

Report to: Executive Cabinet Member for
Adult Social Care & Health
Executive Cabinet Member for
Corporate Resources

Date: 9th July 2018
16th July 2018

Report of: Ged Rowney, Director of People

**Report
No:**

Contact Officer: Dr. Tony Birch

Tele No: 2011

Report Title: Proposed Review of the Behaviour Support Service

**Confidential /
Non Confidential:**

(*Confidential Not for Publication*)

This report is exempt from publication by virtue of Paragraph 1 of
Schedule 12A to the Local Government Act 1972.

Purpose:

To set out details of a proposed review of the Behaviour Support
service in light of significant reductions to income from 1st April
2018.

Recommendations:

The Executive Cabinet Member is recommended to approve the
attached report for consultation purposes with trades unions, staff
and stakeholders.

Decision:

**Background
Doc(s):**

*(for use on Exec
Rep)*

Signed:

Leader / Executive
Member

Monitoring Officer

Date:

Summary:

An Executive Summary is set out within the report below which includes the following appendices:

- Appendix 1 Existing Organisational Structure
- Appendix 2 Proposed Organisational Structure
- Appendix 3 Equality Impact Assessment

Please note that relevant Job Descriptions and Person Specifications are available on request.

1.0 Executive Summary

The primary aim of the service is to empower young people with social, emotional, and mental health needs to access successful learning, by identifying unmet needs and by working holistically to address their barriers to learning. By working collaboratively with schools to identify and meet the needs of each individual pupil, fixed term and permanent exclusions are kept to a minimum. The service also provides training for schools and aims to empower school staff in supporting children and young people, many of whom are vulnerable and in need of additional support and services

1.1 The Behaviour Support Service (BSS) was last reviewed in Spring 2017. Based on North Campus – Smithills Site, this is a highly regarded service working in Local Authority maintained primary and secondary schools, academies and free schools in Bolton.

1.2 The service is a fully traded service. Academies, maintained schools and free schools have the opportunity to purchase a Service Level Agreement on an annual basis. The first year of trading was 1 April 2017-31 March 2018. Moving into a 2nd year schools have reduced their buy back by around £200,000 to £566,000. .

1.3 The Service has been led and managed in recent years by the Development Manager - Inclusion, incorporating the Behaviour Support Service. Due to the increasing demands of the inclusion role, it is proposed that a new post be established to manage the day to day work of the Behaviour Support Service. This post would be Behaviour Support Manager (Grade 10) post and would be line managed by the Head of Inclusion. This would be in line with other service areas namely the Early Intervention Team and the Achievement Cohesion and Integration Service (ACIS) which also sit in the Inclusion structure.

1.4 Unlike attendance duties, Local Authorities have no statutory responsibilities with regard to the provision of behaviour support services.

The White Paper 'Educational Excellence Everywhere' issued in March 2016 sets out the Government's plans for the next 5 years. This plan includes a clearly defined role for Local Authorities focusing on three main areas:

- Ensuring every child has a school place.
- Ensuring the needs of vulnerable children are met.
- Acting as champions for all parents and families.

1.5 The Local Authority however does have a statutory duty to provide a representative at a meeting of the governing body when a child is permanently excluded from a maintained school. It is proposed that to avoid a conflict of interest and due to the increasing demands of this work, that one Grade 8 post within the existing structure is in future financed by the Local Authority and not by SLA income. This position would be renamed Education Access Officer in line with other LAs. (Term time only.)

1.6 The proposals, as set out in this report for consultation, outline a new staffing structure and associated costs, to enable the Service to be delivered efficiently and effectively to all stakeholders, whilst taking into account a reduction in income. The budget for the service will be determined by the level of 'buyback' that has been generated for the financial year 2018-2019. The Service currently employs 18.68 FTE staff and the proposal is to reduce this by 7.97 FTE to 10.71 FTE.

1.7 This report will form the basis for consultation with trades unions, staff, elected members and key service users. It is anticipated that final proposals would be considered in September 2018, with implementation beginning on approval.

2.0 The Behaviour Support Service

2.1 The main functions of the Behaviour Support Service are :-

- Advice, guidance, and support to schools in relation to the management of children who have social, emotional and mental health issues.
- Direct, in-class support for children exhibiting behaviour and emotional problems
- Family support work
- Before school/after school/weekend support for children as appropriate
- Welfare and positive activity holiday programme for pupils on caseload
- Bespoke training for schools on request / regular training programme
- Parenting programmes (Triple P)
- Personalised support for parents in relation to behaviour management
- Advice, guidance, and support in all matters relating to exclusion from school, including attending Governing Body meetings and Independent Review Panels.
- Provision of reports e.g. for Education, Health Care plan referrals and attendance on a variety of admission panels
- Regular reports and feedback to head teachers on exclusion data and service performance
- Signposting and close links with other services and agencies

2.2 The Behaviour Support Service provides individualised intervention programmes for children and groups of children displaying social, emotional, and mental health (SEMH) needs as appropriate.

2.3 The Service operates on a referral basis, with schools using the Early Help Assessment in line with the Bolton Framework for Action. The case is then allocated to a Support and Engagement Mentor who follows a process of observation, assessment and intervention agreed with all concerned. This is reviewed and monitored on a regular basis with the case notes being recorded on the Liquid Logic system.

2.4 Interventions with children, young people and their families can be complex and may involve both support in school and in the home. The role of the Support and Engagement Mentor is to provide a depth of knowledge and understanding in causal factors and responses to SEMH. By using detailed assessments to identify unmet needs and under-developed skills they will implement interventions to address specific risk factors for the child. The role of the Senior Mentor (Grade 7) includes additional responsibilities, such as, a depth of knowledge and experience, relationship management with schools, training, and leadership of specific projects, and encompasses the supervision of mentors.

2.5 By working closely with schools and using a holistic approach, the children and young people develop the social and emotional skills to become more confident, motivated and effective learners. When progress is not made, a change of setting may be required to support the young person, and a way forward may be to proactively facilitate a managed move, agreed by all parties. In these cases the service will continue to support the child into the new setting.

- 2.6 The Service regularly writes behaviour specialist reports for referrals for Educational Health Care plans and CAHMS and works closely with Special Educational Needs Co-ordinators (SENCOs) in schools to facilitate this process and to gain access into other services.
- 2.7 When a young person is permanently excluded from school, the Service supports both the school and the parent through the process, which may lead onto an Independent review panel.
- 2.8 The Service responds quickly, efficiently and flexibly when alerted by schools, and recognises the need for support when a situation has escalated. Transition processes to support pupils on caseload into secondary education are also embedded into the service.
- 2.9 The Support and Development Managers support Head Teachers in informing referral into social care.
- 2.10 The team frequently refers children and families to outside agencies, mainly CAHMS, the Speech and Language Therapy Service, Ladywood Outreach, Paediatric Services, social care, Targeted Youth Support, Project 360 , Bolton Pupil Referral Unit, RUNAs (support for runaways) and The Exit Team.
- 2.11 Evidence is collected for these agencies by the mentors working closely with the children, families and schools to identify unmet needs.
- 2.12 The Service works collaboratively with the Achievement, Cohesion and Integration Service (ACIS) to ensure the early identification of the needs of international new arrivals, enabling a planned and supported integration into schools.
- 2.13 Behaviour Support also delivers services to those families identified under Bolton's 'Family First' (Troubled Families) programme. This programme funds 2 FTE posts in Behaviour Support. These posts are fixed term contracts and are out of the scope of this review.
- 2.14 The proposals as set out in this report for consultation indicate a potential overall reduction in staff establishment by an estimated 7.97 FTE from 18.68 FTE.
- 2.15 These proposals, if agreed, would form the basis for consultation with trades unions, staff, elected members and key service users. It is anticipated that final proposals would be considered in September 2018 with revised staffing structures in place as soon as possible.

3.0 Rationale for review and the review process

- 3.1 In Autumn 2016 the Behaviour Support Service consulted with primary and secondary head teachers on an ongoing basis to ensure that the proposed new service met the needs of service users. In particular the Inclusion and Engagement Primary Head Teacher forum and the Bolton Learning Alliance (secondary heads) collaborated and liaised with LA officers to shape the SLA and the new service. In the first year schools supported the service with £765k of funding.

3.2 Moving into a 2nd year schools have reduced their buy back by around £200,000 to £566,000. There are a number of reasons associated with this. A number of schools found that they had purchased too many hours in the first year and had been unable to use them all. Some have cited the pressure on school budgets and others have decided to undertake the work themselves.

3.3 Service charges have not been increased. The SLA principle is that schools buy in 'time' from the service which is offered in 4 packages:-

- Package A - £11,500 (240 hours)
- Package B - £7,000 (120 hours)
- Package C - £3,500 (39 hours)
- Ad hoc – minimum cost £750 – quote on application

Priority is given to those schools purchasing packages A - C. The packages are flexible and can be added to at £40.00 per hour. It is possible to buy training using the SLA hours purchased or to pay for them directly.

3.4 The majority of secondary schools (14) have bought a package of hours however 3 have left the SLA for 2018-2019.

The majority of primary schools continue to purchase an SLA however 14 additional schools have left the SLA for 2018-2019.

8 schools have decided to use the service 'ad hoc' (as required) rather than committing to an SLA.

3.5 Schools have welcomed the flexibility of the packages and the opportunity to shape the service to the individual needs of their pupils and schools. Termly planning meetings are conducted by managers and senior mentors. Statements of hours used are issued termly.

3.6 Schools are required to give 6 months' notice should they wish to cease the SLA, and must use up the purchased hours within the 12 month period.

3.7 The SLA for 2018-2019 has a shortfall on the current cost of the service of £200,000, and consequently this will inevitably impact on staffing levels through the need to re-structure.

3.8 During the consultation period every effort will be made to secure additional business to mitigate this shortfall, in an attempt to increase the service and minimise the impact on job losses.

3.9 This report sets out the proposals for the purposes of consultation with trade unions, staff and stakeholders.

4.0 Current staffing levels

4.1 The current organisational structure is attached at Appendix 1. The Behaviour Support Service has an establishment of 18.68 FTE posts, equating to 20 employees.

5.0 Key Messages from the Analysis

- The Service is highly valued by stakeholders, and is recognised as a high quality provider by the majority of schools.
- Schools have welcomed improved reporting systems, transition and the new website <http://boltonbehavioursupport.org.uk/>

5.1 Key stakeholders have embraced the opportunity for the flexible approach to meet the needs of children and young people with SEMH that the SLA provides.

6.0 Proposals for Change

6.1 The Executive Cabinet Member is asked to consider the following recommendations for changes to the Behaviour Support Service.

6.2 The proposed service will reflect demand levels via SLAs, and corresponding income, and will be flexible and adaptive in order to continue to meet schools' needs and support improved behaviour, attendance, emotional wellbeing and mental health outcomes for children and young people.

6.3 In order to achieve a balanced budget and match staffing to projected income, it will be necessary to reduce the overall staffing levels in the service:

- The number of Senior Support and Engagement mentors to be reduced from 6 FTE to 3 FTE
- The number of Support and Engagement mentors to be reduced from 9.97 FTE to 4 FTE

6.4 As the Head of Inclusion is assigned to LA duties, there is a need to establish a new post - Behaviour Support Manager to lead the day to day management of the service. This post will be a full time all year round post and will be recruited from existing eligible staff.

6.5 The Local Authority has a statutory duty to provide representation at a governing body meeting of a maintained school when a child is permanently excluded. It is proposed that to avoid a conflict of interest and due to the increasing demands of this work, including managing exclusions and pupils in alternative provision and undertaking duties around In Year Fair Access in both the primary and secondary sector, that one Grade 8 post within the existing structure is in future financed by the Local Authority and not by SLA income. This position would be renamed Education Access Officer in line with other Local Authorities and would be a full time post working term time only.

7.0 Organisational Structure

7.1 There will be a need for staff to work flexibly across teams and, where necessary, across Key Stages (primary and secondary) to fulfil the requirements of the individual schools and

settings. Managers will always seek to deploy staff in their area of specialism wherever possible however this cannot always be accommodated.

7.2 The staffing structure as proposed for consultation is set out in Appendix 2. In summary, the potential changes involve:

- A reduction in the total establishment by 7.97 FTE from the current structure at Appendix 1

7.3 Clearly this involves significant proposed changes to staff numbers, and needs to be managed sensitively to minimise the impact on the existing staff, who have worked hard to provide a well-regarded service. The reduction in posts will be managed in accordance with Council policy and may be offset by a number of positive measures including:

- A commitment to continue to promote and sell the service throughout the consultation period, with a view to increasing the revenue and reducing the impact on posts.
- Opportunities for voluntary early retirement or voluntary redundancy where appropriate.
- Opportunities for flexible working arrangements including reduced hours, part time or job sharing where appropriate – which have the advantage of maintaining flexibility in responding to any future upturn in demand.
- Redeployment of redundant staff to other vacant posts within the Department, or the Council as a whole.

8. Financial Savings

	Budget 17/18	Proposed Savings	Proposed Budget
<i>Employees</i>	675,500.00	-247,000.00	428,500.00
<i>Premises</i>	20,000.00	12,100.00	32,100.00
<i>Transport</i>	40,000.00	-16,300.00	23,700.00
<i>Supplies</i>	33,700.00	-5,000.00	28,700.00
<i>Third Party</i>	0.00	0.00	0.00
<i>Central Support</i>	32,500.00	39,100.00	71,600.00
<i>Capital Financing</i>	0.00	0.00	0.00
<i>Income</i>	-769,700.00	217,100.00	-552,600.00
	32,000.00	0.00	32,000.00

9.0 Consultation and Next Steps

9.1 The proposals set out in this report are for consultation only at this stage. It is intended that these proposals be the subject of a period of formal consultation with trades unions, staff and stakeholders. Key features of this consultation include:

- Following approval to consult, staff at risk of redundancy will be issued with letters;
- Regular meetings will take place with trade unions to work through the proposals and their implications for staff;
- Time off will be provided for trade union officials to meet with, and provide support to, staff;
- Staff briefing sessions will be organised for those staff at risk of redundancy, who will also receive access to a Staff Consultation Pack explaining the proposals and what this could mean for their employment;
- Maintaining the staff team site for all affected staff, with key information, dates and frequently asked questions;
- Individual and corporate support sessions for staff; and
- Stakeholder consultation, including with the Inclusion and Engagement Primary Head Teacher forum, Bolton Learning Alliance (Secondary Head Teachers) and other groups and organisations as appropriate.

9.2 Following the close of consultation, proposals will be amended to take account of the responses received and alternatives put forward as appropriate. Formal approval of the final proposals will take place after a suitable period of consultation, and it is anticipated that implementation will commence from September 2018.

10.0 Staff and Establishment Implications

- 10.1. Implementation of the new service model will require a service restructure which includes a number of redundancies. The current and proposed future staffing structures are provided at Appendix 1 and 2. Under the terms of these proposals Tables A to E4 below set out the detail of the changes proposed to the current structure.
- 10.2 Subject to approval of the proposals at the end of the consultation period, staff in a redundancy situation will be managed and supported in line with the Council's restructure, redundancy and redeployment policy framework.
- 10.3 The Head of Inclusion (formerly Development Manager - Inclusion) and Education Access Officer posts will now to be fully funded by the Local Authority.
- 10.4 The new Behaviour Support Manager post will provide day to day management of the traded service.

Table A: The following posts (currently held vacant) would be disestablished:

FTE	Existing Job Title
2.00	Support and Engagement Mentor Grade 6

Table B: The following posts would be redundant from the current structure:

FTE	Existing Job Title
3.00	Senior Support and Engagement Mentor Grade 7
3.97	Support and Engagement Mentor Grade 6

Table C: There are more people than comparable posts in the following roles. These individuals will be subject to a redundancy selection exercise for a post in the new structure:

FTE	Proposed Job Title	FTE	Ring fence of Existing Job Title
3.00	Senior Support and Engagement Mentor Grade 7	6.00	Senior Support and Engagement Mentor Grade 7
4.00	Support and Engagement Mentor Grade 6	7.97	Support and Engagement Mentor Grade 6

Table D: There are sufficient posts for the current Grade 8 staff, however one post has been re-designated with a change of focus. The existing post holders will be invited to express a preference:

FTE	Proposed Job Title	FTE	Ring fence of Existing Job Title
2.71	Support and Development Manager Grade 8	2.71	Support and Development Manager Grade 8
	Education Access Officer (Funded by LA)		

Table E: The following post is a new post. This post will be ring fenced to the existing team, with a view to reducing the number of redundancies.

FTE	Job Title	Grade
1.0	Behaviour Support Manager	10

11.0 Equality Impact Assessment

11.1 Under the Equality Act 2010, the council must have due regard to:

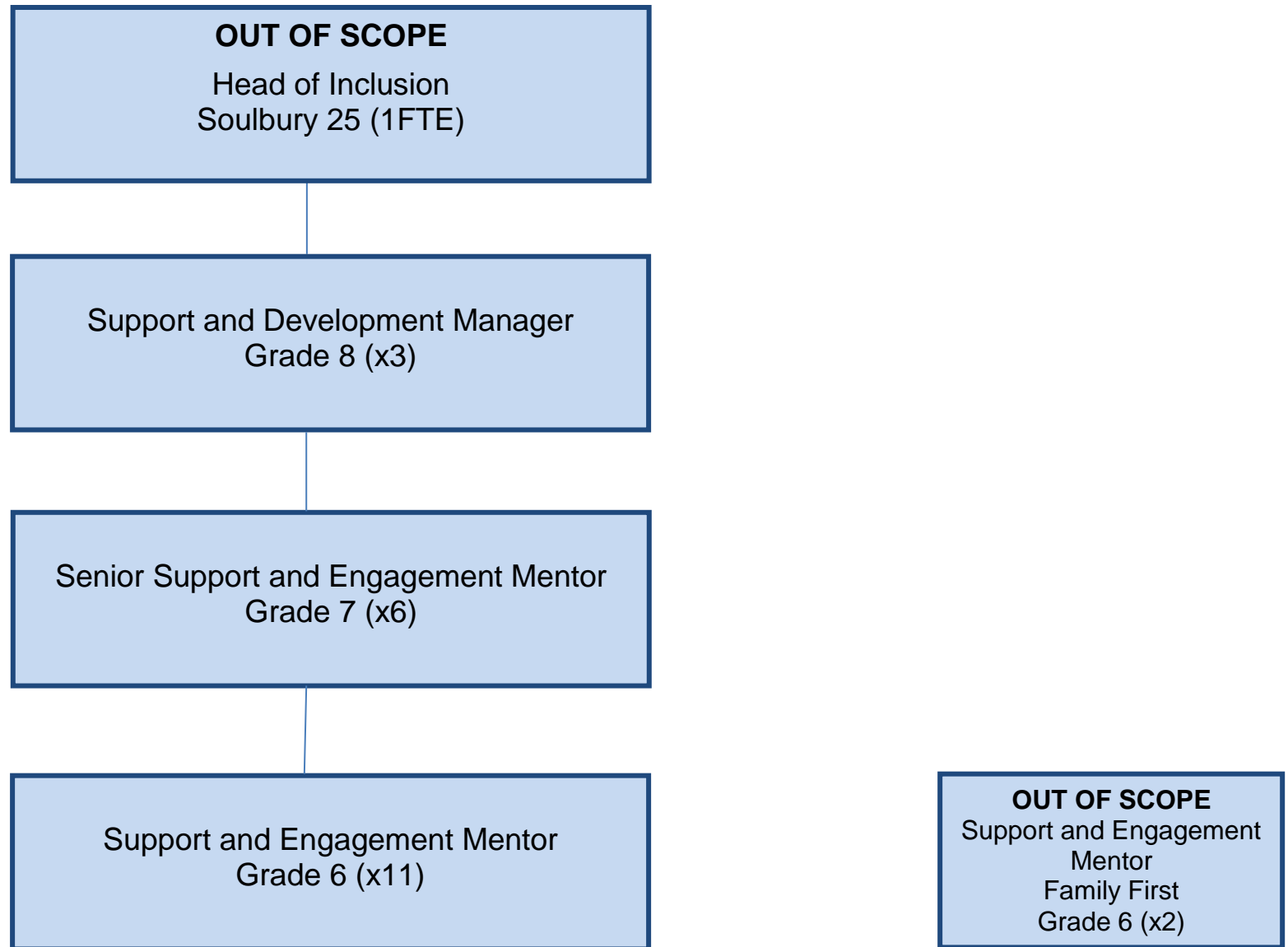
- Eliminating unlawful discrimination, harassment and victimisation and any other conduct prohibited by the Act
- Advancing equality of opportunity between people who share a protected characteristic and people who do not share it
- Fostering good relations between people who share a protected characteristic and people who do not share it.

11.2 It is therefore important to consider how the proposals may positively or negatively affect this work. To support this analysis, an Equality Impact Assessment (EIA) has been undertaken and is attached at Appendix 3.

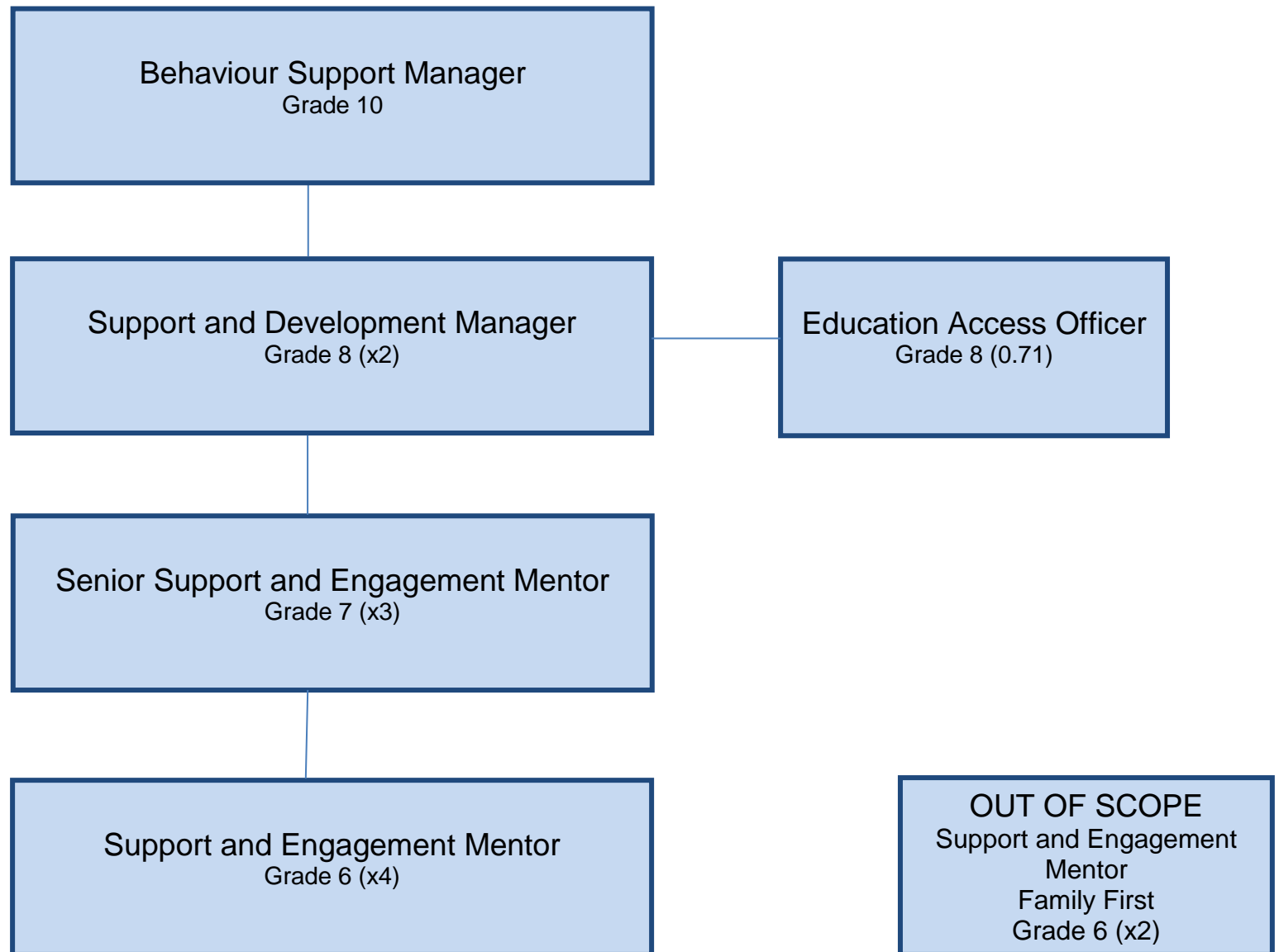
11.3 The EIA looks at the anticipated impacts of the proposal on people from Bolton's communities, and whether any group (or groups) is likely to be directly or indirectly differentially affected. Due to the nature of the proposals, and the need to make significant savings, it was anticipated that there could be some adverse impact on some groups. Care was taken to understand the issues arising, and to take action to mitigate any possible impacts as far as practicable. The equality considerations are set out in more detail in the full Equality Impact Assessment document.

12.0 Recommendations

12.1 The Executive Member is recommended to approve the proposals as set out in this report for consultation purposes with trades unions, staff and stakeholders.



Appendix 2 Proposed Structure Chart



Equality Impact Assessment

Title of report or proposal:
Proposed Review of the Behaviour Support Service

Department:	People Services
Section:	Education and Learning
Date:	9 th July 2018

Public sector bodies need to be able to evidence that they have given due regard to the impact and potential impact on all people with ‘protected characteristics’ in shaping policy, in delivering services, and in relation to their own employees.

Under the Equality Act 2010, the council has a general duty to have **due regard** to the need to:

1. **eliminate unlawful discrimination**, harassment, victimisation and any other conduct prohibited by the Act;
2. **advance equality of opportunity** between people who share a protected characteristic and people who do not share it; and
3. **foster good relations** between people who share a protected characteristic and people who do not share it.

By completing the following questions the three parts of the equality duty will be consciously considered as part of the decision-making process.

Details of the outcome of the Equality Impact Assessment must also be included in the main body of the report.

1. Describe in summary the aims, objectives and purpose of the proposal, including desired outcomes.

This report sets out details of a proposed review of the Behaviour Support service in the light of significant reductions to income from 1st April 2018. The service was last reviewed in Spring 2017 when it was agreed that the service would become a fully traded service.

The primary aim of the service is to empower young people with social, emotional, and mental health needs to access successful learning, by identifying unmet needs and by working holistically to address their barriers to learning. By working collaboratively with schools to identify and meet the needs of each individual pupil, fixed term and permanent exclusions are kept to a minimum. The service also provides training for schools and aims to empower school staff in supporting children and young people, many of whom are vulnerable and in need of additional support and services. Unlike attendance duties, local authorities have no statutory responsibilities with regard to the provision of behaviour support services.

The proposals, as set out in this report for consultation, outline a new staffing structure and associated costs, to enable the Service to be delivered efficiently and effectively to all stakeholders, whilst taking into account a reduction in income. The budget for the service is determined by the level of 'buy back' from schools for the financial year 2018-2019 which involves a £200,000 reduction on 2017-18. There are a number of reasons associated with this. A number of schools found that they had purchased too many hours in the first year and had been unable to use them all. Some have cited the pressure on school budgets and others have decided to undertake the work themselves. The Service currently employs 18.68 FTE staff and the proposal is to reduce this by 7.97 FTE to 10.71 FTE.

The report forms the basis for consultation with trades unions, staff, elected members and key service users. It is anticipated that final proposals would be considered in September 2018 with revised staffing structures in place as soon as possible.

At the time of the last review, a full Equality Impact Assessment was carried out that identified that the proposals were unlikely to have a differential effect on any of Bolton's diversity groups but would, however, reduce the amount of support available across the Borough to pupils with behavioural, emotional and social difficulties. This Equality Impact Assessment revisits that original Assessment and builds upon it.

2. Is this a new policy / function / service or review of existing one?

This is a review of an existing service.

3. Who are the main stakeholders in relation to the proposal?

- Service Staff
- Schools - via the Inclusion and Engagement Primary Head Teacher Forum (Primary schools) and Bolton Learning Alliance (Secondary Head Teachers)
- School Governors

4. In summary, what are the anticipated (positive or negative) impacts of the proposal?

The proposal is to reduce the staffing structure by 7.97 FTE posts which will inevitably have a negative impact on the staff involved.

The size of the establishment for the proposed service has been arrived at based on the level of 'buy back' from schools and aims, therefore, to be sustainable for the next financial year. During the consultation period every effort will be made to secure additional business to mitigate this shortfall, in an attempt to increase the service and minimise the impact on job losses.

The proposal will, however, ultimately reduce the amount of support available across the Borough to pupils with behavioural, emotional and social difficulties. Further analysis of potential impact on those with protected characteristics can be found in the table in section 6.

If approved, consultation on the proposal will be undertaken with stakeholders including affected members of staff and their Trade Unions. This feedback will be used to inform the final proposals which are anticipated to be submitted for final approval in September 2018.

5. What, if any, cumulative impact could the proposal have?

This review proposes the second reduction in staffing for this service in 2 years.

6. With regard to the stakeholders identified above and the diversity groups set out below:

Consider:

- How to avoid, reduce or minimise negative impact (if you identify unlawful discrimination, including victimisation and harassment, you must stop the action and take advice immediately).
- How to **advance equality of opportunity**. This means considering the need to:
 - Remove or minimise disadvantages suffered by people with protected characteristics due to having that characteristic.
 - Take steps to meet the needs of people with protected characteristics that are different from people who do not have that characteristic
 - Encourage protected groups to participate in public life and in any other activity where participation is disproportionately low
- How to **foster good relations**. This means considering the need to:
 - Tackle prejudice; and
 - promote understanding between people who share a protected characteristic and others.

Impact on Staff

We are aware of the adverse impact this proposal will have on Council staff who may be subject to these proposals and are conscious of the impact of these proposals.

Any changes to staff working patterns and other terms and conditions that may result from the proposal will comply with the Council's Human Resources procedures which are designed to treat all staff equally and do not discriminate against any group of people. If a redundancy situation is identified the Council endeavours to address this by workforce planning procedures, including staff redeployment, consideration of voluntary redundancy or VER and all other reasonably practical measures.

In the event of compulsory redundancy, our policy is based on: - work performance; skills and competencies; disciplinary record; and attendance record. Any reduction in the workforce will lead to a potential reduction in its diversification, however this will be through following the appropriate procedures and not the discrimination of particular members of staff based on any other criterion except that stated in our redundancy policy.

Due to the low numbers of staff on specific grades or in individual named positions affected by this specific proposal, it is not appropriate to discuss the demographic breakdown of the staff team in detail in this assessment as these risks identifying individuals. No issues regarding gender balance in the service have been identified.

The potential reduction in posts will be managed in accordance with Council policy and may be offset by a number of positive measures including:

- A commitment to continue to promote and sell the service throughout the consultation period, with a view to increasing the revenue and reducing the impact on posts.
- Opportunities for voluntary early retirement or voluntary redundancy where appropriate.
- Opportunities for flexible working arrangements including reduced hours, part time or job sharing where appropriate – which have the advantage of maintaining flexibility in responding to any future upturn in demand.
- Redeployment of redundant staff to other vacant posts within the Department, or the Council as a whole.

	Is there any potential for (positive or negative) differential impact? Could this lead to adverse impact and if so what? List any adverse impacts identified from data or engagement.	Can this adverse impact be justified on the grounds of promoting equality of opportunity for one group, or for any other reason? Please state why	Please detail what actions you will take to remedy any identified adverse impact i.e. actions to eliminate discrimination, advance equality of opportunity and foster good relations
Impact on Service Users			

	<p>Is there any potential for (positive or negative) differential impact? Could this lead to adverse impact and if so what? List any adverse impacts identified from data or engagement.</p>	<p>Can this adverse impact be justified on the grounds of promoting equality of opportunity for one group, or for any other reason? Please state why</p>	<p>Please detail what actions you will take to remedy any identified adverse impact i.e. actions to eliminate discrimination, advance equality of opportunity and foster good relations</p>
<p>Race (this includes ethnic or national origins, colour or nationality, and caste, and includes refugees and migrants; and gypsies and travellers)</p>	<p>DfE research published in 2012 identified that Black and Mixed Race pupils are proportionately more likely to be identified with behavioural, emotional and social difficulties (BESD). Any reduction in level of service could have a disproportionately negative impact on these groups.</p>	<p>The proposal is based on providing a sustainable service based on schools' ability and willingness to purchase that service. Schools will purchase time-based support packages and so ultimately the schools will be responsible for allocating the time purchased between pupils on the basis of need rather than race. There will, however, be fewer staff available across the Borough to support all pupils.</p>	<p>It is our belief that schools will purchase a service based on levels of need experienced by their pupils. The inclusion of the Education Access Officer post in the structure to concentrate on statutory work will help schools to prioritise those pupils most in need of support when decisions about the level of support to be given are taken.</p> <p>As part of the further consultation on these proposals, we will be alert to concerns raised about potential impact on any group of people including those with protected characteristics. Any further proposals will be informed by feedback from the consultation proposal.</p>
<p>Religion or belief (this includes any religion with a clear structure and belief system. Belief means any religious or philosophical belief. The Act also covers lack of religion or belief)</p>	<p>McCullough and Willoughby (2009) found some evidence that young adults who are actively involved in religious activity tend to have lower incidences of some forms of anti-social behaviour than their peers. However, the service does not monitor the extent of religious activity among its service users and is open to people of all faiths and of none.</p>	<p>The proposal is based on providing a sustainable service based on schools' ability and willingness to purchase that service. Schools will purchase time-based support packages and so ultimately the schools will be responsible for allocating the time purchased between pupils on the basis of need rather than religion or belief. There will, however, be fewer staff available across the Borough to support all pupils.</p>	<p>As above under Race</p>

	<p>Is there any potential for (positive or negative) differential impact? Could this lead to adverse impact and if so what?</p> <p>List any adverse impacts identified from data or engagement.</p>	<p>Can this adverse impact be justified on the grounds of promoting equality of opportunity for one group, or for any other reason? Please state why</p>	<p>Please detail what actions you will take to remedy any identified adverse impact i.e. actions to eliminate discrimination, advance equality of opportunity and foster good relations</p>
<p>Disability (a person is disabled if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities)</p>	<p>In January 2017 there were 617 SEND primary pupils and 466 SEND secondary pupils in state funded mainstream schools in Bolton with social, emotional and mental health needs identified as their primary need. These figures reveal that there has been a 49% increase in primary numbers and a 14% increase in secondary numbers in Bolton over the last 3 years. Any reduction in level of service would have a potential negative impact on this group of children.</p>	<p>The proposal is based on providing a sustainable service based on schools' ability and willingness to purchase that service. Schools will purchase time-based support packages and so ultimately the schools will be responsible for allocating the time purchased between pupils on the basis of need rather than SEND status. There will, however, be fewer staff available across the Borough to support all pupils.</p>	<p>As above under Race</p>
<p>Sex / Gender</p>	<p>DfE research published in 2012 identified that boys are more likely to be identified as having a behavioural, emotional and social difficulty (BESD), and that gender is a better predictor than social class and ethnicity of being classified as having BESD. This is borne out by service usage records in Bolton. Any reduction in level of service could, therefore, have a disproportionately negative impact on boys.</p>	<p>The proposal is based on providing a sustainable service based on schools' ability and willingness to purchase that service. Schools will purchase time-based support packages and so ultimately the schools will be responsible for allocating the time purchased between pupils on the basis of need rather than gender. There will, however, be fewer staff available across the Borough to support all pupils.</p>	<p>As above under Race</p>
<p>Gender reassignment / Gender identity (a person who's deeply felt and individual experience of gender may not correspond to the sex</p>	<p>Research shows that pupils struggling with gender dysphoria or gender confusion may display BESDs and need additional support but gender dysphoria is comparatively rare, with less than one per cent of the population affected, even on maximum estimates</p>	<p>The proposal is based on providing a sustainable service based on schools' ability and willingness to purchase that service. Schools will purchase time-based support packages and</p>	<p>As above under Race</p>

	Is there any potential for (positive or negative) differential impact? Could this lead to adverse impact and if so what? List any adverse impacts identified from data or engagement.	Can this adverse impact be justified on the grounds of promoting equality of opportunity for one group, or for any other reason? Please state why	Please detail what actions you will take to remedy any identified adverse impact i.e. actions to eliminate discrimination, advance equality of opportunity and foster good relations
assigned to them at birth, they may or may not propose to, start or complete a process to change their gender. A person does not need to be under medical supervision to be protected)		so ultimately the schools will be responsible for allocating the time purchased between pupils on the basis of need rather than gender identity. There will, however, be fewer staff available across the Borough to support all pupils.	
Age (people of all ages)	The service supports children of compulsory school age and their families. As can be seen by the statistics in 'Disability' above, the need for support for primary age children with BESD is increasing faster than the secondary age range.	Schools will purchase time-based support packages and so ultimately individual primary and secondary schools will be responsible for allocating the time purchased between pupils on the basis of need. There will, however, be fewer staff available across the Borough to support all pupils.	As above under Race
Sexual orientation - people who are lesbian, gay and bisexual.	The service does not monitor the sexual orientation of its users, and there is no evidence of any correlation between the sexual orientation of pupils and demand for behaviour support services.	N/a	N/a
Marriage and civil partnership (Only in relation to due regard to the need to eliminate discrimination)	The service does not monitor the family circumstances of its users, and decisions on whether to offer a service are made on the basis of need without reference to the family circumstance of service users. No potential	N/a	N/a

	Is there any potential for (positive or negative) differential impact? Could this lead to adverse impact and if so what? List any adverse impacts identified from data or engagement.	Can this adverse impact be justified on the grounds of promoting equality of opportunity for one group, or for any other reason? Please state why	Please detail what actions you will take to remedy any identified adverse impact i.e. actions to eliminate discrimination, advance equality of opportunity and foster good relations
	for adverse impact has been identified.		
Caring status (including pregnancy & maternity)	The service does not monitor the caring status of the families supported and decisions on whether to offer a service are made on the basis of need without reference to the family circumstance of service users. No potential for adverse impact has been identified.	N/a	N/a
Socio-economic	Research shows that groups with poorer social-behavioural outcomes (measured by hyperactivity, anti-social behaviour, pro-social behaviour and self-regulation) include those from disadvantaged families or with multiple risk factors; and those from disadvantaged neighbourhoods (Sammons et al, 2008a; Sylva et al, 2012; Sabates and Dex, 2012).	The proposal is based on providing a sustainable service based on schools' ability and willingness to purchase that service. Schools will purchase time-based support packages and so ultimately the schools will be responsible for allocating the time purchased between pupils on the basis of need rather than socio-economic status.. There will, however, be fewer staff available across the Borough to support all pupils.	As above under Race
Please provide a list of the evidence used to inform this EIA, such as the results of consultation or other	<u>Evidence used:</u> Service Usage Records DfE 2012: Pupil Behaviour in Schools in England DfE 2017: Special educational needs in England: January 2017		

	<p>Is there any potential for (positive or negative) differential impact? Could this lead to adverse impact and if so what?</p> <p>List any adverse impacts identified from data or engagement.</p>	<p>Can this adverse impact be justified on the grounds of promoting equality of opportunity for one group, or for any other reason? Please state why</p>	<p>Please detail what actions you will take to remedy any identified adverse impact i.e. actions to eliminate discrimination, advance equality of opportunity and foster good relations</p>
<p>engagement, service take-up, service monitoring, surveys, stakeholder comments and complaints where appropriate.</p>	<p>McCullough and Willoughby (2009) Religion, Self-Regulation, and Self-Control: Associations, Explanations and Implications</p> <p>Sabates, R and Dex, S (2012) Multiple risk factors in young children's development CLS Cohort Studies Working paper 2012/1 London: Centre for Longitudinal Studies, Institute of Education, University of London</p> <p>Sammons, P; Sylva, K; Melhuish, E; Siraj-Blatchford, I; Taggart, B and Jellic, H (2008a) Effective Pre-school and Primary Education 3-11 Project (EPPE 3-11): Influences on Children's Development and Progress in Key Stage 2: Social/behavioural outcomes in Year 6 DCSF Research Report DCSF-RR049</p> <p>ONS (2008) Three years on: Survey of the development and emotional well-being of children and young people</p>		

This EIA form and report has been checked and countersigned by the Departmental Equalities Officer before proceeding to Executive Member(s)

Please confirm the outcome of this EIA:

No major impact identified, therefore no major changes required – proceed	<input type="checkbox"/>
Adjustments to remove barriers / promote equality (mitigate impact) have been identified – proceed	<input type="checkbox"/>
Positive impact for one or more groups justified on the grounds of promoting equality - proceed	<input type="checkbox"/>
Continue despite having identified potential for adverse impact/missed opportunities for promoting equality – this requires a strong justification	<input checked="" type="checkbox"/>
The EIA identifies actual or potential unlawful discrimination - stop and rethink	<input type="checkbox"/>

Report Officer

Name:

Date:

Departmental Equalities Lead Officer

Name:

Richard Sly

Date:

27th June 2018