



**Midlothian Council**

**Equality Impact Assessment (EqIA) of Budget Proposals**

**2019**

Name of Budget Saving	Reduce Lifelong Learning and Employability (LLE) to only statutory provision
Department and service area	Education
Completion Date	January 2019
Lead officer	Maria Lloyd

**Aims and Objectives**

The proposed saving would remove most of the Lifelong Learning and Employability (LLE) service, less savings already proposed in other budget proposals.

The amount of full year budget savings would amount to circa £850k. The above savings are based on savings from August 2019. This would affect 30 fte of staff, mainly permanent staff.

The remaining model would leave a budget of £850k to deliver a low end adequate and efficient service in terms of the Community Learning and Development regulations for youth work, adult learning including literacy, numeracy and ESOL.

A full service review would be required and priority given to meeting the Community Learning and Development regulations of an 'adequate and efficient' service and achieving the outcomes in the Midlothian Single Plan.

1. Does the proposed budget saving affect people?

Yes

No

2. What is/are the reason(s) for your proposed budget saving?

Removal of non-statutory functions.

### 3. Impact

Which of the protected characteristics\* will the proposed budget saving have an impact upon?

<b>Equality Target Group*</b>	<b>Positive Impact</b>	<b>Negative Impact</b>	<b>Relevant evidence/ information</b>
Age		The impact will be determined only once the review of the service and what is required to deliver an 'adequate and efficient' service with priority given to achieving the outcomes in the Single Midlothian Plan. The saving may affect young people from disadvantaged backgrounds and those who are care experienced.	
Disability			No disproportionate affect identified.
Gender Reassignment			No disproportionate affect identified.
Marriage & Civil Partnership			No disproportionate affect identified.
Pregnancy and maternity			No disproportionate affect identified.
Race			No disproportionate affect identified.
Religion or Belief			No disproportionate affect identified.

Sex			No disproportionate affect identified.
Sexual Orientation			No disproportionate affect identified.

4. How will the implementation of the proposed budget saving be communicated to those affected by any changes?

The Head of Service will inform affected staff and schools of the change. Consultation will be undertaken with affected staff and unions. Appropriate HR policies will be followed with affected staff.

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5. How will you monitor the impact of the changes proposed? When is the budget due to be reviewed?

The delivery of the saving will be monitored via quarterly financial monitoring. The impact on staff and schools will be monitored based on feedback and figures gathered from performance data.

6. Please use the space below to detail any other matters arising from the Equality Impact Assessment (EqIA) process.

The impact will be determined only once the review of the service and what is required to deliver an 'adequate and efficient' service with priority given to achieving the outcomes in the Single Midlothian Plan. There may be a greater impact on children, young people from deprived areas and those at risk. Some vulnerable adults may not receive a service and it may negatively impact on the current positive destinations of those vulnerable young people and adults.

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**Midlothian Council**

**Equality Impact Assessment (EqIA) of Budget Proposals**

**2019**

Name of Budget Saving	Employ fewer Learning assistants for ASL pupils
Department and service area	Education
Completion Date	January 2019
Lead officer	Maria Lloyd

**Aims and Objectives**

This would make a saving of £194,000

1. Does the proposed budget saving affect people?      Yes       No

2. What is/are the reason(s) for your proposed budget saving?

The saving proposed amounts to around 306 hours per week which would mean a reduction of approximately 8.5fte. This will require some fixed term contracts to be stopped and in some cases a redeployment or reduction in hours for staff.

### 3. Impact

Which of the protected characteristics\* will the proposed budget saving have an impact upon?

<b>Equality Target Group*</b>	<b>Positive Impact</b>	<b>Negative Impact</b>	<b>Relevant evidence/ information</b>
Age		The reduction in hours will reduce the support available to pupils.	
Disability		These posts specifically support pupils with additional needs and in order to avoid a reduction in learning assistant hours having a negative impact upon these pupils the council must ensure that the quality of learning assistant support provided by the remaining staff members is consistent and the work with the most vulnerable is prioritised.	
Gender Reassignment			No disproportionate affect identified.
Marriage & Civil Partnership			No disproportionate affect identified.
Pregnancy and maternity			No disproportionate affect identified.
Race			No disproportionate affect identified.

Religion or Belief			No disproportionate affect identified.
Sex		Greater impact on females as the majority of Learning Assistants are women.	
Sexual Orientation			No disproportionate affect identified.

4. How will the implementation of the proposed budget saving be communicated to those affected by any changes?

Information will be shared with the affected staff and school leaders.

The ASL manager will need to ensure that there is coverage for those ASL pupils with the greatest need.

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5. How will you monitor the impact of the changes proposed? When is the budget due to be reviewed?

Review budget in February 2020 in line with SPHERA information and exclusions data to note impact.

6. Please use the space below to detail any other matters arising from the Equality Impact Assessment (EqIA) process.

Pupils with additional needs may not get the support required. There may be a higher demand for placements out with mainstream schools.

To prevent this reduction having a negative impact upon pupils' outcomes we will have to ensure that the quality of learning assistant support provided by the remaining staff members is consistent and the work with the most vulnerable is prioritised. The training is challenging when many of these staff are on fixed term contracts.

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## Equality Impact Assessment (EqIA) of Budget Proposals

2019

Name of Budget Saving	Reduction in Education Psychologist service
Department and service area	Education
Completion Date	January 2019
Lead officer	Maria Lloyd

### Aims and Objects

Carry out a service review of Educational Psychologists, with the saving to be identified through the review.

1. Does the proposed budget saving affect people?      Yes       No

2. What is/are the reason(s) for your proposed budget saving?

This would be to reduce workforce spend.



### 3. Impact

Which of the protected characteristics\* will the proposed budget saving have an impact upon?

<b>Equality Target Group*</b>	<b>Positive Impact</b>	<b>Negative Impact</b>	<b>Relevant evidence/ information</b>
Age		Subject to the outcome of the review, any reduction in service would affect pupils.	
Disability		Pupils with additional support needs will be affected by any reduction in the service provision. This may affect outcomes for these children.	
Gender Reassignment			No disproportionate affect identified.
Marriage & Civil Partnership			No disproportionate affect identified.
Pregnancy and maternity			2 members of staff are currently on maternity leave and the timetable for the review and consultations will take this into account.
Race			No disproportionate affect identified.
Religion or Belief			No disproportionate affect identified.
Sex		The proposal will apply irrespective of gender, however All Educational	

		<p>Psychologists are women.</p> <p>As the majority of teachers are female (90% in primary schools, 64% in secondary schools) adverse changes in the behaviour of pupils will affect females more than males.</p>	
Sexual Orientation			No disproportionate affect identified.

4. How will the implementation of the proposed budget saving be communicated to those affected by any changes?

Information will be shared with the affected staff and schools. Impact on workload for Principal Educational Psychologist.

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5. How will you monitor the impact of the changes proposed? When is the budget due to be reviewed?

Review budget in Dec 2019 once we are aware of staff returns.

6. Please use the space below to detail any other matters arising from the Equality Impact Assessment (EqIA) process.

If there is a reduction in service provision following the review, pupils with additional needs may not get the support they require. In conjunction with the increasing proportion of pupils assessed as having additional support needs, the increasing population of Midlothian is likely to increase the demand upon the educational psychologist service and the review will take this into account.

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**Integrated Impact Assessment of Budget Proposals**

**2018**

Name of Budget Saving	Reduce the Budget on School Transport
Department and service area	Education
Completion Date	27/11/2018
Lead officer	Maria Lloyd/Ricky Moffat

**Aims and Objectives**

We propose to remove buses providing home to school transport from areas where safe walking routes to schools are now available (Easthouses and Eskbank), and to rationalise the number and size of buses operating wherever possible.

1. Does the proposed budget saving affect people?      Yes       No

2. What is/are the reason(s) for your proposed budget saving?

The proposal is to save £76,000 over the coming school year by limiting transport provision to what is required to provide transport for all pupils whose route to school is more than two miles, or where there is not a safe walking route.

### 3. Impact

Which of the protected characteristics\* will the proposed budget saving have an impact upon?

Equality Target Group*	Positive Impact	Negative Impact	Relevant evidence/ information
Age	Encouraging walking, cycling, scooting to school will have a positive impact on the health and wellbeing of our children	Parents may choose to transport children to school potentially creating congestion around schools. There could be an additional cost to parents if they choose public transport as an option.	The bus routes that will be withdrawn now have a safe walking route to school available.
Disability			Any efficiency savings achieved on the transport for children with ASN will not affect the quality of the service they receive so it is not anticipated that the proposal would disproportionately affect children with a disability.
Gender Reassignment			No disproportionate impact identified.
Marriage & Civil Partnership			No disproportionate impact identified.
Pregnancy and maternity			No disproportionate impact identified.
Race			The changes will not disproportionately affect children or staff on the basis of race.

Religion or Belief			The changes will not disproportionately affect children or staff on the grounds of religion or belief, or none.
Sex			The changes will not disproportionately affect children or staff on the grounds of sex.
Sexual Orientation			n/a

4. How will the implementation of the proposed budget saving be communicated to those affected by any changes?

If taken forward this proposal may require statutory consultation on routes and we may need to review our current transportation policy.

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5. How will you monitor the impact of the changes proposed? When is the budget due to be reviewed?

Any reductions in transport may increase the demand from parents or guardians for non-entitled transport, this will be monitored and reported on. The increase in volume of traffic around schools will also be monitored.

The delivery of the saving will be monitored via quarterly financial reporting and the budget will be reviewed in a year's time.

6. Please use the space below to detail any other matters arising from the Integrated Impact Assessment process.

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**Integrated Impact Assessment of Budget Proposals**

**2018**

Name of Budget Saving	Reduce Subsidy for School Lets (ASC)
Department and service area	Education
Completion Date	27/11/2018
Lead officer	Maria Lloyd

**Aims and Objectives**

Generate income by increasing charges levied for room lets to out of school care providers.

1. Does the proposed budget saving affect people?      Yes       No

2. What is/are the reason(s) for your proposed budget saving?

The proposal is to increase income by £59,000 over the coming 3 years by reducing the discount allowed to out of school care (OSC) providers.

Out of school care providers currently receive a 95% discount from the fees and charges levied for the let of rooms. To qualify for this discount the provider must also be a charity, voluntary or not for profit organisation.

Organisations with the same charitable etc. status not providing out of school care receive a 50% discount on the fees and charges.

It is proposed to progressively reduce the level of discount for out of school providers to 85%.



### 3. Impact

Which of the protected characteristics\* will the proposed budget saving have an impact upon?

<b>Equality Target Group*</b>	<b>Positive Impact</b>	<b>Negative Impact</b>	<b>Relevant evidence/information</b>
Age		<p>Some parents/carers may not be able to afford the increased fees if the discount is reduced and therefore their children will not be able to attend OSC.</p> <p>Providers may look to reduce costs in order to offset the increase in let fees and this could have an impact upon quality, however OSC services are registered with and inspected by the Care Inspectorate to ensure quality.</p> <p>A fall in the number of children taking up places would increase the proportion of the increase in rent levied on those remaining, although in some cases the provider could reduce the number of rooms used as a result.</p>	OSC is provided for primary age children.
Disability			No data is available on takeup rate of OSC by children with additional support needs. It is not, however, anticipated that the proposal would disproportionately affect children or staff with a disability.

Gender Reassignment			n/a
Marriage & Civil Partnership			OSC may be used more by single parent/carer families. Discussed further below.
Pregnancy and maternity			No disproportionate impact identified.
Race			The changes will not disproportionately affect children or staff on the basis of race.
Religion or Belief			The changes will not disproportionately affect children or staff on the grounds of religion or belief, or none.
Sex		An increase in cost may reduce the opportunities for single mothers to work, study and train therefore having an impact on the short, medium and long term financial circumstances of these families. For some children, an increase in fees will be partially offset by an increase in tax free childcare, childcare vouchers, tax credits, Council Tax Reduction or Universal Credit.	OSC may be used more by single parent/carer families and as such may have a greater uptake by single mothers. The 2011 census found that 7.37% of all households with dependent children in Midlothian were lone parents, and 92% of these lone parents are female.
Sexual Orientation			n/a

4. How will the implementation of the proposed budget saving be communicated to those affected by any changes?

If implemented, the proposal will need to be discussed with OSC providers and parents.

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5. How will you monitor the impact of the changes proposed? When is the budget due to be reviewed?

The Childcare and Workforce Development Officer currently supports OSC providers, and has supported them through the phased introduction of the equalisation of fees and charges that commenced in 2014/15. If the proposal is taken forward, it is recommended that this support be continued.

6. Please use the space below to detail any other matters arising from the Integrated Impact Assessment process.

All the OSC run in Midlothian schools (not including breakfast clubs run by Midlothian Council) are registered charities with, in general, low turnover and little operating margin therefore any increase in cost would be passed on to parents.

Each additional 5% charged would add an average of approximately £20 per year per child for out of school care fees based on 1,500 registered children.

The change to an 85% discount rate would add, for majority of out of school care fees, up to £2.00 per child per week. While an increase in fees will be offset to an extent, for some families, by an increase in tax free childcare, childcare vouchers, tax credits, Council Tax Reduction or Universal Credit, the reduction in discount has a potentially greater impact on children from lone parent families, most often female, where the parent/carer is training, studying or in low-paid employment.

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**Equality Impact Assessment (EqIA) of Budget Proposals**

**2019**

Name of Budget Saving	Youth Work Reductions in LLE
Department and service area	Education
Completion Date	January 2019
Lead officer	Maria Lloyd

**Aims and Objectives**

To save £57,000 by not filling a youth work vacancy and reducing hours provided for youth work.

1. Does the proposed budget saving affect people?

Yes

No

2. What is/are the reason(s) for your proposed budget saving?

This reduces operational costs.

### 3. Impact

Which of the protected characteristics\* will the proposed budget saving have an impact upon?

Equality Target Group*	Positive Impact	Negative Impact	Relevant evidence/ information
Age	Priority will be given to young people who are engaging in risk taking behaviour within the targeted areas of Midlothian which is deemed to be in the Newbattle and Dalkeith areas.	<p>All primary age youth work will stop including transitions work into secondary school, which may have a negative impact upon outcomes for these pupils. Some schools may choose to fund this work through Pupil Equity Funding.</p> <p>Senior youth work will stop in all areas apart from the targeted areas.</p> <p>There will be a reduction of early intervention work of around 26 young people per year throughout the authority. This may result in a reduction of young people in a positive destination of around 8 per school for Lasswade, Beeslack and Penicuik Schools.</p>	
Disability		<p>This saving could affect children and young people with additional needs.</p> <p>The requirements set out by the Type Two Diabetic Strategy (T2DS)</p>	

		agreement will no longer be able to be met.	
Gender Reassignment			No disproportionate affect identified.
Marriage & Civil Partnership			No disproportionate affect identified.
Pregnancy and maternity		No young mum employability learning within the authority. Currently offering 12 spaces per year. This could result in 12 young people not going on to a positive destination.	
Race			No disproportionate affect identified.
Religion or Belief			No disproportionate affect identified.
Sex			No disproportionate affect identified.
Sexual Orientation			No disproportionate affect identified.

4. How will the implementation of the proposed budget saving be communicated to those affected by any changes?

The Head of Service will inform staff, schools and communities of the change. Consultation will be undertaken with affected staff and unions. Appropriate HR policies will be followed with affected staff.

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5. How will you monitor the impact of the changes proposed? When is the budget due to be reviewed?

The delivery of the saving will be monitored via quarterly financial monitoring. The impact on staff and schools will be monitored based on feedback from Professional Review & Development (PRD) and performance appraisal. The budget will be reviewed in a year's time.

6. Please use the space below to detail any other matters arising from the Equality Impact Assessment (EqIA) process.

There will be a greater impact on children and young people from this saving if the PAVE reductions are also taken.

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## Equality Impact Assessment (EqIA) of Budget Proposals

2019

Name of Budget Saving	Reduction in Adult Learning in LLE
Department and service area	Education
Completion Date	January 2019
Lead officer	Maria Lloyd

### Aims and Objectives

To save £47,000 by reducing hours available for adult learning

1. Does the proposed budget saving affect people?

Yes

No

2. What is/are the reason(s) for your proposed budget saving?

Operational savings.



### 3. Impact

Which of the protected characteristics\* will the proposed budget saving have an impact upon?

<b>Equality Target Group*</b>	<b>Positive Impact</b>	<b>Negative Impact</b>	<b>Relevant evidence/ information</b>
Age		The saving will affect adults of working age as well as a variety of groups including the older people, and may affect vulnerable adults who have literacy and numeracy difficulties and those in areas of deprivation.	
Disability		The proposal may reduce the service's ability to respond to requests to work with specific groups, such as those with disabilities.	
Gender Reassignment			No disproportionate affect identified.
Marriage & Civil Partnership			No disproportionate affect identified.
Pregnancy and maternity		First step learning opportunities that benefit parents/carers and adult returners will be impacted and opportunities will not be offered in all geographic areas.	
Race		Introducing a charge for English as a Second	

		Language will impact on those who are speakers of other languages.	
Religion or Belief			No disproportionate affect identified.
Sex		The saving may affect women more as they make up more of the adult learners.	
Sexual Orientation			No disproportionate affect identified.

4. How will the implementation of the proposed budget saving be communicated to those affected by any changes?

The Head of Service will inform staff and communities of the change. Consultation will be undertaken where necessary with affected staff and unions. Appropriate HR policies will be followed with affected staff.

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5. How will you monitor the impact of the changes proposed? When is the budget due to be reviewed?

The delivery of the saving will be monitored via quarterly financial monitoring. The impact on staff and communities will be monitored based on feedback and performance statistics. The budget will be reviewed in a year's time.

6. Please use the space below to detail any other matters arising from the Equality Impact Assessment (EqIA) process.

The saving may affect vulnerable adults, including those with literacy and numeracy difficulties, those with English as a second language and those in areas of deprivation, as well as older people and those returning to work or training.

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**Equality Impact Assessment (EqIA) of Budget Proposals**

**2019**

Name of Budget Saving	LLE Service Reduction
Department and service area	Education
Completion Date	January 2019
Lead officer	Maria Lloyd

**Aims and Objectives**

To save £67,000 by removing and reducing a number of posts across the Life Long Learning & Employability Service

1. Does the proposed budget saving affect people?      Yes       No

2. What is/are the reason(s) for your proposed budget saving?

Efficiency savings from operational costs.

### 3. Impact

Which of the protected characteristics\* will the proposed budget saving have an impact upon?

<b>Equality Target Group*</b>	<b>Positive Impact</b>	<b>Negative Impact</b>	<b>Relevant evidence/ information</b>
Age			The proposal will reduce services across a range of ages: adult and family learning; reduced work experience opportunities for school pupils, reduced youth work. No disproportionate affect identified to any specific age group.
Disability			No disproportionate affect identified.
Gender Reassignment			No disproportionate affect identified.
Marriage & Civil Partnership			No disproportionate affect identified.
Pregnancy and maternity			No disproportionate affect identified.
Race			No disproportionate affect identified.
Religion or Belief			No disproportionate affect identified.
Sex			No disproportionate affect identified.
Sexual Orientation			No disproportionate affect identified.

4. How will the implementation of the proposed budget saving be communicated to those affected by any changes?

The Head of Service will inform staff and communities of the change. Consultation will be undertaken where necessary with affected staff and unions. Appropriate HR policies will be followed with affected staff.

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5. How will you monitor the impact of the changes proposed? When is the budget due to be reviewed?

The delivery of the saving will be monitored via quarterly financial monitoring. The impact on staff and communities will be monitored based on feedback and performance statistics. The budget will be reviewed in a year's time.

6. Please use the space below to detail any other matters arising from the Equality Impact Assessment (EqIA) process.

Detailed information on the protected characteristics of those using the affected services is not available at this time, however no disproportionate affect was identified on any characteristic.

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## Equality Impact Assessment (EqIA) of Budget Proposals

2019

Name of Budget Saving	Redesign of Devolved School Management (DSM)
Department and service area	Education
Completion Date	January 2019
Lead officer	Maria Lloyd

### Aims and Objectives

Review the teacher staffing allocations to schools via DSM to deliver a reduction of 19FTE teachers

1. Does the proposed budget saving affect people?

Yes

No

2. What is/are the reason(s) for your proposed budget saving?

Efficiency savings

### 3. Impact

Which of the protected characteristics\* will the proposed budget saving have an impact upon?

<b>Equality Target Group*</b>	<b>Positive Impact</b>	<b>Negative Impact</b>	<b>Relevant evidence/ information</b>
Age		This proposal will reduce the number of teachers at both primary and secondary schools, and the short term absence cover at primaries. This may reduce the time head teachers and deputy head teachers have available to work on management and school improvement plans. It may also reduce the curriculum offered at secondary schools. It is expected that the quality of education delivered will not be adversely affected.	
Disability			No disproportionate affect identified.
Gender Reassignment			No disproportionate affect identified.
Marriage & Civil Partnership			No disproportionate affect identified.
Pregnancy and maternity			No disproportionate affect identified.
Race			No disproportionate affect identified.



Religion or Belief			No disproportionate affect identified.
Sex		The proposal will apply irrespective of gender, however it will have a greater impact on females as a greater proportion of teaching staff is female (90% in primary, 64% in secondary).	
Sexual Orientation			No disproportionate affect identified.

4. How will the implementation of the proposed budget saving be communicated to those affected by any changes?

The Head of Service will inform staff and schools of the change. It is not anticipated that this will affect any staff currently in post. However if necessary consultation will be undertaken with affected staff and unions and appropriate HR policies will be followed with affected staff.

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5. How will you monitor the impact of the changes proposed? When is the budget due to be reviewed?

No adverse impact on performance anticipated with the quality of service maintained. Although there are already issues around teacher recruitment and this may add to this due to reduced teacher numbers available to cover.

6. Please use the space below to detail any other matters arising from the Equality Impact Assessment (EqIA) process.

The saving will be across the school estate with a change in the formula for per pupil. This will be implemented by the Resource Manager for education who knows the schools well and will ensure that no one school is adversely affected by this change.

This will reduce the pupil teacher ratio further and will affect the maintaining teacher numbers for the Scottish Government, which could have a financial impact on the council.

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**Integrated Impact Assessment of Budget Proposals**

**2019**

Name of Budget Saving	Stop free P4 Primary School Swimming
Department and service area	Education
Completion Date	January 2019
Lead officer	Maria Lloyd

**Aims and Objectives**

The proposal would be to remove the provision of primary school swimming from the curriculum as this not a statutory requirement.

1. Does the proposed budget saving affect people?      Yes       No

2. What is/are the reason(s) for your proposed budget saving?

The provision of primary school swimming is not a statutory requirement. Swimming is a life skill which all children should have the opportunity to develop. We believe that this can be achieved more effectively via the Council's Learn to Swim programme rather than the current primary school swimming programme.

The proposal is to save £53,000. The budget for staffing is £21k to provide 2 mornings per week of teaching staff and 1,216 hours of swimming instructors. Transport costs are £41k per annum, this along with the staffing gives a total saving of £63k less £10k for instructors to supplement the Learn to Swim programme (if available).

### 3. Impact

Which of the protected characteristics\* will the proposed budget saving have an impact upon?

<b>Equality Target Group*</b>	<b>Positive Impact</b>	<b>Negative Impact</b>	<b>Relevant evidence/ information</b>
Age		P4 pupils who had not yet learnt to swim were previously referred through the school programme on to the Learn to Swim programme (if available). A different mechanism will need to be put in place to identify and refer these children.	Applies to primary 4 pupils only in all Primary Schools.
Disability			The change will apply irrespective of disability. At this time there is no data available on uptake rates of the Learn to Swim programme by pupils with a disability.
Gender Reassignment			The change will apply irrespective of gender reassignment. At this time there is no data available on uptake rates of the Learn to Swim programme by pupils from this group.
Marriage & Civil Partnership			No disproportionate affect identified.
			No disproportionate affect identified.

Pregnancy and maternity			
Race			The change will apply irrespective of race. At this time there is no data available on uptake rates of the Learn to Swim programme by race.
Religion or Belief			The change will apply irrespective of religion or belief. At this time there is no data available on uptake rates of the Learn to Swim programme by religion or belief.
Sex			The change will apply irrespective of gender. At this time there is no data available on uptake rates of the Learn to Swim programme by gender.
Sexual Orientation			The change will apply irrespective of sexual orientation. At this time there is no data available on uptake rates of the Learn to Swim programme by sexual orientation.

4. How will the implementation of the proposed budget saving be communicated to those affected by any changes?

All parents and carers of primary 4 pupils in the current year group and those entering primary 4 in school session August 2019/20 will need to be notified of the change. Swimming teachers and

instructors employed to deliver the programme will need to be consulted and appropriate HR policies would be followed with those staff affected.

Schools could still offer swimming if they pay for both the lessons and transport, for example using their Pupil Equity Funding.

All Secondary schools offer swimming in their curriculum for Physical education.

Information published by Midlothian Council can be provided on request in many of the community languages and also in large print, Braille, audio tape or BSL. For more information, please contact the Equality, Diversity and Human Rights Officer on 0131 271 3658 or [equalities@midlothian.gov.uk](mailto:equalities@midlothian.gov.uk)

5. How will you monitor the impact of the changes proposed? When is the budget due to be reviewed?

Swimming levels and ability will be assessed prior to pupils starting P4 and those who cannot yet swim will be referred to the Learn to Swim Programme (if available). The budget will be reviewed in a year's time.

6. Please use the space below to detail any other matters arising from the Integrated Impact Assessment process.

The removal of the provision applies to primary 4 age pupils only, so although the primary school swimming may have identified a number of pupils who were unable to swim and therefore referred them to the Learn to Swim programme (if available), it was only identifying primary 4 pupils and not pupils across other age groups.

Please send an electronic copy of completed forms to [lesley.crozier@midlothian.gov.uk](mailto:lesley.crozier@midlothian.gov.uk)



**Equality Impact Assessment (EqIA) of Budget Proposals**

**2018**

Name of Budget Saving	Move to Statutory Consultation for Denominational Review
Department and service area	Education
Completion Date	January 2019
Lead officer	Maria Lloyd

**Aims and Objectives**

This proposal requests that we move to formal consultation on the development of a strategy for denominational school provision across Midlothian which will include parents/carers, children and young people as well as local communities, then, should the outcome of this consultation be a decision to close school(s), move to statutory consultation on the closures. The closure of certain school(s) would achieve savings.

1. Does the proposed budget saving affect people?      Yes       No

2. What is/are the reason(s) for your proposed budget saving?

Efficiency saving.

There are 7 denominational primary schools and one secondary school in Midlothian, all of which are Roman Catholic. Analysis of school rolls shows that some of our Roman Catholic schools are at

capacity or near capacity but that the numbers of Roman Catholic children attending them is reducing. The total capacity of these schools is considerably higher than the number of Roman Catholic children attending them. Also, it has proved difficult to recruit Head Teachers, senior staff and teachers for Roman Catholic schools as they require approval by the Roman Catholic Church. Within Midlothian we currently have two Roman Catholic Head Teachers who have shared headships covering 4 of the primary schools.

There are a range of possible outcomes from the consultation, including retaining the status quo or reducing the number of schools, which could mean the closure of some schools.

Following the conclusion of the strategy consultation it may be decided to proceed with the closure of some schools and to commence statutory consultation(s), including public meetings and the involvement of HM Inspectors of Education. If the decision following a statutory consultation is the closure of a school the council must notify the Scottish Government, who have the power to call in the decision. We would need to allow 2 years to follow HM Inspector of Education's process and to allow due process if the measures are 'called in'.

If a closure goes ahead staff will be redeployed appropriately to other schools to fill vacancies/as vacancies arise. Children already attending the affected schools would need to be transitioned to other schools with capacity.

This proposal initially sets in motion a consultation on the development of a strategy for denominational school provision across Midlothian. Should the decisions following this consultation affect people, i.e. to proceed with statutory consultation on closure of school(s), they will be subject to Integrated Impact Assessment at that time.



### 3. Impact

Which of the protected characteristics\* will the proposed budget saving have an impact upon?

<b>Equality Target Group*</b>	<b>Positive Impact</b>	<b>Negative Impact</b>	<b>Relevant evidence/ information</b>
Age			This proposal may affect this characteristic therefore the impact of the decisions following the initial consultation will be assessed at that time.
Disability			As above.
Gender Reassignment			As above.
Marriage & Civil Partnership			As above.
Pregnancy and maternity			As above.
Race			As above.
Religion or Belief			As above.
Sex			As above.
Sexual Orientation			As above.

4. How will the implementation of the proposed budget saving be communicated to those affected by any changes?

A consultation on denominational school provision would take place. This would include public consultation. If, following this review, proposals are made to close school(s) the statutory consultation process will be followed and a further Integrated Impact Assessment carried out.

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5. How will you monitor the impact of the changes proposed? When is the budget due to be reviewed?

The statutory consultation process includes involvement of HM Inspectors of Education and they publish a report on the proposal, which the council must have regard to along with the representations received during the consultation process. If the closure is agreed a report will be submitted to Scottish Government outlining all the necessary information. As part of this consultation there will be meetings with parents and pupils, and those pupils affected will be offered local schools to attend. A clear timeline will be put in place to ensure smooth transitions.

6. Please use the space below to detail any other matters arising from the Equality Impact Assessment (EqIA) process.

If the outcome of the consultation on denominational school provision is to proceed with proposals to close schools statutory consultation(s) would take place and a further Integrated Impact Assessment carried out.

Please send an electronic copy of completed forms to [lesley.crozier@midlothian.gov.uk](mailto:lesley.crozier@midlothian.gov.uk)



**Equality Impact Assessment (EqIA) of Budget Proposals**

**2018**

Name of Budget Saving	Move to Statutory Consultation for Glencorse Primary School
Department and service area	Education
Completion Date	January 2019
Lead officer	Maria Lloyd

**Aims and Objectives**

The proposal is to close Glencorse Primary School and make staff efficiency savings

1. Does the proposed budget saving affect people?

Yes  No

2. What is/are the reason(s) for your proposed budget saving?

Efficiency saving. There has been a consistently low numbers of pupils attending Glencorse over the last 3 years. The school roll has fallen, down from 29 pupils in 2015 to 15 pupils in 2018. Parents resident in the school's catchment area are opting to put in placing requests to other nearby schools. In 2018/19 all 14 Primary 1 pupils registered at Glencorse made placing requests out and are attending other Midlothian primary schools. Glencorse has no P1 aged pupils attending this year.

### 3. Impact

Which of the protected characteristics\* will the proposed budget saving have an impact upon?

<b>Equality Target Group*</b>	<b>Positive Impact</b>	<b>Negative Impact</b>	<b>Relevant evidence/ information</b>
Age		<p>If the closure is agreed it will affect primary school aged children within the one school. The school currently has a roll of 15 however all 14 Glencorse catchment children in the 2018/19 primary 1 intake elected to attend other schools. If this continues in future years the number of pupil affected when the closure is implemented will be small. The catchment area of the school will be incorporated into other local schools so some children may have further to travel to school (some may have less), however note that parents are currently electing to do this. Where a catchment child resides more than 2 miles from their school by safe walking route, or there is no safe walking route, the council provides transport.</p>	

Disability	Some alternative local schools have been constructed to more recent building standards in relation to access for children and adults with a disability.		
Gender Reassignment			No disproportionate affect identified.
Marriage & Civil Partnership			No disproportionate affect identified.
Pregnancy and maternity			No disproportionate affect identified.
Race			No disproportionate affect identified.
Religion or Belief			No disproportionate affect identified.
Sex			No disproportionate affect identified.
Sexual Orientation			No disproportionate affect identified.

4. How will the implementation of the proposed budget saving be communicated to those affected by any changes?

A statutory consultation on school closure would take place. This would include public consultation and union discussions.

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5. How will you monitor the impact of the changes proposed? When is the budget due to be reviewed?

The statutory consultation process includes involvement of HM Inspectors of Education and they publish a report on the proposal, which the council must have regard to along with the representations received during the consultation process. If the closure is agreed a report will be submitted to Scottish Government outlining all the necessary information. As part of this consultation there will be meetings with parents and pupils, and those pupils affected will be offered local schools to attend. A clear timeline will be put in place to ensure smooth transitions.

6. Please use the space below to detail any other matters arising from the Equality Impact Assessment (EqIA) process.

A statutory consultation on school closure would take place.

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**Equality Impact Assessment (EqIA) of Budget Proposals**

**2019**

Name of Budget Saving	Creative Arts Team Reduction
Department and service area	Education
Completion Date	January 2019
Lead officer	Maria Lloyd

**Aims and Objectives**

Stop delivering most of the Creative Arts service, including Music Tuition for all, centrally.

1. Does the proposed budget saving affect people?      Yes       No

2. What is/are the reason(s) for your proposed budget saving?

This proposal is to save £240,000 by stopping the Creative Arts provision across Midlothian from August 2019, as this is not a statutory service. This would mean that pupils will still get Creative Arts provision within their school within their mainstream curriculum like other subject areas but additional instruction in music, dance and drama would no longer be provided.

The proposal will impact directly on the staff employed in the Creative Arts service and will impact on some pupils and on all schools.

### 3. Impact

Which of the protected characteristics\* will the proposed budget saving have an impact upon?

<b>Equality Target Group*</b>	<b>Positive Impact</b>	<b>Negative Impact</b>	<b>Relevant evidence/ information</b>
Age		10% of pupils attending Midlothian schools take up instrumental tuition, which will no longer be provided.	The proposal affects the staff in the creative arts team and the delivery of a service to school age pupils in P5-S3.
Disability			The proposal will apply irrespective of disability.
Gender Reassignment			The proposal will apply irrespective of gender reassignment.
Marriage & Civil Partnership			No disproportionate affect identified.
Pregnancy and maternity			No disproportionate affect identified.
Race			The proposal will apply irrespective of race.
Religion or Belief			The proposal will apply irrespective of religion or belief.
Sex			The proposal will apply irrespective of gender.
Sexual Orientation			The fees will apply irrespective of sexual orientation.



4. How will the implementation of the proposed budget saving be communicated to those affected by any changes?

The Head of Service will inform schools of the change in service provision.

The affected staff members in the Creative Arts Team and union representatives will be consulted and appropriate HR policies will be followed.

Parents will be informed of the changes to the service including what would be offered with SQA.

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5. How will you monitor the impact of the changes proposed? When is the budget due to be reviewed?

The impact of the delivery of this budget saving can be reviewed in the context of outcomes for pupils, any impact on pupil achievement is unlikely to be evident before 2020/21. The delivery of the saving will be monitored via quarterly financial reporting and the budget will be reviewed in a year's time.

There is no evidence or reason to believe that service to protected groups will be affected. If this position changes during implementation then a further impact assessment will be required.

Currently pupils receiving FSM have been entitled to free music tuition, this would be stopped.

Re-consider funding of YMI and how this can be done to continue any work with pupils in SIMD 1-3.

6. Please use the space below to detail any other matters arising from the Equality Impact Assessment (EqIA) process.

Approximately 26% of pupils affected are in SIMD deciles 1 to 3 across those who currently receive it. Continue bidding for Youth Music Initiative (YMI) would be directed at these groups of pupils.

The draft joint COSLA, Scottish Government and the Music Education and Partnership Group guidance on Instrumental Music Tuition states that "The benefits for children and young people derived from participation in music and from learning musical instruments are well recognised" however it also confirms "The provision of instrumental music tuition, and the policies adopted in terms of charging, concessions and other aspects of the service, is a matter for local democratically elected representatives who have to balance a range of priorities."

Please send an electronic copy of completed forms to [lesley.crozier@midlothian.gov.uk](mailto:lesley.crozier@midlothian.gov.uk)



**Equality Impact Assessment (EqIA) of Budget Proposals**

**2019**

Name of Budget Saving	Reduce Central Education Management Staff
Department and service area	Education and Communities
Completion Date	January 2019
Lead officer	Maria Lloyd

**Aims and Objectives**

Reduce the cost of support for schools by reducing the budget for staff employed in the Central Education Team. This proposal is save £148,000 by reducing the complement of management staff across the Central Education Team, including one School Group Manager and one Grade 10 Communities / LLE post.

1. Does the proposed budget saving affect people?      Yes       No

2. What is/are the reason(s) for your proposed budget saving?

To reduce workforce operational costs. The impact of this will be felt across the Central Education Team as tasks will be redistributed. It will result in reduced support for schools.

### 3. Impact

Which of the protected characteristics\* will the proposed budget saving have an impact upon?

<b>Equality Target Group*</b>	<b>Positive Impact</b>	<b>Negative Impact</b>	<b>Relevant evidence/ information</b>
Age		The removal of one Schools Group Manager post will reduce the support to schools and some areas of the curriculum may not be supported, which may ultimately impact upon the delivery of education to pupils.	
Disability			The proposal will apply irrespective of disability.
Gender Reassignment			The proposal will apply irrespective of gender reassignment.
Marriage & Civil Partnership			No disproportionate affect identified.
Pregnancy and maternity			No disproportionate affect identified.
Race			The proposal will apply irrespective of race.
Religion or Belief			The proposal will apply irrespective of religion or belief.
Sex			The proposal will apply irrespective of gender.

Sexual Orientation			The fees will apply irrespective of sexual orientation.
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4. How will the implementation of the proposed budget saving be communicated to those affected by any changes?

The Director will inform staff and schools of the change. Consultation will be undertaken with affected staff and unions. Appropriate HR policies will be followed with affected staff.

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5. How will you monitor the impact of the changes proposed? When is the budget due to be reviewed?

The delivery of the saving will be monitored via quarterly financial monitoring. The impact on staff and schools will be monitored based on feedback from Professional Review & Development (PRD) and performance appraisal. The budget will be reviewed in a year's time.

6. Please use the space below to detail any other matters arising from the Equality Impact Assessment (EqIA) process.

None.

Please send an electronic copy of completed forms to [lesley.crozier@midlothian.gov.uk](mailto:lesley.crozier@midlothian.gov.uk)

# Integrated Impact Assessment Form

Promoting Equality, Human Rights and Sustainability

<b>Title of Policy/ Proposal</b>	Reduction in Early Intervention and Prevention Services by 20%
<b>Completion Date</b>	10 <sup>th</sup> January 2019
<b>Completed by</b>	Joan Tranent
<b>Lead officer</b>	Joan Tranent

**Type of Initiative:**

Policy/Strategy

Programme/Plan

Project

Service

Function

Statement of Intent

New or Proposed

Changing/Updated

Review or existing

Other

### 1. Briefly describe the policy/proposal you are assessing.

Set out a clear understanding of the purpose of the policy being developed or reviewed (e.g. objectives, aims) including the context within which it will operate.

The proposal is to reduce the current workforce of 24 children and family practitioners by 20% = 4.8FTE

Reducing children and family practitioners from the service would invariably lead to a real challenge within the service. We would not be able to meet all the demands and the threshold for intervening would be need to be raised resulting in no early intervention and preventative work being undertaken by Children and Families service.

### What will change as a result of this policy?

#### RISK

This approach may bring additional risk and could in turn result in poorer outcomes for families as the service may only become involved when we are reaching crisis point. We already know from research and past experiences within Midlothian that intervening later on often results in more intrusive forms of intervention which tend to be more expensive in terms of not only workers' time but potentially having to outsource an alternative placement.

### 2. Do I need to undertake a Combined Impact Assessment?

High Relevance	Yes/no
The policy/ proposal has consequences for or affects people	yes
The policy/proposal has potential to make a significant impact on equality	no
The policy/ proposal has the potential to make a significant impact on the economy and the delivery of economic outcomes	no
The policy/proposal is likely to have a significant environmental impact	no
Low Relevance	
The policy/proposal has little relevance to equality	
The policy/proposal has negligible impact on the economy	
The policy/proposal has no/ minimal impact on the environment	

**If you have identified low relevance please give a brief description of your reasoning here and send it to your Head of Service to record.**

**If you have answered yes to high relevance above, please proceed to complete the Integrated Impact Assessment.**

**3. What information/data/ consultation have you used to inform the policy to date?**

<b>Evidence</b>	<b>Comments: what does the evidence tell you?</b>
Data on populations in need	Over the past year children's services had 4720 referrals made into the service of these 524 were child protection referrals ( a 5% increase from the previous year) if we reduce our early intervention and prevention workforce we shall be unable to respond to the lower level referrals which could increase the number of situations that then escalate to child protection
Data on service uptake/access	Q3 reporting for Q3 18/19 evidences a 25% increase in referrals in the last quarter and a 30% increase from same period last year.
Data on quality/outcomes	
Research/literature evidence	Research and evidence from practice informs us that intervening at a much earlier point of contact with families can reduce risk and also prevent situations escalating to child protection level
Service user experience information	Service Users advised us during our service review 2016/17 that they want a service that responds to their needs when they need it
<b>Consultation and involvement</b> findings	As above

Good practice guidelines	Good Practice and National messages from Scottish Government (GIRFEC) support the early intervention and preventative model of working.
Other (please specify)	
Is any further information required? How will you gather this?	N/A

**4. How does the policy meet the different needs of and impact on groups in the community?**

<b>Equality Groups</b>	<b>Comments – positive/ negative impact</b>
Older people, people in the middle years,	N/A
Young people and children	Negatively as we shall not be able to respond at the current threshold and therefore run the risk of situations escalating to crisis before we are able to intervene
Women, men and transgender people (includes issues relating to pregnancy and maternity)	No disproportionate benefit or detriment identified
Disabled people (included physical disability; learning disability; sensory Impairment; long term medical conditions; mental health problem)	Children affected by a disability may have a similar experience to a referral for a child without a disability, in that we are unable to offer assistance if a lower level concern
Minority ethnic people (includes Gypsy/Travellers migrant workers non-English)	No disproportionate benefit or detriment identified
Refugees and asylum seekers	No disproportionate benefit or detriment identified
People with different religions	No disproportionate benefit or



or beliefs (included people with no religion or belief.	detriment identified
Lesbian; gay bisexual and heterosexual people	No disproportionate benefit or detriment identified
People who are unmarried; married or in a civil partnership	No disproportionate benefit or detriment identified
Those vulnerable to falling into poverty	Those requiring lower level support may not get the support when they first request this from our service however there are other supports within the community that they can/could access
Unemployed	No disproportionate benefit or detriment identified
People on Benefits	No disproportionate benefit or detriment identified
Single Parents and vulnerable families	Those requiring lower level support may not get the support when they first request this from our service however there are other supports within the community that they can/could access
Pensioners	No disproportionate benefit or detriment identified
Looked after Children	Looked After Children and Young People should not be disadvantaged as there is a statutory requirement that they have an allocated social worker which is not part of the early intervention and preventative work.
Those leaving care settings ((including children and young people and those with illness)	Looked After Children and Young People should not be disadvantaged as there is a statutory requirement that they have an allocated social worker which is not part of the early

	intervention and preventative work
Homeless People	No disproportionate benefit or detriment identified
Carers (including young carers)	Those requiring lower level support may not get the support when they first request this from our service however there are other supports within the community that they can/could access
Those involved in the criminal justice system	No disproportionate benefit or detriment identified
Those living in the most deprived communities (bottom 20% SIMD areas)	Those requiring lower level support may not get the support when they first request this from our service however there are other supports within the community that they can/could access
People misusing services	No disproportionate benefit or detriment identified
People with low literacy/numeracy	No disproportionate benefit or detriment identified
Others e.g. veterans, students	No disproportionate benefit or detriment identified
<b>Geographical Communities</b>	
Rural/ semi rural Communities	No disproportionate benefit or detriment identified
Urban Communities	No disproportionate benefit or detriment identified
Costal Communities	No disproportionate benefit or detriment identified

**5. Are there any other factors which will affect the way this policy impacts on the community or staff groups?**

**Not identified**

**6. Is any part of this policy/ service to be carried out wholly or partly by contractors?**

If yes, how have you included equality and human rights considerations into the contract?

**N/A**

**7. Have you considered how you will communicate information about this policy or policy change to those affected e.g. to those with hearing loss, speech impairment or English as a second language?**

**Not identified**

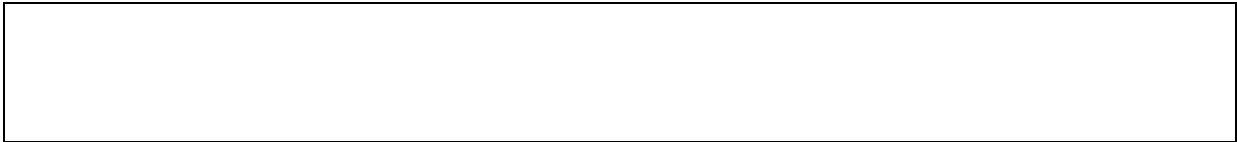
**8. Please consider how your policy will impact on each of the following?**

<b>Objectives</b>	<b>Comments</b>
<b>Equality and Human Rights</b>	
Promotes / advances equality of opportunity e.g. improves access to and quality of services, status	No effect identified.
Promotes good relations within and between people with protected characteristics and tackles harassment	No effect identified.
Promotes participation, inclusion, dignity and self- control over decisions	No effect identified.
Builds family support networks, resilience and community capacity	No effect identified.
Reduces crime and fear of crime	No effect identified.
Promotes healthier lifestyles including Diet and nutrition Sexual Health Substance Misuse	No effect identified.

Exercise and physical activity Life Skills	
<b>Environmental</b>	
Reduce greenhouse gas (GHG) emissions in Midlothian (including carbon management)	No effect identified.
Plan for future climate change	No effect identified.
Pollution: air/ water/ soil/ noise	No effect identified.
Protect coastal and inland waters	No effect identified.
Enhance biodiversity	No effect identified.
Public Safety: Minimise waste generation/ infection control/ accidental injury /fire risk	No effect identified.
Reduce need to travel / promote sustainable forms of transport	No effect identified.
Improves the physical environment e.g. housing quality, public and green space	No effect identified.
<b>Economic</b>	
Maximises income and /or reduces income inequality	No effect identified.
Helps young people into positive destinations	
Supports local business	No effect identified.
Helps people to access jobs (both paid and unpaid)	No effect identified.
Improving literacy and numeracy	No effect identified.
Improves working conditions, including equal pay	No effect identified.
Improves local employment opportunities	No effect identified.

**9. Is the policy a qualifying Policy, Programme or Strategy as defined by The Environmental Impact Assessment (Scotland) Act 2005?**

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### 10. Action Plan

Identified negative impact	Mitigating circumstances	Mitigating actions	Timeline	Responsible person
<b>Referrals get picked up at a later stage</b>	The national GIRFEC principles of early intervention and prevention support the ethos that universal services such as Health and Education should identify and support families at the early point of intervention	Under GIRFEC principles health have the lead role for children under 5 years old whilst schools have the responsibility from age 5 up to 16. Both health and education will be supported to discharge these responsibilities through a range of services available within Midlothian.		
<b>3-5 year olds</b>		Children from the age of 3 are entitled to 600 hours Early education and childcare and many of these children families are taking up this entitlement so these children are within a supportive environment.		
<b>Vulnerable families 0-2</b>		Vulnerable children from the age of two are also offered 600 hours early Education and Childcare and this vulnerable group are offered a range of provision from nursery/childminding or placement at		

		Hawthorn Children's Centre.		
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**5-16 year olds** At school age many of our primary schools have introduced different models of preventative services and have introduced Family Practitioners or Youth Workers through their PEF allocations. Within High Schools they have introduced youth workers and police officers to support vulnerable young people.

The Life Long learning Service supports young people at risk of a negative destination.

### 11. Sign off by Head of Service

Name Joan Tranent

Date: 10<sup>th</sup> January 2019