

Equality Impact Assessment form:

**Title of EIA:** De-delegation of funding for the Behaviour Support Team

**Name of Author:** Kimberly Butler

**Department:** Access and Inclusion

**Director:** Nick Lee

**Service Area:** Behaviour Support Team

**Strategic Budget EIA: Y/N (please underline)**

**Author (assigned to Covalent):** Kimberly Butler

### **Name and brief description of proposal/policy/service being screened**

The purpose of this report is to provide an update on the Behaviour Support Team budget position and gain approvals required to progress the 2020-21 budget development.

With no funding, the team will cease to be viable in its current format.

### **Information used to analyse the effects on equality**

The national perspective regarding pupils who are struggling at school and at risk of under achieving and/or being excluded is reflected in the local Nottingham City population. The groups at particular risk are white British boys, BME males plus children and young people with social, emotional and mental health difficulties.

The projected number of pupils who would be affected would be approximately 500 based on last year's casework figures.

### **Please underline the group(s) /issue more adversely affected or which benefits.**

#### **Could particularly benefit:**

May particularly benefit people from different ethnic groups – N

May particularly benefit Men – N

May particularly benefit Women – N

May particularly benefit Trans – N

May particularly benefit Disabled people or carers – N

May particularly benefit maternity/pregnancy – N

May particularly benefit People from different faith groups – N

May particularly benefit Lesbian, gay or bisexual people – N

May particularly benefit Older – N

May particularly benefit younger people – N  
May particularly benefit Other (e.g. marriage/civil partnership, looked after children, cohesion) – N

### **May adversely affect:**

May adversely affect people from different ethnic groups – Y

May adversely affect Men – N

May adversely affect Women – N

May adversely affect Trans – N

May adversely affect Disabled people or carers – Y

May adversely affect maternity/pregnancy – N

May adversely affect People from different faith groups – N

May adversely affect Lesbian, gay or bisexual people – N

May adversely affect Older – N

May adversely affect younger people – Y

May adversely affect Other (e.g. marriage/civil partnership, looked after children, cohesion) – Y

### **How different groups could be affected: Summary of impacts**

CYP (children and young people) with SEND (special educational needs and disabilities) where the SEND constitutes a disability. In particular CYP with SEMH needs (social, emotional and mental health) where their difficulties are defined as a disability: 'a physical or mental impairment that has a 'substantial' or 'long term' negative effect on your ability to do normal daily activities', The Equality Act 2010 and SEND Code of Practice. .

The Children and Families Act 2014 links SEND with behaviour and disability; places the CYP at the centre of decision-making and stresses multi agency working. It states that we must create a level playing field to support these CYP and reiterates 'fairness not sameness'.

The SEND Code of Practice 2015 gives greater focus on support that enables those with SEND to succeed in their education and identifies the need for high quality provision to meet the needs of CYP with SEND.

The Equality Act 2010 aims to give the same life chances to all and states that some may need extra help to get the same chances; clarifies the law on reasonable adjustments - CYP who require extra help/equipment etc because of their disability should be provided with it under reasonable adjustments. It also strengthens protection: no one must be directly or indirectly discriminated against and it identifies the protected groups.

### **IMPACT:**

The de-delegated funding helps to support the above CYP to equal access to mainstream schooling to mitigate against their disability being a barrier and to support inclusion plus placement maintenance.

The impact will be:

- A reduction in the services offered in school by the Behaviour Support Team to support SEMH CYP
- Insufficient staff or expertise to support the continued development and roll out of R2I (Routes to Inclusion) SEMH Behaviour strategy and the IST (Intensive Support Team)
- Risk of fixed term and permanent exclusions increasing
- Increased health and safety risks
- Risk of indirect discrimination against these CYP

### **Details of actions to reduce negative or increase positive impact (or why action not possible)**

To reduce the negative impact of non-allocation of funding, relocate the current team members to alternative teams so expertise and capacity is not lost across the City.

### **Outcome of equality impact assessment:**

No major change needed - Y/N

Adjust the policy - Y/N

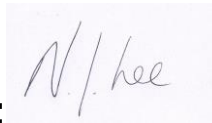
Adverse impact but continue - Y

Stop and remove the policy/proposal - Y/N

### **Arrangements for future monitoring of equality impact of this proposal/policy/service:**

Annual review.

**Approved by (manager signature):**



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Note: The assessment must be signed off by the manager responsible for the service or proposal. Include a contact tel and email to allow citizen/stakeholder feedback on proposals.

**Date sent to equality team for publishing:**

Note: Send document or link to  
equalityanddiversityteam@nottinghamcity.gov.uk

**Before you send your EIA to the Equality and  
Community Relations Team for scrutiny, have you:**

1. Read the guidance and good practice EIA's

<http://intranet.nottinghamcity.gov.uk/media/1924/simple-guide-to-eia.doc>

2. Clearly summarised your proposal/ policy/ service to be assessed.
3. Hyperlinked to the appropriate documents.
4. Written in clear user friendly language, free from all jargon (spelling out acronyms).
5. Included appropriate data.
6. Consulted the relevant groups or citizens or stated clearly when this is going to happen.
7. Clearly cross referenced your impacts with SMART actions.