



Integrated Impact Assessment Toolkit

**Corporate Services
Revised March 2018**

Contents

Section	Page
1. What is Integrated impact Assessment	3
1.1 Introduction	3
1.2 Legal Context	3 - 4
1.3 Definition of Policy	4
1.4 Flow Chart	5
Appendix 1 - Integrated Relevance Assessment Form	
Appendix 2 - Full Integrated Impact Assessment Form	

Section 1 What is Integrated Impact Assessment

1.1.1 Introduction

West Lothian Council provides services to a diverse community and the decisions made by the council can have a profound influence on the health and wellbeing of that community.

Integrated Impact Assessment (IIA) aims to enable the council to meet its legal duties to consider equality, human rights and health when considering changes to 'policy' or services or implementing new policies or services. It also provides an opportunity to identify and tackle any unanticipated impacts on the wider causes of poor outcomes in our communities, such as inadequate housing, low educational achievement, low income, reliable and accessible transport, poverty, stigma and social inequality. This process will also allow the council to critically assess whether a 'Policy' has wider impacts beyond its intended outcomes and if it impacts differentially on different groups in our communities.

For the purposes of this toolkit the term IIA refers to both Integrated Relevance Assessment (IRA) (the screening aspect) and the full Integrated Impact Assessment unless otherwise stated.

1.2 Legal Context

1.2.1 Public Sector Equality Duty (PSED)

Section 149 of The Equality Act 2010 came into force in April 2011, introducing a new Public Sector Equality duty. The Public Sector Equality Duty (PSED) (often referred to as the 'general duty') requires public bodies in the exercise of their functions, to have due regard to the need to:

1. Eliminate unlawful discrimination, harassment and victimisation and other prohibited conduct
2. Advance equality of opportunity between those who share a protected characteristic and those who do not; and
3. Foster good relations between those who share a protected characteristic and those who do not

Supplementary legislation was introduced by the Scottish Government in 2012 (the Equality Act 2010 (Specific Duties) (Scotland) Regulations 2012). This legislation was introduced with the express purpose of enabling the better performance of the PSED contained in s149 (1) of the Equality Act 2010. This supplementary legislation requires Local Authorities to be proactive in meeting the general duty of eliminating unlawful discrimination, advancing equality and fostering good relations.

1.2.2 Protected Characteristics

The legislation requires that people are not discriminated against, harassed or victimised on the grounds of their 'Protected Characteristic'. The Protected Characteristics are;

- age,
- disability,
- gender reassignment,
- marriage and civil partnership,
- pregnancy and maternity,
- race – this includes ethnic or national origin, nationality and also includes Gypsy/Travellers,
- religion or belief (including lack of belief),
- sex,
- sexual orientation.

Every person has one or more of the protected characteristics; therefore the Act protects all individuals against unfair treatment.

Undertaking an IIA is one way to ensure council policies meet these legal requirements.

Assessing the likely impact of our plans and services also makes good business sense, as it is important in developing any proposal to understand the needs of different population groups.

One of the main aims of the PSED is to improve transparency and accountability and this is also a priority for the Council when it comes to reporting on potential 'policy' changes and other equality related issues.

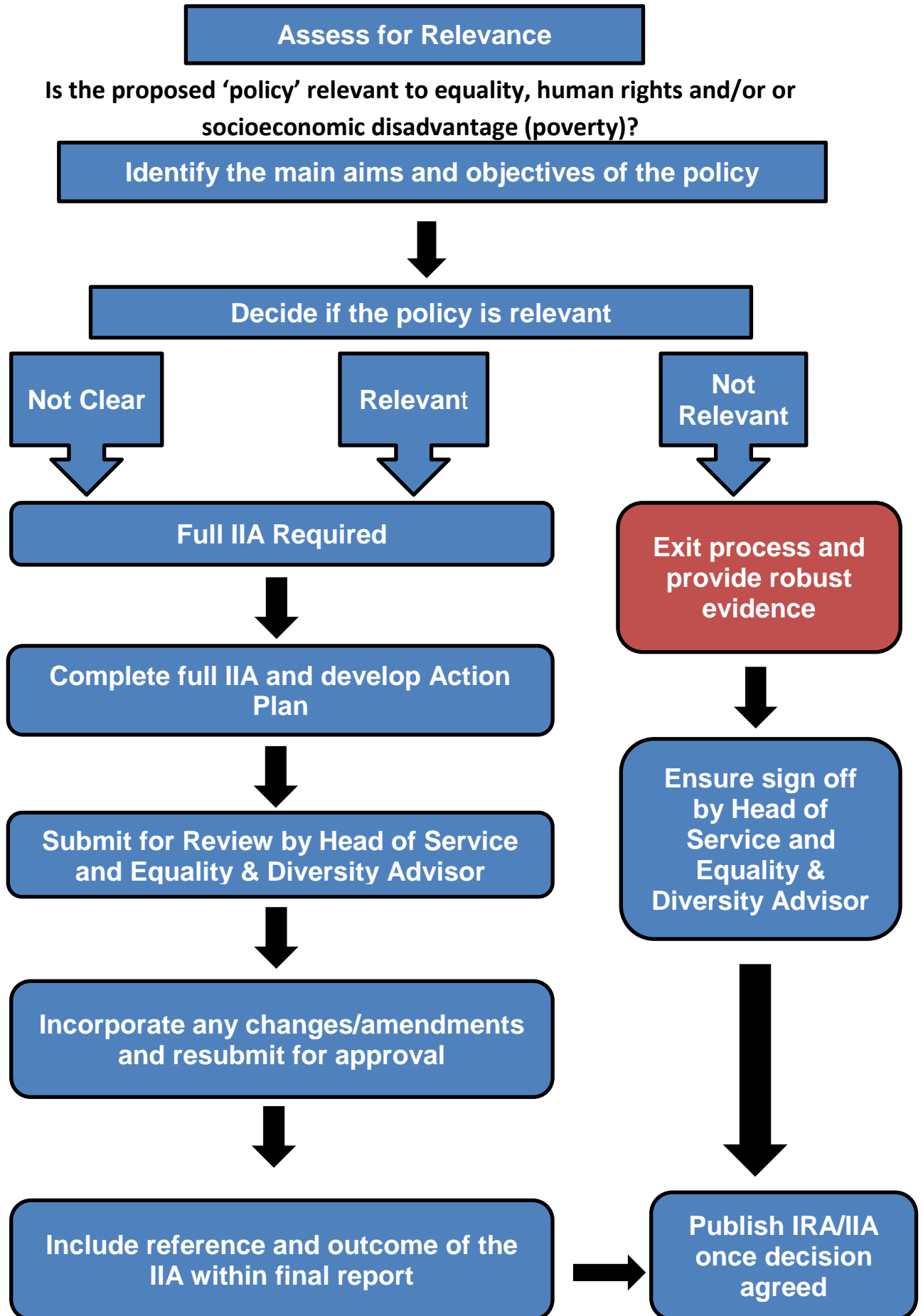
1.3 Definition of Policy

The term 'policy' is used throughout this toolkit and the guidance notes (separate document) and applies to policies, strategies, provisions, criteria, functions, practices, budget savings and activities, including the delivery of services.

Everything we do as a council has the potential to impact on equality, human rights and socioeconomic disadvantage and have relevance to the Public Sector Equality Duty (PSED) in the Equality Act (2010) and the corresponding supplementary 'Specific Duties' contained within the Equality Act 2010 (Specific Duties) (Scotland) Regulations 2012, Fairer Scotland Duty (part 1 of the Equality Act 2010), Human Rights Act 1998 and the Child Poverty (Scotland) Act 2017, therefore Integrated Impact Assessment (IIA) should not be restricted to a review of formal 'policy' documents or written action plans.

1.4

Integrated Impact Assessment Flowchart





Integrated Relevance Assessment Form


1. Details of proposal			
Policy Title (include budget reference number if applicable)	National Improvement Framework and Reducing Inequalities of Outcome Annual Plan and Report August 2024		
Service Area (detail which service area and section this relates to)	Education Services		
Lead Officer (Name and job title)	Catrina Hatch		
Other Officers/Partners involved (list names, job titles and organisations if applicable)	Geraldine Armstrong – Quality Improvement Manager Andrew Sneddon, Service Manager		
Date relevance assessed	01/08/2024		
2. Does the council have control over how this policy will be implemented?			
YES	<input checked="" type="checkbox"/>	NO	<input type="checkbox"/>
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:			
<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 – (further detail on what these are, are provided in the guidance document)</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)			
Age - Older people, young people and children	Young people and children will be affected		
Disability - people with disabilities/long standing conditions	Young people and children with a disability will be affected.		
Gender reassignment - Trans/Transgender Identity – anybody who's gender identity or gender expression is different to the sex assigned to them at birth	Young people and children with trans/transgender identity will be affected		

Marriage or Civil Partnership – people who are married or in a civil partnership	Minimal impact, potentially to parents/carers and staff.
Pregnancy and Maternity – woman who are pregnant and/or on maternity leave	Minimal impact, potentially to parents/carers and staff. Young people who are pregnant or who are young mothers may be affected.
Race - people from black, Asian and minority ethnic communities and different racial backgrounds	Young people and children from different racial backgrounds will be affected.
Religion or Belief – people with different religions and beliefs including those with no beliefs	Young people and children with different religions and beliefs will be affected.
Sex - female, male and intersex	Young people and children of different sex will be affected.
Sexual Orientation – lesbian, gay, bisexual, heterosexual/straight	Young people and children of different sexual orientation will be affected,
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 below as appropriate)
Low Income/Income Poverty – cannot afford to maintain regular payments such as bills, food, clothing	The plan will impact on this group
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	The plan will impact on this group
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	The plan will impact on this group
Area Deprivation – where you live (rural areas), where you work (accessibility of transport)	The plan will impact on this group
Socioeconomic Background – social class i.e. parents education, employment and income	The plan will impact on children and young people from all socio-economic backgrounds
5. Integrated impact assessment required? (Two ticks (✓) above = full assessment necessary)	
YES	<input checked="" type="checkbox"/>
NO	<input type="checkbox"/>

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

The National Improvement Framework and Reducing Inequalities of Outcome Annual Plan and Report August 2024 will impact on children and young people with protected characteristics, and is specifically designed to impact positively on reducing inequalities arising from socio economic factors. The impact will be assessed alongside that of the Raising Educational Attainment Strategy. The National Improvement Framework is based on a long term commitment to a collaborative approach to improving Scotland's education system, at a national to local level, with new initiatives building on earlier ones, learning from what works and what teachers, schools and young people and their families have identified as priorities. This collaborative approach, at a national and local level, will help to ensure that Scottish education, and the education provided in West Lothian schools, continues to place the needs and voices of children and young people at the very heart of education.

Signed by Lead Officer	Catrina Hatch
Designation	Secondary Quality Improvement, Strategic Partnerships & Equity
Date	08/08/2024

Counter Signature (Head of Service or Depute Chief Executive responsible for the policy)	
Date	08/08/2024

- **No assessment required – process ends**
- **Include** a detailed summary of the decision rationale in any council reports and include a copy of the IRA with the background papers.
- **Full Assessment required – continue to Full Assessment Form**

Full Integrated Impact Assessment Form

1. Details of proposal	
Details of others involved	Catrina Hatch, Andrew Sneddon (Service Manager)
Date assessment conducted	01/08/2024
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>The National Improvement Framework and Reducing Inequalities of Outcome Annual Plan and Report August 2023 will impact on children and young people with protected characteristics, and is specifically designed to impact positively on reducing inequalities arising from socio economic factors.</p> <p>Education authorities must prepare and publish annual plans describing the steps they intend to take, during the planning period, and an annual progress report on these plans.</p> <p>The Standards in Scotland's Schools etc. Act 2000, as amended by the Education (Scotland) Act 2016, requires Education Authorities to provide an annual progress report and annual plan setting out:</p> <ul style="list-style-type: none"> • the improvements the Council has made to address the five key priorities of the National Improvement Framework (NIF) • the steps the Council will take to achieve the five key priorities of the National Improvement Framework • the steps the Council will take to reduce inequalities of outcome resulting from socio-economic disadvantage including Scottish Attainment Challenge plans • the steps the Council will take to involve a wide range of stakeholders, including headteachers, pupils, teaching and non-teaching unions, and partners, in the discharge of the new statutory duty ('the Socio-Economic Duty') which requires the Council to continually consider whether the Council can do more to help those pupils impacted by socio-economic disadvantage to achieve equality of outcome, and to give due weight to the outcome of those considerations when delivering school education. • the plan must also set out any educational benefits the authority consider will result from taking all of these steps. This has been included in the form of future stretch aims. • the ways in which the Council will, in providing school education, encourage equal opportunities and in particular the observance of equal opportunity requirements. <p>The five key priorities of the NIF are:</p> <ul style="list-style-type: none"> • Placing the human rights and needs of every child and young person at the centre of education • Improvement in children and young people's health and wellbeing • Closing the attainment gap between the most and least disadvantaged children and young people 	

- Improvement in skills and sustained, positive school-leaver destinations for all young people
- Improvement in attainment, particularly in literacy and numeracy.

3. Please outline any needs and/or barriers which equality groups (People with Protected Characteristics) may have in relation to this policy

Age

What effect/difference will the policy have on people

Pupils affected by the plan will be of different ages, but there will be no disproportionate impact on any one age group.

The requirement to achieve excellence, equality 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 under the plan.

Staff deliver differentiated education, including bespoke curriculum where appropriate, to meet the needs of each pupil, a legislative requirement, including needs arising from protected characteristics.

Education is age specific and age appropriate.

Health and wellbeing support is available to all pupils, and is designed to meet their needs, including any needs arising from protected characteristics.

Staff delivering education may have protected characteristics, and different socio economic backgrounds, but there will be no disproportionate impact on any group.

Parents/carers may have protected characteristics, and different socio economic backgrounds, but there will be no disproportionate impact on any group.

	<p>How do you know that</p> <p>Knowledge of current service provision based on management information held in each school, quality improvement information held centrally and external inspection information.</p> <p>Performance data gathered in each school. Comparative data across schools and authorities. National statistics.</p> <p>Knowledge of health and wellbeing provision, school counselling services, guidance, education psychology service.</p> <p>Actions in Equalities Outcomes and Mainstreaming Reports.</p> <p>Council equalities and other HR policies applying to staff promote equality. Council policies on staff engagement including appraisal and development. Data held in each school. Equalities monitoring of staff conducted at corporate level.</p> <p>Parental Involvement Strategy includes requirement to engage with all groups. Data gathered in each school and monitoring of Parental Involvement through internal quality improvement and external inspection.</p>
Disability	<p>What effect/difference will the policy have on people</p> <p>Pupils affected by the plan will include pupils with a disability, but there will be no disproportionate impact on this group.</p> <p>The requirement to achieve excellence, equality 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 under the plan.</p> <p>Staff deliver differentiated education, including bespoke curriculum where appropriate, to meet the needs of each pupil, a legislative requirement, including needs arising from protected characteristics.</p> <p>Education takes account of additional support needs, including disability.</p> <p>Health and wellbeing support is available to all pupils, and is designed to meet their needs, including any needs arising from protected characteristics.</p> <p>Staff delivering education may have protected characteristics, and different socio economic backgrounds, but there will be no disproportionate impact on any group.</p>

	<p>Parents/carers may have protected characteristics, and different socio economic backgrounds, but there will be no disproportionate impact on any group.</p> <p>How do you know that</p> <p>Knowledge of current service provision based on management information held in each school, quality improvement information held centrally and external inspection information.</p> <p>Performance data gathered in each school. Comparative data across schools and authorities. National statistics.</p> <p>Knowledge of additional support needs service and specific data on pupils with additional support needs,</p> <p>Knowledge of health and wellbeing provision, school counselling services, guidance, education psychology service.</p> <p>Actions in Equalities Outcomes and Mainstreaming Reports.</p> <p>Council equalities and other HR policies applying to staff promote equality. Council policies on staff engagement including appraisal and development. Data held in each school. Equalities monitoring of staff conducted at corporate level.</p> <p>Parental Involvement Strategy includes requirement to engage with all groups. Data gathered in each school and monitoring of Parental Involvement through internal quality improvement and external inspection.</p>
<p>Gender Reassignment – Trans/Transgender Identity</p>	<p>What effect/difference will the policy have on people</p> <p>Pupils affected by the plan will include pupils with different identities, but there will be no disproportionate impact on any one age group.</p> <p>The requirement to achieve excellence, equality 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 under the plan.</p> <p>Staff deliver differentiated education, including bespoke curriculum where appropriate, to meet the needs of each pupil,</p>

	<p>a legislative requirement, including needs arising from protected characteristics.</p> <p>Health and wellbeing support is available to all pupils, and is designed to meet their needs, including any needs arising from protected characteristics.</p> <p>Staff delivering education may have protected characteristics, and different socio economic backgrounds, but there will be no disproportionate impact on any group.</p> <p>Parents/carers may have protected characteristics, and different socio economic backgrounds, but there will be no disproportionate impact on any group.</p>
	<p>How do you know that</p> <p>Knowledge of current service provision based on management information held in each school, quality improvement information held centrally and external inspection information.</p> <p>Performance data gathered in each school. Comparative data across schools and authorities. National statistics.</p> <p>Knowledge of health and wellbeing provision, school counselling services, guidance, education psychology service.</p> <p>Actions in Equalities Outcomes and Mainstreaming Reports.</p> <p>Council equalities and other HR policies applying to staff promote equality. Council policies on staff engagement including appraisal and development. Data held in each school. Equalities monitoring of staff conducted at corporate level.</p> <p>Parental Involvement Strategy includes requirement to engage with all groups. Data gathered in each school and monitoring of Parental Involvement through internal quality improvement and external inspection.</p>
<p>Marriage or Civil Partnership</p>	<p>What effect/difference will the policy have on people</p> <p>Minimal impact potentially to parents/carers and staff. There will be no disproportionate impact on any one age group.</p>

	<p>Staff delivering education may have protected characteristics, and different socio economic backgrounds, but there will be no disproportionate impact on any group.</p> <p>Parents/carers may have protected characteristics, and different socio economic backgrounds, but there will be no disproportionate impact on any group.</p>
	<p>How do you know that</p> <p>Actions in Equalities Outcomes and Mainstreaming Reports.</p> <p>Council equalities and other HR policies applying to staff promote equality. Council policies on staff engagement including appraisal and development. Data held in each school. Equalities monitoring of staff conducted at corporate level.</p> <p>Parental Involvement Strategy includes requirement to engage with all groups. Data gathered in each school and monitoring of Parental Involvement through internal quality improvement and external inspection.</p>
<p>Pregnancy and Maternity</p>	<p>What effect/difference will the policy have on people</p> <p>Pupils affected by the plan may include pupils who are pregnant or are young mothers, but there will be no disproportionate impact on any one group.</p> <p>The requirement to achieve excellence, equality 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 under the plan.</p> <p>Staff deliver differentiated education, including bespoke curriculum where appropriate, to meet the needs of each pupil, a legislative requirement, including needs arising from protected characteristics.</p> <p>Health and wellbeing support is available to all pupils, and is designed to meet their needs, including any needs arising from protected characteristics.</p> <p>Staff delivering education may have protected characteristics, and different socio economic backgrounds, but there will be no disproportionate impact on any group.</p>

	<p>Parents/carers may have protected characteristics, and different socio economic backgrounds, but there will be no disproportionate impact on any group.</p> <p>How do you know that</p> <p>Knowledge of current service provision based on management information held in each school, quality improvement information held centrally and external inspection information.</p> <p>Performance data gathered in each school. Comparative data across schools and authorities. National statistics.</p> <p>Knowledge of health and wellbeing provision, school counselling services, guidance, education psychology service.</p> <p>Actions in Equalities Outcomes and Mainstreaming Reports.</p> <p>Council equalities and other HR policies applying to staff promote equality. Council policies on staff engagement including appraisal and development. Data held in each school. Equalities monitoring of staff conducted at corporate level.</p> <p>Parental Involvement Strategy includes requirement to engage with all groups. Data gathered in each school and monitoring of Parental Involvement through internal quality improvement and external inspection.</p>
<p>Race</p>	<p>What effect/difference will the policy have on people</p> <p>Pupils affected by the plan will be of different race, but there will be no disproportionate impact on any one age group.</p> <p>The requirement to achieve excellence, equality 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 under the plan.</p> <p>Staff deliver differentiated education, including bespoke curriculum where appropriate, to meet the needs of each pupil, a legislative requirement, including needs arising from protected characteristics.</p>

	<p>Health and wellbeing support is available to all pupils, and is designed to meet their needs, including any needs arising from protected characteristics.</p> <p>Staff delivering education may have protected characteristics, and different socio economic backgrounds, but there will be no disproportionate impact on any group.</p> <p>Parents/carers may have protected characteristics, and different socio economic backgrounds, but there will be no disproportionate impact on any group.</p>
	<p>How do you know that</p> <p>Knowledge of current service provision based on management information held in each school, quality improvement information held centrally and external inspection information.</p> <p>Performance data gathered in each school. Comparative data across schools and authorities. National statistics.</p> <p>Knowledge of health and wellbeing provision, school counselling services, guidance, education psychology service.</p> <p>Actions in Equalities Outcomes and Mainstreaming Reports.</p> <p>Council equalities and other HR policies applying to staff promote equality. Council policies on staff engagement including appraisal and development. Data held in each school. Equalities monitoring of staff conducted at corporate level.</p> <p>Parental Involvement Strategy includes requirement to engage with all groups. Data gathered in each school and monitoring of Parental Involvement through internal quality improvement and external inspection.</p>
<p>Religion or Belief</p>	<p>What effect/difference will the policy have on people</p> <p>Pupils affected by the plan will have different religion and belief, but there will be no disproportionate impact on any one age group.</p> <p>The requirement to achieve excellence, equality and inclusion for all pupils, in line with legal requirements and national and local policy, is embedded in service delivery in all schools, and</p>

the service will continue to be delivered in line with these requirements under the plan.

Staff deliver differentiated education, including bespoke curriculum where appropriate, to meet the needs of each pupil, a legislative requirement, including needs arising from protected characteristics.

Denominational and non-denominational education are delivered in line with the legal framework. Religious observance and religious education are provided in line with national guidance and the law.

Health and wellbeing support is available to all pupils, and is designed to meet their needs, including any needs arising from protected characteristics.

Staff delivering education may have protected characteristics, and different socio economic backgrounds, but there will be no disproportionate impact on any group.

Parents/carers may have protected characteristics, and different socio economic backgrounds, but there will be no disproportionate impact on any group.

How do you know that

Knowledge of current service provision based on management information held in each school, quality improvement information held centrally and external inspection information.

Performance data gathered in each school. Comparative data across schools and authorities. National statistics.

Knowledge of health and wellbeing provision, school counselling services, guidance, education psychology service.

Knowledge of legal framework for denominational and non-denominational education, religious observance and religious education.

Actions in Equalities Outcomes and Mainstreaming Reports.

Council equalities and other HR policies applying to staff promote equality. Council policies on staff engagement including appraisal and development. Data held in each school. Equalities monitoring of staff conducted at corporate level.

	<p>Parental Involvement Strategy includes requirement to engage with all groups. Data gathered in each school and monitoring of Parental Involvement through internal quality improvement and external inspection.</p>
<p>Sex</p>	<p>What effect/difference will the policy have on people</p> <p>Pupils affected by the plan will be of different sexes, but there will be no disproportionate impact on any one age group.</p> <p>The requirement to achieve excellence, equality 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 under the plan.</p> <p>Staff deliver differentiated education, including bespoke curriculum where appropriate, to meet the needs of each pupil, a legislative requirement, including needs arising from protected characteristics.</p> <p>Health and wellbeing support is available to all pupils, and is designed to meet their needs, including any needs arising from protected characteristics.</p> <p>Staff delivering education may have protected characteristics, and different socio economic backgrounds, but there will be no disproportionate impact on any group.</p> <p>Parents/carers may have protected characteristics, and different socio economic backgrounds, but there will be no disproportionate impact on any group.</p>
	<p>How do you know that</p> <p>Knowledge of current service provision based on management information held in each school, quality improvement information held centrally and external inspection information.</p> <p>Performance data gathered in each school. Comparative data across schools and authorities. National statistics.</p> <p>Knowledge of health and wellbeing provision, school counselling services, guidance, education psychology service.</p> <p>Actions in Equalities Outcomes and Mainstreaming Reports.</p>

	<p>Council equalities and other HR policies applying to staff promote equality. Council policies on staff engagement including appraisal and development. Data held in each school. Equalities monitoring of staff conducted at corporate level.</p> <p>Parental Involvement Strategy includes requirement to engage with all groups. Data gathered in each school and monitoring of Parental Involvement through internal quality improvement and external inspection.</p>
<p>Sexual Orientation</p>	<p>What effect/difference will the policy have on people</p> <p>Pupils affected by the plan will be of different sexual orientations, but there will be no disproportionate impact on any one age group.</p> <p>The requirement to achieve excellence, equality 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 under the plan.</p> <p>Staff deliver differentiated education, including bespoke curriculum where appropriate, to meet the needs of each pupil, a legislative requirement, including needs arising from protected characteristics.</p> <p>Health and wellbeing support is available to all pupils, and is designed to meet their needs, including any needs arising from protected characteristics.</p> <p>Staff delivering education may have protected characteristics, and different socio economic backgrounds, but there will be no disproportionate impact on any group.</p> <p>Parents/carers may have protected characteristics, and different socio economic backgrounds, but there will be no disproportionate impact on any group.</p>

	<p>How do you know that</p> <p>Knowledge of current service provision based on management information held in each school, quality improvement information held centrally and external inspection information.</p> <p>Performance data gathered in each school. Comparative data across schools and authorities. National statistics.</p> <p>Knowledge of health and wellbeing provision, school counselling services, guidance, education psychology service.</p> <p>Actions in Equalities Outcomes and Mainstreaming Reports.</p> <p>Council equalities and other HR policies applying to staff promote equality. Council policies on staff engagement including appraisal and development. Data held in each school. Equalities monitoring of staff conducted at corporate level.</p> <p>Parental Involvement Strategy includes requirement to engage with all groups. Data gathered in each school and monitoring of Parental Involvement through internal quality improvement and external inspection.</p>
<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 	<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 • 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 Characteristic
<p>What effect/difference will the policy have on people</p> <p>Pupils impacted will come from different socio-economic background. The plan includes measures to reduce the socio-economic based attainment gap, and is a tool for addressing the needs of those in poverty or at risk of falling into poverty.</p>	

The requirement to achieve excellence, equality 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 under the plan.

Staff deliver differentiated education, including bespoke curriculum where appropriate, to meet the needs of each pupil, a legislative requirement, including needs arising from protected characteristics.

All education is delivered in a way designed to reduce inequalities of outcome for those pupils experiencing them as a result of socio-economic disadvantage, in line with specific legislative requirement applying to education and schools.

Health and wellbeing support is available to all pupils, and is designed to meet their needs, including any needs arising from protected characteristics.

Staff delivering education may have protected characteristics, and different socio economic backgrounds, but there will be no disproportionate impact on any group.

Parents/carers will come from different socio economic backgrounds.

Other supports for pupils, and parents and carers who are in poverty or at risk of falling into poverty will continue, including PEF, SAC, FSM, SCG, EMA etc.

How do you know that

Professional knowledge of closing the socio-economic based attainment gap.

Knowledge of current service provision based on management information held in each school, quality improvement information held centrally and external inspection information.

Performance data gathered in each school. Comparative data across schools and authorities. National statistics.

Knowledge of health and wellbeing provision, school counselling services, guidance, education psychology service.

Actions in Equalities Outcomes and Mainstreaming Reports.

Council equalities and other HR policies applying to staff promote equality. Council policies on staff engagement including appraisal and development. Data held in each school. Equalities monitoring of staff conducted at corporate level.

Parental Involvement Strategy includes requirement to engage with all groups. Data gathered in each school and monitoring of Parental Involvement through internal quality improvement and external inspection.

Knowledge of supports for pupils, and parents and carers who are in poverty or at risk of falling into poverty, including PEF, SAC, FSM, SCG, EMA etc.

5. Action Plan	
What action/s will be taken, by whom and what is the timescale for completion	
Actioner Name All Headteachers	Action Date School Session 2024-25
What is the issue Implementation of National Improvement Framework and Reducing Inequalities Action Plan and Report August 2024	
What action will be taken As set out in Action Plan	
Progress against action Ongoing from previous plans	
Action completed No	Date completed 01/08/2025
Actioner Name All school staff	Action Date School Session 2024-25
What is the issue Implementation of National Improvement Framework and Reducing Inequalities Action Plan and Report August 2024	
What action will be taken As set out in Action Plan	

Progress against action Ongoing from previous plans	
Action completed No	Date completed 01/08/2025
Actioner Name Centrally Based Education Staff	Action Date School Session 2024/25
What is the issue Implementation of National Improvement Framework and Reducing Inequalities Action Plan and Report August 2024	
What action will be taken As set out in Action Plan	
Progress against action Ongoing from previous plans	
Action completed No	Date completed 01/08/2025
Actioner Name Click here to enter text.	Action Date Click here to enter a date.
What is the issue Click here to enter text.	
What action will be taken Click here to enter text.	
Progress against action Click here to enter text.	
Action completed Click here to enter text.	Date completed Click here to enter a date.
Actioner Name Click here to enter text.	Action Date Click here to enter a date.
What is the issue Click here to enter text.	
What action will be taken	

Click here to enter text.	
Progress against action Click here to enter text.	
Action completed Click here to enter text.	Date completed Click here to enter a date.
Actioner Name Click here to enter text.	Action Date Click here to enter a date.
What is the issue Click here to enter text.	
What action will be taken Click here to enter text.	
Progress against action Click here to enter text.	
Action completed Click here to enter text.	Date completed Click here to enter a date.

6. Details of consultation and involvement

Who will be or has been involved in the consultation process

- a. State which 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.

Involvement of centrally based staff and headteachers, based on knowledge gained in ongoing consultation and involvement with school based staff, pupils and parents/carers.

The National Improvement Framework and Reducing Inequalities Action Plan and Report August 2023 will inform school improvement plans which are communicated to school communities.

The National Improvement Framework and Reducing Inequalities Action Plan and Report August 2023 is based on the professional knowledge of centrally based and school based staff, including knowledge gained in ongoing consultation and involvement with school based staff, pupils and parents/carers.

7. Data and Information

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

(Information can include, for example, surveys, databases, focus groups, in-depth interviews, pilot projects, reviews of complaints made, user feedback, academic publications and consultants' reports)

- 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 the conclusions, and state where the information can be found).**
 - (i) **Quantitative (numbers, percentages, statistical data)**
 - (ii) **Qualitative – (written/spoken words, opinions, surveys)**
- c. **Describe any gaps in the available information, and record within section five (Action Plan Section), 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.**

Staff professional knowledge and experience. Attainment and other performance data for each school. National Statistics including comparative data. Quality Improvement data gathered by the council and in national inspections. Sharing of successful, impactful practice and pedagogical approaches across schools and with other local authorities including through the Regional Improvement Collaborative. Research undertaken by service.

Reports on previous Action Plans have guided the development of the current Action Plan

The Action Plan is linked to the Raising Educational Attainment Strategy and the Corporate Plan and informed by their priorities.

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.

No adverse impact identified.

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.
- Work with other authorities including through the Regional Improvement Collaborative.

The **National Improvement Framework and Reducing Inequalities Action Plan and Report August 2024** will be reviewed and a report published as part of the established annual cycle.

10. Recommendation and Reasoning	
<input checked="" type="checkbox"/> Implement proposal with no amendments <input type="checkbox"/> Implement proposal taking account of mitigating actions (as outlined above) <input type="checkbox"/> Reject proposal due to disproportionate impact on equality, poverty and socioeconomic disadvantage	
Reason for Recommendation	
<p>The National Improvement Framework and Reducing Inequalities Action Plan and Report August 2023 will make a key strategic contribution to driving school improvement, raising attainment and reducing inequalities.</p>	
Signed by Lead Officer	Catrina Hatch
Designation	Secondary Quality Improvement, Strategic Partnerships & Equity
Date	08/08/2024
Counter Signature (Head of Service or Depute Chief Executive responsible for the policy)	
Date	08/08/2024

- **Integrated impact assessment completed**
- **Final assessment must be published on the council website once the decision to implement has been agreed:**
[Council EQIA Publication Page](#)
- **Link must be included in “Background References” section of committee/management reports**