and/or No Wealth – enough money to meet basic living costs and pay bills but have no savings to deal with any unexpected spends and no provision for the future | No |
| Material Deprivation – being unable to access basic goods and services i.e. financial products like life insurance, repair/replace broken electrical goods, warm home, leisure and hobbies | No |
| Area Deprivation – where you live (rural areas), where you work (accessibility of transport) | No |
| Socio-economic Background – social class i.e. parents education, employment and income | No |

| 5. Integrated impact assessment required? (Two ticks above = full assessment necessary) | | | |
|--|-----|----|--|
| YES | YES | NO | |

| 6. Decision rationale If you have ticked no above, use this section to evidence why a full IIA is not required |
|---|
| <p>It is assumed that Scottish Government Funding will be sufficient to continue all or most provision. If this is not the case, a further relevance assessment will be necessary.</p> <p>A review of service provision will be undertaken to ensure the service operates within the available funding envelope. The review will take into consideration the outcome of previous consultations, and build on experience of remote-learning gained during Covid. The review could potentially involve a reconsideration of the range of specialisms taught, the use of virtual technology or a rotation between face to face and remote lessons. Saturday Strings provision could either be phased out or a means tested charge introduced for this out of curriculum activity. The review will seek to minimise the potential impact on protected groups.</p> <p>A service will continue to be provided, but through an alternative funding model. It is anticipated that there will be limited impact on service users, and there will be no disproportionate impact on any group with protected characteristics, any group based on socio-economic background, or on human rights. Pupils using the service may have protected characteristics, and different socio-economic background, but there will be no disproportionate impact on any group. Staff delivering the service may have protected characteristics, and different socio-economic background, but there will be no disproportionate impact of any group.</p> <p>The requirement to achieve excellence, equity and inclusion for all pupils (in line with legal requirements and national and local policy) is embedded in service delivery in all schools, and the service will continue to be delivered in line with these requirements.</p> |

| Signed by Lead Officer | |
|---|---|
| Designation | Head of Education - Secondary, Community Learning and Inclusion |
| Date | 16/01/2023 |
| Counter Signature (Head of Service or Depute Chief Executive responsible for the policy) | Depute Chief Executive |
| Date | 16/01/2023 |

Full Integrated Impact Assessment Form

| 1. Details of proposal | |
|---|--|
| Policy Title (include budget reference number if applicable) | E2d – Further review of instrumental music to align with Scottish Government funding levels |
| Details of Others Involved | Head of Education - Secondary, Community Learning and Inclusion Head of Education – Primary, Early Learning and Resources Service Manager Business Change Lead, Transition Team |
| Date Assessment Conducted | 01/10/2022 |

| 2. Set out a clear understanding of the purpose of the policy being developed or reviewed (what are the aims, objectives and intended outcomes including the context within which it will operate) | |
|---|--|
| <p>With funding being provided for instrumental music tuition, a review of service provision would be undertaken to ensure the service operates within the funding envelope. This could include a reconsideration of the range of specialisms taught, the use of virtual technology or a rotation between face to face and remote lessons. Saturday Strings provision would either be phased out or means tested charges for this out of curriculum activity would be introduced.</p> | |

| 3. Please outline any needs and/or barriers which equality groups (people with protected characteristics) may have in relation to this policy | |
|---|---|
| Age | <p>What effect/difference will the policy have on people?</p> <p>None identified.</p> <p>A review of service provision will be undertaken to ensure the service operates within the available funding envelope. The review will take into consideration the outcome of previous consultations, and build on experience of remote-learning gained during Covid. The review could potentially involve a reconsideration of the range of specialisms taught, the use of virtual technology or a rotation between face to face and remote lessons.</p> <p>Saturday Strings provision could either be phased out or a means tested charge introduced for this out of curriculum activity.</p> <p>A service will continue to be provided, but through an alternative funding model. It is anticipated that there will be limited impact on service users, and there will be no disproportionate impact on any group with protected characteristics, any group based on socio-economic background, or on human rights. Pupils using the service may have protected characteristics, and different socio-economic background, but there will be no disproportionate impact on any group. Staff delivering the service may have protected characteristics, and different socio-economic background, but there will be no disproportionate impact of any group.</p> <p>The requirement to achieve excellence, equity and inclusion for all pupils (in line with legal requirements and national and local policy) is embedded in service delivery in all schools, and the service will continue to be delivered in line with these requirements.</p> |

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| | <p>How do you know that?</p> <p>Knowledge of current service and service users. Positive experience of alternative delivery models (electronic/remote) during pandemic. It is assumed that Scottish Government Funding will be sufficient to continue all or most provision. The review will, as a priority, minimise the potential impact on protected groups. Charging for Saturday Strings, if recommended, would be means tested to protect the most economically disadvantaged, building on previous experience of concessions in the service.</p> |
| Disability | <p>What effect/difference will the policy have on people?</p> <p>None identified.</p> <p>A review of service provision will be undertaken to ensure the service operates within the available funding envelope. The review will take into consideration the outcome of previous consultations, and build on experience of remote-learning gained during Covid. The review could potentially involve a reconsideration of the range of specialisms taught, the use of virtual technology or a rotation between face to face and remote lessons.</p> <p>Saturday Strings provision could either be phased out or a means tested charge introduced for this out of curriculum activity.</p> <p>A service will continue to be provided, but through an alternative funding model. It is anticipated that there will be limited impact on service users, and there will be no disproportionate impact on any group with protected characteristics, any group based on socio-economic background, or on human rights. Pupils using the service may have protected characteristics, and different socio-economic background, but there will be no disproportionate impact on any group. Staff delivering the service may have protected characteristics, and different socio-economic background, but there will be no disproportionate impact of any group.</p> <p>The requirement to achieve excellence, equity and inclusion for all pupils (in line with legal requirements and national and local policy) is embedded in service delivery in all schools, and the service will continue to be delivered in line with these requirements.</p> <p>How do you know that?</p> <p>Knowledge of current service and service users. Positive experience of alternative delivery models (electronic/remote) during pandemic. It is assumed that Scottish Government Funding will be sufficient to continue all or most provision. The review will, as a priority, minimise the potential impact on protected groups. Charging for Saturday Strings, if recommended, would be means tested to protect the most economically disadvantaged, building on previous experience of concessions in the service.</p> |
| Gender Reassignment – Trans/Transgender Identity | <p>What effect/difference will the policy have on people?</p> <p>None identified.</p> <p>A review of service provision will be undertaken to ensure the service operates within the available funding envelope. The review will take into consideration the outcome of previous consultations, and build on experience of remote-learning gained during Covid. The review could potentially involve a reconsideration of the range of specialisms taught, the use of virtual technology or a rotation between face to face and remote lessons.</p> <p>Saturday Strings provision could either be phased out or a means tested charge introduced for this out of curriculum activity.</p> |

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| | <p>A service will continue to be provided, but through an alternative funding model. It is anticipated that there will be limited impact on service users, and there will be no disproportionate impact on any group with protected characteristics, any group based on socio-economic background, or on human rights. Pupils using the service may have protected characteristics, and different socio-economic background, but there will be no disproportionate impact on any group. Staff delivering the service may have protected characteristics, and different socio-economic background, but there will be no disproportionate impact of any group.</p> <p>The requirement to achieve excellence, equity and inclusion for all pupils (in line with legal requirements and national and local policy) is embedded in service delivery in all schools, and the service will continue to be delivered in line with these requirements.</p> <p>How do you know that?</p> <p>Knowledge of current service and service users. Positive experience of alternative delivery models (electronic/remote) during pandemic. It is assumed that Scottish Government Funding will be sufficient to continue all or most provision. The review will, as a priority, minimise the potential impact on protected groups. Charging for Saturday Strings, if recommended, would be means tested to protect the most economically disadvantaged, building on previous experience of concessions in the service.</p> |
| <p>Marriage or Civil Partnership</p> | <p>What effect/difference will the policy have on people?</p> <p>None identified.</p> <p>A review of service provision will be undertaken to ensure the service operates within the available funding envelope. The review will take into consideration the outcome of previous consultations, and build on experience of remote-learning gained during Covid. The review could potentially involve a reconsideration of the range of specialisms taught, the use of virtual technology or a rotation between face to face and remote lessons.</p> <p>Saturday Strings provision could either be phased out or a means tested charge introduced for this out of curriculum activity.</p> <p>A service will continue to be provided, but through an alternative funding model. It is anticipated that there will be limited impact on service users, and there will be no disproportionate impact on any group with protected characteristics, any group based on socio-economic background, or on human rights. Pupils using the service may have protected characteristics, and different socio-economic background, but there will be no disproportionate impact on any group. Staff delivering the service may have protected characteristics, and different socio-economic background, but there will be no disproportionate impact of any group.</p> <p>The requirement to achieve excellence, equity and inclusion for all pupils (in line with legal requirements and national and local policy) is embedded in service delivery in all schools, and the service will continue to be delivered in line with these requirements.</p> <p>How do you know that?</p> <p>Knowledge of current service and service users. Positive experience of alternative delivery models (electronic/remote) during pandemic. It is assumed that Scottish Government Funding will be sufficient to continue all or most provision. The review will, as a priority, minimise the potential impact on protected groups. Charging for Saturday Strings, if recommended, would be means tested to protect the most economically disadvantaged, building on previous experience of concessions in the service.</p> |

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| Pregnancy and Maternity | <p>What effect/difference will the policy have on people?</p> <p>None identified.</p> <p>A review of service provision will be undertaken to ensure the service operates within the available funding envelope. The review will take into consideration the outcome of previous consultations, and build on experience of remote-learning gained during Covid. The review could potentially involve a reconsideration of the range of specialisms taught, the use of virtual technology or a rotation between face to face and remote lessons.</p> <p>Saturday Strings provision could either be phased out or a means tested charge introduced for this out of curriculum activity.</p> <p>A service will continue to be provided, but through an alternative funding model. It is anticipated that there will be limited impact on service users, and there will be no disproportionate impact on any group with protected characteristics, any group based on socio-economic background, or on human rights. Pupils using the service may have protected characteristics, and different socio-economic background, but there will be no disproportionate impact on any group. Staff delivering the service may have protected characteristics, and different socio-economic background, but there will be no disproportionate impact of any group.</p> <p>The requirement to achieve excellence, equity and inclusion for all pupils (in line with legal requirements and national and local policy) is embedded in service delivery in all schools, and the service will continue to be delivered in line with these requirements.</p> <p>How do you know that?</p> <p>Knowledge of current service and service users. Positive experience of alternative delivery models (electronic/remote) during pandemic. It is assumed that Scottish Government Funding will be sufficient to continue all or most provision. The review will, as a priority, minimise the potential impact on protected groups. Charging for Saturday Strings, if recommended, would be means tested to protect the most economically disadvantaged, building on previous experience of concessions in the service.</p> |
| Race | <p>What effect/difference will the policy have on people?</p> <p>None identified.</p> <p>A review of service provision will be undertaken to ensure the service operates within the available funding envelope. The review will take into consideration the outcome of previous consultations, and build on experience of remote-learning gained during Covid. The review could potentially involve a reconsideration of the range of specialisms taught, the use of virtual technology or a rotation between face to face and remote lessons.</p> <p>Saturday Strings provision could either be phased out or a means tested charge introduced for this out of curriculum activity.</p> <p>A service will continue to be provided, but through an alternative funding model. It is anticipated that there will be limited impact on service users, and there will be no disproportionate impact on any group with protected characteristics, any group based on socio-economic background, or on human rights. Pupils using the service may have protected characteristics, and different socio-economic background, but there will be no disproportionate impact on any group. Staff delivering the service may have protected characteristics, and different socio-economic background, but there will be no disproportionate impact of any group.</p> <p>The requirement to achieve excellence, equity and inclusion for all pupils (in line with legal requirements and national and local policy) is embedded in service delivery in all schools, and the service will continue to be delivered in line with these requirements.</p> |

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| | <p>How do you know that?</p> <p>Knowledge of current service and service users. Positive experience of alternative delivery models (electronic/remote) during pandemic. It is assumed that Scottish Government Funding will be sufficient to continue all or most provision. The review will, as a priority, minimise the potential impact on protected groups. Charging for Saturday Strings, if recommended, would be means tested to protect the most economically disadvantaged, building on previous experience of concessions in the service.</p> |
| Religion or Belief | <p>What effect/difference will the policy have on people?</p> <p>None identified.</p> <p>A review of service provision will be undertaken to ensure the service operates within the available funding envelope. The review will take into consideration the outcome of previous consultations, and build on experience of remote-learning gained during Covid. The review could potentially involve a reconsideration of the range of specialisms taught, the use of virtual technology or a rotation between face to face and remote lessons.</p> <p>Saturday Strings provision could either be phased out or a means tested charge introduced for this out of curriculum activity.</p> <p>A service will continue to be provided, but through an alternative funding model. It is anticipated that there will be limited impact on service users, and there will be no disproportionate impact on any group with protected characteristics, any group based on socio-economic background, or on human rights. Pupils using the service may have protected characteristics, and different socio-economic background, but there will be no disproportionate impact on any group. Staff delivering the service may have protected characteristics, and different socio-economic background, but there will be no disproportionate impact of any group.</p> <p>The requirement to achieve excellence, equity and inclusion for all pupils (in line with legal requirements and national and local policy) is embedded in service delivery in all schools, and the service will continue to be delivered in line with these requirements.</p> <p>How do you know that?</p> <p>Knowledge of current service and service users. Positive experience of alternative delivery models (electronic/remote) during pandemic. It is assumed that Scottish Government Funding will be sufficient to continue all or most provision. The review will, as a priority, minimise the potential impact on protected groups. Charging for Saturday Strings, if recommended, would be means tested to protect the most economically disadvantaged, building on previous experience of concessions in the service.</p> |
| Sex | <p>What effect/difference will the policy have on people?</p> <p>None identified.</p> <p>A review of service provision will be undertaken to ensure the service operates within the available funding envelope. The review will take into consideration the outcome of previous consultations, and build on experience of remote-learning gained during Covid. The review could potentially involve a reconsideration of the range of specialisms taught, the use of virtual technology or a rotation between face to face and remote lessons.</p> <p>Saturday Strings provision could either be phased out or a means tested charge introduced for this out of curriculum activity.</p> |

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| | <p>A service will continue to be provided, but through an alternative funding model. It is anticipated that there will be limited impact on service users, and there will be no disproportionate impact on any group with protected characteristics, any group based on socio-economic background, or on human rights. Pupils using the service may have protected characteristics, and different socio-economic background, but there will be no disproportionate impact on any group. Staff delivering the service may have protected characteristics, and different socio-economic background, but there will be no disproportionate impact of any group.</p> <p>The requirement to achieve excellence, equity and inclusion for all pupils (in line with legal requirements and national and local policy) is embedded in service delivery in all schools, and the service will continue to be delivered in line with these requirements.</p> <p>How do you know that?</p> <p>Knowledge of current service and service users. Positive experience of alternative delivery models (electronic/remote) during pandemic. It is assumed that Scottish Government Funding will be sufficient to continue all or most provision. The review will, as a priority, minimise the potential impact on protected groups. Charging for Saturday Strings, if recommended, would be means tested to protect the most economically disadvantaged, building on previous experience of concessions in the service.</p> |
| Sexual Orientation | <p>What effect/difference will the policy have on people?</p> <p>None identified.</p> <p>A review of service provision will be undertaken to ensure the service operates within the available funding envelope. The review will take into consideration the outcome of previous consultations, and build on experience of remote-learning gained during Covid. The review could potentially involve a reconsideration of the range of specialisms taught, the use of virtual technology or a rotation between face to face and remote lessons.</p> <p>Saturday Strings provision could either be phased out or a means tested charge introduced for this out of curriculum activity.</p> <p>A service will continue to be provided, but through an alternative funding model. It is anticipated that there will be limited impact on service users, and there will be no disproportionate impact on any group with protected characteristics, any group based on socio-economic background, or on human rights. Pupils using the service may have protected characteristics, and different socio-economic background, but there will be no disproportionate impact on any group. Staff delivering the service may have protected characteristics, and different socio-economic background, but there will be no disproportionate impact of any group.</p> <p>The requirement to achieve excellence, equity and inclusion for all pupils (in line with legal requirements and national and local policy) is embedded in service delivery in all schools, and the service will continue to be delivered in line with these requirements.</p> <p>How do you know that?</p> <p>Knowledge of current service and service users. Positive experience of alternative delivery models (electronic/remote) during pandemic. It is assumed that Scottish Government Funding will be sufficient to continue all or most provision. The review will, as a priority, minimise the potential impact on protected groups. Charging for Saturday Strings, if recommended, would be means tested to protect the most economically disadvantaged, building on previous experience of concessions in the service.</p> |

4. Please outline any needs and/or barriers which may affect vulnerable groups falling into poverty and disadvantage in relation to this policy.

Vulnerable groups may include the following:

- | | | |
|--|---|---|
| • Unemployed | • Pensioners | • Those leaving the care setting including children and young people and those with illness |
| • Single parents and vulnerable families | • Looked After Children | • Homeless people |
| • People on benefits | • Carers including young carers | • People with low literacy/ numeracy |
| • Those involved in the criminal justice system | • People misusing services | • People with lower educational qualifications |
| • People in the most deprived communities (bottom 20 SIMD areas) | • Others e.g. veterans, students | • People in low paid work |
| • People who live in rural areas | • Single adult households | • People with one or more protected characteristics |
| | • People who have experienced the asylum system | |

What effect/difference will the policy have on people?

None identified.

A review of service provision will be undertaken to ensure the service operates within the available funding envelope. The review will take into consideration the outcome of previous consultations, and build on experience of remote-learning gained during Covid. The review could potentially involve a reconsideration of the range of specialisms taught, the use of virtual technology or a rotation between face to face and remote lessons.

Saturday Strings provision could either be phased out or a means tested charge introduced for this out of curriculum activity.

A service will continue to be provided, but through an alternative funding model. It is anticipated that there will be limited impact on service users, and there will be no disproportionate impact on any group with protected characteristics, any group based on socio-economic background, or on human rights. Pupils using the service may have protected characteristics, and different socio-economic background, but there will be no disproportionate impact on any group. Staff delivering the service may have protected characteristics, and different socio-economic background, but there will be no disproportionate impact of any group.

The requirement to achieve excellence, equity and inclusion for all pupils (in line with legal requirements and national and local policy) is embedded in service delivery in all schools, and the service will continue to be delivered in line with these requirements.

How do you know that?

Knowledge of current service and service users.

Positive experience of alternative delivery models (electronic/remote) during pandemic.

It is assumed that Scottish Government Funding will be sufficient to continue all or most provision.

The review will, as a priority, minimise the potential impact on protected groups.

Charging for Saturday Strings, if recommended, would be means tested to protect the most economically disadvantaged, building on previous experience of concessions in the service.

| | |
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| 5. Action Plan | |
| What action/s will be taken, by whom and what is the timescale for completion? | |
| Actioner Name: Head of Education - Secondary, Community Learning and Inclusion | Action Date: 2023-28 |
| What is the issue? | |
| <p>A full action plan will be developed by the responsible officer and an implementation timetable agreed. No equalities action have been identified. The action plan will include:</p> <ul style="list-style-type: none"> • Identification of any service reduction necessary based on any deficit in future Scottish Government Funding • Identification of preferred option for Saturday Strings following consultation with service users • Incorporation of feedback from service users | |
| What action will be taken? | |
| <ul style="list-style-type: none"> • Dependent on outcome of review, and funding levels available • New model of delivery developed building on practice during pandemic | |
| Progress against action | |
| <ul style="list-style-type: none"> • N/A | |

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| 6. Details of consultation and involvement |
| <p>Who will be or has been involved in the consultation process?</p> <p>a) State which service users and groups are involved in this process and describe their involvement.</p> <p>b) Describe any planned involvement saying when this will take place and who is responsible for managing the involvement process.</p> <p>c) Describe the results of the involvement and how you have taken this into account.</p> |
| <p>Consultation has previously been undertaken with schools and service users. Further specific consultation will be undertaken by the lead officer in line with the agreed implementation timetable, including:</p> <ul style="list-style-type: none"> • Service Users • Consultation with staff involved in line with Organisational Change policy, if required. |

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| 7. Data and Information |
| <p>What equality data, poverty data, research, information or other evidence has been used to inform this assessment?</p> <p>a) What information or other evidence has been used in the development of the policy?</p> <p>b) What does research, consultation and other data or information tell you about the impact of the policy? (describe the information and conclusions, and state where the information can be found)</p> <p>i. Quantitative (numbers, percentages, statistical analysis)</p> <p>ii. Qualitative (written/spoken words, opinions, surveys)</p> <p>c) Describe any gaps in the available information, and record within section five (Action Plan), action you are taking in relation to this (e.g. new research, further analysis) and when this is planned.</p> <p>d) Give details of any existing local or national evidence which has been used to inform the development of your policy.</p> |
| <p>Budget information on current service provision model.</p> <p>Budget information on service provision during pandemic including more virtual content.</p> <p>Qualitative data on benefits that can be achieved through increased contact by virtual means during pandemic, including reports to Education Executive.</p> <p>Knowledge of and data on current service users, including eligibility for concession.</p> <p>Comparative data through Improvement Service annual review and report.</p> <p>Information on staff held by HR</p> |

8. Mitigating Actions

If the policy has a negative/adverse impact on a particular group/s, but is still to be implemented, please provide justification for this.

Note: If the policy is unlawfully discriminatory under the Equality Act 2010 and/or is having a negative impact on poverty and socioeconomic disadvantage under the Fairer Scotland Duty, you MUST identify, how the policy can be amended or justified so the Council acts lawfully.

- How could you modify the policy to eliminate discrimination or to reduce any identified negative impacts? If necessary, consider other ways in which you could meet the aims and objectives.
- How could you modify the policy to create or maximise the positive aspects of the proposals and to increase equality and reduce poverty and socioeconomic disadvantage.
- Describe any modifications which you can make without further delay (for example, easy, few resource implications).
- If you propose to make any of the modifications shown above, describe any potential new negative impacts on other groups in society or on the ability to achieve the aims and how you will minimise these.
- Please describe the resource implications of any proposed modifications taking into account financial, people and property issues.

No mitigating measures are required as instrumental music tuition would continue to be provided.

9. Monitoring and Review

- How will the implementation and impact of the policy be monitored, including implementation of any amendments? For example, what type of monitoring will there be? How frequent?
- What are the practical arrangements for monitoring? For example, who will put this in place? When will it start?
- How will results of monitoring be used to develop future policies?
- When is the policy due to be reviewed?
- Who is responsible for ensuring this happens? Please detail below

Annual service user consultation and annual report on Instrumental Music service provision.

Comparative data through Improvement Service annual review and report.

Council performance and WLAM reviews.

Update reports to PDSP/Executive.

10. Recommendation and Reasoning

The proposed budget reduction should proceed as planned.

Reason for Recommendation

A service will continue to be provided, but through an alternative funding model. It is anticipated that there will be limited impact on service users, and there will be no disproportionate impact on any group with protected characteristics, any group based on socio-economic background, or on human rights. Pupils using the service may have protected characteristics, and different socio-economic background, but there will be no disproportionate impact on any group. Staff delivering the service may have protected characteristics, and different socio-economic background, but there will be no disproportionate impact of any group.

It is assumed that Scottish Government Funding will be sufficient to continue all or most provision.

The review will, as a priority, minimise the potential impact on protected groups.

Charging for Saturday Strings, if recommended, would be means tested to protect the most economically disadvantaged, building on previous experience of concessions in the service.

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| Signed by Lead Officer | |
| Designation | Head of Education - Secondary, Community Learning and Inclusion |
| Date | 16/01/2023 |
| Counter Signature (Head of Service or Depute Chief Executive responsible for the policy) | Depute Chief Executive |
| Date | 16/01/2023 |

Integrated Relevance Assessment Form

| 1. Details of proposal | |
|--|--|
| Policy Title (include budget reference number if applicable) | E2e – Amend the length of the P1-2 school week to match class contact time of 22.5 hours |
| Service Area (detail which service area and section this relates to) | Education Primary Schools |
| Lead Officer (Name and job title) | Head of Education – Primary, Early Learning and Resources |
| Other Officers/Partners Involved (list names, job titles and organisations if applicable) | Head of Education - Secondary, Community Learning and Inclusion Service Manager |
| Date relevance assessed | 23/06/2022 |

| 2. Does the council have control over how this policy will be implemented? | | | |
|--|---|-----------|--|
| YES | X | NO | |

| | |
|---|-----|
| <p>3. The General Duty of the Equality Act 2010 requires public authorities, in the exercise of their functions, to have due regard to the need to:</p> <ul style="list-style-type: none"> • Eliminate unlawful discrimination, harassment and victimisation and other prohibited conduct • Advance equality of opportunity between those who share a protected characteristic and those who do not; and • Foster good relations between those who share a protected characteristic and those who do not <p>NB: In this section you must also consider the Human Rights Act and the key PANEL (Participation, Accountability, Non Discrimination, Empowerment and Legality) principles of Human Rights</p> <p>Which groups of people do you think will be, or potentially could be, impacted upon by the implementation of this policy? You should consider employees, clients, customers and service users (please tick below as appropriate).</p> | |
| Age – older people, young people and children | Yes |
| Disability – people with disabilities/long standing conditions | No |
| Gender reassignment – trans/transgender identity – anybody who's gender identity or gender expression is different to the sex assigned to them at birth | No |
| Marriage or civil partnership – people who are married or in a civil partnership | No |
| Pregnancy and maternity – woman who are pregnant and/or on maternity leave | No |
| Race – people from black, Asian and minority ethnic communities and different racial backgrounds | No |
| Religion or belief – people with different religions and beliefs including those with no beliefs | No |
| Sex - Male, female and intersex | No |
| Sexual Orientation – lesbian, gay, bisexual, heterosexual/straight | No |

| 4. Do you have evidence or reason to believe that this policy will or may impact on socio-economic inequalities? Consideration must be given particularly to children and families | |
|--|--|
| Socio-economic Disadvantage | Impact (Please Tick as Appropriate) |
| Low Income/Income Poverty – cannot afford to maintain regular payments such as bills, food, clothing | Yes |
| Low and/or No Wealth – enough money to meet basic living costs and pay bills but have no savings to deal with any unexpected spends and no provision for the future | Yes |
| Material Deprivation – being unable to access basic goods and services i.e. financial products like life insurance, repair/replace broken electrical goods, warm home, leisure and hobbies | No |
| Area Deprivation – where you live (rural areas), where you work (accessibility of transport) | No |
| Socio-economic Background – social class i.e. parents education, employment and income | No |

| 5. Integrated impact assessment required? (Two ticks above = full assessment necessary) | | | |
|--|-----|----|--|
| YES | Yes | NO | |

| 6. Decision rationale If you have ticked no above, use this section to evidence why a full IIA is not required |
|--|
| <p>A review of the length of the school week across all local authorities in September 2021 indicates that a number of authorities operate a shorter school week for infant classes, including: Highland (22:45), East Lothian (22:30), City of Edinburgh (22:30-23:00) and Angus Council (23:20). These councils continued to operate a class week of less than 25 hours for P1 & P2 pupils, when others (including West Lothian) standardised the school week and associated class teaching time of 25 hours following publication of the McCrone report in 2000.</p> <p>There is no obvious cause and effect relationship between lower hours and attainment. For example, benchmarking information for City of Edinburgh and Angus Council over the most recent five year period indicates that they consistently exceed the national average P1 & P2 attainment indicators in reading, writing, literacy, literacy and numeracy.</p> <p>Pupils using the service will have protected characteristics, and different socio-economic background. It is anticipated that impact on service users will not be significant, and there will be no disproportionate impact on any group with protected characteristics, any group based on socio-economic background, or on human rights. Existing support for pupils with additional support needs, and to support pupils with other protected characteristics, and from different socio-economic backgrounds will continue and will not be impacted by this measure.</p> <p>Any change to the school day could potentially impact on childcare requirements, which could impact on low income groups. The impact will be offset by the early phasing in of community level systems of school age childcare by the Scottish Government starting in 2022/23, targeted to support the six priority groups in the Tackling Child Poverty Plan and expanding childcare by building a system of wraparound childcare before and after school.</p> <p>An alternative model would replace teacher time with PSW time to provide additional break time and additional play activities to keep school day aligned to P3 to P7, with extended breaks in learning to maintain existing drop off and pick up times. Extended breaks would complement classroom teaching, noting that children often learn through play and concentration is enhanced following physical activity.</p> |

Staff delivering the service may have protected characteristics, and different socio-economic background, but there will be no disproportionate impact of any group. The reduction in staffing of 20.56 FTE RCCT teachers will be achieved within the Council's policy of no compulsory redundancies and delivered through redeployment across schools. Staff affected may have protected characteristics and different socio-economic background, but Council policies which ensure compliance with equalities and other relevant legislation will be followed.

PEF funding, for pupils from less affluent backgrounds, will be unaffected by this measure.
Separate budgets for ASN support will be retained.

The requirement to achieve excellence, equity and inclusion for all pupils (in line with legal requirements and national and local policy) is embedded in service delivery in all schools, and the service will continue to be delivered in line with these requirements.

Although potential impact is anticipated to be minor, with mitigations, a full impact assessment is recommended. It is recommended that E2e, E2f, E2g and E5b are assessed jointly to address any cumulative impact.

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| Signed by Lead Officer | |
| Designation | Head of Education – Primary, Early Learning and Resources |
| Date | 16/01/2023 |
| Counter Signature (Head of Service or Depute Chief Executive responsible for the policy) | Depute Chief Executive |
| Date | 16/01/2023 |



Full Integrated Impact Assessment Form

| 1. Details of proposal | |
|---|---|
| Policy Title (include budget reference number if applicable) | E2e – Amend the length of the P1-2 school week to match class contact time of 22.5 hours |
| Details of Others Involved | Head of Education - Secondary, Community Learning and Inclusion Head of Education – Primary, Early Learning and Resources Service Manager Business Change Lead, Transition Team Quality Improvement Manager |
| Date Assessment Conducted | 01/10/2022 |

| 2. Set out a clear understanding of the purpose of the policy being developed or reviewed (what are the aims, objectives and intended outcomes including the context within which it will operate) |
|--|
| <p>Teacher contractual contact time is currently 22.5 hours per week. It is proposed to align the P1-2 school week, which is currently 25 hours, to match teacher contact time, reducing teaching time by 2.5 hours per week. Previously West Lothian operated a shorter day for P1-2 until the hours were extended in 2001. This saving could be achieved from reducing teacher numbers to reflect contact time, and through the delivery of increased physical activity times utilising pupil support worker (PSW) time which would provide the required supervision and engagement with increased play activities. This would be consistent with the focus in primary education to increase play-based opportunities to enhance learning, whether that be through adult initiated play or supervised self-directed play. This would be in line with early years play pedagogy, which is where children learn through play, and related activities could be delivered by PSWs.</p> |

| 3. Please outline any needs and/or barriers which equality groups (people with protected characteristics) may have in relation to this policy | |
|---|---|
| Age | <p>What effect/difference will the policy have on people?</p> <p>The preferred model of implementation is to reduce teaching hours rather than school hours, and this model would have no impact on childcare requirements.</p> <p>Pupils using the service will have protected characteristics, and different socio-economic background. It is anticipated that impact on service users will not be significant, and there will be no disproportionate impact on any group with protected characteristics, any group based on socio-economic background, or on human rights. Existing support for pupils with additional support needs, and to support pupils with other protected characteristics, and from different socio-economic backgrounds will continue and will not be impacted by this measure.</p> <p>Staff delivering the service may have protected characteristics, and different socio-economic background, but there will be no disproportionate impact of any group. The reduction in staffing of 20.56 FTE RCCT teachers will be achieved within the Council's policy of no compulsory redundancies and delivered through natural turnover and redeployment across schools, in line with existing policies and practice – teacher contracts are with the council not individual schools. Council policies which ensure compliance with equalities and other relevant legislation will be followed.</p> <p>The requirement to achieve excellence, equity and inclusion for all pupils (in line with legal requirements and national and local policy) is embedded in service delivery in all schools, and the service will continue to be delivered in line with these requirements.</p> |

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| | <p>How do you know that?</p> <p>Comparative data from other councils including those already operating a similar model.</p> <p>A review of the length of the school week across all local authorities in September 2021 indicates that a number of authorities operate a shorter school week for infant classes, including: Highland (22:45), East Lothian (22:30), City of Edinburgh (22:30-23:00) and Angus Council (23:20). These councils continued to operate a class week of less than 25 hours for P1 & P2 pupils, when others (including West Lothian) standardised the school week and associated class teaching time of 25 hours following publication of the McCrone report in 2000.</p> <p>There is no obvious cause and effect relationship between lower hours and attainment. For example, benchmarking information for City of Edinburgh and Angus Council over the most recent five year period indicates that they consistently exceed the national average P1 & P2 attainment indicators in reading, writing, literacy, literacy and numeracy.</p> <p>Knowledge of current service provision and research on play based approaches. Staffing data held on HR systems. Financial data, including PEF funding, for pupils from less affluent backgrounds, which will be unaffected by this measure, and existing financial resources for ASN support which will be retained.</p> |
| Disability | <p>What effect/difference will the policy have on people?</p> <p>None identified.</p> <p>The preferred model of implementation is to reduce teaching hours rather than school hours, and this model would have no impact on childcare requirements.</p> <p>Pupils using the service will have protected characteristics, and different socio-economic background. It is anticipated that impact on service users will not be significant, and there will be no disproportionate impact on any group with protected characteristics, any group based on socio-economic background, or on human rights. Existing support for pupils with additional support needs, and to support pupils with other protected characteristics, and from different socio-economic backgrounds will continue and will not be impacted by this measure.</p> <p>Staff delivering the service may have protected characteristics, and different socio-economic background, but there will be no disproportionate impact of any group. The reduction in staffing of 20.56 FTE RCCT teachers will be achieved within the Council's policy of no compulsory redundancies and delivered through natural turnover and redeployment across schools, in line with existing policies and practice – teacher contracts are with the council not individual schools. Council policies which ensure compliance with equalities and other relevant legislation will be followed.</p> <p>The requirement to achieve excellence, equity and inclusion for all pupils (in line with legal requirements and national and local policy) is embedded in service delivery in all schools, and the service will continue to be delivered in line with these requirements.</p> <p>How do you know that?</p> <p>Comparative data from other councils including those already operating a similar model.</p> <p>A review of the length of the school week across all local authorities in September 2021 indicates that a number of authorities operate a shorter school week for infant classes, including: Highland (22:45), East Lothian (22:30), City of Edinburgh (22:30-23:00) and Angus Council (23:20). These councils continued to operate a class week of less than 25 hours for P1 & P2 pupils, when others (including West Lothian) standardised the school week and associated class teaching time of 25 hours following publication of the McCrone report in 2000.</p> |

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| | <p>There is no obvious cause and effect relationship between lower hours and attainment. For example, benchmarking information for City of Edinburgh and Angus Council over the most recent five year period indicates that they consistently exceed the national average P1 & P2 attainment indicators in reading, writing, literacy, literacy and numeracy.</p> <p>Knowledge of current service provision and research on play based approaches. Staffing data held on HR systems. Financial data, including PEF funding, for pupils from less affluent backgrounds, which will be unaffected by this measure, and existing financial resources for ASN support which will be retained.</p> |
| Gender Reassignment – Trans/Transgender Identity | <p>What effect/difference will the policy have on people?</p> <p>None identified. The preferred model of implementation is to reduce teaching hours rather than school hours, and this model would have no impact on childcare requirements.</p> <p>Pupils using the service will have protected characteristics, and different socio-economic background. It is anticipated that impact on service users will not be significant, and there will be no disproportionate impact on any group with protected characteristics, any group based on socio-economic background, or on human rights. Existing support for pupils with additional support needs, and to support pupils with other protected characteristics, and from different socio-economic backgrounds will continue and will not be impacted by this measure.</p> <p>Staff delivering the service may have protected characteristics, and different socio-economic background, but there will be no disproportionate impact of any group. The reduction in staffing of 20.56 FTE RCCT teachers will be achieved within the Council's policy of no compulsory redundancies and delivered through natural turnover and redeployment across schools, in line with existing policies and practice – teacher contracts are with the council not individual schools. Council policies which ensure compliance with equalities and other relevant legislation will be followed.</p> <p>The requirement to achieve excellence, equity and inclusion for all pupils (in line with legal requirements and national and local policy) is embedded in service delivery in all schools, and the service will continue to be delivered in line with these requirements.</p> <p>How do you know that?</p> <p>Comparative data from other councils including those already operating a similar model.</p> <p>A review of the length of the school week across all local authorities in September 2021 indicates that a number of authorities operate a shorter school week for infant classes, including: Highland (22:45), East Lothian (22:30), City of Edinburgh (22:30-23:00) and Angus Council (23:20). These councils continued to operate a class week of less than 25 hours for P1 & P2 pupils, when others (including West Lothian) standardised the school week and associated class teaching time of 25 hours following publication of the McCrone report in 2000.</p> <p>There is no obvious cause and effect relationship between lower hours and attainment. For example, benchmarking information for City of Edinburgh and Angus Council over the most recent five year period indicates that they consistently exceed the national average P1 & P2 attainment indicators in reading, writing, literacy, literacy and numeracy.</p> <p>Knowledge of current service provision and research on play based approaches. Staffing data held on HR systems. Financial data, including PEF funding, for pupils from less affluent backgrounds, which will be unaffected by this measure, and existing financial resources for ASN support which will be retained.</p> |

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|--------------------------------------|---|
| <p>Marriage or Civil Partnership</p> | <p>What effect/difference will the policy have on people?</p> <p>None identified.</p> <p>The preferred model of implementation is to reduce teaching hours rather than school hours, and this model would have no impact on childcare requirements.</p> <p>Pupils using the service will have protected characteristics, and different socio-economic background. It is anticipated that impact on service users will not be significant, and there will be no disproportionate impact on any group with protected characteristics, any group based on socio-economic background, or on human rights. Existing support for pupils with additional support needs, and to support pupils with other protected characteristics, and from different socio-economic backgrounds will continue and will not be impacted by this measure.</p> <p>Staff delivering the service may have protected characteristics, and different socio-economic background, but there will be no disproportionate impact of any group. The reduction in staffing of 20.56 FTE RCCT teachers will be achieved within the Council's policy of no compulsory redundancies and delivered through natural turnover and redeployment across schools, in line with existing policies and practice – teacher contracts are with the council not individual schools. Council policies which ensure compliance with equalities and other relevant legislation will be followed.</p> <p>The requirement to achieve excellence, equity and inclusion for all pupils (in line with legal requirements and national and local policy) is embedded in service delivery in all schools, and the service will continue to be delivered in line with these requirements.</p> <p>How do you know that?</p> <p>Comparative data from other councils including those already operating a similar model. A review of the length of the school week across all local authorities in September 2021 indicates that a number of authorities operate a shorter school week for infant classes, including: Highland (22:45), East Lothian (22:30), City of Edinburgh (22:30-23:00) and Angus Council (23:20). These councils continued to operate a class week of less than 25 hours for P1 & P2 pupils, when others (including West Lothian) standardised the school week and associated class teaching time of 25 hours following publication of the McCrone report in 2000.</p> <p>There is no obvious cause and effect relationship between lower hours and attainment. For example, benchmarking information for City of Edinburgh and Angus Council over the most recent five year period indicates that they consistently exceed the national average P1 & P2 attainment indicators in reading, writing, literacy, literacy and numeracy.</p> <p>Knowledge of current service provision and research on play based approaches. Staffing data held on HR systems. Financial data, including PEF funding, for pupils from less affluent backgrounds, which will be unaffected by this measure, and existing financial resources for ASN support which will be retained.</p> |
| <p>Pregnancy and Maternity</p> | <p>What effect/difference will the policy have on people?</p> <p>None identified.</p> <p>The preferred model of implementation is to reduce teaching hours rather than school hours, and this model would have no impact on childcare requirements.</p> <p>Pupils using the service will have protected characteristics, and different socio-economic background. It is anticipated that impact on service users will not be significant, and there will be no disproportionate impact on any group with protected characteristics, any group based on socio-economic background, or on human rights. Existing support for pupils with additional support needs, and to support pupils with other protected characteristics, and from different socio-economic backgrounds will continue and will not be impacted by this measure.</p> |

Staff delivering the service may have protected characteristics, and different socio-economic background, but there will be no disproportionate impact of any group. The reduction in staffing of 20.56 FTE RCCT teachers will be achieved within the Council's policy of no compulsory redundancies and delivered through natural turnover and redeployment across schools, in line with existing policies and practice – teacher contracts are with the council not individual schools. Council policies which ensure compliance with equalities and other relevant legislation will be followed.

The requirement to achieve excellence, equity and inclusion for all pupils (in line with legal requirements and national and local policy) is embedded in service delivery in all schools, and the service will continue to be delivered in line with these requirements.

How do you know that?

Comparative data from other councils including those already operating a similar model.

A review of the length of the school week across all local authorities in September 2021 indicates that a number of authorities operate a shorter school week for infant classes, including: Highland (22:45), East Lothian (22:30), City of Edinburgh (22:30-23:00) and Angus Council (23:20). These councils continued to operate a class week of less than 25 hours for P1 & P2 pupils, when others (including West Lothian) standardised the school week and associated class teaching time of 25 hours following publication of the McCrone report in 2000.

There is no obvious cause and effect relationship between lower hours and attainment. For example, benchmarking information for City of Edinburgh and Angus Council over the most recent five year period indicates that they consistently exceed the national average P1 & P2 attainment indicators in reading, writing, literacy, literacy and numeracy.

Knowledge of current service provision and research on play based approaches.
Staffing data held on HR systems.
Financial data, including PEF funding, for pupils from less affluent backgrounds, which will be unaffected by this measure, and existing financial resources for ASN support which will be retained.

Race

What effect/difference will the policy have on people?

None identified.

The preferred model of implementation is to reduce teaching hours rather than school hours, and this model would have no impact on childcare requirements.

Pupils using the service will have protected characteristics, and different socio-economic background. It is anticipated that impact on service users will not be significant, and there will be no disproportionate impact on any group with protected characteristics, any group based on socio-economic background, or on human rights. Existing support for pupils with additional support needs, and to support pupils with other protected characteristics, and from different socio-economic backgrounds will continue and will not be impacted by this measure.

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The requirement to achieve excellence, equity and inclusion for all pupils (in line with legal requirements and national and local policy) is embedded in service delivery in all schools, and the service will continue to be delivered in line with these requirements.

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| | <p>How do you know that?</p> <p>Comparative data from other councils including those already operating a similar model.</p> <p>A review of the length of the school week across all local authorities in September 2021 indicates that a number of authorities operate a shorter school week for infant classes, including: Highland (22:45), East Lothian (22:30), City of Edinburgh (22:30-23:00) and Angus Council (23:20). These councils continued to operate a class week of less than 25 hours for P1 & P2 pupils, when others (including West Lothian) standardised the school week and associated class teaching time of 25 hours following publication of the McCrone report in 2000.</p> <p>There is no obvious cause and effect relationship between lower hours and attainment. For example, benchmarking information for City of Edinburgh and Angus Council over the most recent five year period indicates that they consistently exceed the national average P1 & P2 attainment indicators in reading, writing, literacy, literacy and numeracy.</p> <p>Knowledge of current service provision and research on play based approaches. Staffing data held on HR systems. Financial data, including PEF funding, for pupils from less affluent backgrounds, which will be unaffected by this measure, and existing financial resources for ASN support which will be retained.</p> |
| Religion or Belief | <p>What effect/difference will the policy have on people?</p> <p>None identified.</p> <p>The preferred model of implementation is to reduce teaching hours rather than school hours, and this model would have no impact on childcare requirements.</p> <p>Pupils using the service will have protected characteristics, and different socio-economic background. It is anticipated that impact on service users will not be significant, and there will be no disproportionate impact on any group with protected characteristics, any group based on socio-economic background, or on human rights. Existing support for pupils with additional support needs, and to support pupils with other protected characteristics, and from different socio-economic backgrounds will continue and will not be impacted by this measure.</p> <p>Staff delivering the service may have protected characteristics, and different socio-economic background, but there will be no disproportionate impact of any group. The reduction in staffing of 20.56 FTE RCCT teachers will be achieved within the Council's policy of no compulsory redundancies and delivered through natural turnover and redeployment across schools, in line with existing policies and practice – teacher contracts are with the council not individual schools. Council policies which ensure compliance with equalities and other relevant legislation will be followed.</p> <p>The requirement to achieve excellence, equity and inclusion for all pupils (in line with legal requirements and national and local policy) is embedded in service delivery in all schools, and the service will continue to be delivered in line with these requirements.</p> <p>How do you know that?</p> <p>Comparative data from other councils including those already operating a similar model.</p> <p>A review of the length of the school week across all local authorities in September 2021 indicates that a number of authorities operate a shorter school week for infant classes, including: Highland (22:45), East Lothian (22:30), City of Edinburgh (22:30-23:00) and Angus Council (23:20). These councils continued to operate a class week of less than 25 hours for P1 & P2 pupils, when others (including West Lothian) standardised the school week and associated class teaching time of 25 hours following publication of the McCrone report in 2000.</p> |

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| | <p>There is no obvious cause and effect relationship between lower hours and attainment. For example, benchmarking information for City of Edinburgh and Angus Council over the most recent five year period indicates that they consistently exceed the national average P1 & P2 attainment indicators in reading, writing, literacy, literacy and numeracy.</p> <p>Knowledge of current service provision and research on play based approaches. Staffing data held on HR systems. Financial data, including PEF funding, for pupils from less affluent backgrounds, which will be unaffected by this measure, and existing financial resources for ASN support which will be retained.</p> |
| Sex | <p>What effect/difference will the policy have on people?</p> <p>None identified. The preferred model of implementation is to reduce teaching hours rather than school hours, and this model would have no impact on childcare requirements.</p> <p>Pupils using the service will have protected characteristics, and different socio-economic background. It is anticipated that impact on service users will not be significant, and there will be no disproportionate impact on any group with protected characteristics, any group based on socio-economic background, or on human rights. Existing support for pupils with additional support needs, and to support pupils with other protected characteristics, and from different socio-economic backgrounds will continue and will not be impacted by this measure.</p> <p>Staff delivering the service may have protected characteristics, and different socio-economic background, but there will be no disproportionate impact of any group. The reduction in staffing of 20.56 FTE RCCT teachers will be achieved within the Council's policy of no compulsory redundancies and delivered through natural turnover and redeployment across schools, in line with existing policies and practice – teacher contracts are with the council not individual schools. Council policies which ensure compliance with equalities and other relevant legislation will be followed.</p> <p>The requirement to achieve excellence, equity and inclusion for all pupils (in line with legal requirements and national and local policy) is embedded in service delivery in all schools, and the service will continue to be delivered in line with these requirements.</p> <p>How do you know that?</p> <p>Comparative data from other councils including those already operating a similar model.</p> <p>A review of the length of the school week across all local authorities in September 2021 indicates that a number of authorities operate a shorter school week for infant classes, including: Highland (22:45), East Lothian (22:30), City of Edinburgh (22:30-23:00) and Angus Council (23:20). These councils continued to operate a class week of less than 25 hours for P1 & P2 pupils, when others (including West Lothian) standardised the school week and associated class teaching time of 25 hours following publication of the McCrone report in 2000.</p> <p>There is no obvious cause and effect relationship between lower hours and attainment. For example, benchmarking information for City of Edinburgh and Angus Council over the most recent five year period indicates that they consistently exceed the national average P1 & P2 attainment indicators in reading, writing, literacy, literacy and numeracy.</p> <p>Knowledge of current service provision and research on play based approaches. Staffing data held on HR systems. Financial data, including PEF funding, for pupils from less affluent backgrounds, which will be unaffected by this measure, and existing financial resources for ASN support which will be retained.</p> |

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| Sexual Orientation | <p>What effect/difference will the policy have on people?</p> <p>None identified.</p> <p>The preferred model of implementation is to reduce teaching hours rather than school hours, and this model would have no impact on childcare requirements.</p> <p>Pupils using the service will have protected characteristics, and different socio-economic background. It is anticipated that impact on service users will not be significant, and there will be no disproportionate impact on any group with protected characteristics, any group based on socio-economic background, or on human rights. Existing support for pupils with additional support needs, and to support pupils with other protected characteristics, and from different socio-economic backgrounds will continue and will not be impacted by this measure.</p> <p>Staff delivering the service may have protected characteristics, and different socio-economic background, but there will be no disproportionate impact of any group. The reduction in staffing of 20.56 FTE RCCT teachers will be achieved within the Council's policy of no compulsory redundancies and delivered through natural turnover and redeployment across schools, in line with existing policies and practice – teacher contracts are with the council not individual schools. Council policies which ensure compliance with equalities and other relevant legislation will be followed.</p> <p>The requirement to achieve excellence, equity and inclusion for all pupils (in line with legal requirements and national and local policy) is embedded in service delivery in all schools, and the service will continue to be delivered in line with these requirements.</p> |
| | <p>How do you know that?</p> <p>Comparative data from other councils including those already operating a similar model.</p> <p>A review of the length of the school week across all local authorities in September 2021 indicates that a number of authorities operate a shorter school week for infant classes, including: Highland (22:45), East Lothian (22:30), City of Edinburgh (22:30-23:00) and Angus Council (23:20). These councils continued to operate a class week of less than 25 hours for P1 & P2 pupils, when others (including West Lothian) standardised the school week and associated class teaching time of 25 hours following publication of the McCrone report in 2000.</p> <p>There is no obvious cause and effect relationship between lower hours and attainment. For example, benchmarking information for City of Edinburgh and Angus Council over the most recent five year period indicates that they consistently exceed the national average P1 & P2 attainment indicators in reading, writing, literacy, literacy and numeracy.</p> <p>Knowledge of current service provision and research on play based approaches. Staffing data held on HR systems. Financial data, including PEF funding, for pupils from less affluent backgrounds, which will be unaffected by this measure, and existing financial resources for ASN support which will be retained.</p> |

4. Please outline any needs and/or barriers which may affect vulnerable groups falling into poverty and disadvantage in relation to this policy.

Vulnerable groups may include the following:

- | | | |
|--|---|---|
| • Unemployed | • Pensioners | • Those leaving the care setting including children and young people and those with illness |
| • Single parents and vulnerable families | • Looked After Children | • Homeless people |
| • People on benefits | • Carers including young carers | • People with low literacy/ numeracy |
| • Those involved in the criminal justice system | • People misusing services | • People with lower educational qualifications |
| • People in the most deprived communities (bottom 20 SIMD areas) | • Others e.g. veterans, students | • People in low paid work |
| • People who live in rural areas | • Single adult households | • People with one or more protected characteristics |
| | • People who have experienced the asylum system | |

What effect/difference will the policy have on people?

Pupils using the service will have protected characteristics, and different socio-economic background. It is anticipated that impact on service users will not be significant, and there will be no disproportionate impact on any group with protected characteristics, any group based on socio-economic background, or on human rights. Existing support for pupils with additional support needs, and to support pupils with other protected characteristics, and from different socio-economic backgrounds will continue and will not be impacted by this measure.

The preferred model of implementation is to reduce class based formal teaching hours rather than school hours, and this model would have no impact on childcare requirements.

Staff delivering the service may have protected characteristics, and different socio-economic background, but there will be no disproportionate impact of any group. The reduction in staffing of 20.56 FTE RCCT teachers will be achieved within the Council's policy of no compulsory redundancies and delivered through redeployment across schools. Staff affected may have protected characteristics and different socio-economic background, but Council policies which ensure compliance with equalities and other relevant legislation will be followed.

The requirement to achieve excellence, equity and inclusion for all pupils (in line with legal requirements and national and local policy) is embedded in service delivery in all schools, and the service will continue to be delivered in line with these requirements.

How do you know that?

Comparative data from other councils including those already operating a similar model.

A review of the length of the school week across all local authorities in September 2021 indicates that a number of authorities operate a shorter school week for infant classes, including: Highland (22:45), East Lothian (22:30), City of Edinburgh (22:30-23:00) and Angus Council (23:20). These councils continued to operate a class week of less than 25 hours for P1 & P2 pupils, when others (including West Lothian) standardised the school week and associated class teaching time of 25 hours following publication of the McCrone report in 2000.

There is no obvious cause and effect relationship between lower hours and attainment. For example, benchmarking information for City of Edinburgh and Angus Council over the most recent five year period indicates that they consistently exceed the national average P1 & P2 attainment indicators in reading, writing, literacy, literacy and numeracy.

Knowledge of current service provision and research on play based approaches.

Staffing data held on HR systems.

Financial data, including PEF funding, for pupils from less affluent backgrounds, which will be unaffected by this measure, and existing financial resources for ASN support which will be retained.

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| 5. Action Plan What action/s will be taken, by whom and what is the timescale for completion? | |
| Actioner Name: Head of Education – Primary, Early Learning and Resources | Action Date: 2023/2028 |
| What is the issue? An action plan will be put in place to support implementation when agreed. No specific equalities actions have been identified. | |
| What action will be taken? <ul style="list-style-type: none"> • New model of delivery for 3-18 curriculum within revised new teaching hours, with increased play based learning. • Timetable for implementation developed. • Clear communication with parents/carers. • Consultation with TUs in line with council policy and statutory requirements as appropriate. | |
| Progress against action N/A | |

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| 6. Details of consultation and involvement Who will be or has been involved in the consultation process? a) State which service users and groups are involved in this process and describe their involvement. b) Describe any planned involvement saying when this will take place and who is responsible for managing the involvement process. c) Describe the results of the involvement and how you have taken this into account. |
| Consultation will be undertaken by the lead officers in line with the agreed implementation timetable, including: <ul style="list-style-type: none"> • Education Senior Management Team • Headteachers • Teaching Unions • Parents/carers |

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| 7. Data and Information What equality data, poverty data, research, information or other evidence has been used to inform this assessment? a) What information or other evidence has been used in the development of the policy? b) What does research, consultation and other data or information tell you about the impact of the policy? (describe the information and conclusions, and state where the information can be found) <ol style="list-style-type: none"> Quantitative (numbers, percentages, statistical analysis) Qualitative (written/spoken words, opinions, surveys) c) Describe any gaps in the available information, and record within section five (Action Plan), action you are taking in relation to this (e.g. new research, further analysis) and when this is planned. d) Give details of any existing local or national evidence which has been used to inform the development of your policy. |
| Curriculum for Excellence Budget Data for each school. Attainment and Performance Data. Comparative Data with other Councils Staff data held on HR system |

8. Mitigating Actions

If the policy has a negative/adverse impact on a particular group/s, but is still to be implemented, please provide justification for this.

Note: If the policy is unlawfully discriminatory under the Equality Act 2010 and/or is having a negative impact on poverty and socioeconomic disadvantage under the Fairer Scotland Duty, you MUST identify, how the policy can be amended or justified so the Council acts lawfully.

- How could you modify the policy to eliminate discrimination or to reduce any identified negative impacts? If necessary, consider other ways in which you could meet the aims and objectives.
- How could you modify the policy to create or maximise the positive aspects of the proposals and to increase equality and reduce poverty and socioeconomic disadvantage.
- Describe any modifications which you can make without further delay (for example, easy, few resource implications).
- If you propose to make any of the modifications shown above, describe any potential new negative impacts on other groups in society or on the ability to achieve the aims and how you will minimise these.
- Please describe the resource implications of any proposed modifications taking into account financial, people and property issues.

This would be a return to West Lothian Council's previous early primary model and is consistent with the position in a number of other authorities. Consultation, reassurance and engagement with parents and Education Scotland should allay any fears regarding the new model. Considering an alternative model utilising PSW for early years play would see no reduction in overall access time. Potential parental concerns regarding childcare could be mitigated by the Scottish Government's commitment to expand childcare and wraparound provision.

9. Monitoring and Review

- How will the implementation and impact of the policy be monitored, including implementation of any amendments? For example, what type of monitoring will there be? How frequent?
- What are the practical arrangements for monitoring? For example, who will put this in place? When will it start?
- How will results of monitoring be used to develop future policies?
- When is the policy due to be reviewed?
- Who is responsible for ensuring this happens? Please detail below

Existing established arrangements for:

- Internal quality assurance/VSE/WLAM and external inspection/HMle.
- Attainment data/School Performance Visits
- Consultation with staff, parents/carers and pupils.
- Budget Monitoring

10. Recommendation and Reasoning

It is recommended the budget proposal proceeds as planned.

Reason for Recommendation

Pupils using the service will have protected characteristics, and different socio-economic background. It is anticipated that impact on service users will not be significant, and there will be no disproportionate impact on any group with protected characteristics, any group based on socio-economic background, or on human rights. Existing support for pupils with additional support needs, and to support pupils with other protected characteristics, and from different socio-economic backgrounds will continue and will not be impacted by this measure.

The preferred model of implementation is to reduce teaching hours rather than school hours, and this model would have no impact on childcare requirements.

Staff delivering the service may have protected characteristics, and different socio-economic background, but there will be no disproportionate impact of any group. The reduction in staffing of 20.56 FTE RCCT teachers will be achieved within the Council's policy of no compulsory redundancies and delivered through redeployment across schools. Staff affected may have protected characteristics and different socio-economic background, but Council policies which ensure compliance with equalities and other relevant legislation will be followed.

The requirement to achieve excellence, equity and inclusion for all pupils (in line with legal requirements and national and local policy) is embedded in service delivery in all schools, and the service will continue to be delivered in line with these requirements.

There is no obvious cause and effect relationship between lower hours and attainment. For example, benchmarking information for City of Edinburgh and Angus Council over the most recent five year period indicates that they consistently exceed the national average P1 & P2 attainment indicators in reading, writing, literacy, literacy and numeracy.

PEF funding, for pupils from less affluent backgrounds, will be unaffected by this measure. Separate budgets for ASN support will be retained.

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| Signed by Lead Officer | |
| Designation | Head of Education – Primary, Early Learning and Resources |
| Date | 16/01/2023 |
| Counter Signature (Head of Service or Depute Chief Executive responsible for the policy) | Depute Chief Executive |
| Date | 16/01/2023 |

Integrated Relevance Assessment Form

| 1. Details of proposal | | | |
|--|--|--|--|
| Policy Title (include budget reference number if applicable) | E2f – Amend the length of the P3-7 school week to match class contact time of 22.5 hours | | |
| Service Area (detail which service area and section this relates to) | Education Primary Schools | | |
| Lead Officer (Name and job title) | Head of Education – Primary, Early Learning and Resources | | |
| Other Officers/Partners Involved (list names, job titles and organisations if applicable) | Head of Education - Secondary, Community Learning and Inclusion Service Manager Business Change Lead, Transition Team Quality Improvement Manager | | |
| Date relevance assessed | 23/06/2022 | | |

| 2. Does the council have control over how this policy will be implemented? | | | |
|--|---|-----------|--|
| YES | X | NO | |

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| <p>3. The General Duty of the Equality Act 2010 requires public authorities, in the exercise of their functions, to have due regard to the need to:</p> <ul style="list-style-type: none"> • Eliminate unlawful discrimination, harassment and victimisation and other prohibited conduct • Advance equality of opportunity between those who share a protected characteristic and those who do not; and • Foster good relations between those who share a protected characteristic and those who do not <p>NB: In this section you must also consider the Human Rights Act and the key PANEL (Participation, Accountability, Non Discrimination, Empowerment and Legality) principles of Human Rights</p> <p>Which groups of people do you think will be, or potentially could be, impacted upon by the implementation of this policy? You should consider employees, clients, customers and service users (please tick below as appropriate).</p> | |
| Age – older people, young people and children | Yes |
| Disability – people with disabilities/long standing conditions | No |
| Gender reassignment – trans/transgender identity – anybody who's gender identity or gender expression is different to the sex assigned to them at birth | No |
| Marriage or civil partnership – people who are married or in a civil partnership | No |
| Pregnancy and maternity – woman who are pregnant and/or on maternity leave | No |
| Race – people from black, Asian and minority ethnic communities and different racial backgrounds | No |
| Religion or belief – people with different religions and beliefs including those with no beliefs | No |
| Sex – Gender Identify – women and men (boys and girls) and those who self-identify their gender | No |
| Sexual Orientation – lesbian, gay, bisexual, heterosexual/straight | No |

| 4. Do you have evidence or reason to believe that this policy will or may impact on socio-economic inequalities? Consideration must be given particularly to children and families | |
|--|--|
| Socio-economic Disadvantage | Impact (Please Tick as Appropriate) |
| Low Income/Income Poverty – cannot afford to maintain regular payments such as bills, food, clothing | No |
| Low and/or No Wealth – enough money to meet basic living costs and pay bills but have no savings to deal with any unexpected spends and no provision for the future | No |
| Material Deprivation – being unable to access basic goods and services i.e. financial products like life insurance, repair/replace broken electrical goods, warm home, leisure and hobbies | No |
| Area Deprivation – where you live (rural areas), where you work (accessibility of transport) | No |
| Socio-economic Background – social class i.e. parents education, employment and income | No |

| 5. Integrated impact assessment required? (Two ticks above = full assessment necessary) | | | |
|---|-----|-----------|--|
| YES | YES | NO | |

| 6. Decision rationale If you have ticked no above, use this section to evidence why a full IIA is not required |
|---|
| <p>Pupils using the service will have protected characteristics, and different socio-economic background. It is anticipated that there will be no disproportionate impact on any group with protected characteristics, any group based on socio-economic background, or on human rights. Existing support for pupils with additional support needs, and to support pupils with other protected characteristics, and from different socio-economic backgrounds i.e. PEF will continue and will not be impacted by this measure.</p> <p>West Lothian has developed an 'agile learning' culture and approach. Reduced teacher contact time for pupils would be replaced through a combination of supervised activities which promote pupil access to online/digital resources to develop wider skills e.g. research, independent or group collaborative learning, school gatherings/assemblies and physical activity breaks.</p> <p>A clear strategy for the principles of learning through play (in all forms) would be implemented in line with national curriculum expectations. There exists a national expectation that play based opportunities should be increased at P3-7, and this could be delivered through supported, adult initiated play, or supervised self-directed play to enhance learning, both of which could be delivered through the utilisation of support staff (PSWs).</p> <p>Staff delivering the service may have protected characteristics, and different socio-economic background, but there will be no disproportionate impact of any group. The reduction in staffing of 47.41 FTE RCCT teachers will be achieved within the Council's policy of no compulsory redundancies. Staff affected may have protected characteristics and different socio-economic background, but Council policies which ensure compliance with equalities and other relevant legislation will be followed.</p> <p>PEF funding, for pupils from less affluent backgrounds, will be unaffected by this measure. Separate budgets for ASN support will be retained.</p> <p>The requirement to achieve excellence, equity and inclusion for all pupils (in line with legal requirements and national and local policy) is embedded in service delivery in all schools, and the service will continue to be delivered in line with these requirements.</p> <p>Although potential impact is anticipated to be minor, with mitigations, a full impact assessment is recommended. It is recommended that E2e, E2f, E2g and E5b are assessed jointly to address any cumulative impact.</p> |

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| Signed by Lead Officer | |
| Designation | Head of Education – Primary, Early Learning and Resources |
| Date | 16/01/2023 |
| Counter Signature (Head of Service or Depute Chief Executive responsible for the policy) | Depute Chief Executive |
| Date | 16/01/2023 |



Full Integrated Impact Assessment Form

| 1. Details of proposal | |
|---|---|
| Policy Title (include budget reference number if applicable) | E2f – Amend the length of the P3-7 school week to match class contact time of 22.5 hours |
| Details of Others Involved | Head of Education - Secondary, Community Learning and Inclusion Head of Education – Primary, Early Learning and Resources Service Manager Business Change Lead, Transition Team Quality Improvement Manager |
| Date Assessment Conducted | 01/10/2022 |

| 2. Set out a clear understanding of the purpose of the policy being developed or reviewed (what are the aims, objectives and intended outcomes including the context within which it will operate) |
|---|
| <p>Teacher contact time is currently 22.5 hours per week. It is proposed to align the primary school (P3-7) week to match teacher contact time, reducing class based teaching time by 2.5 hours per week. West Lothian has developed an 'agile learning' culture and approach. West Lothian has developed an 'agile learning' culture and approach. Reduced teacher contact time for pupils would be replaced through a combination of supervised activities (utilising pupil support worker staff) which promote pupil access to online/digital resources to develop wider skills e.g. research, independent or group collaborative learning, school gatherings/assemblies and physical activity breaks.</p> <p>A clear strategy for the principles of learning through play and curriculum entitlement for all curriculum areas would be implemented in line with national curriculum expectations.</p> |

| 3. Please outline any needs and/or barriers which equality groups (people with protected characteristics) may have in relation to this policy | |
|---|--|
| Age | <p>What effect/difference will the policy have on people?</p> <p>Pupils using the service will have protected characteristics, and different socio-economic background. It is anticipated that there will be no disproportionate impact on any group with protected characteristics, any group based on socio-economic background, or on human rights. Existing support for pupils with additional support needs, and to support pupils with other protected characteristics, and from different socio-economic backgrounds i.e. PEF will continue and will not be impacted by this measure.</p> <p>West Lothian has developed an 'agile learning' culture and approach. Reduced teacher contact time for pupils would be replaced through a combination of supervised activities which promote pupil access to online/digital resources to develop wider skills e.g. research, independent or group collaborative learning, school gatherings/assemblies and physical activity breaks.</p> <p>The preferred model of implementation is to reduce class based teaching time but not the length of the school day and so no impact on childcare requirement is anticipated.</p> <p>A clear strategy for the principles of learning through play (in all forms) would be implemented in line with national curriculum expectations. There exists a national expectation that play based opportunities should be increased at P3-7, and this could be delivered through supported, adult initiated play, or supervised self-directed play to enhance learning, both of which could be delivered through the utilisation of support staff (PSWs).</p> |

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| | <p>Staff delivering the service may have protected characteristics but there will be no disproportionate impact of any group. The reduction in staffing of 47.41 FTE RCCT teachers will be achieved within the Council's policy of no compulsory redundancies. Staff affected may have protected characteristics, but Council policies which ensure compliance with equalities and other relevant legislation will be followed.</p> |
| | <p>How do you know that?</p> <ul style="list-style-type: none"> • Knowledge of current service provision, and research on play based approaches. • Financial data. PEF funding, for pupils from less affluent backgrounds, will be unaffected by this measure. Separate budgets for ASN support will be retained. • Staff profile data held on HR systems. • The requirement to achieve excellence, equity and inclusion for all pupils (in line with legal requirements and national and local policy) is embedded in service delivery in all schools, and the service will continue to be delivered in line with these requirements. |
| Disability | <p>What effect/difference will the policy have on people?</p> <p>Pupils using the service will have protected characteristics, and different socio-economic background. It is anticipated that there will be no disproportionate impact on any group with protected characteristics, any group based on socio-economic background, or on human rights. Existing support for pupils with additional support needs, and to support pupils with other protected characteristics, and from different socio-economic backgrounds i.e. PEF will continue and will not be impacted by this measure.</p> <p>West Lothian has developed an 'agile learning' culture and approach. Reduced teacher contact time for pupils would be replaced through a combination of supervised activities which promote pupil access to online/digital resources to develop wider skills e.g. research, independent or group collaborative learning, school gatherings/assemblies and physical activity breaks.</p> <p>The preferred model of implementation is to reduce class based teaching time but not the length of the school day and so no impact on childcare requirement is anticipated.</p> <p>A clear strategy for the principles of learning through play (in all forms) would be implemented in line with national curriculum expectations. There exists a national expectation that play based opportunities should be increased at P3-7, and this could be delivered through supported, adult initiated play, or supervised self-directed play to enhance learning, both of which could be delivered through the utilisation of support staff (PSWs).</p> <p>Staff delivering the service may have protected characteristics, and different socio-economic background, but there will be no disproportionate impact of any group. The reduction in staffing of 47.41 FTE RCCT teachers will be achieved within the Council's policy of no compulsory redundancies. Staff affected may have protected characteristics and different socio-economic background, but Council policies which ensure compliance with equalities and other relevant legislation will be followed.</p> <p>How do you know that?</p> <ul style="list-style-type: none"> • Knowledge of current service provision, and research on play based approaches. • Financial data. PEF funding, for pupils from less affluent backgrounds, will be unaffected by this measure. Separate budgets for ASN support will be retained. • Staff profile data held on HR systems. • The requirement to achieve excellence, equity and inclusion for all pupils (in line with legal requirements and national and local policy) is embedded in service delivery in all schools, and the service will continue to be delivered in line with these requirements. |

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| <p>Gender Reassignment – Trans/Transgender Identity</p> | <p>What effect/difference will the policy have on people?</p> <p>Pupils using the service will have protected characteristics, and different socio-economic background. It is anticipated that there will be no disproportionate impact on any group with protected characteristics, any group based on socio-economic background, or on human rights. Existing support for pupils with additional support needs, and to support pupils with other protected characteristics, and from different socio-economic backgrounds i.e. PEF will continue and will not be impacted by this measure.</p> <p>West Lothian has developed an ‘agile learning’ culture and approach. Reduced teacher contact time for pupils would be replaced through a combination of supervised activities which promote pupil access to online/digital resources to develop wider skills e.g. research, independent or group collaborative learning, school gatherings/assemblies and physical activity breaks.</p> <p>The preferred model of implementation is to reduce class based teaching time but not the length of the school day and so no impact on childcare requirement is anticipated.</p> <p>A clear strategy for the principles of learning through play (in all forms) would be implemented in line with national curriculum expectations. There exists a national expectation that play based opportunities should be increased at P3-7, and this could be delivered through supported, adult initiated play, or supervised self-directed play to enhance learning, both of which could be delivered through the utilisation of support staff (PSWs).</p> <p>Staff delivering the service may have protected characteristics, and different socio-economic background, but there will be no disproportionate impact of any group. The reduction in staffing of 47.41 FTE RCCT teachers will be achieved within the Council’s policy of no compulsory redundancies. Staff affected may have protected characteristics and different socio-economic background, but Council policies which ensure compliance with equalities and other relevant legislation will be followed.</p> <p>How do you know that?</p> <ul style="list-style-type: none"> • Knowledge of current service provision, and research on play based approaches. • Financial data. PEF funding, for pupils from less affluent backgrounds, will be unaffected by this measure. Separate budgets for ASN support will be retained. • Staff profile data held on HR systems. • The requirement to achieve excellence, equity and inclusion for all pupils (in line with legal requirements and national and local policy) is embedded in service delivery in all schools, and the service will continue to be delivered in line with these requirements. |
| <p>Marriage or Civil Partnership</p> | <p>What effect/difference will the policy have on people?</p> <p>Pupils using the service will have protected characteristics, and different socio-economic background. It is anticipated that there will be no disproportionate impact on any group with protected characteristics, any group based on socio-economic background, or on human rights. Existing support for pupils with additional support needs, and to support pupils with other protected characteristics, and from different socio-economic backgrounds i.e. PEF will continue and will not be impacted by this measure.</p> <p>West Lothian has developed an ‘agile learning’ culture and approach. Reduced teacher contact time for pupils would be replaced through a combination of supervised activities which promote pupil access to online/digital resources to develop wider skills e.g. research, independent or group collaborative learning, school gatherings/assemblies and physical activity breaks.</p> <p>The preferred model of implementation is to reduce class based teaching time but not the length of the school day and so no impact on childcare requirement is anticipated.</p> <p>A clear strategy for the principles of learning through play (in all forms) would be implemented in line with national curriculum expectations. There exists a national</p> |

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| | <p>expectation that play based opportunities should be increased at P3-7, and this could be delivered through supported, adult initiated play, or supervised self-directed play to enhance learning, both of which could be delivered through the utilisation of support staff (PSWs).</p> <p>Staff delivering the service may have protected characteristics, and different socio-economic background, but there will be no disproportionate impact of any group. The reduction in staffing of 47.41 FTE RCCT teachers will be achieved within the Council's policy of no compulsory redundancies. Staff affected may have protected characteristics and different socio-economic background, but Council policies which ensure compliance with equalities and other relevant legislation will be followed.</p> |
| | <p>How do you know that?</p> <ul style="list-style-type: none"> • Knowledge of current service provision, and research on play based approaches. • Financial data. PEF funding, for pupils from less affluent backgrounds, will be unaffected by this measure. Separate budgets for ASN support will be retained. • Staff profile data held on HR systems. • The requirement to achieve excellence, equity and inclusion for all pupils (in line with legal requirements and national and local policy) is embedded in service delivery in all schools, and the service will continue to be delivered in line with these requirements. |
| Pregnancy and Maternity | <p>What effect/difference will the policy have on people?</p> <p>Pupils using the service will have protected characteristics, and different socio-economic background. It is anticipated that there will be no disproportionate impact on any group with protected characteristics, any group based on socio-economic background, or on human rights. Existing support for pupils with additional support needs, and to support pupils with other protected characteristics, and from different socio-economic backgrounds i.e. PEF will continue and will not be impacted by this measure.</p> <p>West Lothian has developed an 'agile learning' culture and approach. Reduced teacher contact time for pupils would be replaced through a combination of supervised activities which promote pupil access to online/digital resources to develop wider skills e.g. research, independent or group collaborative learning, school gatherings/assemblies and physical activity breaks.</p> <p>The preferred model of implementation is to reduce class based teaching time but not the length of the school day and so no impact on childcare requirement is anticipated.</p> <p>A clear strategy for the principles of learning through play (in all forms) would be implemented in line with national curriculum expectations. There exists a national expectation that play based opportunities should be increased at P3-7, and this could be delivered through supported, adult initiated play, or supervised self-directed play to enhance learning, both of which could be delivered through the utilisation of support staff (PSWs).</p> <p>Staff delivering the service may have protected characteristics, and different socio-economic background, but there will be no disproportionate impact of any group. The reduction in staffing of 47.41 FTE RCCT teachers will be achieved within the Council's policy of no compulsory redundancies. Staff affected may have protected characteristics and different socio-economic background, but Council policies which ensure compliance with equalities and other relevant legislation will be followed.</p> |

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| Race | <p>What effect/difference will the policy have on people?</p> <p>Pupils using the service will have protected characteristics, and different socio-economic background. It is anticipated that there will be no disproportionate impact on any group with protected characteristics, any group based on socio-economic background, or on human rights. Existing support for pupils with additional support needs, and to support pupils with other protected characteristics, and from different socio-economic backgrounds i.e. PEF will continue and will not be impacted by this measure.</p> <p>West Lothian has developed an 'agile learning' culture and approach. Reduced teacher contact time for pupils would be replaced through a combination of supervised activities which promote pupil access to online/digital resources to develop wider skills e.g. research, independent or group collaborative learning, school gatherings/assemblies and physical activity breaks.</p> <p>The preferred model of implementation is to reduce class based teaching time but not the length of the school day and so no impact on childcare requirement is anticipated.</p> <p>A clear strategy for the principles of learning through play (in all forms) would be implemented in line with national curriculum expectations. There exists a national expectation that play based opportunities should be increased at P3-7, and this could be delivered through supported, adult initiated play, or supervised self-directed play to enhance learning, both of which could be delivered through the utilisation of support staff (PSWs).</p> <p>Staff delivering the service may have protected characteristics, and different socio-economic background, but there will be no disproportionate impact of any group. The reduction in staffing of 47.41 FTE RCCT teachers will be achieved within the Council's policy of no compulsory redundancies. Staff affected may have protected characteristics and different socio-economic background, but Council policies which ensure compliance with equalities and other relevant legislation will be followed.</p> <p>How do you know that?</p> <ul style="list-style-type: none"> • Knowledge of current service provision, and research on play based approaches. • Financial data. PEF funding, for pupils from less affluent backgrounds, will be unaffected by this measure. Separate budgets for ASN support will be retained. • Staff profile data held on HR systems. • The requirement to achieve excellence, equity and inclusion for all pupils (in line with legal requirements and national and local policy) is embedded in service delivery in all schools, and the service will continue to be delivered in line with these requirements. |
| Religion or Belief | <p>What effect/difference will the policy have on people?</p> <p>Pupils using the service will have protected characteristics, and different socio-economic background. It is anticipated that there will be no disproportionate impact on any group with protected characteristics, any group based on socio-economic background, or on human rights. Existing support for pupils with additional support needs, and to support pupils with other protected characteristics, and from different socio-economic backgrounds i.e. PEF will continue and will not be impacted by this measure.</p> |

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| | <p>West Lothian has developed an 'agile learning' culture and approach. Reduced teacher contact time for pupils would be replaced through a combination of supervised activities which promote pupil access to online/digital resources to develop wider skills e.g. research, independent or group collaborative learning, school gatherings/assemblies and physical activity breaks.</p> <p>The preferred model of implementation is to reduce class based teaching time but not the length of the school day and so no impact on childcare requirement is anticipated.</p> <p>A clear strategy for the principles of learning through play (in all forms) would be implemented in line with national curriculum expectations. There exists a national expectation that play based opportunities should be increased at P3-7, and this could be delivered through supported, adult initiated play, or supervised self-directed play to enhance learning, both of which could be delivered through the utilisation of support staff (PSWs).</p> <p>Staff delivering the service may have protected characteristics, and different socio-economic background, but there will be no disproportionate impact of any group. The reduction in staffing of 47.41 FTE RCCT teachers will be achieved within the Council's policy of no compulsory redundancies. Staff affected may have protected characteristics and different socio-economic background, but Council policies which ensure compliance with equalities and other relevant legislation will be followed.</p> <p>How do you know that?</p> <ul style="list-style-type: none"> • Knowledge of current service provision, and research on play based approaches. • Financial data. PEF funding, for pupils from less affluent backgrounds, will be unaffected by this measure. Separate budgets for ASN support will be retained. • Staff profile data held on HR systems. • The requirement to achieve excellence, equity and inclusion for all pupils (in line with legal requirements and national and local policy) is embedded in service delivery in all schools, and the service will continue to be delivered in line with these requirements. |
| Sex | <p>What effect/difference will the policy have on people?</p> <p>Pupils using the service will have protected characteristics, and different socio-economic background. It is anticipated that there will be no disproportionate impact on any group with protected characteristics, any group based on socio-economic background, or on human rights. Existing support for pupils with additional support needs, and to support pupils with other protected characteristics, and from different socio-economic backgrounds i.e. PEF will continue and will not be impacted by this measure.</p> <p>West Lothian has developed an 'agile learning' culture and approach. Reduced teacher contact time for pupils would be replaced through a combination of supervised activities which promote pupil access to online/digital resources to develop wider skills e.g. research, independent or group collaborative learning, school gatherings/assemblies and physical activity breaks.</p> <p>The preferred model of implementation is to reduce class based teaching time but not the length of the school day and so no impact on childcare requirement is anticipated.</p> <p>A clear strategy for the principles of learning through play (in all forms) would be implemented in line with national curriculum expectations. There exists a national expectation that play based opportunities should be increased at P3-7, and this could be delivered through supported, adult initiated play, or supervised self-directed play to enhance learning, both of which could be delivered through the utilisation of support staff (PSWs).</p> <p>Staff delivering the service may have protected characteristics, and different socio-economic background, but there will be no disproportionate impact of any group. The reduction in staffing of 47.41 FTE RCCT teachers will be achieved within the Council's policy of no compulsory redundancies. Staff affected may have protected characteristics and different socio-economic background, but Council policies which ensure compliance with equalities and other relevant legislation will be followed.</p> |

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| | <p>How do you know that?</p> <ul style="list-style-type: none"> • Knowledge of current service provision, and research on play based approaches. • Financial data. PEF funding, for pupils from less affluent backgrounds, will be unaffected by this measure. Separate budgets for ASN support will be retained. • Staff profile data held on HR systems. • The requirement to achieve excellence, equity and inclusion for all pupils (in line with legal requirements and national and local policy) is embedded in service delivery in all schools, and the service will continue to be delivered in line with these requirements. |
| Sexual Orientation | <p>What effect/difference will the policy have on people?</p> <p>Pupils using the service will have protected characteristics, and different socio-economic background. It is anticipated that there will be no disproportionate impact on any group with protected characteristics, any group based on socio-economic background, or on human rights. Existing support for pupils with additional support needs, and to support pupils with other protected characteristics, and from different socio-economic backgrounds i.e. PEF will continue and will not be impacted by this measure.</p> <p>West Lothian has developed an 'agile learning' culture and approach. Reduced teacher contact time for pupils would be replaced through a combination of supervised activities which promote pupil access to online/digital resources to develop wider skills e.g. research, independent or group collaborative learning, school gatherings/assemblies and physical activity breaks.</p> <p>The preferred model of implementation is to reduce class based teaching time but not the length of the school day and so no impact on childcare requirement is anticipated.</p> <p>A clear strategy for the principles of learning through play (in all forms) would be implemented in line with national curriculum expectations. There exists a national expectation that play based opportunities should be increased at P3-7, and this could be delivered through supported, adult initiated play, or supervised self-directed play to enhance learning, both of which could be delivered through the utilisation of support staff (PSWs).</p> <p>Staff delivering the service may have protected characteristics, and different socio-economic background, but there will be no disproportionate impact of any group. The reduction in staffing of 47.41 FTE RCCT teachers will be achieved within the Council's policy of no compulsory redundancies. Staff affected may have protected characteristics and different socio-economic background, but Council policies which ensure compliance with equalities and other relevant legislation will be followed.</p> <p>How do you know that?</p> <ul style="list-style-type: none"> • Knowledge of current service provision, and research on play based approaches. • Financial data. PEF funding, for pupils from less affluent backgrounds, will be unaffected by this measure. Separate budgets for ASN support will be retained. • Staff profile data held on HR systems. • The requirement to achieve excellence, equity and inclusion for all pupils (in line with legal requirements and national and local policy) is embedded in service delivery in all schools, and the service will continue to be delivered in line with these requirements. |

4. Please outline any needs and/or barriers which may affect vulnerable groups falling into poverty and disadvantage in relation to this policy.

Vulnerable groups may include the following:

- | | | |
|--|---------------------------------|--|
| • Unemployed | • Pensioners | • Those leaving the care setting |
| • Single parents and vulnerable families | • Looked After Children | including children and young people and those with illness |
| • People on benefits | • Carers including young carers | • Homeless people |
| • Those involved in the | • People misusing services | • People with low literacy/ numeracy |

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| <ul style="list-style-type: none"> criminal justice system People in the most deprived communities (bottom 20 SIMD areas) People who live in rural areas | <ul style="list-style-type: none"> Others e.g. veterans, students Single adult households People who have experienced the asylum system | <ul style="list-style-type: none"> People with lower educational qualifications People in low paid work People with one or more protected characteristics |
|---|--|--|

What effect/difference will the policy have on people?

Pupils using the service will have protected characteristics, and different socio-economic background. It is anticipated that there will be no disproportionate impact on any group with protected characteristics, any group based on socio-economic background, or on human rights. Existing support for pupils with additional support needs, and to support pupils with other protected characteristics, and from different socio-economic backgrounds i.e. PEF will continue and will not be impacted by this measure.

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The preferred model of implementation is to reduce class based teaching time but not the length of the school day and so no impact on childcare requirement is anticipated.

A clear strategy for the principles of learning through play (in all forms) would be implemented in line with national curriculum expectations. There exists a national expectation that play based opportunities should be increased at P3-7, and this could be delivered through supported, adult initiated play, or supervised self-directed play to enhance learning, both of which could be delivered through the utilisation of support staff (PSWs).

Staff delivering the service may have protected characteristics, and different socio-economic background, but there will be no disproportionate impact of any group. The reduction in staffing of 47.41 FTE RCCT teachers will be achieved within the Council's policy of no compulsory redundancies. Staff affected may have protected characteristics and different socio-economic background, but Council policies which ensure compliance with equalities and other relevant legislation will be followed.

How do you know that?

Knowledge of current service provision, and research on play based approaches.

Financial data. PEF funding, for pupils from less affluent backgrounds, will be unaffected by this measure. Separate budgets for ASN support will be retained.

Staff profile data held on HR systems.

The requirement to achieve excellence, equity and inclusion for all pupils (in line with legal requirements and national and local policy) is embedded in service delivery in all schools, and the service will continue to be delivered in line with these requirements.

5. Action Plan

What action/s will be taken, by whom and what is the timescale for completion?

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|--|-------------------------------|
| Actioner Name: Head of Education – Primary, Early Learning and Resources | Action Date: 2023/2028 |
| Actioner Name: Head of Education – Primary, Early Learning and Resources | Action Date: 2023/2028 |

What is the issue?

An action plan will be put in place to support implementation when agreed. No specific equalities actions have been identified.

What action will be taken?

- New model of delivery for 3-18 curriculum within revised new teaching hours, with increased play based learning.
- Timetable for implementation developed.
- Clear communication with parents/carers.
- Consultation with TUs in line with council policy and statutory requirements as appropriate.

Progress against action

N/A

6. Details of consultation and involvement

Who will be or has been involved in the consultation process?

- a) State which service users and groups are involved in this process and describe their involvement.
- b) Describe any planned involvement saying when this will take place and who is responsible for managing the involvement process.
- c) Describe the results of the involvement and how you have taken this into account.

Consultation will be undertaken by the lead officers in line with the agreed implementation timetable, including:

- Education Senior Management Team
- Headteachers
- Teaching Unions
- Parents/carers

7. Data and Information

What equality data, poverty data, research, information or other evidence has been used to inform this assessment?

- a) What information or other evidence has been used in the development of the policy?
- b) What does research, consultation and other data or information tell you about the impact of the policy? (describe the information and conclusions, and state where the information can be found)
 - i. Quantitative (numbers, percentages, statistical analysis)
 - ii. Qualitative (written/spoken words, opinions, surveys)
- c) Describe any gaps in the available information, and record within section five (Action Plan), action you are taking in relation to this (e.g. new research, further analysis) and when this is planned.
- d) Give details of any existing local or national evidence which has been used to inform the development of your policy.

Curriculum for Excellence

Budget Data for each school.

Attainment and Performance Data.

Comparative Data with other Councils would be modelled against new model.

Staff data held on HR system

8. Mitigating Actions

If the policy has a negative/adverse impact on a particular group/s, but is still to be implemented, please provide justification for this.

Note: If the policy is unlawfully discriminatory under the Equality Act 2010 and/or is having a negative impact on poverty and socioeconomic disadvantage under the Fairer Scotland Duty, you MUST identify, how the policy can be amended or justified so the Council acts lawfully.

- a) How could you modify the policy to eliminate discrimination or to reduce any identified negative impacts? If necessary, consider other ways in which you could meet the aims and objectives.
- b) How could you modify the policy to create or maximise the positive aspects of the proposals and to increase equality and reduce poverty and socioeconomic disadvantage.
- c) Describe any modifications which you can make without further delay (for example, easy, few resource implications).
- d) If you propose to make any of the modifications shown above, describe any potential new negative impacts on other groups in society or on the ability to achieve the aims and how you will minimise these.

- e) Please describe the resource implications of any proposed modifications taking into account financial, people and property issues.

Consultation, reassurance and engagement with parents and Education Scotland should allay any fears regarding the new model. Considering an alternative model utilising PSW for planned curricular support would see no reduction in overall access time. Potential parental concerns regarding childcare could be mitigated by the Scottish Government's commitment to expand childcare and wraparound provision.

9. Monitoring and Review

- How will the implementation and impact of the policy be monitored, including implementation of any amendments? For example, what type of monitoring will there be? How frequent?
- What are the practical arrangements for monitoring? For example, who will put this in place? When will it start?
- How will results of monitoring be used to develop future policies?
- When is the policy due to be reviewed?
- Who is responsible for ensuring this happens? Please detail below

Existing established arrangements for:

- Internal quality assurance/VSE/WLAM and external inspection/HMle.
- Attainment data/School Performance Visits
- Consultation with staff, parents/carers and pupils.
- Budget Monitoring
- Comparative information with other authorities

10. Recommendation and Reasoning

It is recommended the budget proposal proceeds as planned.

Reason for Recommendation

Pupils using the service will have protected characteristics, and different socio-economic background. It is anticipated that there will be no disproportionate impact on any group with protected characteristics, any group based on socio-economic background, or on human rights. Existing support for pupils with additional support needs, and to support pupils with other protected characteristics, and from different socio-economic backgrounds i.e. PEF will continue and will not be impacted by this measure.

West Lothian has developed an 'agile learning' culture and approach. Reduced teacher contact time for pupils would be replaced through a combination of supervised activities which promote pupil access to online/digital resources to develop wider skills e.g. research, independent or group collaborative learning, school gatherings/assemblies and physical activity breaks.

The preferred model of implementation is to reduce class based teaching time but not the length of the school day and so no impact on childcare requirement is anticipated.

A clear strategy for the principles of learning through play (in all forms) would be implemented in line with national curriculum expectations. There exists a national expectation that play based opportunities should be increased at P3-7, and this could be delivered through supported, adult initiated play, or supervised self-directed play to enhance learning, both of which could be delivered through the utilisation of support staff (PSWs).

Staff delivering the service may have protected characteristics, and different socio-economic background, but there will be no disproportionate impact of any group. The reduction in staffing of 47.41 FTE RCCT teachers will be achieved within the Council's policy of no compulsory redundancies. Staff affected may have protected characteristics and different socio-economic background, but Council policies which ensure compliance with equalities and other relevant legislation will be followed.

Signed by Lead Officer

| | |
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| Designation | Head of Education – Primary, Early Learning and Resources |
| Date | 16/01/2023 |
| Counter Signature (Head of Service or Depute Chief Executive responsible for the policy) | Depute Chief Executive |
| Date | 16/01/2023 |



Integrated Relevance Assessment Form

| 1. Details of proposal | |
|--|--|
| Policy Title (include budget reference number if applicable) | E2g – Reduce length of secondary school teaching week by 50 minutes |
| Service Area (detail which service area and section this relates to) | Education Secondary Schools |
| Lead Officer (Name and job title) | Head of Education - Secondary, Community Learning and Inclusion |
| Other Officers/Partners Involved (list names, job titles and organisations if applicable) | Head of Education – Primary, Early Learning and Resources Service Manager |
| Date relevance assessed | 23/06/2022 |

| 2. Does the council have control over how this policy will be implemented? | | | |
|--|-----|-----------|--|
| YES | YES | NO | |

| | |
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| <p>3. The General Duty of the Equality Act 2010 requires public authorities, in the exercise of their functions, to have due regard to the need to:</p> <ul style="list-style-type: none"> • Eliminate unlawful discrimination, harassment and victimisation and other prohibited conduct • Advance equality of opportunity between those who share a protected characteristic and those who do not; and • Foster good relations between those who share a protected characteristic and those who do not <p>NB: In this section you must also consider the Human Rights Act and the key PANEL (Participation, Accountability, Non Discrimination, Empowerment and Legality) principles of Human Rights</p> <p>Which groups of people do you think will be, or potentially could be, impacted upon by the implementation of this policy? You should consider employees, clients, customers and service users (please tick below as appropriate).</p> | |
| Age – older people, young people and children | Yes |
| Disability – people with disabilities/long standing conditions | No |
| Gender reassignment – trans/transgender identity – anybody who's gender identity or gender expression is different to the sex assigned to them at birth | No |
| Marriage or civil partnership – people who are married or in a civil partnership | No |
| Pregnancy and maternity – woman who are pregnant and/or on maternity leave | No |
| Race – people from black, Asian and minority ethnic communities and different racial backgrounds | No |
| Religion or belief – people with different religions and beliefs including those with no beliefs | No |
| Sex – Gender Identify – women and men (boys and girls) and those who self-identify their gender | No |

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| Sexual Orientation – lesbian, gay, bisexual, heterosexual/straight | No |
|---|----|

4. Do you have evidence or reason to believe that this policy will or may impact on socio-economic inequalities?
Consideration must be given particularly to children and families

| Socio-economic Disadvantage | Impact (Please Tick as Appropriate) |
|--|--|
| Low Income/Income Poverty – cannot afford to maintain regular payments such as bills, food, clothing | No |
| Low and/or No Wealth – enough money to meet basic living costs and pay bills but have no savings to deal with any unexpected spends and no provision for the future | No |
| Material Deprivation – being unable to access basic goods and services i.e. financial products like life insurance, repair/replace broken electrical goods, warm home, leisure and hobbies | No |
| Area Deprivation – where you live (rural areas), where you work (accessibility of transport) | No |
| Socio-economic Background – social class i.e. parents education, employment and income | No |

5. Integrated impact assessment required?
(Two ticks above = full assessment necessary)

| | | | |
|------------|------------|-----------|--|
| YES | YES | NO | |
|------------|------------|-----------|--|

6. Decision rationale
If you have ticked no above, use this section to evidence why a full IIA is not required

Pupils using the service will have protected characteristics, and different socio-economic background. It is anticipated that there will be no disproportionate impact on any group with protected characteristics, any group based on socio-economic background, or on human rights. Existing support for pupils with additional support needs, and to support pupils with other protected characteristics, and from different socio-economic backgrounds i.e. PEF will continue and will not be impacted by this measure.

Currently, 14 authorities currently have school weeks of less than 27:30. These are:
26:40: Aberdeenshire, Dundee, East Ayrshire, East Dunbartonshire, East Lothian, Falkirk, Fife
26:45: Orkney
26:50: Angus, Western Isles
27:00: Aberdeen, Clackmannanshire, South Ayrshire
27:10 Edinburgh

There is no obvious cause an effect relationship between these hours and attainment and outcomes in health and wellbeing, and so impact is not expected to be significant. Any impact of the reduction in learning and teaching will vary from school to school, depending on how schools are able to adapt their timetable to save the 50 minutes per week. Currently there is no consistent model across secondary schools therefore the impact of this change depends on the model used. Schools can use this ten minutes each day for tutor time or it can be rolled up into one 50 minute period. Depending on the model used, would depend on the impact on the school. There could be mitigation by the growth of the virtual campus where appropriate.

Any change to the school day could potentially impact on childcare requirements, which could impact on low income groups. The impact will be offset by the early phasing in of community level systems of school age childcare by the Scottish Government starting in 2022/23, targeted to support the six priority groups in the Tackling Child Poverty Plan and expanding childcare by building a system of wraparound childcare before and

after school.

Staff delivering the service may have protected characteristics, and different socio-economic background, but there will be no disproportionate impact of any group. The reduction in staffing of 25 FTE teachers and PSWs will be achieved within the Council's policy of no compulsory redundancies. Staff affected may have protected characteristics and different socio-economic background, but Council policies which ensure compliance with equalities and other relevant legislation will be followed.

PEF funding, for pupils from less affluent backgrounds, will be unaffected by this measure.

Separate budgets for ASN support will be retained.

The requirement to achieve excellence, equity and inclusion for all pupils (in line with legal requirements and national and local policy) is embedded in service delivery in all schools, and the service will continue to be delivered in line with these requirements.

Although potential impact is anticipated to be minor, with mitigations, a full impact assessment is recommended. It is recommended that E2e, E2f, E2g and E5b are assessed jointly to address any cumulative impact.

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| Signed by Lead Officer | |
| Designation | Head of Education - Secondary, Community Learning and Inclusion |
| Date | 16/01/2023 |
| Counter Signature (Head of Service or Depute Chief Executive responsible for the policy) | Depute Chief Executive |
| Date | 16/01/2023 |



Full Integrated Impact Assessment Form

| 1. Details of proposal | |
|---|--|
| Policy Title (include budget reference number if applicable) | E2g – Reduce length of secondary school teaching week by 50 minutes |
| Details of Others Involved | Head of Education - Secondary, Community Learning and Inclusion Head of Education – Primary, Early Learning and Resources Service Manager Business Change Lead, Transition Team |
| Date Assessment Conducted | 01/10/2022 |

| 2. Set out a clear understanding of the purpose of the policy being developed or reviewed (what are the aims, objectives and intended outcomes including the context within which it will operate) |
|---|
| <p>This option would reduce the secondary school week by one period (33 to 32 periods). Currently there is no consistent model across secondary schools therefore the impact of this change depends on the model used. Schools can use this ten minutes each day for tutor time or it can be rolled up into one 50 minute period.</p> <p>Depending on the model used, would depend on the impact on the school. The 50 minutes may have to be adjusted depending on the introduction of the 21 hours contact time being implemented nationally. More work is required on the implications of 21 hours contact time dependent on government announcements regarding implementation and funding. It may be that the reduction in the school week could be used to partially offset some of the challenges with implementing 21 hours contact time (e.g. reduce the school week by 45 or 40 minutes). Currently, 14 authorities currently have school weeks of less than 27:30. These are:</p> <p>26:40: Aberdeenshire, Dundee, East Ayrshire, East Dunbartonshire, East Lothian, Falkirk, Fife 26:45: Orkney 26:50: Angus, Western Isles 27:00 Aberdeen, Clackmannanshire, South Ayrshire 27:10 Edinburgh</p> <p>There is no obvious cause an effect relationship between these hours and attainment and outcomes in health and wellbeing, and so impact is not expected to be significant.</p> |

| 3. Please outline any needs and/or barriers which equality groups (people with protected characteristics) may have in relation to this policy | |
|---|--|
| Age | <p>What effect/difference will the policy have on people?</p> <p>Pupils using the service will have protected characteristics, and different socio-economic background. It is anticipated that there will be no disproportionate impact on any group with protected characteristics, any group based on socio-economic background, or on human rights. Existing support for pupils with additional support needs, and to support pupils with other protected characteristics, and from different socio-economic backgrounds i.e. PEF will continue and will not be impacted by this measure.</p> <p>There is no obvious cause an effect relationship between these hours and attainment and outcomes in health and wellbeing, and so impact is not expected to be significant. Any impact of the reduction in learning and teaching will vary from school to school, depending on how schools are able to adapt their timetable to save the 50 minutes per week. Currently there is no consistent model across secondary schools therefore the impact of this change depends on the model used. Schools can use this ten minutes each day for tutor time or it can be rolled up into one 50 minute period. Depending on the model used, would depend on the impact on the school.</p> |

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| | <p>There could be mitigation by the growth of the virtual campus where appropriate.</p> <p>The preferred method of implementation is to reduce teaching time not the school day and this model has no impact on childcare requirements.</p> <p>Staff delivering the service may have protected characteristics, and different socio-economic background, but there will be no disproportionate impact of any group. The reduction in staffing of 25 FTE teachers and PSWs will be achieved within the Council's policy of no compulsory redundancies, through normal turnover. Staff affected may have protected characteristics and different socio-economic background, but Council policies which ensure compliance with equalities and other relevant legislation will be followed.</p> <p>How do you know that?</p> <p>Knowledge of current service provision, including variations in models between schools in West Lothian. Knowledge of other possible models as implemented by other authorities.</p> <p>Financial data. PEF funding, for pupils from less affluent backgrounds, will be unaffected by this measure. Separate budgets for ASN support will be retained.</p> <p>Performance data.</p> <p>Comparative data across schools and authorities. There is no obvious cause an effect relationship between these hours and attainment and outcomes in health and wellbeing, and so impact is not expected to be significant. Currently, 14 authorities currently have school weeks of less than 27:30. These are:</p> <p>26:40: Aberdeenshire, Dundee, East Ayrshire, East Dunbartonshire, East Lothian, Falkirk, Fife 26:45: Orkney 26:50: Angus, Western Isles 27:00 Aberdeen, Clackmannanshire, South Ayrshire 27:10 Edinburgh</p> <p>Staff profile data held on HR systems.</p> <p>The requirement to achieve excellence, equity and inclusion for all pupils (in line with legal requirements and national and local policy) is embedded in service delivery in all schools, and the service will continue to be delivered in line with these requirements.</p> |
| Disability | <p>What effect/difference will the policy have on people?</p> <p>Pupils using the service will have protected characteristics, and different socio-economic background. It is anticipated that there will be no disproportionate impact on any group with protected characteristics, any group based on socio-economic background, or on human rights. Existing support for pupils with additional support needs, and to support pupils with other protected characteristics, and from different socio-economic backgrounds i.e. PEF will continue and will not be impacted by this measure.</p> <p>There is no obvious cause an effect relationship between these hours and attainment and outcomes in health and wellbeing, and so impact is not expected to be significant. Any impact of the reduction in learning and teaching will vary from school to school, depending on how schools are able to adapt their timetable to save the 50 minutes per week. Currently there is no consistent model across secondary schools therefore the impact of this change depends on the model used. Schools can use this ten minutes each day for tutor time or it can be rolled up into one 50 minute period. Depending on the model used, would depend on the impact on the school.</p> <p>There could be mitigation by the growth of the virtual campus where appropriate.</p> <p>The preferred method of implementation is to reduce teaching time not the school day and this model has no impact on childcare requirements.</p> |

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| <p>Gender Reassignment – Trans/Transgender Identity</p> | <p>What effect/difference will the policy have on people?</p> <p>Pupils using the service will have protected characteristics, and different socio-economic background. It is anticipated that there will be no disproportionate impact on any group with protected characteristics, any group based on socio-economic background, or on human rights. Existing support for pupils with additional support needs, and to support pupils with other protected characteristics, and from different socio-economic backgrounds i.e. PEF will continue and will not be impacted by this measure.</p> <p>There is no obvious cause an effect relationship between these hours and attainment and outcomes in health and wellbeing, and so impact is not expected to be significant. Any impact of the reduction in learning and teaching will vary from school to school, depending on how schools are able to adapt their timetable to save the 50 minutes per week. Currently there is no consistent model across secondary schools therefore the impact of this change depends on the model used. Schools can use this ten minutes each day for tutor time or it can be rolled up into one 50 minute period. Depending on the model used, would depend on the impact on the school.</p> <p>There could be mitigation by the growth of the virtual campus where appropriate. The preferred method of implementation is to reduce teaching time not the school day and this model has no impact on childcare requirements.</p> <p>Staff delivering the service may have protected characteristics, and different socio-economic background, but there will be no disproportionate impact of any group. The reduction in staffing of 25 FTE teachers and PSWs will be achieved within the Council's policy of no compulsory redundancies, through normal turnover. Staff affected may have protected characteristics and different socio-economic background, but Council policies which ensure compliance with equalities and other relevant legislation will be followed.</p> |

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| <p>Marriage or Civil Partnership</p> | <p>What effect/difference will the policy have on people?</p> <p>Pupils using the service will have protected characteristics, and different socio-economic background. It is anticipated that there will be no disproportionate impact on any group with protected characteristics, any group based on socio-economic background, or on human rights. Existing support for pupils with additional support needs, and to support pupils with other protected characteristics, and from different socio-economic backgrounds i.e. PEF will continue and will not be impacted by this measure.</p> <p>There is no obvious cause an effect relationship between these hours and attainment and outcomes in health and wellbeing, and so impact is not expected to be significant. Any impact of the reduction in learning and teaching will vary from school to school, depending on how schools are able to adapt their timetable to save the 50 minutes per week. Currently there is no consistent model across secondary schools therefore the impact of this change depends on the model used. Schools can use this ten minutes each day for tutor time or it can be rolled up into one 50 minute period. Depending on the model used, would depend on the impact on the school.</p> <p>There could be mitigation by the growth of the virtual campus where appropriate.</p> <p>The preferred method of implementation is to reduce teaching time not the school day and this model has no impact on childcare requirements.</p> <p>Staff delivering the service may have protected characteristics, and different socio-economic background, but there will be no disproportionate impact of any group. The reduction in staffing of 25 FTE teachers and PSWs will be achieved within the Council's policy of no compulsory redundancies, through normal turnover. Staff affected may have protected characteristics and different socio-economic background, but Council policies which ensure compliance with equalities and other relevant legislation will be followed..</p> |

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| <p>Pregnancy and Maternity</p> | <p>What effect/difference will the policy have on people?</p> <p>Pupils using the service will have protected characteristics, and different socio-economic background. It is anticipated that there will be no disproportionate impact on any group with protected characteristics, any group based on socio-economic background, or on human rights. Existing support for pupils with additional support needs, and to support pupils with other protected characteristics, and from different socio-economic backgrounds i.e. PEF will continue and will not be impacted by this measure.</p> <p>There is no obvious cause an effect relationship between these hours and attainment and outcomes in health and wellbeing, and so impact is not expected to be significant. Any impact of the reduction in learning and teaching will vary from school to school, depending on how schools are able to adapt their timetable to save the 50 minutes per week. Currently there is no consistent model across secondary schools therefore the impact of this change depends on the model used. Schools can use this ten minutes each day for tutor time or it can be rolled up into one 50 minute period. Depending on the model used, would depend on the impact on the school.</p> <p>There could be mitigation by the growth of the virtual campus where appropriate.</p> <p>The preferred method of implementation is to reduce teaching time not the school day and this model has no impact on childcare requirements.</p> <p>Staff delivering the service may have protected characteristics, and different socio-economic background, but there will be no disproportionate impact of any group. The reduction in staffing of 25 FTE teachers and PSWs will be achieved within the Council's policy of no compulsory redundancies, through normal turnover. Staff affected may have protected characteristics and different socio-economic background, but Council policies which ensure compliance with equalities and other relevant legislation will be followed..</p> |

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| Race | <p>What effect/difference will the policy have on people?</p> <p>Pupils using the service will have protected characteristics, and different socio-economic background. It is anticipated that there will be no disproportionate impact on any group with protected characteristics, any group based on socio-economic background, or on human rights. Existing support for pupils with additional support needs, and to support pupils with other protected characteristics, and from different socio-economic backgrounds i.e. PEF will continue and will not be impacted by this measure.</p> <p>There is no obvious cause an effect relationship between these hours and attainment and outcomes in health and wellbeing, and so impact is not expected to be significant. Any impact of the reduction in learning and teaching will vary from school to school, depending on how schools are able to adapt their timetable to save the 50 minutes per week. Currently there is no consistent model across secondary schools therefore the impact of this change depends on the model used. Schools can use this ten minutes each day for tutor time or it can be rolled up into one 50 minute period. Depending on the model used, would depend on the impact on the school.</p> <p>There could be mitigation by the growth of the virtual campus where appropriate.</p> <p>The preferred method of implementation is to reduce teaching time not the school day and this model has no impact on childcare requirements.</p> <p>Staff delivering the service may have protected characteristics, and different socio-economic background, but there will be no disproportionate impact of any group. The reduction in staffing of 25 FTE teachers and PSWs will be achieved within the Council's policy of no compulsory redundancies, through normal turnover. Staff affected may have protected characteristics and different socio-economic background, but Council policies which ensure compliance with equalities and other relevant legislation will be followed.</p> |

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| Religion or Belief | <p>What effect/difference will the policy have on people?</p> <p>Pupils using the service will have protected characteristics, and different socio-economic background. It is anticipated that there will be no disproportionate impact on any group with protected characteristics, any group based on socio-economic background, or on human rights. Existing support for pupils with additional support needs, and to support pupils with other protected characteristics, and from different socio-economic backgrounds i.e. PEF will continue and will not be impacted by this measure.</p> <p>There is no obvious cause an effect relationship between these hours and attainment and outcomes in health and wellbeing, and so impact is not expected to be significant. Any impact of the reduction in learning and teaching will vary from school to school, depending on how schools are able to adapt their timetable to save the 50 minutes per week. Currently there is no consistent model across secondary schools therefore the impact of this change depends on the model used. Schools can use this ten minutes each day for tutor time or it can be rolled up into one 50 minute period. Depending on the model used, would depend on the impact on the school.</p> <p>There could be mitigation by the growth of the virtual campus where appropriate.</p> <p>The preferred method of implementation is to reduce teaching time not the school day and this model has no impact on childcare requirements.</p> <p>Staff delivering the service may have protected characteristics, and different socio-economic background, but there will be no disproportionate impact of any group. The reduction in staffing of 25 FTE teachers and PSWs will be achieved within the Council's policy of no compulsory redundancies, through normal turnover. Staff affected may have protected characteristics and different socio-economic background, but Council policies which ensure compliance with equalities and other relevant legislation will be followed.</p> |

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| Sex | <p>What effect/difference will the policy have on people?</p> <p>Pupils using the service will have protected characteristics, and different socio-economic background. It is anticipated that there will be no disproportionate impact on any group with protected characteristics, any group based on socio-economic background, or on human rights. Existing support for pupils with additional support needs, and to support pupils with other protected characteristics, and from different socio-economic backgrounds i.e. PEF will continue and will not be impacted by this measure.</p> <p>There is no obvious cause an effect relationship between these hours and attainment and outcomes in health and wellbeing, and so impact is not expected to be significant. Any impact of the reduction in learning and teaching will vary from school to school, depending on how schools are able to adapt their timetable to save the 50 minutes per week. Currently there is no consistent model across secondary schools therefore the impact of this change depends on the model used. Schools can use this ten minutes each day for tutor time or it can be rolled up into one 50 minute period. Depending on the model used, would depend on the impact on the school.</p> <p>There could be mitigation by the growth of the virtual campus where appropriate.</p> <p>The preferred method of implementation is to reduce teaching time not the school day and this model has no impact on childcare requirements.</p> <p>Staff delivering the service may have protected characteristics, and different socio-economic background, but there will be no disproportionate impact of any group. The reduction in staffing of 25 FTE teachers and PSWs will be achieved within the Council's policy of no compulsory redundancies, through normal turnover. Staff affected may have protected characteristics and different socio-economic background, but Council policies which ensure compliance with equalities and other relevant legislation will be followed.</p> |

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| Sexual Orientation | <p>What effect/difference will the policy have on people?</p> <p>Pupils using the service will have protected characteristics, and different socio-economic background. It is anticipated that there will be no disproportionate impact on any group with protected characteristics, any group based on socio-economic background, or on human rights. Existing support for pupils with additional support needs, and to support pupils with other protected characteristics, and from different socio-economic backgrounds i.e. PEF will continue and will not be impacted by this measure.</p> <p>There is no obvious cause an effect relationship between these hours and attainment and outcomes in health and wellbeing, and so impact is not expected to be significant. Any impact of the reduction in learning and teaching will vary from school to school, depending on how schools are able to adapt their timetable to save the 50 minutes per week. Currently there is no consistent model across secondary schools therefore the impact of this change depends on the model used. Schools can use this ten minutes each day for tutor time or it can be rolled up into one 50 minute period. Depending on the model used, would depend on the impact on the school.</p> <p>There could be mitigation by the growth of the virtual campus where appropriate.</p> <p>The preferred method of implementation is to reduce teaching time not the school day and this model has no impact on childcare requirements.</p> <p>Staff delivering the service may have protected characteristics, and different socio-economic background, but there will be no disproportionate impact of any group. The reduction in staffing of 25 FTE teachers and PSWs will be achieved within the Council's policy of no compulsory redundancies, through normal turnover. Staff affected may have protected characteristics and different socio-economic background, but Council policies which ensure compliance with equalities and other relevant legislation will be followed.</p> |

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4. Please outline any needs and/or barriers which may affect vulnerable groups falling into poverty and disadvantage in relation to this policy.

Vulnerable groups may include the following:

- | | | |
|--|---|--|
| • Unemployed | • Pensioners | • Those leaving the care setting |
| • Single parents and vulnerable families | • Looked After Children | including children and young people and those with illness |
| • People on benefits | • Carers including young carers | • Homeless people |
| • Those involved in the criminal justice system | • People misusing services | • People with low literacy/ numeracy |
| • People in the most deprived communities (bottom 20 SIMD areas) | • Others e.g. veterans, students | • People with lower educational qualifications |
| • People who live in rural areas | • Single adult households | • People in low paid work |
| | • People who have experienced the asylum system | • People with one or more protected characteristics |

What effect/difference will the policy have on people?

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5. Action Plan

What action/s will be taken, by whom and what is the timescale for completion?

Actioner Name: Head of Education - Secondary,
Community Learning and Inclusion

Action Date: 2023/2028

What is the issue?

An action plan will be put in place to support implementation when agreed. No specific equalities actions have been identified.

What action will be taken?

- New model of delivery for 3-18 curriculum within revised new teaching hours.
- Timetable for implementation developed.
- Clear communication with parents/carers.
- Consultation with TUs in line with council policy and statutory requirements as appropriate.

Progress against action

N/A

6. Details of consultation and involvement

Who will be or has been involved in the consultation process?

- State which service users and groups are involved in this process and describe their involvement.
- Describe any planned involvement saying when this will take place and who is responsible for managing the involvement process.
- Describe the results of the involvement and how you have taken this into account.

Consultation will be undertaken by the lead officers in line with the agreed implementation timetable, including:

- Education Senior Management Team
- Headteachers
- Teaching Unions
- Parents/carers
- Pupils

7. Data and Information

What equality data, poverty data, research, information or other evidence has been used to inform this assessment?

- What information or other evidence has been used in the development of the policy?
- What does research, consultation and other data or information tell you about the impact of the policy? (describe the information and conclusions, and state where the information can be found)
 - Quantitative (numbers, percentages, statistical analysis)
 - Qualitative (written/spoken words, opinions, surveys)
- Describe any gaps in the available information, and record within section five (Action Plan), action you are taking in relation to this (e.g. new research, further analysis) and when this is planned.
- Give details of any existing local or national evidence which has been used to inform the development of your policy.

Curriculum for Excellence

Budget Data for each school.

Attainment and Performance Data.

Comparative Data with other Councils would be modelled against new model.

Staff data held on HR system

8. Mitigating Actions

If the policy has a negative/adverse impact on a particular group/s, but is still to be implemented, please provide justification for this.

Note: If the policy is unlawfully discriminatory under the Equality Act 2010 and/or is having a negative impact on poverty and socioeconomic disadvantage under the Fairer Scotland Duty, you MUST identify, how the policy can be amended or justified so the Council acts lawfully.

- How could you modify the policy to eliminate discrimination or to reduce any identified negative impacts? If necessary, consider other ways in which you could meet the aims and objectives.
- How could you modify the policy to create or maximise the positive aspects of the proposals and to increase equality and reduce poverty and socioeconomic disadvantage.
- Describe any modifications which you can make without further delay (for example, easy, few resource implications).
- If you propose to make any of the modifications shown above, describe any potential new negative impacts on other groups in society or on the ability to achieve the aims and how you will minimise these.
- Please describe the resource implications of any proposed modifications taking into account financial, people and property issues.

9. Monitoring and Review

How will the implementation and impact of the policy be monitored, Consultation, reassurance and engagement with parents and Education Scotland should allay any fears regarding the new model. A best practice model and associated guidance would be developed to assist head teachers in implementing a new workforce model. There is also the potential to use the virtual campus to help offset any potential negative impacts.

- a) including implementation of any amendments? For example, what type of monitoring will there be? How frequent?
- b) What are the practical arrangements for monitoring? For example, who will put this in place? When will it start?
- c) How will results of monitoring be used to develop future policies?
- d) When is the policy due to be reviewed?
- e) Who is responsible for ensuring this happens? Please detail below

Existing established arrangements for:

- Internal quality assurance/VSE/WLAM and external inspection/HMIE.
- Attainment data/School Performance Visits
- Consultation with staff, parents/carers and pupils.
- Budget Monitoring
- Comparative information with other authorities

10. Recommendation and Reasoning

The budget reduction should proceed as proposed.

Reason for Recommendation

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| Signed by Lead Officer | |
| Designation | Head of Education - Secondary, Community Learning and Inclusion |
| Date | 16/01/2023 |
| Counter Signature (Head of Service or Depute Chief Executive responsible for the policy) | Depute Chief Executive |
| Date | 16/01/2023 |



Integrated Relevance Assessment Form

| 1. Details of proposal | |
|--|---|
| Policy Title (include budget reference number if applicable) | E2h - Increase number of shared headship positions in primary structure |
| Service Area (detail which service area and section this relates to) | Schools - Primary |
| Lead Officer (Name and job title) | Head of Education – Primary, Early Learning and Resources |
| Other Officers/Partners Involved (list names, job titles and organisations if applicable) | Service Manager Head of Education - Secondary, Community Learning and Inclusion Quality Improvement Manager |
| Date relevance assessed | 28/06/2022 |

| 2. Does the council have control over how this policy will be implemented? | | | |
|--|---|-----------|--|
| YES | X | NO | |

| | |
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| <p>3. The General Duty of the Equality Act 2010 requires public authorities, in the exercise of their functions, to have due regard to the need to:</p> <ul style="list-style-type: none"> • Eliminate unlawful discrimination, harassment and victimisation and other prohibited conduct • Advance equality of opportunity between those who share a protected characteristic and those who do not; and • Foster good relations between those who share a protected characteristic and those who do not <p>NB: In this section you must also consider the Human Rights Act and the key PANEL (Participation, Accountability, Non Discrimination, Empowerment and Legality) principles of Human Rights</p> <p>Which groups of people do you think will be, or potentially could be, impacted upon by the implementation of this policy? You should consider employees, clients, customers and service users (please tick below as appropriate).</p> | |
| Age – older people, young people and children | Yes |
| Disability – people with disabilities/long standing conditions | No |
| Gender reassignment – trans/transgender identity – anybody who's gender identity or gender expression is different to the sex assigned to them at birth | No |
| Marriage or civil partnership – people who are married or in a civil partnership | No |
| Pregnancy and maternity – woman who are pregnant and/or on maternity leave | No |
| Race – people from black, Asian and minority ethnic communities and different racial backgrounds | No |
| Religion or belief – people with different religions and beliefs including those with no beliefs | No |
| Sex - Male, female and intersex | No |
| Sexual Orientation – lesbian, gay, bisexual, heterosexual/straight | No |

| 4. Do you have evidence or reason to believe that this policy will or may impact on socio-economic inequalities? Consideration must be given particularly to children and families | |
|--|--|
| Socio-economic Disadvantage | Impact (Please Tick as Appropriate) |
| Low Income/Income Poverty – cannot afford to maintain regular payments such as bills, food, clothing | No |
| Low and/or No Wealth – enough money to meet basic living costs and pay bills but have no savings to deal with any unexpected spends and no provision for the future | No |
| Material Deprivation – being unable to access basic goods and services i.e. financial products like life insurance, repair/replace broken electrical goods, warm home, leisure and hobbies | No |
| Area Deprivation – where you live (rural areas), where you work (accessibility of transport) | No |
| Socio-economic Background – social class i.e. parents education, employment and income | No |

| 5. Integrated impact assessment required? (Two ticks above = full assessment necessary) | | | |
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| YES | X | NO | |

| 6. Decision rationale If you have ticked no above, use this section to evidence why a full IIA is not required |
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| <p>Service delivery, learning and teaching, will continue without impact on children. The saving will be delivered through a realigned management structure, and so there will be no adverse impact on service users, and there will be no disproportionate impact on any group with protected characteristics, any group based on socio-economic background, or on human rights. The requirement to achieve excellence, equity and inclusion for all pupils and service users (in line with legal requirements and national and local policy) is embedded in service delivery in Education, and the new service will be delivered in line with these requirements.</p> <p>Staff affected may have protected characteristics, but Council policies which ensure compliance with equalities and other relevant legislation will be followed.</p> |

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| Designation | Head of Education – Primary, Early Learning and Resources |
| Date | 16/01/2023 |
| Counter Signature (Head of Service or Depute Chief Executive responsible for the policy) | Depute Chief Executive |
| Date | 16/01/2023 |

Full Integrated Impact Assessment Form

| 1. Details of proposal | |
|---|---|
| Policy Title (include budget reference number if applicable) | E2h - Increase number of shared headship positions in primary structure |
| Details of Others Involved | Head of Education - Secondary, Community Learning and Inclusion Head of Education – Primary, Early Learning and Resources Service Manager Business Change Lead, Transition Team Quality Improvement Manager |
| Date Assessment Conducted | 01/10/2022 |

| 2. Set out a clear understanding of the purpose of the policy being developed or reviewed (what are the aims, objectives and intended outcomes including the context within which it will operate) |
|--|
| <p>Management structures would be realigned between geographically close primary schools of appropriate size, introducing three new shared headships across six schools. The introduction of the new headships would be consistent with the council's current and successful approach in relation to shared headships.</p> |

| 3. Please outline any needs and/or barriers which equality groups (people with protected characteristics) may have in relation to this policy | |
|---|---|
| Age | <p>What effect/difference will the policy have on people?</p> <p>Service delivery, learning and teaching, will continue without impact on children. The saving will be delivered through a realigned management structure, and so there will be no adverse impact on service users, and there will be no disproportionate impact on any group with protected characteristics, any group based on socio-economic background, or on human rights. The requirement to achieve excellence, equity and inclusion for all pupils and service users (in line with legal requirements and national and local policy) is embedded in service delivery in Education, and the new service will be delivered in line with these requirements.</p> <p>Existing support for pupils with additional support needs, and to support pupils with other protected characteristics, and from different socio-economic backgrounds i.e. PEF will continue and will not be impacted by this measure.</p> <p>Staff affected may have protected characteristics, but Council policies which ensure compliance with equalities and other relevant legislation will be followed. Staff reduction will be achieved through natural wastage, and existing redeployment/transfer policies, with no adverse impact on any individual.</p> <p>How do you know that?</p> <p>Experience of current successful operation of joint headships, supported by evidence gained through internal quality assurance/VSE; external quality assurance/HMI inspection; and consultation with parents/carers and pupils.</p> |
| Disability | <p>What effect/difference will the policy have on people?</p> <p>Service delivery, learning and teaching, will continue without impact on children. The saving will be delivered through a realigned management structure, and so there will be no adverse impact on service users, and there will be no disproportionate impact on any group with protected characteristics, any group based on socio-economic background, or on human rights. The requirement to achieve excellence, equity and inclusion for all pupils and service users (in line with legal requirements and national and local policy) is embedded in service delivery in Education, and the new service will be delivered in line</p> |

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| | <p>with these requirements. Existing support for pupils with additional support needs, and to support pupils with other protected characteristics, and from different socio-economic backgrounds i.e. PEF will continue and will not be impacted by this measure.</p> <p>Staff affected may have protected characteristics, but Council policies which ensure compliance with equalities and other relevant legislation will be followed. Staff reduction will be achieved through natural wastage, and existing redeployment/transfer policies, with no adverse impact on any individual.</p> <p>How do you know that?</p> <p>Experience of current successful operation of joint headships, supported by evidence gained through internal quality assurance/VSE; external quality assurance/HMI inspection; and consultation with parents/carers and pupils.</p> |
| Gender Reassignment – Trans/Transgender Identity | <p>What effect/difference will the policy have on people?</p> <p>Service delivery, learning and teaching, will continue without impact on children. The saving will be delivered through a realigned management structure, and so there will be no adverse impact on service users, and there will be no disproportionate impact on any group with protected characteristics, any group based on socio-economic background, or on human rights. The requirement to achieve excellence, equity and inclusion for all pupils and service users (in line with legal requirements and national and local policy) is embedded in service delivery in Education, and the new service will be delivered in line with these requirements.</p> <p>Existing support for pupils with additional support needs, and to support pupils with other protected characteristics, and from different socio-economic backgrounds i.e. PEF will continue and will not be impacted by this measure.</p> <p>Staff affected may have protected characteristics, but Council policies which ensure compliance with equalities and other relevant legislation will be followed. Staff reduction will be achieved through natural wastage, and existing redeployment/transfer policies, with no adverse impact on any individual.</p> <p>How do you know that?</p> <p>Experience of current successful operation of joint headships, supported by evidence gained through internal quality assurance/VSE; external quality assurance/HMI inspection; and consultation with parents/carers and pupils.</p> |
| Marriage or Civil Partnership | <p>What effect/difference will the policy have on people?</p> <p>Service delivery, learning and teaching, will continue without impact on children. The saving will be delivered through a realigned management structure, and so there will be no adverse impact on service users, and there will be no disproportionate impact on any group with protected characteristics, any group based on socio-economic background, or on human rights. The requirement to achieve excellence, equity and inclusion for all pupils and service users (in line with legal requirements and national and local policy) is embedded in service delivery in Education, and the new service will be delivered in line with these requirements.</p> <p>Existing support for pupils with additional support needs, and to support pupils with other protected characteristics, and from different socio-economic backgrounds i.e. PEF will continue and will not be impacted by this measure.</p> <p>Staff affected may have protected characteristics, but Council policies which ensure compliance with equalities and other relevant legislation will be followed. Staff reduction will be achieved through natural wastage, and existing redeployment/transfer policies, with no adverse impact on any individual.</p> |

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| | <p>How do you know that?</p> <p>Experience of current successful operation of joint headships, supported by evidence gained through internal quality assurance/VSE; external quality assurance/HMI inspection; and consultation with parents/carers and pupils.</p> |
| Pregnancy and Maternity | <p>What effect/difference will the policy have on people?</p> <p>Service delivery, learning and teaching, will continue without impact on children. The saving will be delivered through a realigned management structure, and so there will be no adverse impact on service users, and there will be no disproportionate impact on any group with protected characteristics, any group based on socio-economic background, or on human rights. The requirement to achieve excellence, equity and inclusion for all pupils and service users (in line with legal requirements and national and local policy) is embedded in service delivery in Education, and the new service will be delivered in line with these requirements.</p> <p>Existing support for pupils with additional support needs, and to support pupils with other protected characteristics, and from different socio-economic backgrounds i.e. PEF will continue and will not be impacted by this measure.</p> <p>Staff affected may have protected characteristics, but Council policies which ensure compliance with equalities and other relevant legislation will be followed. Staff reduction will be achieved through natural wastage, and existing redeployment/transfer policies, with no adverse impact on any individual.</p> <p>How do you know that?</p> <p>Experience of current successful operation of joint headships, supported by evidence gained through internal quality assurance/VSE; external quality assurance/HMI inspection; and consultation with parents/carers and pupils.</p> |
| Race | <p>What effect/difference will the policy have on people?</p> <p>Service delivery, learning and teaching, will continue without impact on children. The saving will be delivered through a realigned management structure, and so there will be no adverse impact on service users, and there will be no disproportionate impact on any group with protected characteristics, any group based on socio-economic background, or on human rights. The requirement to achieve excellence, equity and inclusion for all pupils and service users (in line with legal requirements and national and local policy) is embedded in service delivery in Education, and the new service will be delivered in line with these requirements.</p> <p>Existing support for pupils with additional support needs, and to support pupils with other protected characteristics, and from different socio-economic backgrounds i.e. PEF will continue and will not be impacted by this measure.</p> <p>Staff affected may have protected characteristics, but Council policies which ensure compliance with equalities and other relevant legislation will be followed. Staff reduction will be achieved through natural wastage, and existing redeployment/transfer policies, with no adverse impact on any individual.</p> <p>How do you know that?</p> <p>Experience of current successful operation of joint headships, supported by evidence gained through internal quality assurance/VSE; external quality assurance/HMI inspection; and consultation with parents/carers and pupils.</p> |

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| Religion or Belief | <p>What effect/difference will the policy have on people?</p> <p>Service delivery, learning and teaching, will continue without impact on children. The saving will be delivered through a realigned management structure, and so there will be no adverse impact on service users, and there will be no disproportionate impact on any group with protected characteristics, any group based on socio-economic background, or on human rights. The requirement to achieve excellence, equity and inclusion for all pupils and service users (in line with legal requirements and national and local policy) is embedded in service delivery in Education, and the new service will be delivered in line with these requirements.</p> <p>Existing support for pupils with additional support needs, and to support pupils with other protected characteristics, and from different socio-economic backgrounds i.e. PEF will continue and will not be impacted by this measure.</p> <p>Staff affected may have protected characteristics, but Council policies which ensure compliance with equalities and other relevant legislation will be followed. Staff reduction will be achieved through natural wastage, and existing redeployment/transfer policies, with no adverse impact on any individual.</p> <p>How do you know that?</p> <p>Experience of current successful operation of joint headships, supported by evidence gained through internal quality assurance/VSE; external quality assurance/HMI inspection; and consultation with parents/carers and pupils.</p> |
| Sex | <p>What effect/difference will the policy have on people?</p> <p>Service delivery, learning and teaching, will continue without impact on children. The saving will be delivered through a realigned management structure, and so there will be no adverse impact on service users, and there will be no disproportionate impact on any group with protected characteristics, any group based on socio-economic background, or on human rights. The requirement to achieve excellence, equity and inclusion for all pupils and service users (in line with legal requirements and national and local policy) is embedded in service delivery in Education, and the new service will be delivered in line with these requirements.</p> <p>Existing support for pupils with additional support needs, and to support pupils with other protected characteristics, and from different socio-economic backgrounds i.e. PEF will continue and will not be impacted by this measure.</p> <p>Staff affected may have protected characteristics, but Council policies which ensure compliance with equalities and other relevant legislation will be followed. Staff reduction will be achieved through natural wastage, and existing redeployment/transfer policies, with no adverse impact on any individual.</p> <p>How do you know that?</p> <p>Experience of current successful operation of joint headships, supported by evidence gained through internal quality assurance/VSE; external quality assurance/HMI inspection; and consultation with parents/carers and pupils.</p> |
| Sexual Orientation | <p>What effect/difference will the policy have on people?</p> <p>Service delivery, learning and teaching, will continue without impact on children. The saving will be delivered through a realigned management structure, and so there will be no adverse impact on service users, and there will be no disproportionate impact on any group with protected characteristics, any group based on socio-economic background, or on human rights. The requirement to achieve excellence, equity and inclusion for all pupils and service users (in line with legal requirements and national and local policy) is embedded in service delivery in Education, and the new service will be delivered in line with these requirements.</p> |

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| | <p>Existing support for pupils with additional support needs, and to support pupils with other protected characteristics, and from different socio-economic backgrounds i.e. PEF will continue and will not be impacted by this measure.</p> <p>Staff affected may have protected characteristics, but Council policies which ensure compliance with equalities and other relevant legislation will be followed. Staff reduction will be achieved through natural wastage, and existing redeployment/transfer policies, with no adverse impact on any individual.</p> <p>How do you know that?</p> <p>Experience of current successful operation of joint headships, supported by evidence gained through internal quality assurance/VSE; external quality assurance/HMI inspection; and consultation with parents/carers and pupils.</p> |
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| <p>4. Please outline any needs and/or barriers which may affect vulnerable groups falling into poverty and disadvantage in relation to this policy.</p> <p>Vulnerable groups may include the following:</p> <ul style="list-style-type: none"> • Unemployed • Single parents and vulnerable families • People on benefits • Those involved in the criminal justice system • People in the most deprived communities (bottom 20 SIMD areas) • People who live in rural areas • Pensioners • Looked After Children • Carers including young carers • People misusing services • Others e.g. veterans, students • Single adult households • People who have experienced the asylum system • Those leaving the care setting including children and young people and those with illness • Homeless people • People with low literacy/ numeracy • People with lower educational qualifications • People in low paid work • People with one or more protected characteristics <p>What effect/difference will the policy have on people?</p> <p>Service delivery, learning and teaching, will continue without impact on children. The saving will be delivered through a realigned management structure, and so there will be no adverse impact on service users, and there will be no disproportionate impact on any group with protected characteristics, any group based on socio-economic background, or on human rights. The requirement to achieve excellence, equity and inclusion for all pupils and service users (in line with legal requirements and national and local policy) is embedded in service delivery in Education, and the new service will be delivered in line with these requirements.</p> <p>Existing support for pupils with additional support needs, and to support pupils with other protected characteristics, and from different socio-economic backgrounds i.e. PEF will continue and will not be impacted by this measure.</p> <p>Staff affected may have protected characteristics, but Council policies which ensure compliance with equalities and other relevant legislation will be followed. Staff reduction will be achieved through natural wastage, and existing redeployment/transfer policies, with no adverse impact on any individual.</p> <p>How do you know that?</p> <p>Experience of current successful operation of joint headships, supported by evidence gained through internal quality assurance/VSE; external quality assurance/HMI inspection; and consultation with parents/carers and pupils.</p> |
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| 5. Action Plan What action/s will be taken, by whom and what is the timescale for completion? | |
| Actioner Name: Head of Education – Primary, Early Learning and Resources | Action Date: 2023/8 |
| What is the issue? A full action plan will be developed by the responsible officer in line with the implementation timetable when agreed. No equalities action have been identified. The action plan will include: <ul style="list-style-type: none"> Identify Schools for Joint Headship | |
| What action will be taken? <ul style="list-style-type: none"> Consult Headteachers, Parent Councils, Parents/carers | |
| Progress against action <ul style="list-style-type: none"> N/A | |

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| 6. Details of consultation and involvement Who will be or has been involved in the consultation process? a) State which service users and groups are involved in this process and describe their involvement. b) Describe any planned involvement saying when this will take place and who is responsible for managing the involvement process. c) Describe the results of the involvement and how you have taken this into account. |
| Consultation will be undertaken by the lead officer in line with the agreed implementation timetable, including: <ul style="list-style-type: none"> Education SMT consulted on general principle, and selection criteria. Headteachers, including detailed consultation and involvement of Headteachers likely to be directly affected. Teaching unions consulted on general principle (which has been established). |

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| 7. Data and Information What equality data, poverty data, research, information or other evidence has been used to inform this assessment? a) What information or other evidence has been used in the development of the policy? b) What does research, consultation and other data or information tell you about the impact of the policy? (describe the information and conclusions, and state where the information can be found) <ul style="list-style-type: none"> Quantitative (numbers, percentages, statistical analysis) Qualitative (written/spoken words, opinions, surveys) c) Describe any gaps in the available information, and record within section five (Action Plan), action you are taking in relation to this (e.g. new research, further analysis) and when this is planned. d) Give details of any existing local or national evidence which has been used to inform the development of your policy. |
| No impact on attainment (CP1/LOIP2) and early years (CP2/LOIP1) is anticipated based on the successful introduction of shared headships at various schools throughout West Lothian. Experience of current successful operation of joint headships, supported by evidence gained through internal quality assurance/VSE; external quality assurance/HMI inspection; and consultation with parents/carers and pupils. Attainment data for schools under joint headship and not under joint headship. Curriculum for Excellence Budget Data for each school. Attainment and Performance Data. Comparative Data with other Councils. Staff data held on HR system |

8. Mitigating Actions

If the policy has a negative/adverse impact on a particular group/s, but is still to be implemented, please provide justification for this.

Note: If the policy is unlawfully discriminatory under the Equality Act 2010 and/or is having a negative impact on poverty and socioeconomic disadvantage under the Fairer Scotland Duty, you MUST identify, how the policy can be amended or justified so the Council acts lawfully.

- How could you modify the policy to eliminate discrimination or to reduce any identified negative impacts? If necessary, consider other ways in which you could meet the aims and objectives.
- How could you modify the policy to create or maximise the positive aspects of the proposals and to increase equality and reduce poverty and socioeconomic disadvantage.
- Describe any modifications which you can make without further delay (for example, easy, few resource implications).
- If you propose to make any of the modifications shown above, describe any potential new negative impacts on other groups in society or on the ability to achieve the aims and how you will minimise these.
- Please describe the resource implications of any proposed modifications taking into account financial, people and property issues.

The new headships would be implemented in line with practices from existing shared arrangements. A transitional period would apply as part of wider succession planning and there would be review of the management structure across the schools where the new arrangements would be applied. The council has been successful to date in implementing shared headships so there is precedence in this area.

9. Monitoring and Review

- How will the implementation and impact of the policy be monitored, including implementation of any amendments? For example, what type of monitoring will there be? How frequent?
- What are the practical arrangements for monitoring? For example, who will put this in place? When will it start?
- How will results of monitoring be used to develop future policies?
- When is the policy due to be reviewed?
- Who is responsible for ensuring this happens? Please detail below

Existing established arrangements for:

- Internal quality assurance/VSE/WLAM and external inspection/HMle.
- Attainment data/School Performance Visits
- Consultation with staff, parents/carers and pupils.
- Budget Monitoring
- Comparative information with other authorities

10. Recommendation and Reasoning

It is recommended the budget proposal proceeds as planned.

Reason for Recommendation

Service delivery, learning and teaching, will continue without impact on children. The saving will be delivered through a realigned management structure, and so there will be no adverse impact on service users, and there will be no disproportionate impact on any group with protected characteristics, any group based on socio-economic background, or on human rights. The requirement to achieve excellence, equity and inclusion for all pupils and service users (in line with legal requirements and national and local policy) is embedded in service delivery in Education, and the new service will be delivered in line with these requirements.

Existing support for pupils with additional support needs, and to support pupils with other protected characteristics, and from different socio-economic backgrounds i.e. PEF will continue and will not be impacted by this measure.

Staff affected may have protected characteristics, but Council policies which ensure compliance with equalities and other relevant legislation will be followed. Staff reduction will be achieved through natural wastage, and existing redeployment/transfer policies, with no adverse impact on any individual.

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| Signed by Lead Officer | |
| Designation | Head of Education – Primary, Early Learning and Resources |
| Date | 16/01/2023 |
| Counter Signature (Head of Service or Depute Chief Executive responsible for the policy) | Depute Chief Executive |
| Date | 16/01/2023 |



Integrated Relevance Assessment Form

| 1. Details of proposal | | | |
|--|---|--|--|
| Policy Title (include budget reference number if applicable) | E2i - Working in partnership with the voluntary sector to deliver school holiday provision in a more effective and efficient way (previously approved saving) | | |
| Service Area (detail which service area and section this relates to) | Education - schools | | |
| Lead Officer (Name and job title) | Head of Education - Secondary, Community Learning and Inclusion | | |
| Other Officers/Partners Involved (list names, job titles and organisations if applicable) | Service Manager Head of Education - Secondary, Community Learning and Inclusion Head of Education – Primary, Early Learning and Resource | | |
| Date relevance assessed | 10/01/2023 | | |

| 2. Does the council have control over how this policy will be implemented? | | | |
|--|-----|-----------|--|
| YES | YES | NO | |

| | |
|---|----|
| <p>3. The General Duty of the Equality Act 2010 requires public authorities, in the exercise of their functions, to have due regard to the need to:</p> <ul style="list-style-type: none"> • Eliminate unlawful discrimination, harassment and victimisation and other prohibited conduct • Advance equality of opportunity between those who share a protected characteristic and those who do not; and • Foster good relations between those who share a protected characteristic and those who do not <p>NB: In this section you must also consider the Human Rights Act and the key PANEL (Participation, Accountability, Non Discrimination, Empowerment and Legality) principles of Human Rights</p> <p>Which groups of people do you think will be, or potentially could be, impacted upon by the implementation of this policy? You should consider employees, clients, customers and service users (please tick below as appropriate).</p> | |
| Age – older people, young people and children | No |
| Disability – people with disabilities/long standing conditions | No |
| Gender reassignment – trans/transgender identity – anybody who's gender identity or gender expression is different to the sex assigned to them at birth | No |
| Marriage or civil partnership – people who are married or in a civil partnership | No |
| Pregnancy and maternity – woman who are pregnant and/or on maternity leave | No |
| Race – people from black, Asian and minority ethnic communities and different racial backgrounds | No |
| Religion or belief – people with different religions and beliefs including those with no beliefs | No |
| Sex – Male, female and intersex | No |
| Sexual Orientation – lesbian, gay, bisexual, heterosexual/straight | No |

| 4. Do you have evidence or reason to believe that this policy will or may impact on socio-economic inequalities? Consideration must be given particularly to children and families | |
|--|--|
| Socio-economic Disadvantage | Impact (Please Tick as Appropriate) |
| Low Income/Income Poverty – cannot afford to maintain regular payments such as bills, food, clothing | No |
| Low and/or No Wealth – enough money to meet basic living costs and pay bills but have no savings to deal with any unexpected spends and no provision for the future | No |
| Material Deprivation – being unable to access basic goods and services i.e. financial products like life insurance, repair/replace broken electrical goods, warm home, leisure and hobbies | No |
| Area Deprivation – where you live (rural areas), where you work (accessibility of transport) | No |
| Socio-economic Background – social class i.e. parents education, employment and income | No |

| 5. Integrated impact assessment required? (Two ticks above = full assessment necessary) | | | |
|--|--|----|---|
| YES | | NO | X |

| 6. Decision rationale If you have ticked no above, use this section to evidence why a full IIA is not required | |
|--|--|
| No impact on service performance and quality. School holiday provision will continue to be provided at previous levels with no change to service delivery. | |

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| Signed by Lead Officer | |
| Designation | Head of Education - Secondary, Community Learning and Inclusion |
| Date | 16/01/2023 |
| Counter Signature (Head of Service or Depute Chief Executive responsible for the policy) | Depute Chief Executive |
| Date | 16/01/2023 |

Integrated Relevance Assessment Form

| 7. Details of proposal | |
|--|--|
| Policy Title (include budget reference number if applicable) | E4a – ELC income and partner providers – promotion of placements to utilise capacity and assist with parental choice |
| Service Area (detail which service area and section this relates to) | Strategic Resources |
| Lead Officer (Name and job title) | Head of Education – Primary, Early Learning and Resources |
| Other Officers/Partners Involved (list names, job titles and organisations if applicable) | Head of Education - Secondary, Community Learning and Inclusion Service Manager Strategic Resources Manager |
| Date relevance assessed | 28/06/2022 |

| 8. Does the council have control over how this policy will be implemented? | | | |
|--|-----|-----------|--|
| YES | YES | NO | |

| | |
|--|----|
| <p>9. The General Duty of the Equality Act 2010 requires public authorities, in the exercise of their functions, to have due regard to the need to:</p> <ul style="list-style-type: none"> • Eliminate unlawful discrimination, harassment and victimisation and other prohibited conduct • Advance equality of opportunity between those who share a protected characteristic and those who do not; and • Foster good relations between those who share a protected characteristic and those who do not <p>NB: In this section you must also consider the Human Rights Act and the key PANEL (Participation, Accountability, Non Discrimination, Empowerment and Legality) principles of Human Rights</p> <p>Which groups of people do you think will be, or potentially could be, impacted upon by the implementation of this policy? You should consider employees, clients, customers and service users (please tick below as appropriate).</p> | |
| Age – older people, young people and children | No |
| Disability – people with disabilities/long standing conditions | No |
| Gender reassignment – trans/transgender identity – anybody who's gender identity or gender expression is different to the sex assigned to them at birth | No |
| Marriage or civil partnership – people who are married or in a civil partnership | No |
| Pregnancy and maternity – woman who are pregnant and/or on maternity leave | No |
| Race – people from black, Asian and minority ethnic communities and different racial backgrounds | No |
| Religion or belief – people with different religions and beliefs including those with no beliefs | No |
| Sex – Male, female and intersex | No |
| Sexual Orientation – lesbian, gay, bisexual, heterosexual/straight | No |

| 10. Do you have evidence or reason to believe that this policy will or may impact on socio-economic inequalities? Consideration must be given particularly to children and families | |
|---|--|
| Socio-economic Disadvantage | Impact (Please Tick as Appropriate) |
| Low Income/Income Poverty – cannot afford to maintain regular payments such as bills, food, clothing | No |
| Low and/or No Wealth – enough money to meet basic living costs and pay bills but have no savings to deal with any unexpected spends and no provision for the future | No |
| Material Deprivation – being unable to access basic goods and services i.e. financial products like life insurance, repair/replace broken electrical goods, warm home, leisure and hobbies | No |
| Area Deprivation – where you live (rural areas), where you work (accessibility of transport) | No |
| Socio-economic Background – social class i.e. parents education, employment and income | No |

| 11. Integrated impact assessment required? (Two ticks above = full assessment necessary) | | | |
|--|--|-----------|--|
| YES | | NO | |

| 12. Decision rationale If you have ticked no above, use this section to evidence why a full IIA is not required |
|--|
| <p>There will be no change to early learning and childcare provision in council establishments; introduction of discretionary charging will offer increased choice and flexibility for parents and carers. The ability to purchase additional hours of childcare at council establishments will provide enhanced options for those who require flexible childcare. The services provided by existing partner providers will still be available, and so there will be no adverse impact on service users.</p> <p>There will be no disproportionate impact on any group with protected characteristics, any group based on socio-economic background, or on human rights.</p> <p>Children using services may have protected characteristics, and different socio-economic background, but there will be no disproportionate impact on any group. The families of children using the service may have protected characteristics, and different socio-economic background, but there will be no disproportionate impact on any group. Staff delivering the service may have protected characteristics, and different socio-economic background, but there will be no disproportionate impact of any group.</p> <p>The requirement to achieve excellence, equity and inclusion for all pupils (in line with legal requirements and national and local policy) is embedded in service delivery in all early learning and childcare, and the new service will be delivered in line with these requirements.</p> |

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| Signed by Lead Officer | |
| Designation | Head of Education – Primary, Early Learning and Resources |
| Date | 16/01/2023 |
| Counter Signature (Head of Service or Depute Chief Executive responsible for the policy) | Depute Chief Executive |
| Date | 16/01/2023 |

Integrated Relevance Assessment Form

| 1. Details of proposal | |
|--|---|
| Policy Title (include budget reference number if applicable) | E4b – Rationalise physical capacity and staffing at council establishments where provision is greater than parental choice levels |
| Service Area (detail which service area and section this relates to) | Strategic Resources |
| Lead Officer (Name and job title) | Head of Education – Primary, Early Learning and Resources |
| Other Officers/Partners Involved (list names, job titles and organisations if applicable) | Head of Education - Secondary, Community Learning and Inclusion Service Manager Strategic Resources Manager |
| Date relevance assessed | 28/06/2022 |

| 2. Does the council have control over how this policy will be implemented? | | | |
|--|-----|-----------|--|
| YES | YES | NO | |

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| <p>3. The General Duty of the Equality Act 2010 requires public authorities, in the exercise of their functions, to have due regard to the need to:</p> <ul style="list-style-type: none"> • Eliminate unlawful discrimination, harassment and victimisation and other prohibited conduct • Advance equality of opportunity between those who share a protected characteristic and those who do not; and • Foster good relations between those who share a protected characteristic and those who do not <p>NB: In this section you must also consider the Human Rights Act and the key PANEL (Participation, Accountability, Non Discrimination, Empowerment and Legality) principles of Human Rights</p> <p>Which groups of people do you think will be, or potentially could be, impacted upon by the implementation of this policy? You should consider employees, clients, customers and service users (please tick below as appropriate).</p> | |
| Age – older people, young people and children | Yes |
| Disability – people with disabilities/long standing conditions | No |
| Gender reassignment – trans/transgender identity – anybody who's gender identity or gender expression is different to the sex assigned to them at birth | No |
| Marriage or civil partnership – people who are married or in a civil partnership | No |
| Pregnancy and maternity – woman who are pregnant and/or on maternity leave | No |
| Race – people from black, Asian and minority ethnic communities and different racial backgrounds | No |
| Religion or belief – people with different religions and beliefs including those with no beliefs | No |
| Sex – Male, female and intersex | No |
| Sexual Orientation – lesbian, gay, bisexual, heterosexual/straight | No |

| 4. Do you have evidence or reason to believe that this policy will or may impact on socio-economic inequalities? Consideration must be given particularly to children and families | |
|--|--|
| Socio-economic Disadvantage | Impact (Please Tick as Appropriate) |
| Low Income/Income Poverty – cannot afford to maintain regular payments such as bills, food, clothing | No |
| Low and/or No Wealth – enough money to meet basic living costs and pay bills but have no savings to deal with any unexpected spends and no provision for the future | No |
| Material Deprivation – being unable to access basic goods and services i.e. financial products like life insurance, repair/replace broken electrical goods, warm home, leisure and hobbies | No |
| Area Deprivation – where you live (rural areas), where you work (accessibility of transport) | No |
| Socio-economic Background – social class i.e. parents education, employment and income | No |

| 5. Integrated impact assessment required? (Two ticks above = full assessment necessary) | | | |
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| YES | YES | NO | |

| 6. Decision rationale If you have ticked no above, use this section to evidence why a full IIA is not required |
|--|
| <p>There will be no change to early learning and childcare provision in council establishments. Capacity will be realigned with demand for places at council early learning and childcare establishments, and over provision will be removed to make a more efficient use of resources. Services will remain accessible, based on and responsive to parental choice, and so there will be no significant adverse impact on service users. The services provided by existing partner providers will still be available, and so there will be no adverse impact on service users. There will be no disproportionate impact on any group with protected characteristics, any group based on socio-economic background, or on human rights.</p> <p>Children using services may have protected characteristics, and different socio-economic background, but there will be no disproportionate impact on any group. The families of children using the service may have protected characteristics, and different socio-economic background, but there will be no disproportionate impact on any group. Staff delivering the service may have protected characteristics, and different socio-economic background, but there will be no disproportionate impact of any group, and Council policies which ensure compliance with equalities and other relevant legislation will be followed.</p> <p>The reduction in staffing of 41.8 FTE EYOs, Nursery Nurses and PSWs will be achieved within the Council's policy of no compulsory redundancies, and is expected to be achieved within normal annual turnover. Staff affected may have protected characteristics and different socio-economic background, but Council policies which ensure compliance with equalities and other relevant legislation will be followed.</p> <p>The requirement to achieve excellence, equity and inclusion for all pupils (in line with legal requirements and national and local policy) is embedded in service delivery in all early learning and childcare, and the new service will be delivered in line with these requirements.</p> |

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| Signed by Lead Officer | |
| Designation | Head of Education – Primary, Early Learning and Resources |
| Date | 16/01/2023 |
| Counter Signature (Head of Service or Depute Chief Executive responsible for the policy) | Depute Chief Executive |
| Date | 16/01/2023 |

Full Integrated Impact Assessment Form

| 1. Details of proposal | |
|---|---|
| Policy Title (include budget reference number if applicable) | E4b – Rationalise physical capacity and staffing at council establishments where provision is greater than parental choice levels |
| Details of Others Involved | Head of Education - Secondary, Community Learning and Inclusion Head of Education – Primary, Early Learning and Resources Service Manager Strategic Resources Manager Business Change Lead, Transition Team |
| Date Assessment Conducted | 01/10/2022 |

| 2. Set out a clear understanding of the purpose of the policy being developed or reviewed (what are the aims, objectives and intended outcomes including the context within which it will operate) |
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| <p>This option focuses on greater efficiency in service provision within council run early learning establishments, matching supply to parental demand. Number of settings, physical capacity and staffing would be rationalised to match demand, realigning staffing resource across the early learning estate where additional staffing is required.</p> |

| 3. Please outline any needs and/or barriers which equality groups (people with protected characteristics) may have in relation to this policy | |
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| Age | <p>There will be no change to early learning and childcare provision in council establishments. Capacity will be realigned with demand for places at council early learning and childcare establishments, and over provision will be removed to make a more efficient use of resources. Services will remain accessible, based on and responsive to parental choice, and so there will be no significant adverse impact on service users. The services provided by existing partner providers will still be available, and so there will be no adverse impact on service users.</p> <p>Children using services may have protected characteristics, and different socio-economic background, but there will be no disproportionate impact on any group. The families of children using the service may have protected characteristics, and different socio-economic background, but there will be no disproportionate impact on any group. Staff delivering the service may have protected characteristics, and different socio-economic background, but there will be no disproportionate impact of any group, and Council policies which ensure compliance with equalities and other relevant legislation will be followed.</p> <p>The reduction in staffing of 41.8 FTE EYOs, Nursery Nurses and PSWs will be achieved within the Council's policy of no compulsory redundancies, and is expected to be achieved within normal annual turnover. Staff affected may have protected characteristics and different socio-economic background, but Council policies which ensure compliance with equalities and other relevant legislation will be followed.</p> <p>The requirement to achieve excellence, equity and inclusion for all pupils (in line with legal requirements and national and local policy) is embedded in service delivery in all early learning and childcare, and the new service will be delivered in line with these requirements.</p> |

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| | <p>How do you know that?</p> <p>Supply will be aligned with demand. There will be no impact on adult/child ratios. Careful analysis of capacity will be undertaken, considering future pupil projections, to ensure changes to capacity are appropriate.</p> <p>The reduction in staffing of 41.8 FTE EYOs, Nursery Nurses and PSWs will be achieved within the Council's policy of no compulsory redundancies, and is expected to be achieved within normal annual turnover.</p> |
| Disability | <p>There will be no change to early learning and childcare provision in council establishments. Capacity will be realigned with demand for places at council early learning and childcare establishments, and over provision will be removed to make a more efficient use of resources. Services will remain accessible, based on and responsive to parental choice, and so there will be no significant adverse impact on service users. The services provided by existing partner providers will still be available, and so there will be no adverse impact on service users.</p> <p>Children using services may have protected characteristics, and different socio-economic background, but there will be no disproportionate impact on any group. The families of children using the service may have protected characteristics, and different socio-economic background, but there will be no disproportionate impact on any group. Staff delivering the service may have protected characteristics, and different socio-economic background, but there will be no disproportionate impact of any group, and Council policies which ensure compliance with equalities and other relevant legislation will be followed.</p> <p>The reduction in staffing of 41.8 FTE EYOs, Nursery Nurses and PSWs will be achieved within the Council's policy of no compulsory redundancies, and is expected to be achieved within normal annual turnover. Staff affected may have protected characteristics and different socio-economic background, but Council policies which ensure compliance with equalities and other relevant legislation will be followed.</p> <p>The requirement to achieve excellence, equity and inclusion for all pupils (in line with legal requirements and national and local policy) is embedded in service delivery in all early learning and childcare, and the new service will be delivered in line with these requirements.</p> <p>How do you know that?</p> <ul style="list-style-type: none"> • Knowledge of current capacity and demand • Planning information and forecast demand. • Supply will be aligned with demand. There will be no impact on adult/child ratios. Careful analysis of capacity will be undertaken, considering future pupil projections, to ensure changes to capacity are appropriate. The reduction in staffing of 41.8 FTE EYOs, Nursery Nurses and PSWs will be achieved within the Council's policy of no compulsory redundancies, and is expected to be achieved within normal annual turnover. Arrangements exist move staff between establishment, which occurs each year, minimising impact. |
| Gender Reassignment – Trans/Transgender Identity | <p>There will be no change to early learning and childcare provision in council establishments. Capacity will be realigned with demand for places at council early learning and childcare establishments, and over provision will be removed to make a more efficient use of resources. Services will remain accessible, based on and responsive to parental choice, and so there will be no significant adverse impact on service users. The services provided by existing partner providers will still be available, and so there will be no adverse impact on service users.</p> <p>Children using services may have protected characteristics, and different socio-economic background, but there will be no disproportionate impact on any group. The families of children using the service may have protected characteristics, and different socio-economic background, but there will be no disproportionate impact on any group. Staff delivering the service may have protected characteristics, and different socio-economic background, but there will be no disproportionate impact of any group, and Council policies which ensure compliance with equalities and other relevant legislation will be followed.</p> |

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| | <p>The reduction in staffing of 41.8 FTE EYOs, Nursery Nurses and PSWs will be achieved within the Council's policy of no compulsory redundancies, and is expected to be achieved within normal annual turnover. Staff affected may have protected characteristics and different socio-economic background, but Council policies which ensure compliance with equalities and other relevant legislation will be followed.</p> <p>The requirement to achieve excellence, equity and inclusion for all pupils (in line with legal requirements and national and local policy) is embedded in service delivery in all early learning and childcare, and the new service will be delivered in line with these requirements.</p> <p>How do you know that?</p> <ul style="list-style-type: none"> • Knowledge of current capacity and demand • Planning information and forecast demand. • Supply will be aligned with demand. There will be no impact on adult/child ratios. Careful analysis of capacity will be undertaken, considering future pupil projections, to ensure changes to capacity are appropriate. The reduction in staffing of 41.8 FTE EYOs, Nursery Nurses and PSWs will be achieved within the Council's policy of no compulsory redundancies, and is expected to be achieved within normal annual turnover. Arrangements exist move staff between establishment, which occurs each year, minimising impact. |
| <p>Marriage or Civil Partnership</p> | <p>There will be no change to early learning and childcare provision in council establishments. Capacity will be realigned with demand for places at council early learning and childcare establishments, and over provision will be removed to make a more efficient use of resources. Services will remain accessible, based on and responsive to parental choice, and so there will be no significant adverse impact on service users. The services provided by existing partner providers will still be available, and so there will be no adverse impact on service users.</p> <p>Children using services may have protected characteristics, and different socio-economic background, but there will be no disproportionate impact on any group. The families of children using the service may have protected characteristics, and different socio-economic background, but there will be no disproportionate impact on any group. Staff delivering the service may have protected characteristics, and different socio-economic background, but there will be no disproportionate impact of any group, and Council policies which ensure compliance with equalities and other relevant legislation will be followed.</p> <p>The reduction in staffing of 41.8 FTE EYOs, Nursery Nurses and PSWs will be achieved within the Council's policy of no compulsory redundancies, and is expected to be achieved within normal annual turnover. Staff affected may have protected characteristics and different socio-economic background, but Council policies which ensure compliance with equalities and other relevant legislation will be followed.</p> <p>The requirement to achieve excellence, equity and inclusion for all pupils (in line with legal requirements and national and local policy) is embedded in service delivery in all early learning and childcare, and the new service will be delivered in line with these requirements.</p> <p>How do you know that?</p> <ul style="list-style-type: none"> • Knowledge of current capacity and demand • Planning information and forecast demand. • Supply will be aligned with demand. There will be no impact on adult/child ratios. Careful analysis of capacity will be undertaken, considering future pupil projections, to ensure changes to capacity are appropriate. The reduction in staffing of 41.8 FTE EYOs, Nursery Nurses and PSWs will be achieved within the Council's policy of no compulsory redundancies, and is expected to be achieved within normal annual turnover. Arrangements exist move staff between establishment, which occurs each year, minimising impact. |

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| Pregnancy and Maternity | <p>There will be no change to early learning and childcare provision in council establishments. Capacity will be realigned with demand for places at council early learning and childcare establishments, and over provision will be removed to make a more efficient use of resources. Services will remain accessible, based on and responsive to parental choice, and so there will be no significant adverse impact on service users. The services provided by existing partner providers will still be available, and so there will be no adverse impact on service users.</p> <p>Children using services may have protected characteristics, and different socio-economic background, but there will be no disproportionate impact on any group. The families of children using the service may have protected characteristics, and different socio-economic background, but there will be no disproportionate impact on any group. Staff delivering the service may have protected characteristics, and different socio-economic background, but there will be no disproportionate impact of any group, and Council policies which ensure compliance with equalities and other relevant legislation will be followed.</p> <p>The reduction in staffing of 41.8 FTE EYOs, Nursery Nurses and PSWs will be achieved within the Council's policy of no compulsory redundancies, and is expected to be achieved within normal annual turnover. Staff affected may have protected characteristics and different socio-economic background, but Council policies which ensure compliance with equalities and other relevant legislation will be followed.</p> <p>The requirement to achieve excellence, equity and inclusion for all pupils (in line with legal requirements and national and local policy) is embedded in service delivery in all early learning and childcare, and the new service will be delivered in line with these requirements.</p> <p>How do you know that?</p> <ul style="list-style-type: none"> • Knowledge of current capacity and demand • Planning information and forecast demand. • Supply will be aligned with demand. There will be no impact on adult/child ratios. Careful analysis of capacity will be undertaken, considering future pupil projections, to ensure changes to capacity are appropriate. The reduction in staffing of 41.8 FTE EYOs, Nursery Nurses and PSWs will be achieved within the Council's policy of no compulsory redundancies, and is expected to be achieved within normal annual turnover. Arrangements exist move staff between establishment, which occurs each year, minimising impact. |
| Race | <p>There will be no change to early learning and childcare provision in council establishments. Capacity will be realigned with demand for places at council early learning and childcare establishments, and over provision will be removed to make a more efficient use of resources. Services will remain accessible, based on and responsive to parental choice, and so there will be no significant adverse impact on service users. The services provided by existing partner providers will still be available, and so there will be no adverse impact on service users.</p> <p>Children using services may have protected characteristics, and different socio-economic background, but there will be no disproportionate impact on any group. The families of children using the service may have protected characteristics, and different socio-economic background, but there will be no disproportionate impact on any group. Staff delivering the service may have protected characteristics, and different socio-economic background, but there will be no disproportionate impact of any group, and Council policies which ensure compliance with equalities and other relevant legislation will be followed.</p> <p>The reduction in staffing of 41.8 FTE EYOs, Nursery Nurses and PSWs will be achieved within the Council's policy of no compulsory redundancies, and is expected to be achieved within normal annual turnover. Staff affected may have protected characteristics and different socio-economic background, but Council policies which ensure compliance with equalities and other relevant legislation will be followed.</p> |

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| Religion or Belief | <p>There will be no change to early learning and childcare provision in council establishments. Capacity will be realigned with demand for places at council early learning and childcare establishments, and over provision will be removed to make a more efficient use of resources. Services will remain accessible, based on and responsive to parental choice, and so there will be no significant adverse impact on service users. The services provided by existing partner providers will still be available, and so there will be no adverse impact on service users.</p> <p>Children using services may have protected characteristics, and different socio-economic background, but there will be no disproportionate impact on any group. The families of children using the service may have protected characteristics, and different socio-economic background, but there will be no disproportionate impact on any group. Staff delivering the service may have protected characteristics, and different socio-economic background, but there will be no disproportionate impact of any group, and Council policies which ensure compliance with equalities and other relevant legislation will be followed.</p> <p>The reduction in staffing of 41.8 FTE EYOs, Nursery Nurses and PSWs will be achieved within the Council's policy of no compulsory redundancies, and is expected to be achieved within normal annual turnover. Staff affected may have protected characteristics and different socio-economic background, but Council policies which ensure compliance with equalities and other relevant legislation will be followed.</p> <p>The requirement to achieve excellence, equity and inclusion for all pupils (in line with legal requirements and national and local policy) is embedded in service delivery in all early learning and childcare, and the new service will be delivered in line with these requirements.</p> <p>How do you know that?</p> <ul style="list-style-type: none"> • Knowledge of current capacity and demand • Planning information and forecast demand. • Supply will be aligned with demand. There will be no impact on adult/child ratios. Careful analysis of capacity will be undertaken, considering future pupil projections, to ensure changes to capacity are appropriate. The reduction in staffing of 41.8 FTE EYOs, Nursery Nurses and PSWs will be achieved within the Council's policy of no compulsory redundancies, and is expected to be achieved within normal annual turnover. Arrangements exist move staff between establishment, which occurs each year, minimising impact. |
| Sex | <p>There will be no change to early learning and childcare provision in council establishments. Capacity will be realigned with demand for places at council early learning and childcare establishments, and over provision will be removed to make a more efficient use of resources. Services will remain accessible, based on and responsive to parental choice, and so there will be no significant adverse impact on service users. The services provided by existing partner providers will still be available, and so there will be no adverse impact on service users.</p> |

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| Sexual Orientation | <p>There will be no change to early learning and childcare provision in council establishments. Capacity will be realigned with demand for places at council early learning and childcare establishments, and over provision will be removed to make a more efficient use of resources. Services will remain accessible, based on and responsive to parental choice, and so there will be no significant adverse impact on service users. The services provided by existing partner providers will still be available, and so there will be no adverse impact on service users.</p> <p>Children using services may have protected characteristics, and different socio-economic background, but there will be no disproportionate impact on any group. The families of children using the service may have protected characteristics, and different socio-economic background, but there will be no disproportionate impact on any group. Staff delivering the service may have protected characteristics, and different socio-economic background, but there will be no disproportionate impact of any group, and Council policies which ensure compliance with equalities and other relevant legislation will be followed.</p> <p>The reduction in staffing of 41.8 FTE EYOs, Nursery Nurses and PSWs will be achieved within the Council's policy of no compulsory redundancies, and is expected to be achieved within normal annual turnover. Staff affected may have protected characteristics and different socio-economic background, but Council policies which ensure compliance with equalities and other relevant legislation will be followed.</p> <p>The requirement to achieve excellence, equity and inclusion for all pupils (in line with legal requirements and national and local policy) is embedded in service delivery in all early learning and childcare, and the new service will be delivered in line with these requirements.</p> |

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4. Please outline any needs and/or barriers which may affect vulnerable groups falling into poverty and disadvantage in relation to this policy.

Vulnerable groups may include the following:

- | | | |
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| <ul style="list-style-type: none"> • Unemployed • Single parents and vulnerable families • People on benefits • Those involved in the criminal justice system • People in the most deprived communities (bottom 20 SIMD areas) • People who live in rural areas | <ul style="list-style-type: none"> • Pensioners • Looked After Children • Carers including young carers • People misusing services • Others e.g. veterans, students • Single adult households • People who have experienced the asylum system | <ul style="list-style-type: none"> • Those leaving the care setting including children and young people and those with illness • Homeless people • People with low literacy/ numeracy • People with lower educational qualifications • People in low paid work • People with one or more protected characteristics |
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There will be no change to early learning and childcare provision in council establishments. Capacity will be realigned with demand for places at council early learning and childcare establishments, and over provision will be removed to make a more efficient use of resources. Services will remain accessible, based on and responsive to parental choice, and so there will be no significant adverse impact on service users. The services provided by existing partner providers will still be available, and so there will be no adverse impact on service users.

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The requirement to achieve excellence, equity and inclusion for all pupils (in line with legal requirements and national and local policy) is embedded in service delivery in all early learning and childcare, and the new service will be delivered in line with these requirements.

How do you know that?

Knowledge of current capacity and demand

Planning information and forecast demand.

Supply will be aligned with demand. There will be no impact on adult/child ratios. Careful analysis of capacity will be undertaken, considering future pupil projections, to ensure changes to capacity are appropriate. The reduction in staffing of 41.8 FTE EYOs, Nursery Nurses and PSWs will be achieved within the Council's policy of no compulsory redundancies, and is expected to be achieved within normal annual turnover. Arrangements exist move staff between establishment, which occurs each year, minimising impact.

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| 5. Action Plan | |
| What action/s will be taken, by whom and what is the timescale for completion? | |
| Actioner Name: Head of Education – Primary, Early Learning and Resources | Action Date: 2023-2028 |
| What is the issue? | |
| A full action plan will be developed by the responsible officer in line with the implementation timetable when agreed. No equalities action have been identified. | |
| What action will be taken? | |
| Identification of nurseries where capacity exceeds demand. Reduction of capacity. Adjustment in annual staffing requirements, within normal anticipated turnover. | |
| Progress against action | |
| N/A | |

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| 6. Details of consultation and involvement |
| Who will be or has been involved in the consultation process? |
| <ul style="list-style-type: none"> a) State which service users and groups are involved in this process and describe their involvement. b) Describe any planned involvement saying when this will take place and who is responsible for managing the involvement process. c) Describe the results of the involvement and how you have taken this into account. |
| Consultation will be undertaken by the lead officer in line with the agreed implementation timetable, including: |
| <ul style="list-style-type: none"> • Headteachers • Consultation with parents/carers through regular scheduled consultations, and setting-specific consultations • Consultation with staff involved in line with Organisational Change policy if appropriate, although staffing reduction is expected to be achieved within normal annual turnover. |

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| 7. Data and Information |
| What equality data, poverty data, research, information or other evidence has been used to inform this assessment? |
| <ul style="list-style-type: none"> a) What information or other evidence has been used in the development of the policy? b) What does research, consultation and other data or information tell you about the impact of the policy? (describe the information and conclusions, and state where the information can be found) <ul style="list-style-type: none"> i. Quantitative (numbers, percentages, statistical analysis) ii. Qualitative (written/spoken words, opinions, surveys) c) Describe any gaps in the available information, and record within section five (Action Plan), action you are taking in relation to this (e.g. new research, further analysis) and when this is planned. d) Give details of any existing local or national evidence which has been used to inform the development of your policy. |
| Data on pre-school estate capacity. Knowledge of historic patterns of choice. Knowledge of current and planned housing development. Statutory consultation with pre-school parents/carers indicating preferences for service delivery. |

8. Mitigating Actions

If the policy has a negative/adverse impact on a particular group/s, but is still to be implemented, please provide justification for this.

Note: If the policy is unlawfully discriminatory under the Equality Act 2010 and/or is having a negative impact on poverty and socioeconomic disadvantage under the Fairer Scotland Duty, you MUST identify, how the policy can be amended or justified so the Council acts lawfully.

- a) How could you modify the policy to eliminate discrimination or to reduce any identified negative impacts? If necessary, consider other ways in which you could meet the aims and objectives.
- b) How could you modify the policy to create or maximise the positive aspects of the proposals and to increase equality and reduce poverty and socioeconomic disadvantage.
- c) Describe any modifications which you can make without further delay (for example, easy, few resource implications).
- d) If you propose to make any of the modifications shown above, describe any potential new negative impacts on other groups in society or on the ability to achieve the aims and how you will minimise these.
- e) Please describe the resource implications of any proposed modifications taking into account financial, people and property issues.

This aligns supply with demand therefore no mitigating measures are required. There will be no impact on adult/child ratios. Careful analysis of capacity will be undertaken, considering future pupil projections, to ensure changes to capacity are appropriate.

9. Monitoring and Review

- a) How will the implementation and impact of the policy be monitored, including implementation of any amendments? For example, what type of monitoring will there be? How frequent?
- b) What are the practical arrangements for monitoring? For example, who will put this in place? When will it start?
- c) How will results of monitoring be used to develop future policies?
- d) When is the policy due to be reviewed?
- e) Who is responsible for ensuring this happens? Please detail below

The annual pupil placement exercise models required capacity based on parental choice, and capacity is provided where requested, subject to constraints of overall budget, physical capacity and future sustainability.

10. Recommendation and Reasoning

The proposed budget reduction should proceed as planned

Reason for Recommendation

There will be no change to early learning and childcare provision in council establishments. Capacity will be realigned with demand for places at council early learning and childcare establishments, and over provision will be removed to make a more efficient use of resources. Services will remain accessible, based on and responsive to parental choice, and so there will be no significant adverse impact on service users. The services provided by existing partner providers will still be available, and so there will be no adverse impact on service users.

There will be no disproportionate impact on any group with protected characteristics, any group based on socio-economic background, or on human rights.

Children using services may have protected characteristics, and different socio-economic background, but there will be no disproportionate impact on any group. The families of children using the service may have protected characteristics, and different socio-economic background, but there will be no disproportionate impact on any group. Staff delivering the service may have protected characteristics, and different socio-economic background, but there will be no disproportionate impact of any group, and Council policies which ensure compliance with equalities and other relevant legislation will be followed.

The reduction in staffing of 41.8 FTE EYOs, Nursery Nurses and PSWs will be achieved within the Council's policy of no compulsory redundancies, and is expected to be achieved within normal annual turnover. Arrangements exist move staff between establishment, which occurs each year, minimising impact. Staff affected may have protected characteristics and different socio-economic background, but Council policies which ensure compliance with equalities and other relevant legislation will be followed.

The requirement to achieve excellence, equity and inclusion for all pupils (in line with legal requirements and national and local policy) is embedded in service delivery in all early learning and childcare, and the new service will be delivered in line with these requirements.

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| Signed by Lead Officer | |
| Designation | Head of Education – Primary, Early Learning and Resources |
| Date | 16/01/2023 |
| Counter Signature (Head of Service or Depute Chief Executive responsible for the policy) | Depute Chief Executive |
| Date | 16/01/2023 |

Integrated Relevance Assessment Form

| 1. Details of proposal | |
|--|--|
| Policy Title (include budget reference number if applicable) | E5a – Aligning Scottish Government funding that has been provided for additional staff in schools. |
| Service Area (detail which service area and section this relates to) | Education Primary and Secondary Schools |
| Lead Officer (Name and job title) | Head of Education - Secondary, Community Learning and Inclusion Head of Education – Primary, Early Learning and Resources |
| Other Officers/Partners Involved (list names, job titles and organisations if applicable) | Service Manager |
| Date relevance assessed | 23/06/2022 |

| 2. Does the council have control over how this policy will be implemented? | | | |
|--|------------|-----------|--|
| YES | YES | NO | |

| | |
|--|-----|
| <p>3. The General Duty of the Equality Act 2010 requires public authorities, in the exercise of their functions, to have due regard to the need to:</p> <ul style="list-style-type: none"> • Eliminate unlawful discrimination, harassment and victimisation and other prohibited conduct • Advance equality of opportunity between those who share a protected characteristic and those who do not; and • Foster good relations between those who share a protected characteristic and those who do not <p>NB: In this section you must also consider the Human Rights Act and the key PANEL (Participation, Accountability, Non Discrimination, Empowerment and Legality) principles of Human Rights</p> <p>Which groups of people do you think will be, or potentially could be, impacted upon by the implementation of this policy? You should consider employees, clients, customers and service users (please tick below as appropriate).</p> | |
| Age – older people, young people and children | Yes |
| Disability – people with disabilities/long standing conditions | No |
| Gender reassignment – trans/transgender identity – anybody who's gender identity or gender expression is different to the sex assigned to them at birth | No |
| Marriage or civil partnership – people who are married or in a civil partnership | No |
| Pregnancy and maternity – woman who are pregnant and/or on maternity leave | No |
| Race – people from black, Asian and minority ethnic communities and different racial backgrounds | No |
| Religion or belief – people with different religions and beliefs including those with no beliefs | No |
| Sex – Male, female and intersex | No |
| Sexual Orientation – lesbian, gay, bisexual, heterosexual/straight | No |

| 4. Do you have evidence or reason to believe that this policy will or may impact on socio-economic inequalities? Consideration must be given particularly to children and families | |
|--|--|
| Socio-economic Disadvantage | Impact (Please Tick as Appropriate) |
| Low Income/Income Poverty – cannot afford to maintain regular payments such as bills, food, clothing | No |
| Low and/or No Wealth – enough money to meet basic living costs and pay bills but have no savings to deal with any unexpected spends and no provision for the future | No |
| Material Deprivation – being unable to access basic goods and services i.e. financial products like life insurance, repair/replace broken electrical goods, warm home, leisure and hobbies | No |
| Area Deprivation – where you live (rural areas), where you work (accessibility of transport) | No |
| Socio-economic Background – social class i.e. parents education, employment and income | No |

| 5. Integrated impact assessment required? (Two ticks above = full assessment necessary) | | | |
|--|-----|----|--|
| YES | YES | NO | |

| 6. Decision rationale If you have ticked no above, use this section to evidence why a full IIA is not required |
|--|
| <p>Financial resource will be re-directed to areas of growth to enable core statutory services to be delivered. Although there will be no reduction in service at other schools, there would be an opportunity cost in terms of the additionality and positive impact which could have been achieved if financial resources had been used differently.</p> <p>The current level of service will still be provided, and so there will be no negative impact on service users, and there will be no disproportionate impact on any group with protected characteristics, any group based on socio-economic background, or on human rights.</p> <p>Pupils using the service may have protected characteristics, and different socio-economic background, but there will be no disproportionate impact on any group. Staff delivering the service may have protected characteristics, and different socio-economic background, but there will be no disproportionate impact of any group.</p> <p>The requirement to achieve excellence, equity and inclusion for all pupils (in line with legal requirements and national and local policy) is embedded in service delivery in all schools, and the service will continue to be delivered in line with these requirements.</p> |

| Signed by Lead Officer | |
|---|--|
| Designation | Head of Education - Secondary, Community Learning and Inclusion Head of Education – Primary, Early Learning and Resources |
| Date | 16/01/2023 |
| Counter Signature (Head of Service or Depute Chief Executive responsible for the policy) | Depute Chief Executive |
| Date | 16/01/2023 |



Full Integrated Impact Assessment Form

| 1. Details of proposal | |
|---|--|
| Policy Title (include budget reference number if applicable) | E5a – Aligning Scottish Government funding that has been provided for additional staff in schools. |
| Details of Others Involved | Head of Education - Secondary, Community Learning and Inclusion Head of Education – Primary, Early Learning and Resources Service Manager Business Change Lead, Transition Team |
| Date Assessment Conducted | 01/10/2022 |

| 2. Set out a clear understanding of the purpose of the policy being developed or reviewed (what are the aims, objectives and intended outcomes including the context within which it will operate) |
|---|
| Alignment of funding resource provided for additional staff in schools to deliver statutory education services in areas of population growth, including revising allocations to individual schools based on school pupil numbers. |

| 3. Please outline any needs and/or barriers which equality groups (people with protected characteristics) may have in relation to this policy | |
|---|---|
| Age | <p>What effect/difference will the policy have on people?</p> <p>No negative impact on pupils is anticipated. The current level of service will still be provided in all schools, and so there will be no negative impact on service users, and there will be no disproportionate impact on any group with protected characteristics, any group based on socio-economic background, or on human rights.</p> <p>Pupils using the service may have protected characteristics, and different socio-economic background, but there will be no disproportionate impact on any group. Staff delivering the service may have protected characteristics, and different socio-economic background, but there will be no disproportionate impact of any group.</p> <p>The requirement to achieve excellence, equity and inclusion for all pupils (in line with legal requirements and national and local policy) is embedded in service delivery in all schools, and the service will continue to be delivered in line with these requirements.</p> <p>How do you know that?</p> <p>Knowledge of and data on current and projected staffing requirements. Knowledge of Scottish Government funding proposals. Current funding levels will be maintained, but utilising an alternative funding source. PEF will remain a separate funding source to address disadvantage and equity.</p> |
| Disability | <p>What effect/difference will the policy have on people?</p> <p>No negative impact on pupils is anticipated. The current level of service will still be provided in all schools, and so there will be no negative impact on service users, and there will be no disproportionate impact on any group with protected characteristics, any group based on socio-economic background, or on human rights.</p> <p>Pupils using the service may have protected characteristics, and different socio-economic background, but there will be no disproportionate impact on any group. Staff delivering the service may have protected characteristics, and different socio-economic background, but there will be no disproportionate impact of any group.</p> |

| | |
|--|---|
| | <p>The requirement to achieve excellence, equity and inclusion for all pupils (in line with legal requirements and national and local policy) is embedded in service delivery in all schools, and the service will continue to be delivered in line with these requirements.</p> <p>How do you know that?</p> <p>Knowledge of and data on current and projected staffing requirements. Knowledge of Scottish Government funding proposals. Current funding levels will be maintained, but utilising an alternative funding source. PEF will remain a separate funding source to address disadvantage and equity.</p> |
| Gender Reassignment – Trans/Transgender Identity | <p>What effect/difference will the policy have on people?</p> <p>No negative impact on pupils is anticipated. The current level of service will still be provided in all schools, and so there will be no negative impact on service users, and there will be no disproportionate impact on any group with protected characteristics, any group based on socio-economic background, or on human rights.</p> <p>Pupils using the service may have protected characteristics, and different socio-economic background, but there will be no disproportionate impact on any group. Staff delivering the service may have protected characteristics, and different socio-economic background, but there will be no disproportionate impact of any group.</p> <p>The requirement to achieve excellence, equity and inclusion for all pupils (in line with legal requirements and national and local policy) is embedded in service delivery in all schools, and the service will continue to be delivered in line with these requirements.</p> <p>How do you know that?</p> <p>Knowledge of and data on current and projected staffing requirements. Knowledge of Scottish Government funding proposals. Current funding levels will be maintained, but utilising an alternative funding source. PEF will remain a separate funding source to address disadvantage and equity.</p> |
| Marriage or Civil Partnership | <p>What effect/difference will the policy have on people?</p> <p>No negative impact on pupils is anticipated. The current level of service will still be provided in all schools, and so there will be no negative impact on service users, and there will be no disproportionate impact on any group with protected characteristics, any group based on socio-economic background, or on human rights.</p> <p>Pupils using the service may have protected characteristics, and different socio-economic background, but there will be no disproportionate impact on any group. Staff delivering the service may have protected characteristics, and different socio-economic background, but there will be no disproportionate impact of any group.</p> <p>The requirement to achieve excellence, equity and inclusion for all pupils (in line with legal requirements and national and local policy) is embedded in service delivery in all schools, and the service will continue to be delivered in line with these requirements.</p> <p>How do you know that?</p> <p>Knowledge of and data on current and projected staffing requirements. Knowledge of Scottish Government funding proposals. Current funding levels will be maintained, but utilising an alternative funding source. PEF will remain a separate funding source to address disadvantage and equity.</p> |
| Pregnancy and Maternity | <p>What effect/difference will the policy have on people?</p> <p>No negative impact on pupils is anticipated. The current level of service will still be provided in all schools, and so there will be no negative impact on service users, and there will be no disproportionate impact on any group with protected characteristics, any group based on socio-economic background, or on human rights.</p> |

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| | <p>Pupils using the service may have protected characteristics, and different socio-economic background, but there will be no disproportionate impact on any group. Staff delivering the service may have protected characteristics, and different socio-economic background, but there will be no disproportionate impact of any group.</p> <p>The requirement to achieve excellence, equity and inclusion for all pupils (in line with legal requirements and national and local policy) is embedded in service delivery in all schools, and the service will continue to be delivered in line with these requirements.</p> <p>How do you know that?</p> <p>Knowledge of and data on current and projected staffing requirements. Knowledge of Scottish Government funding proposals. Current funding levels will be maintained, but utilising an alternative funding source. PEF will remain a separate funding source to address disadvantage and equity.</p> |
| Race | <p>What effect/difference will the policy have on people?</p> <p>No negative impact on pupils is anticipated. The current level of service will still be provided in all schools, and so there will be no negative impact on service users, and there will be no disproportionate impact on any group with protected characteristics, any group based on socio-economic background, or on human rights.</p> <p>Pupils using the service may have protected characteristics, and different socio-economic background, but there will be no disproportionate impact on any group. Staff delivering the service may have protected characteristics, and different socio-economic background, but there will be no disproportionate impact of any group.</p> <p>The requirement to achieve excellence, equity and inclusion for all pupils (in line with legal requirements and national and local policy) is embedded in service delivery in all schools, and the service will continue to be delivered in line with these requirements.</p> <p>How do you know that?</p> <p>Knowledge of and data on current and projected staffing requirements. Knowledge of Scottish Government funding proposals. Current funding levels will be maintained, but utilising an alternative funding source. PEF will remain a separate funding source to address disadvantage and equity.</p> |
| Religion or Belief | <p>What effect/difference will the policy have on people?</p> <p>No negative impact on pupils is anticipated. The current level of service will still be provided in all schools, and so there will be no negative impact on service users, and there will be no disproportionate impact on any group with protected characteristics, any group based on socio-economic background, or on human rights.</p> <p>Pupils using the service may have protected characteristics, and different socio-economic background, but there will be no disproportionate impact on any group. Staff delivering the service may have protected characteristics, and different socio-economic background, but there will be no disproportionate impact of any group.</p> <p>The requirement to achieve excellence, equity and inclusion for all pupils (in line with legal requirements and national and local policy) is embedded in service delivery in all schools, and the service will continue to be delivered in line with these requirements.</p> <p>How do you know that?</p> <p>Knowledge of current and projected staffing requirements. Knowledge of Scottish Government funding proposals. Current funding levels will be maintained, but utilising an alternative funding source. PEF will remain a separate funding source to address disadvantage and equity.</p> |

| | |
|--------------------|---|
| Sex | <p>What effect/difference will the policy have on people?</p> <p>No negative impact on pupils is anticipated. The current level of service will still be provided in all schools, and so there will be no negative impact on service users, and there will be no disproportionate impact on any group with protected characteristics, any group based on socio-economic background, or on human rights.</p> <p>Pupils using the service may have protected characteristics, and different socio-economic background, but there will be no disproportionate impact on any group. Staff delivering the service may have protected characteristics, and different socio-economic background, but there will be no disproportionate impact of any group.</p> <p>The requirement to achieve excellence, equity and inclusion for all pupils (in line with legal requirements and national and local policy) is embedded in service delivery in all schools, and the service will continue to be delivered in line with these requirements.</p> <p>How do you know that?</p> <p>Knowledge of and data on current and projected staffing requirements. Knowledge of Scottish Government funding proposals. Current funding levels will be maintained, but utilising an alternative funding source. PEF will remain a separate funding source to address disadvantage and equity.</p> |
| Sexual Orientation | <p>What effect/difference will the policy have on people?</p> <p>No negative impact on pupils is anticipated. The current level of service will still be provided in all schools, and so there will be no negative impact on service users, and there will be no disproportionate impact on any group with protected characteristics, any group based on socio-economic background, or on human rights.</p> <p>Pupils using the service may have protected characteristics, and different socio-economic background, but there will be no disproportionate impact on any group. Staff delivering the service may have protected characteristics, and different socio-economic background, but there will be no disproportionate impact of any group.</p> <p>The requirement to achieve excellence, equity and inclusion for all pupils (in line with legal requirements and national and local policy) is embedded in service delivery in all schools, and the service will continue to be delivered in line with these requirements.</p> <p>How do you know that?</p> <p>Knowledge of and data on current and projected staffing requirements. Knowledge of Scottish Government funding proposals. Current funding levels will be maintained, but utilising an alternative funding source. PEF will remain a separate funding source to address disadvantage and equity.</p> |

4. Please outline any needs and/or barriers which may affect vulnerable groups falling into poverty and disadvantage in relation to this policy.

Vulnerable groups may include the following:

- Unemployed
- Single parents and vulnerable families
- People on benefits
- Those involved in the criminal justice system
- People in the most deprived communities (bottom 20 SIMD areas)
- People who live in rural areas
- Pensioners
- Looked After Children
- Carers including young carers
- People misusing services
- Others e.g. veterans, students
- Single adult households
- People who have experienced the asylum system
- Those leaving the care setting including children and young people and those with illness
- Homeless people
- People with low literacy/ numeracy
- People with lower educational qualifications
- People in low paid work
- People with one or more protected characteristics

What effect/difference will the policy have on people?

No negative impact on pupils is anticipated. The current level of service will still be provided in all schools, and so there will be no negative impact on service users, and there will be no disproportionate impact on any group with protected characteristics, any group based on socio-economic background, or on human rights.

Pupils using the service may have protected characteristics, and different socio-economic background, but there will be no disproportionate impact on any group. Staff delivering the service may have protected characteristics, and different socio-economic background, but there will be no disproportionate impact of any group.

The requirement to achieve excellence, equity and inclusion for all pupils (in line with legal requirements and national and local policy) is embedded in service delivery in all schools, and the service will continue to be delivered in line with these requirements.

How do you know that?

Knowledge of and data on current and projected staffing requirements.
Knowledge of Scottish Government funding proposals.
Current funding levels will be maintained, but utilising an alternative funding source.
PEF will remain a separate funding source to address disadvantage and equity.

5. Action Plan

What action/s will be taken, by whom and what is the timescale for completion?

Actioner Name: FMU

Action Date: 2023-8

What is the issue?

An action plan will be put in place to support implementation when agreed. No specific equalities actions have been identified.

What action will be taken?

Aligning Scottish Government funding that has been provided for additional staff in schools.
Budget realignment utilising alternative funding source.

Progress against action

N/A

6. Details of consultation and involvement

Who will be or has been involved in the consultation process?

- State which service users and groups are involved in this process and describe their involvement.
- Describe any planned involvement saying when this will take place and who is responsible for managing the involvement process.
- Describe the results of the involvement and how you have taken this into account.

Consultation will be undertaken by the lead officer in line with the agreed implementation timetable, including:

- Education Senior Management Team
- Headteachers
- Financial Management Unit
- Parents Carers

7. Data and Information

What equality data, poverty data, research, information or other evidence has been used to inform this assessment?

- a) What information or other evidence has been used in the development of the policy?
- b) What does research, consultation and other data or information tell you about the impact of the policy? (describe the information and conclusions, and state where the information can be found)
 - i. Quantitative (numbers, percentages, statistical analysis)
 - ii. Qualitative (written/spoken words, opinions, surveys)
- c) Describe any gaps in the available information, and record within section five (Action Plan), action you are taking in relation to this (e.g. new research, further analysis) and when this is planned.
- d) Give details of any existing local or national evidence which has been used to inform the development of your policy.

- Curriculum for Excellence
- Budget Data for each school.
- Scottish government additionality to fund additional staff.
- Demographic forecasts demonstrating where additional staff are required.
- Attainment and Performance Data.
- Comparative Data with other Councils.
- Staff data held on HR system

8. Mitigating Actions

If the policy has a negative/adverse impact on a particular group/s, but is still to be implemented, please provide justification for this.

Note: If the policy is unlawfully discriminatory under the Equality Act 2010 and/or is having a negative impact on poverty and socioeconomic disadvantage under the Fairer Scotland Duty, you MUST identify, how the policy can be amended or justified so the Council acts lawfully.

- a) How could you modify the policy to eliminate discrimination or to reduce any identified negative impacts? If necessary, consider other ways in which you could meet the aims and objectives.
- b) How could you modify the policy to create or maximise the positive aspects of the proposals and to increase equality and reduce poverty and socioeconomic disadvantage.
- c) Describe any modifications which you can make without further delay (for example, easy, few resource implications).
- d) If you propose to make any of the modifications shown above, describe any potential new negative impacts on other groups in society or on the ability to achieve the aims and how you will minimise these.
- e) Please describe the resource implications of any proposed modifications taking into account financial, people and property issues.

Continuation of workforce planning to maximise efficient teacher:pupil ratios across all school sectors. Ongoing monitoring of funding model planned for the implementation of a further national reduction in teacher contact time to 21 hours.

9. Monitoring and Review

- a) How will the implementation and impact of the policy be monitored, including implementation of any amendments? For example, what type of monitoring will there be? How frequent?
- b) What are the practical arrangements for monitoring? For example, who will put this in place? When will it start?
- c) How will results of monitoring be used to develop future policies?
- d) When is the policy due to be reviewed?
- e) Who is responsible for ensuring this happens? Please detail below

Existing established arrangements for:

- Internal quality assurance/VSE/WLAM and external inspection/HMle.
- Attainment data/School Performance Visits
- Consultation with staff, parents/carers and pupils.
- Budget Monitoring
- Comparative information with other authorities

10. Recommendation and Reasoning

It is recommended the budget proposal proceeds as planned.

Reason for Recommendation

No negative impact on pupils is anticipated. The current level of service will still be provided in all schools, and so there will be no negative impact on service users, and there will be no disproportionate impact on any group with protected characteristics, any group based on socio-economic background, or on human rights.

Pupils using the service may have protected characteristics, and different socio-economic background, but there will be no disproportionate impact on any group. Staff delivering the service may have protected characteristics, and different socio-economic background, but there will be no disproportionate impact of any group.

The requirement to achieve excellence, equity and inclusion for all pupils (in line with legal requirements and national and local policy) is embedded in service delivery in all schools, and the service will continue to be delivered in line with these requirements.

PEF will remain a separate funding source to address disadvantage and equity.

Signed by Lead Officer

Designation

Head of Education - Secondary, Community Learning and Inclusion
Head of Education – Primary, Early Learning and Resources

Date

16/01/2023

Counter Signature

(Head of Service or Depute Chief Executive responsible for the policy)

Depute Chief Executive

Date

16/01/2023

Integrated Relevance Assessment Form

| 1. Details of proposal | |
|--|--|
| Policy Title (include budget reference number if applicable) | E5b – Revised Devolved School Management (DSM) per capita allocation |
| Service Area (detail which service area and section this relates to) | Education Primary and Secondary Schools |
| Lead Officer (Name and job title) | Head of Education - Secondary, Community Learning and Inclusion Head of Education – Primary, Early Learning and Resources |
| Other Officers/Partners Involved (list names, job titles and organisations if applicable) | Service Manager |
| Date relevance assessed | 28/06/2022 |

| 2. Does the council have control over how this policy will be implemented? | | | |
|--|------------|-----------|--|
| YES | YES | NO | |

| | |
|---|-----|
| <p>3. The General Duty of the Equality Act 2010 requires public authorities, in the exercise of their functions, to have due regard to the need to:</p> <ul style="list-style-type: none"> • Eliminate unlawful discrimination, harassment and victimisation and other prohibited conduct • Advance equality of opportunity between those who share a protected characteristic and those who do not; and • Foster good relations between those who share a protected characteristic and those who do not <p>NB: In this section you must also consider the Human Rights Act and the key PANEL (Participation, Accountability, Non Discrimination, Empowerment and Legality) principles of Human Rights</p> <p>Which groups of people do you think will be, or potentially could be, impacted upon by the implementation of this policy? You should consider employees, clients, customers and service users (please tick below as appropriate).</p> | |
| Age – older people, young people and children | Yes |
| Disability – people with disabilities/long standing conditions | No |
| Gender reassignment – trans/transgender identity – anybody who's gender identity or gender expression is different to the sex assigned to them at birth | No |
| Marriage or civil partnership – people who are married or in a civil partnership | No |
| Pregnancy and maternity – woman who are pregnant and/or on maternity leave | No |
| Race – people from black, Asian and minority ethnic communities and different racial backgrounds | No |
| Religion or belief – people with different religions and beliefs including those with no beliefs | No |
| Sex – Male, female and intersex | No |
| Sexual Orientation – lesbian, gay, bisexual, heterosexual/straight | No |

| 4. Do you have evidence or reason to believe that this policy will or may impact on socio-economic inequalities? Consideration must be given particularly to children and families | |
|--|--|
| Socio-economic Disadvantage | Impact (Please Tick as Appropriate) |
| Low Income/Income Poverty – cannot afford to maintain regular payments such as bills, food, clothing | No |
| Low and/or No Wealth – enough money to meet basic living costs and pay bills but have no savings to deal with any unexpected spends and no provision for the future | No |
| Material Deprivation – being unable to access basic goods and services i.e. financial products like life insurance, repair/replace broken electrical goods, warm home, leisure and hobbies | No |
| Area Deprivation – where you live (rural areas), where you work (accessibility of transport) | No |
| Socio-economic Background – social class i.e. parents education, employment and income | No |

| 5. Integrated impact assessment required? (Two ticks above = full assessment necessary) | | | |
|--|-----|----|--|
| YES | YES | NO | |

| 6. Decision rationale If you have ticked no above, use this section to evidence why a full IIA is not required |
|---|
| <p>Reduction in DSM per capita allocation will have an impact on the delivery of the curriculum in all schools. Cost per pupil varies across all Councils, and there is no obvious cause and effect link between the highest spending and most positive outcomes.</p> <p>There will be a potential negative impact on all pupils, but there will be no disproportionate impact on any group with protected characteristics, any group based on socio-economic background, or on human rights. Pupils using the service may have protected characteristics, and different socio-economic background, but there will be no disproportionate impact on any group. Staff delivering the service may have protected characteristics, and different socio-economic background, but there will be no disproportionate impact of any group.</p> <p>PEF funding, for pupils from less affluent backgrounds, will be unaffected by this measure. Separate budgets for ASN support will be retained.</p> <p>The requirement to achieve excellence, equity and inclusion for all pupils (in line with legal requirements and national and local policy) is embedded in service delivery in all schools, and the service will continue to be delivered in line with these requirements. Specific support required by groups with protected characteristics and different socio-economic backgrounds will be prioritised within available budget in line with these requirements. Although potential equality impact is anticipated to be minor, with mitigations, a full impact assessment is recommended. It is recommended that E2e, E2f, E2g and E5b are assessed jointly to address any cumulative impact.</p> |

| Signed by Lead Officer | |
|---|--|
| Designation | Head of Education - Secondary, Community Learning and Inclusion Head of Education – Primary, Early Learning and Resources |
| Date | 16/01/2023 |
| Counter Signature (Head of Service or Depute Chief Executive responsible for the policy) | Depute Chief Executive |
| Date | 16/01/2023 |

Full Integrated Impact Assessment Form

| 1. Details of proposal | |
|---|--|
| Policy Title (include budget reference number if applicable) | E5b – Revised Devolved School Management (DSM) per capita allocation |
| Details of Others Involved | Head of Education - Secondary, Community Learning and Inclusion Head of Education – Primary, Early Learning and Resources Service Manager Business Change Lead, Transition Team |
| Date Assessment Conducted | 01/10/2022 |

| 2. Set out a clear understanding of the purpose of the policy being developed or reviewed (what are the aims, objectives and intended outcomes including the context within which it will operate) |
|--|
| <p>Each school would receive a per capita reduction in their DSM allocations. Applied to all students across all sectors this would result in a reduction of £156 per pupil. If applied to the secondary sector only it would be a reduction of £412 per pupil. Current DSM budget of £55 million provides £1,744 per pupil.</p> |

| 3. Please outline any needs and/or barriers which equality groups (people with protected characteristics) may have in relation to this policy | |
|---|---|
| Age | <p>What effect/difference will the policy have on people?</p> <p>Reduction in DSM per capita allocation will have an impact on the delivery of the curriculum in all schools.</p> <p>Cost per pupil varies across all Councils, and there is no obvious cause and effect link between the highest spending and most positive outcomes.</p> <p>There will be a potential negative impact on all pupils, but there will be no disproportionate impact on any group with protected characteristics, any group based on socio-economic background, or on human rights.</p> <p>Pupils using the service may have protected characteristics, and different socio-economic background, but there will be no disproportionate impact on any group. Staff delivering the service may have protected characteristics, and different socio-economic background, but there will be no disproportionate impact of any group.</p> <p>PEF funding, for pupils from less affluent backgrounds, will be unaffected by this measure.</p> <p>Any reduction in staffing necessary will be achieved within the Council's policy of no compulsory redundancies. Staff affected may have protected characteristics and different socio-economic background, but Council policies which ensure compliance with equalities and other relevant legislation will be followed.</p> <p>Separate budgets for ASN support will be retained.</p> <p>The requirement to achieve excellence, equity and inclusion for all pupils (in line with legal requirements and national and local policy) is embedded in service delivery in all schools, and the service will continue to be delivered in line with these requirements. Specific support required by groups with protected characteristics and different socio-economic backgrounds will be prioritised within available budget in line with these requirements.</p> |

| | |
|------------|---|
| | <p>How do you know that?</p> <ul style="list-style-type: none"> • Knowledge of current service provision. Knowledge of current DSM. • Data on performance, and performance in other councils. • Data on expenditure in other councils. • Knowledge of specific funding for particular ring-fenced purposes, including PEF, SAC. Knowledge of equalities duties and ASN legislation. • Financial data. PEF and SAC funding, for pupils from less affluent backgrounds, will be unaffected by this measure. Separate budgets for ASN support will be retained. • Staff profile data held on HR systems. • The requirement to achieve excellence, equity and inclusion for all pupils (in line with legal requirements and national and local policy) is embedded in service delivery in all schools, and the service will continue to be delivered in line with these requirements. |
| Disability | <p>What effect/difference will the policy have on people?</p> <p>Reduction in DSM per capita allocation will have an impact on the delivery of the curriculum in all schools.</p> <p>Cost per pupil varies across all Councils, and there is no obvious cause and effect link between the highest spending and most positive outcomes.</p> <p>There will be a potential negative impact on all pupils, but there will be no disproportionate impact on any group with protected characteristics, any group based on socio-economic background, or on human rights.</p> <p>Pupils using the service may have protected characteristics, and different socio-economic background, but there will be no disproportionate impact on any group. Staff delivering the service may have protected characteristics, and different socio-economic background, but there will be no disproportionate impact of any group.</p> <p>PEF funding, for pupils from less affluent backgrounds, will be unaffected by this measure.</p> <p>Any reduction in staffing necessary will be achieved within the Council's policy of no compulsory redundancies. Staff affected may have protected characteristics and different socio-economic background, but Council policies which ensure compliance with equalities and other relevant legislation will be followed.</p> <p>Separate budgets for ASN support will be retained.</p> <p>The requirement to achieve excellence, equity and inclusion for all pupils (in line with legal requirements and national and local policy) is embedded in service delivery in all schools, and the service will continue to be delivered in line with these requirements. Specific support required by groups with protected characteristics and different socio-economic backgrounds will be prioritised within available budget in line with these requirements.</p> <p>How do you know that?</p> <ul style="list-style-type: none"> • Knowledge of current service provision. Knowledge of current DSM. • Data on performance, and performance in other councils. • Data on expenditure in other councils. • Knowledge of specific funding for particular ring-fenced purposes, including PEF, SAC. Knowledge of equalities duties and ASN legislation. • Financial data. PEF and SAC funding, for pupils from less affluent backgrounds, will be unaffected by this measure. Separate budgets for ASN support will be retained. • Staff profile data held on HR systems. • The requirement to achieve excellence, equity and inclusion for all pupils (in line with legal requirements and national and local policy) is embedded in service delivery in all schools, and the service will continue to be delivered in line with these requirements. |

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| <p>Gender Reassignment – Trans/Transgender Identity</p> | <p>What effect/difference will the policy have on people?</p> <p>Reduction in DSM per capita allocation will have an impact on the delivery of the curriculum in all schools.</p> <p>Cost per pupil varies across all Councils, and there is no obvious cause and effect link between the highest spending and most positive outcomes.</p> <p>There will be a potential negative impact on all pupils, but there will be no disproportionate impact on any group with protected characteristics, any group based on socio-economic background, or on human rights.</p> <p>Pupils using the service may have protected characteristics, and different socio-economic background, but there will be no disproportionate impact on any group. Staff delivering the service may have protected characteristics, and different socio-economic background, but there will be no disproportionate impact of any group.</p> <p>PEF funding, for pupils from less affluent backgrounds, will be unaffected by this measure.</p> <p>Any reduction in staffing necessary will be achieved within the Council's policy of no compulsory redundancies. Staff affected may have protected characteristics and different socio-economic background, but Council policies which ensure compliance with equalities and other relevant legislation will be followed.</p> <p>Separate budgets for ASN support will be retained.</p> <p>The requirement to achieve excellence, equity and inclusion for all pupils (in line with legal requirements and national and local policy) is embedded in service delivery in all schools, and the service will continue to be delivered in line with these requirements. Specific support required by groups with protected characteristics and different socio-economic backgrounds will be prioritised within available budget in line with these requirements.</p> |
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| <p>Marriage or Civil Partnership</p> | <p>What effect/difference will the policy have on people?</p> <p>Reduction in DSM per capita allocation will have an impact on the delivery of the curriculum in all schools.</p> <p>Cost per pupil varies across all Councils, and there is no obvious cause and effect link between the highest spending and most positive outcomes.</p> <p>There will be a potential negative impact on all pupils, but there will be no disproportionate impact on any group with protected characteristics, any group based on socio-economic background, or on human rights.</p> <p>Pupils using the service may have protected characteristics, and different socio-economic background, but there will be no disproportionate impact on any group. Staff delivering the service may have protected characteristics, and different socio-economic background, but there will be no disproportionate impact of any group.</p> |

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| Pregnancy and Maternity | <p>What effect/difference will the policy have on people?</p> <p>Reduction in DSM per capita allocation will have an impact on the delivery of the curriculum in all schools. Cost per pupil varies across all Councils, and there is no obvious cause and effect link between the highest spending and most positive outcomes.</p> <p>There will be a potential negative impact on all pupils, but there will be no disproportionate impact on any group with protected characteristics, any group based on socio-economic background, or on human rights.</p> <p>Pupils using the service may have protected characteristics, and different socio-economic background, but there will be no disproportionate impact on any group. Staff delivering the service may have protected characteristics, and different socio-economic background, but there will be no disproportionate impact of any group.</p> <p>PEF funding, for pupils from less affluent backgrounds, will be unaffected by this measure.</p> <p>Any reduction in staffing necessary will be achieved within the Council's policy of no compulsory redundancies. Staff affected may have protected characteristics and different socio-economic background, but Council policies which ensure compliance with equalities and other relevant legislation will be followed.</p> <p>Separate budgets for ASN support will be retained.</p> <p>The requirement to achieve excellence, equity and inclusion for all pupils (in line with legal requirements and national and local policy) is embedded in service delivery in all schools, and the service will continue to be delivered in line with these requirements. Specific support required by groups with protected characteristics and different socio-economic backgrounds will be prioritised within available budget in line with these requirements.</p> |

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| Race | <p>What effect/difference will the policy have on people?</p> <p>Reduction in DSM per capita allocation will have an impact on the delivery of the curriculum in all schools.</p> <p>Cost per pupil varies across all Councils, and there is no obvious cause and effect link between the highest spending and most positive outcomes.</p> <p>There will be a potential negative impact on all pupils, but there will be no disproportionate impact on any group with protected characteristics, any group based on socio-economic background, or on human rights.</p> <p>Pupils using the service may have protected characteristics, and different socio-economic background, but there will be no disproportionate impact on any group. Staff delivering the service may have protected characteristics, and different socio-economic background, but there will be no disproportionate impact of any group.</p> <p>PEF funding, for pupils from less affluent backgrounds, will be unaffected by this measure.</p> <p>Any reduction in staffing necessary will be achieved within the Council's policy of no compulsory redundancies. Staff affected may have protected characteristics and different socio-economic background, but Council policies which ensure compliance with equalities and other relevant legislation will be followed.</p> <p>Separate budgets for ASN support will be retained.</p> <p>The requirement to achieve excellence, equity and inclusion for all pupils (in line with legal requirements and national and local policy) is embedded in service delivery in all schools, and the service will continue to be delivered in line with these requirements. Specific support required by groups with protected characteristics and different socio-economic backgrounds will be prioritised within available budget in line with these requirements.</p> <p>How do you know that?</p> <ul style="list-style-type: none"> • Knowledge of current service provision. Knowledge of current DSM. • Data on performance, and performance in other councils. • Data on expenditure in other councils. • Knowledge of specific funding for particular ring-fenced purposes, including PEF, SAC. Knowledge of equalities duties and ASN legislation. • Financial data. PEF and SAC funding, for pupils from less affluent backgrounds, will be unaffected by this measure. Separate budgets for ASN support will be retained. • Staff profile data held on HR systems. • The requirement to achieve excellence, equity and inclusion for all pupils (in line with legal requirements and national and local policy) is embedded in service delivery in all schools, and the service will continue to be delivered in line with these requirements. |

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| <p>Religion or Belief</p> | <p>What effect/difference will the policy have on people?</p> <p>Reduction in DSM per capita allocation will have an impact on the delivery of the curriculum in all schools.</p> <p>Cost per pupil varies across all Councils, and there is no obvious cause and effect link between the highest spending and most positive outcomes.</p> <p>There will be a potential negative impact on all pupils, but there will be no disproportionate impact on any group with protected characteristics, any group based on socio-economic background, or on human rights.</p> <p>Pupils using the service may have protected characteristics, and different socio-economic background, but there will be no disproportionate impact on any group. Staff delivering the service may have protected characteristics, and different socio-economic background, but there will be no disproportionate impact of any group.</p> <p>PEF funding, for pupils from less affluent backgrounds, will be unaffected by this measure.</p> <p>Any reduction in staffing necessary will be achieved within the Council's policy of no compulsory redundancies. Staff affected may have protected characteristics and different socio-economic background, but Council policies which ensure compliance with equalities and other relevant legislation will be followed.</p> <p>Separate budgets for ASN support will be retained.</p> <p>The requirement to achieve excellence, equity and inclusion for all pupils (in line with legal requirements and national and local policy) is embedded in service delivery in all schools, and the service will continue to be delivered in line with these requirements. Specific support required by groups with protected characteristics and different socio-economic backgrounds will be prioritised within available budget in line with these requirements.</p> <p>How do you know that?</p> <ul style="list-style-type: none"> • Knowledge of current service provision. Knowledge of current DSM. • Data on performance, and performance in other councils. • Data on expenditure in other councils. • Knowledge of specific funding for particular ring-fenced purposes, including PEF, SAC. Knowledge of equalities duties and ASN legislation. • Financial data. PEF and SAC funding, for pupils from less affluent backgrounds, will be unaffected by this measure. Separate budgets for ASN support will be retained. • Staff profile data held on HR systems. • The requirement to achieve excellence, equity and inclusion for all pupils (in line with legal requirements and national and local policy) is embedded in service delivery in all schools, and the service will continue to be delivered in line with these requirements. |
| <p>Sex</p> | <p>What effect/difference will the policy have on people?</p> <p>Reduction in DSM per capita allocation will have an impact on the delivery of the curriculum in all schools.</p> <p>Cost per pupil varies across all Councils, and there is no obvious cause and effect link between the highest spending and most positive outcomes.</p> <p>There will be a potential negative impact on all pupils, but there will be no disproportionate impact on any group with protected characteristics, any group based on socio-economic background, or on human rights.</p> <p>Pupils using the service may have protected characteristics, and different socio-economic background, but there will be no disproportionate impact on any group. Staff delivering the service may have protected characteristics, and different socio-economic background, but there will be no disproportionate impact of any group.</p> |

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| Sexual Orientation | <p>What effect/difference will the policy have on people?</p> <p>Reduction in DSM per capita allocation will have an impact on the delivery of the curriculum in all schools. Cost per pupil varies across all Councils, and there is no obvious cause and effect link between the highest spending and most positive outcomes.</p> <p>There will be a potential negative impact on all pupils, but there will be no disproportionate impact on any group with protected characteristics, any group based on socio-economic background, or on human rights.</p> <p>Pupils using the service may have protected characteristics, and different socio-economic background, but there will be no disproportionate impact on any group. Staff delivering the service may have protected characteristics, and different socio-economic background, but there will be no disproportionate impact of any group.</p> <p>PEF funding, for pupils from less affluent backgrounds, will be unaffected by this measure.</p> <p>Any reduction in staffing necessary will be achieved within the Council's policy of no compulsory redundancies. Staff affected may have protected characteristics and different socio-economic background, but Council policies which ensure compliance with equalities and other relevant legislation will be followed.</p> <p>Separate budgets for ASN support will be retained.</p> <p>The requirement to achieve excellence, equity and inclusion for all pupils (in line with legal requirements and national and local policy) is embedded in service delivery in all schools, and the service will continue to be delivered in line with these requirements. Specific support required by groups with protected characteristics and different socio-economic backgrounds will be prioritised within available budget in line with these requirements.</p> |

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4. Please outline any needs and/or barriers which may affect vulnerable groups falling into poverty and disadvantage in relation to this policy.

Vulnerable groups may include the following:

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| <ul style="list-style-type: none"> • Unemployed • Single parents and vulnerable families • People on benefits • Those involved in the criminal justice system • People in the most deprived communities (bottom 20 SIMD areas) • People who live in rural areas | <ul style="list-style-type: none"> • Pensioners • Looked After Children • Carers including young carers • People misusing services • Others e.g. veterans, students • Single adult households • People who have experienced the asylum system | <ul style="list-style-type: none"> • Those leaving the care setting including children and young people and those with illness • Homeless people • People with low literacy/ numeracy • People with lower educational qualifications • People in low paid work • People with one or more protected characteristics |
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What effect/difference will the policy have on people?

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5. Action Plan

What action/s will be taken, by whom and what is the timescale for completion?

Actioner Name: Head of Education - Secondary, Community Learning and Inclusion
Head of Education – Primary, Early Learning and Resources

Action Date: 2023/2028

What is the issue?

An action plan will be put in place to support implementation when agreed. No specific equalities actions have been identified.

What action will be taken?

This will include:

- DSM working group comprising HTs, BSMs, SMT to identify required reductions.
- Revised DSM
- Budget adjustment for all schools affected

Progress against action

N/A

6. Details of consultation and involvement

Who will be or has been involved in the consultation process?

- a) State which service users and groups are involved in this process and describe their involvement.
- b) Describe any planned involvement saying when this will take place and who is responsible for managing the involvement process.
- c) Describe the results of the involvement and how you have taken this into account.

Consultation will be undertaken by the lead officers in line with the agreed implementation timetable, including:-

- Education Senior Management Team
- Headteachers
- Parents/carers

7. Data and Information

What equality data, poverty data, research, information or other evidence has been used to inform this assessment?

- a) What information or other evidence has been used in the development of the policy?
- b) What does research, consultation and other data or information tell you about the impact of the policy? (describe the information and conclusions, and state where the information can be found)
 - i. Quantitative (numbers, percentages, statistical analysis)
 - ii. Qualitative (written/spoken words, opinions, surveys)
- c) Describe any gaps in the available information, and record within section five (Action Plan), action you are taking in relation to this (e.g. new research, further analysis) and when this is planned.
- d) Give details of any existing local or national evidence which has been used to inform the development of your policy.

Budget Data for each school.
Attainment and Performance Data.
Comparative Data with other Councils

8. Mitigating Actions

If the policy has a negative/adverse impact on a particular group/s, but is still to be implemented, please provide justification for this.

Note: If the policy is unlawfully discriminatory under the Equality Act 2010 and/or is having a negative impact on poverty and socioeconomic disadvantage under the Fairer Scotland Duty, you MUST identify, how the policy can be amended or justified so the Council acts lawfully.

- a) How could you modify the policy to eliminate discrimination or to reduce any identified negative impacts? If necessary, consider other ways in which you could meet the aims and objectives.
- b) How could you modify the policy to create or maximise the positive aspects of the proposals and to increase equality and reduce poverty and socioeconomic disadvantage.
- c) Describe any modifications which you can make without further delay (for example, easy, few resource implications).
- d) If you propose to make any of the modifications shown above, describe any potential new negative impacts on other groups in society or on the ability to achieve the aims and how you will minimise these.
- e) Please describe the resource implications of any proposed modifications taking into account financial, people and property issues.

It is assessed that there is limited ability to mitigate the impact of this reduction on the quality of education and attainment following reductions in DSM budgets from Delivering Better Outcomes and Transforming Your Council.

9. Monitoring and Review

- a) How will the implementation and impact of the policy be monitored, including implementation of any amendments? For example, what type of monitoring will there be? How frequent?
- b) What are the practical arrangements for monitoring? For example, who will put this in place? When will it start?
- c) How will results of monitoring be used to develop future policies?
- d) When is the policy due to be reviewed?
- e) Who is responsible for ensuring this happens? Please detail below

Existing established arrangements for:

- Internal quality assurance/VSE/WLAM and external inspection/HMle.
- Attainment data/School Performance Visits
- Consultation with staff, parents/carers and pupils.
- Budget Monitoring
- Comparative information with other authorities

10. Recommendation and Reasoning

What effect/difference will the policy have on people?

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| Signed by Lead Officer | |
| Designation | Head of Education - Secondary, Community Learning and Inclusion Head of Education – Primary, Early Learning and Resources |
| Date | 16/01/2023 |
| Counter Signature (Head of Service or Depute Chief Executive responsible for the policy) | Depute Chief Executive |
| Date | 16/01/2023 |