



**Equality Relevance Assessment**

<b>1. Details of proposal</b>					
<b>Policy title</b>	Revision to primary and secondary school devolved school management budget formula				
<b>Lead officer</b>	Elaine Cook – Head of Education Services				
<b>Date relevance considered</b>	04/09/14				
<b>2. Does the council have control over how this policy will be implemented?</b>					
<table border="1"> <tr> <td>YES</td> <td>X</td> <td>NO</td> </tr> </table>			YES	X	NO
YES	X	NO			
<b>3. Do you have evidence or reason to believe that this policy will, or may potentially:</b>					
General Duties	Impact on equality (Yes or No)				
Reduce or increase discrimination, victimisation or harassment against people covered by the equality protected characteristics?	Yes				
Reduce or increase equality of opportunity between people who share an equality protected characteristic and those who do not?	Yes				
Provide opportunity to improve good relations between those who share an equality protected characteristic and those who do not?	No				
<b>4. Equality impact assessment required? (Two Yes above = full assessment necessary)</b>					
<table border="1"> <tr> <td>YES</td> <td>X</td> <td>NO</td> </tr> </table>			YES	X	NO
YES	X	NO			
<b>5. Decision rationale</b>					
<p>This measure has the potential to impact pupils whose first language is not English, and pupils who have additional support needs. It may also have staffing implications given the disproportionate number of female staff within the service, therefore, a full assessment is required.</p>					

- **No assessment required – process ends**
- **Assessment required – continue to next section**

## Equality Impact Assessment

<b>1. Details of proposal</b>	
Details of others involved	Andrew Sneddon - Customer and Performance Manager Jim Cameron – Head of Schools with Education Support Elaine Cook – Head of Education Services Kenny Selbie – Equality Officer Hannah Gardner – Equalities Analyst
Date assessment conducted	18/12/14
<b>2. Aims of the proposed change to council policy or resources</b>	
<p>This measure is one of several to realise efficiencies and improved business processes across the education sectors (pre-school, primary and secondary) and within Education Services. There is a need to enhance service delivery through more effective ways of working.</p> <p>It is proposed to revise the primary and secondary school devolved school management budget formula to incorporate school workforce management (non-teaching and teaching staff) and revised approach to continuing professional development for teachers.</p>	
<b>3. What equality data, research or other evidence has been used to inform this assessment?</b>	
Research was drawn from a mixture of national evidence (provided by the Scottish Government), and academic research in the area of educational inclusion.	
<b>4. Details of consultation and involvement</b>	
The assessment has been subject to scrutiny by representatives of the equality community forums through a specific focus on Delivering Better Outcomes projects as agreed by the council's Corporate Working Group on Equality.	
<b>5. Issues identified and 'protected characteristics' impact (Covering: age; disability; gender; gender identity; pregnancy and maternity; race; religion or belief and sexual orientation equality)</b>	

In 2004, women made up the majority of employees in Public Administration, Education and Health (72%), therefore, any staffing reduction resulting from this measure, if any, would be likely to have a disproportionate effect on female employees working within schools in West Lothian. Women are also far more likely to work in the public sector than men, with women representing 67% of employees in local government, and 78% of NHS staff (*Economics of Occupational Segregation, Close the Gap*).

This measure may also impact the provisions for children in school who require extra support, including pupils whose first language is not English. In 2013 the Pupil Census for Scotland recorded 88.8% of pupils as being white Scottish or white other British. The largest other ethnic backgrounds include white other (3.6%), Asian Pakistani (1.8%) and mixed (1.1%). Studies suggest that there are important issues that affect the educational experiences of ethnic minority young people, including bullying and discrimination, language barriers and differences in experiences of children from different ethnic groups (*Scottish Government Equality Outcomes: Ethnicity Evidence Review, 2013*). Netto et al (2001) suggests that there is a lack of representation in educational decision making and, therefore, marginalisation of ethnic minority parents when children have special education needs. Another study suggests that language and cultural differences contribute to misdiagnoses of special needs requirements in education (Lima, 2003). However, evidence on the educational experiences of ethnic minority children is still very localised and limited overall.

Local authorities have a statutory duty to ensure that education is directed to the development of the personality, talents and mental and physical abilities of children to their fullest potential, and also to raise educational standards. Pupils are entitled to have their needs identified and met, and to have arrangements for support reviewed regularly. Some pupils may not require high levels of support but still require to have their progress monitored. For others, careful planning and support will be needed to enable them to achieve the desired outcomes. The '*Supporting Children's Learning*' code of practice states that it is preferable to ensure that support is provided in ways that are well integrated within everyday practice and do not single out the child requiring additional support.

However, it is concluded that the financial reduction related to this measure will be minimal given the overall budget and that the impact on individual school budgets will be low, enabling individual schools to manage the implications. Given the broad nature of this measure, service management should consider whether specific equality impact assessments may be required for any of the individual arrangements for managing the implementation of this measure in schools.

#### **6. What measures are in place to monitor the actual impact following implementation?**

The Delivering Better Outcomes projects are being monitored by the Modernisation Board during implementation and equality impact assessment is identified as a key enabler for projects.

#### **7. Recommendation**

- Implement proposal with no amendments
- Implement proposal taking account of mitigating actions (as outlined below)
- Reject proposal due to disproportionate impact on equality

## **8. Mitigating actions and additional outputs**

Service management should consider whether specific equality impact assessments may be required for any of the individual arrangements for managing the implementation of the measure in schools.

- **Equality impact assessment completed**