

# **Integrated Impact Assessment Form**

**Promoting Equality, Human Rights and Sustainability**



**PROPOSED ESTABLISHMENT OF A SHARED HEADSHIP ACROSS INNERWICK  
PRIMARY SCHOOL AND STENTON PRIMARY SCHOOL**

**August 2017**

# Integrated Impact Assessment Form

## Promoting Equality, Human Rights and Sustainability

<b>Title of Policy/ Proposal</b>	The proposed establishment of a Shared Headship across Innerwick Primary School and Stenton Primary School
<b>Completion Date</b>	16 <sup>th</sup> August 2017
<b>Completed by</b>	David Scott
<b>Lead officer</b>	Fiona Robertson

### Type of Initiative:

Policy/Strategy

Programme/Plan

Project

Service

Function

Other .....

New or Proposed

Changing/Updated

Review or existing

### 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.

Subject to the outcome of a non-statutory consultation exercise, there will be a campaign to recruit a Head Teacher in the autumn term of session 2017/18 who will have senior leadership/management responsibilities for both Innerwick Primary School and Stenton Primary School. Although East Lothian Council is not required by legislation to formally consult on a shared headship arrangement, it is committed to working in partnership with all stakeholders affected by this arrangement.

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

There will no longer be an individual Head Teacher for each primary school and a shared headship arrangement across both Stenton and Innerwick will be implemented.

### 3. Do I need to undertake an Integrated Impact Assessment?

High Relevance	Yes/no
1. The policy/ proposal has consequences for or affects people	Yes
2. The policy/proposal has potential to make a significant impact on equality	No
3. The policy/ proposal has the potential to make a significant impact on the economy and the delivery of economic outcomes	No
4. The policy/proposal is likely to have a significant environmental impact	No
Low Relevance	
5. The policy/proposal has little relevance to equality	Yes
6. The policy/proposal has negligible impact on the economy	Yes
7. The policy/proposal has no/ minimal impact on the environment	Yes

**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.**

The shared headship arrangement should have little no impact on equality, the economy or the environment as it assumed that both schools will operate in a similar manner as before, if this proposal is accepted. The most significant difference will be that the Head Teacher will be shared across both schools. This will allow them to undertake the duties associated with a Head Teacher without a formal class responsibility.

**If you have answered yes to 1, 2, or 3 above, please proceed to complete the Integrated Impact Assessment.**

**If you have identified that your project will have a significant environmental impact (4), you will need to consider whether you need to complete a Strategic Environmental Assessment.**

**4. 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	N/A
Data on service uptake/access	N/A
Data on quality/outcomes	N/A
Research/literature evidence	N/A
Service user experience information	N/A
<b>Consultation and involvement findings</b>	A Consultation Proposal Document was issued as a result of a decision made by the Head of Education to consult on the proposal to establish a shared headship across Innerwick Primary School and Stenton Primary School. This was a non-statutory consultation.

The consultation period commenced at 6.00pm on **Monday 19<sup>th</sup> June 2017** and lasted until 12.00am on **Monday 31<sup>st</sup> July 2017**, being a period of six weeks.

The Consultation Proposal Document was published on East Lothian Council's website on 19<sup>th</sup> June 2017.

Representations were sought from consultees and the wider public in the following ways:

- A specific Education Consultations email inbox was set up to which any queries could be submitted during the consultation period. This information was conveyed through web and social media announcements linked to the Consultation Hub;
- The Head Teacher of the affected schools used established methods of communication to engage/remind parents about the consultation.
- In addition to the public meeting and public drop-in session, staff at both the affected schools were also invited to attend a staff voice session held at both Innerwick Primary School and Stenton Primary School to discuss the proposal;
- Pupil voice sessions were held with the pupils of Innerwick Primary School and Stenton Primary School where they were able to express their views on the proposal;
- Meetings were held with Innerwick Primary School Parent Council and Stenton Primary School Parent Council. Both Parent Councils have written records of each of these meetings.

As part of the consultation process, the Council sought the views of a wide range of stakeholders. Information

	<p>about the consultation was placed on the Council’s website and linking through Facebook and Twitter.</p> <p>The Council received three written submissions to its consultation during the consultation period.</p> <p>During the consultation period, Council officers visited Innerwick Primary School and Stenton Primary School providing good opportunities for parents, pupils and staff to discuss their views. Overall, pupils showed support for the proposal.</p> <p>A number of common themes emerged from the written and oral responses and can be grouped as follows:</p> <ul style="list-style-type: none"> <li>• Financial implications</li> <li>• Head Teacher engagement with children</li> <li>• Concerns over the consultation exercises with pupils</li> <li>• Pupil attainment levels</li> <li>• Staffing Concerns</li> <li>• Role of the Head Teacher</li> <li>• School Identity</li> <li>• Connection between the two schools</li> <li>• Timing of the Consultation</li> <li>• Recruitment process</li> </ul> <p>All of the above themes were responded to within the final consultation report which will be presented to East Lothian Council in August 2017.</p> <p>On the basis of the feedback received and taking account of the educational and social benefits of the proposal, it was concluded that this proposal be put to a meeting of the full Council for its approval.</p>
Good practice guidelines	N/A
Other (please specify)	N/A

Is any further information required? How will you gather this?	No
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**5. How does the policy meet the different needs of groups in the community?**

	<b>Issues identified and how the strategy addresses these</b>
<p><b>Equality Groups</b></p> <ul style="list-style-type: none"> <li>• Older people, people in the middle years,</li>   <li>• Young people and children</li>   <li>• Women, men and transgender people (includes issues relating to pregnancy and maternity)</li>   <li>• Disabled people (includes physical disability, learning disability, sensory impairment, long-term medical conditions, mental health problems)</li> </ul>	<p>No Issues identified</p> <p>The increased peer group for pupils will have benefits for extra-curricular and curricular activities and transition to secondary school.</p> <p>By relieving the Head Teacher of any teaching responsibilities this will not disrupt the child’s learning if the Head Teacher is out of school.</p> <p>The rationale of a school’s curriculum is built around its context, therefore both schools will retain their separate identities and the uniqueness of their situation.</p> <p>Both schools will continue meet the needs of the groups referred to through its existing personal and social education programmes</p> <p>Both schools will continue to ensure that accessibility for learners with disabilities complies with the Council’s Accessibility Strategy and the Equality Act (2010).</p> <p>Both schools will be supported by the Council to meet the needs of these</p>

<ul style="list-style-type: none"> <li>• Minority ethnic people (includes Gypsy/Travellers, migrant workers, non-English speakers)</li> <li>• Refugees and asylum seekers</li> <li>• People with different religions or beliefs (includes people with no religion or belief)</li> <li>• Lesbian, gay, bisexual and heterosexual people</li> <li>• People who are unmarried, married or in a civil partnership</li> </ul>	<p>groups if resettled in the catchment area</p> <p>As above</p> <p>Both schools will continue to implement Religious and Moral Education programmes which recognises and actively encourages respect for the religions and beliefs of others. Through school assemblies and other events pupils will be encouraged to reflect on the expectations of living and working in an inclusive society.</p> <p>Through Personal and Social Education programmes pupils and young people are taught to respect diversity in all its forms including sexuality. There are a number of interventions which will be put in place if it is identified that children, young people and adults are being discriminated against within the school or community.</p> <p>As above</p>
<p><b>Those vulnerable to falling into poverty</b></p> <ul style="list-style-type: none"> <li>• Unemployed</li> <li>• People on benefits</li> <li>• Single Parents and vulnerable families</li> <li>• Pensioners</li> <li>• Looked after children</li> <li>• Those leaving care settings (including children and young people and those with illness)</li> </ul>	<p>In line with current Education Service priorities, the schools will be expected to maintain strategies and interventions to tackle issues of equity and the poverty related attainment gap which arises from a range of causes, including deprivation, homelessness, those who have been</p>



<ul style="list-style-type: none"> <li>• Homeless people</li> <li>• Carers (including young carers)</li> <li>• Those involved in the community justice system</li> <li>• Those living in the most deprived communities (bottom 20% SIMD areas)</li> <li>• People misusing services</li> <li>• People with low literacy/numeracy</li> <li>• Others e.g. veterans, students</li> </ul>	<p>looked after, parents with low levels of literacy and numeracy etc.</p>
<p><b>Geographical communities</b></p> <ul style="list-style-type: none"> <li>• Rural/ semi-rural communities</li> <li>• Urban Communities</li> <li>• Coastal communities</li> </ul>	<p>Both schools are located within rural communities and it is anticipated that both will continue to serve their communities as before.</p>

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

This Shared Headship will allow this Head Teacher to provide a greater proportion of their time to focus upon school management and leadership. This is particularly important at this time of educational change in light of the *Education Governance: Next Steps Empowering our teachers, parents and communities to deliver excellence and equity for our children* and securing positive outcomes in line with the National Improvement Framework. The Head Teacher of two partner schools will be remunerated at a higher level thereby ensuring that a range of high quality candidates would apply for such a post. There will be enhanced teaching support with Principal Teachers having additional time out to meet with the Head Teacher to provide collaboration and cross working. The Principal Teachers and Head Teacher will form the Senior Management team across the two schools. Staff in the partner schools will benefit from being part of a larger team and associated staff development opportunities. There would be a larger pool of staff within partner schools to deal with emergency situations.

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

No

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

**8. 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?**

The Education Service will liaise with the Council Communication Team on how it will communicate information to those identified above.

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

Objectives	Comments
<b>Equality and Human rights</b>	
Promotes / advances equality of opportunity e.g. improves access to and quality of services, status	This will be undertaken through the good practice which currently exists in both schools.
Promotes good relations within and between people with protected characteristics and tackles harassment	Both schools are committed to supporting their stakeholders and this is predicated on continuing to develop the existing strong relationships between schools staff, students, parents and the wider communities, including people with protected characteristics. This will happen both within and out with the formal curriculum
Promotes participation, inclusion, dignity and self-control over decisions	This will be undertaken through the good practice which currently exists in both schools.
Builds family support networks, resilience and community capacity	This will be undertaken through the good practice which currently exists in both schools.
Reduces crime and fear of crime	N/A
Promotes healthier lifestyles including <ul style="list-style-type: none"> <li>• diet and nutrition,</li> <li>• sexual health,</li> <li>• substance misuse</li> </ul>	Both schools will promote healthier lifestyles through the formal curriculum and extra-curricular activity.

<ul style="list-style-type: none"> <li>• Exercise and physical activity.</li> <li>• Life skills</li> </ul>	
<b>Environmental</b>	
Reduce greenhouse gas (GHG) emissions in East Lothian (including carbon management)	This proposal, if implemented will have a neutral impact on the factors listed.
Plan for future climate change	
Pollution: air/ water/ soil/ noise	
Protect coastal and inland waters	
Enhance biodiversity	
Encourage resource efficiency (energy, water, materials and minerals)	
Public Safety: Minimise waste generation/ infection control/ accidental injury /fire risk	
Reduce need to travel / promote sustainable forms or transport	
Improves the physical environment e.g. housing quality, public and green space	
<b>Economic</b>	
Maximises income and /or reduces income inequality	The Education Service is committed to raising educational attainment and ensuring that all children and young people have the best start in life and are ready to succeed. The educational benefits that will arise from this
Helps young people into positive destinations	
Supports local business	

Helps people to access jobs (both paid and unpaid)	proposal for children will have a positive impact on many the factors listed in this section.
Improving literacy and numeracy	
Improves working conditions, including equal pay	
Improves local employment opportunities	N/A

### 10. Action Plan

Identified negative impact	Mitigating circumstances	Mitigating actions	Timeline	Responsible person
The perception held by some that there will not be a Head Teacher in each establishment at all times for parents to contact or deal with emergency situations.	The Head Teacher will always be the principal point of contact for parents in each school. The close proximity of Innerwick and Stenton ensures that the Head Teacher can be in either school very quickly if required.	If an emergency occurs within one establishment and the Head Teacher is not on the premises, the normal protocols regarding the absence of the Head Teacher will be applied. The Head Teacher's weekly timetable will be based on the individual needs of both schools. The timetable will be communicated to the school communities.	Ongoing as there is an acting shared headship across both schools and West Barns at present.	Head Teacher of Stenton and Innerwick

It should be noted that this Integrated Impact Assessment should not be seen as a one off exercise. The true impact of a policy or project may only become clear once it is

implemented or operating in practice. It follows, therefore, that any other negative impacts not highlighted in this assessment but which are emerge through the consultation process or after its proposed implementation will be addressed at an appropriate time.

### **11. Sign off by Head of Service**

Name: Fiona Robertson

Signature: 

Date: 21<sup>st</sup> August 2017