

EDU - 04

The removal of 0.4fte Teacher Post at the end of a current contract period.

This post supported schools with English as an Additional Language, inclusion, UNCRC including Rights Respecting Schools. With the legislation now fully in place, and schools understanding their responsibilities along with all schools now on the Rights Respecting School Journey, capacity has been created within the system. These responsibilities will sit with current permanent posts and this temporary post will not be required from June 26.

How does your proposal align with strategy?

Education Service Strategic Priority 1.1: We will protect and promote Children’s Rights through the promotion of inclusion and celebration of diversity for all of our learners.

Lead and Appropriate Officers

Lead Officer	Job Title	Community Services
Rosie Mackay	Education Manager	Education

Who will deliver the proposal

Signed Off By	Date
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Evidence

Data – We currently have all our schools engaged in Rights Respecting Schools. To secure this status, there needs to be a lead within the school who is developing and coordinating the plan within the setting. Currently we have 14 Gold Schools, 34 Silver and 30 Bronze. By the end of the post term, we are targeting to have 18 Gold, 40 Silver and 20 Bronze. Internally, we can only assess up to silver, Silver to Gold assessments have to be completed by UNICEF UK. The slow in progression reflects the focussed work in this area coming to a conclusion. There is an established team of 4 Silver Assessors, one of which is the post holder of this position. A range of training has been delivered for Bronze, Silver and Gold application processes. The Bronze workshop is no longer required. Silver and Gold developments can continue to be supported. A Gold workshop has already taken place this session.

In relation to EAL, all central Pupil Support Teachers have received training in relation to EAL. The support of policy development and scrutiny on the recording of English Acquisition on SEEMIS has improved the recording of this support need at school level. This allows us to identify and allocate support as required. In developing knowledge and understanding across the central team and at school level, capacity has been developed within the system to take this work forward.

Other information – This may include reference to reports by other people/organisations relevant to the impacts you identify.

The establishment of the Single Point of Access is evidenced by the now live website:

Consultation – What consultation/engagement have you carried out to inform the IIA?

Consultation with the post holder is on-going.

Gaps in Evidence – Are there any gaps in evidence?

Knock on Effects

Knock-on effect – will your proposal have knock-on effects?

Yes

Knock on Effects Details

There will not be the same level of targeted support available to schools in relation to the development of Rights Respecting Schools. Support will be maintained through the established network meetings. The development of knowledge and understanding in relation to EAL will support the requirement for schools and cluster support to take ownership of managing this additional support. This brings the support in line with other local authorities.

Monitoring

How will you monitor the impacts of your proposal as it progresses?

Impact can be monitored through the Rights Respecting Schools progress data. Data on SEEMIS in relation to EAL acquisition can also be monitored.

Fairer Scotland Duty

Impact on service users

Mainland Rural Population	Island Population	Low Income	Low Wealth	Material Deprivation
Negative	Negative	Negative	Negative	Negative
No impact x	No impact x	No impact x	No impact x	No impact x
Positive	Positive	Positive	Positive	Positive
Don't know	Don't know	Don't know	Don't know	Don't know
Area Deprivation	Socio-Economic Background	Communities of Place	Communities of Interest	
Negative	Negative	Negative	Negative	
No impact x	No impact x	No impact x	No impact x	
Positive	Positive	Positive	Positive	
Don't know	Don't know	Don't know	Don't know	

Impacts on service users details

Don't knows identified

As capacity has been developed within the system and the understanding of UNCRC is being incorporated into policies and practice, in line with UNCRC legislation, work in this area will continue. EAL development would be supported through the capacity that has been developed within the Inclusion and Equalities team, bringing it in line with the support available for other additional support needs.

Impact on service deliverers

Mainland Rural Population	Island Population	Low Income	Low Wealth	Material Deprivation
Negative	Negative	Negative	Negative	Negative
No impact x	No impact x	No impact x	No impact x	No impact x
Positive	Positive	Positive	Positive	Positive
Don't know	Don't know	Don't know	Don't know	Don't know
Area Deprivation	Socio-Economic Background	Communities of Place	Communities of Interest	
Negative	Negative	Negative	Negative	Negative
No impact x	No impact x	No impact x	No impact x	No impact x
Positive	Positive	Positive	Positive	Positive

Don't know	Don't know	Don't know	Don't know	Don't know
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Impacts on service deliverers details

Due regard

No Impact Justification (To be completed if the screening has shown you do not have to complete this impact assessment)

The level of support previously delivered would not be maintained, however this continued focussed support should no longer be required given the knowledge and capacity created within the system.

Consumer Duty

Does your proposal affect individuals, businesses or both?

On the basis of your assessment, what are the likely impacts of your proposal?

Choice	Fairness	Redress	Safety
Negative	Negative	Negative	Negative
No impact x	No impact x	No impact x	No impact x
Positive	Positive	Positive	Positive
Don't know	Don't know	Don't know	Don't know
Information	Access	Representation	
Negative	Negative	Negative	
No impact x	No impact x	No impact x	
Positive	Positive	Positive	
Don't know	Don't know	Don't know	

Describe the positive impacts you have identified

This post has no impact on individuals as consumers or businesses. It is not a product and does not provide or prevent access to a product.

Describe the negative impacts you have identified

What alternatives have you considered which can improve outcomes for customers and/or reduce harm?

How have you reduced harm to consumers through the development of your proposal?

If you have not been able to reduce harm to your consumers, why not?

No Impact Justification (To be completed if the screening has shown you do not have to complete this impact assessment)

This post has no impact on individuals as consumers or businesses. It is not a product and does not provide or prevent access to a product.

This work does not impact on businesses

Children’s Rights and Wellbeing

Direct and indirect impacts on children and young people

Are there any aspects to your proposal which directly impact on children?

No

Are there any aspects to your proposal which indirectly impact on children?

Yes

Describe which groups of children and young people are affected by your proposal.

The post supports the development of UNCRC across Argyll & Bute. As a result, it improves children and young people’s knowledge and understanding of their rights. The removal of this post may slow down the progression of this knowledge, in particular for schools yet to achieve gold status.

Those children with English as an additional language may be impacted by the removal of this post. However, the capacity that has been developed at school and cluster level should ensure that the removal of this post will not impact on the support children receive. This post was created to develop capacity within the system for this reason.

How are these groups you have identified affected by your proposal.

The time remaining in this post should ensure that there are no negative impacts on children and young people as appropriate skills and knowledge should be developed throughout the system.

Children’s rights

Article 2: (non-discrimination)	Article 3: (best interest of the child)
Negative	Negative
No impact x	No impact x
Positive	Positive
Don’t know	Don’t know
Article 6: (life, survival and development)	Article 12: (respect for the views of the child)
Negative	Negative
No impact x	No impact x
Positive	Positive
Don’t know	Don’t know

Have you identified any other articles as being relevant to your proposal?

Yes

What articles are relevant to your proposal? (This, along with the following five questions, appears if you answer 'yes' to having identified other articles as being relevant.)

Article 4: Implementation of the Convention

Article 8: Protection and Preservation of Identity

Article 22: Refugee children

Article 30: Children from minority or indigenous groups

Article 42: Knowledge of Rights

If you have identified any positive impacts, describe what these are?

Building capacity across the system and embedding approaches through policies and practice should ensure greater equity of provision.

If you have identified any negative impacts, describe what these are?

The high profile that this work currently has will not be sustained. Approaches to support will need to be monitored and scrutinised.

What options have you considered to reduce negative impacts?

Monitoring of information recorded on SEEMIS, clear EAL guidance for all settings, the continuation of embedding rights into all documents.

If you cannot implement measures to mitigate impact why not?

If you have identified relevant articles for which you don't know what the likely impact will be, how will you monitor impact as your proposal progresses?

N/A

Children's wellbeing

For each wellbeing indicator, review whether your proposal will result in an improvement to children's wellbeing or not. (More information about the indicators is given in the guidance.)

Safe	Healthy	Achieving	Nurtured
Negative	Negative	Negative	Negative
No impact x	No impact x	No impact x	No impact x
Positive	Positive	Positive	Positive
Don't know	Don't know	Don't know	Don't know
Active	Respected	Responsible	Included
Negative	Negative	Negative	Negative
No impact x	No impact x	No impact x	No impact x
Positive	Positive	Positive	Positive
Don't know	Don't know	Don't know	Don't know

For the indicators where you believe your proposal will result in reduced children's wellbeing, explain what these reductions will be.

For the indicators where you believe your proposal will result in improved children's wellbeing, explain what these improvements will be.

If you have identified any indicators as being relevant to your proposal, but you do not know what the impacts will be, explain how you will monitor impact as your proposal progresses.

No Impact Justification (To be completed if the screening has shown you do not have to complete this impact assessment)

The work that has been undertaken in relation to this post is intended to have a positive impact on children and young people's knowledge of rights. In addition, those with EAL, should be supported with greater access to relevant support. Capacity has been developed within the system and approaches are being embedded through policy and practice. This will bring this work to a conclusion.

Island Communities

How many islands does your proposal affect? All

Which islands are affected by your proposal?

All Argyll & Bute Islands

Does your proposal impact on island communities...?

Demography	Economy	Society
Negative	Negative	Negative
No impact x	No impact x	No impact x
Positive	Positive	Positive
Don't know	Don't know	Don't know

Describe any positive impacts you have identified.

Greater capacity within the system and the embedding of approaches through policy and practice should ensure equitable service delivery.

Describe any negative impacts you have identified.

N/A

If you do not know what the impacts will be, you should reflect this in your monitoring arrangements for the proposal.

N/A

Describe how your proposal affects the islands communities you have identified differently from other communities including other islands communities and mainland areas.

There is no difference to how the conclusion of this post will impact on island communities compared to mainland.

How will you ensure your proposal delivers equivalent levels of service to the islands communities you have identified compared to other areas, including mainland areas? (In your answer you should include descriptions of:

- alternatives you have considered to improve or mitigate the impacts identified,
- how you have reduced negative impacts on islands communities, and

- **how your mitigations will vary between communities, if relevant).**

Within the timeframe of this post, the outcome should be achieved.

If you have not been able to mitigate impacts, why not?

No Impact Justification (To be completed if the screening has shown you do not have to complete this impact assessment)

Equality impact

Equality impact on service users

Disability	Race	Marriage and civil partnership	Religion or belief	Sex
Negative	Negative x	Negative	Negative	Negative
No impact x	No impact	No impact x	No impact x	No impact x
Positive	Positive	Positive	Positive	Positive
Don't know	Don't know	Don't know	Don't know	Don't know
Pregnancy and maternity	Age	Sexual orientation	Gender reassignment	
Negative	Negative	Negative	Negative	
No impact x	No impact x	No impact x	No impact x	
Positive	Positive	Positive	Positive	
Don't know	Don't know	Don't know	Don't know	

Impact identified

The conclusion of this work may impact on those from minority groups, however the capacity and supports within the system should mitigate against this.

Don't knows identified

Equality impact on service deliverers

Disability	Race	Marriage and civil partnership	Religion or belief	Sex
Negative	Negative	Negative	Negative	Negative
No impact x	No impact x	No impact x	No impact x	No impact x
Positive	Positive	Positive	Positive	Positive
Don't know	Don't know	Don't know	Don't know	Don't know
Pregnancy and maternity	Age	Sexual orientation	Gender reassignment	
Negative	Negative	Negative	Negative	
No impact x	No impact x	No impact x	No impact x	
Positive	Positive	Positive	Positive	
Don't know	Don't know	Don't know	Don't know	

Impact on service deliverers

Don't knows identified

Due regard

No Impact Justification (To be completed if the screening has shown you do not have to complete this impact assessment)

There will be no impact on service deliverers as the outcome of this work should be achieved within the time frame of the post.