

Midlothian Council Equality Impact Assessment Form



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Section A: Introduction

1. Title of policy, procedure or function being assessed

Positive Destinations, Developing the Young Workforce (DYW) and Lifelong Learning and Employability (LLE)

2. Divisions/organisations/groups involved in doing this Equality Impact Assessment

Education, Communities and Economy (ECC)

3. Date started:

May 16

Date completed:

June 16

Section B: Information

4. Please describe the Policy, Procedure or Function you are impact assessing

Midlothian Council and Community Planning Partners have prioritised work on supporting young people when they leave to secure a positive destination which means going into work, college, university, activity agreements, training or volunteering. Scottish Government and Skills Development Scotland track and issue figures for each local authority detailing the number and percentage of young people achieving the above. The report going to council outlines progress made on supporting young people to achieve a positive destination and the work of the Midlothian Developing Scotland's Young Workforce (MDSYW) group and LLE to support this and undertake the 39 recommendations of the Wood Commission.

The recommendations of the report are as follows:

- Note the five year positive trend in supporting young people to achieve a

sustained positive destination and support the renewed efforts required to increase those achieving a positive destination.

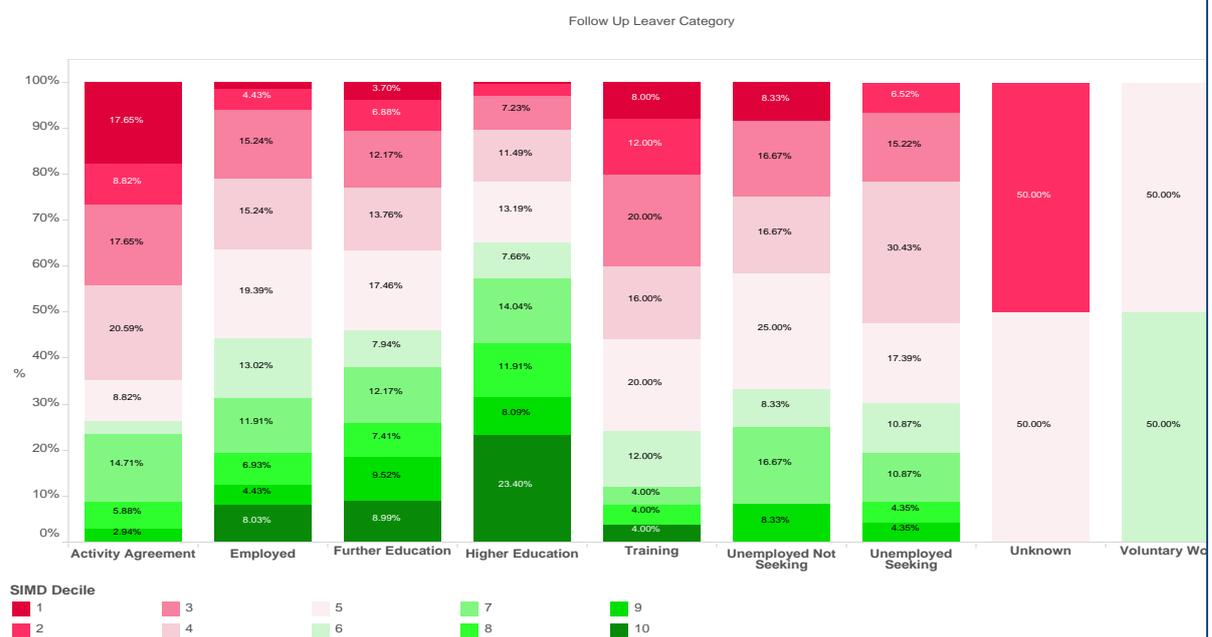
- Note this is Midlothian's highest recorded sustained destinations to date and is 1.0% higher than the national average.
- Congratulate pupils, parents, staff and all partners on delivering such a positive increase in sustained destinations.
- Note the focus areas for attention prioritised by the Developing Midlothian's Young Workforce Board (DMYWB) and the progress made to date.

5. What information and consultation data do you have to inform your assessment? What does it tell you?

We've analysed the Positive destination trend data for the last five years which demonstrates an increase of over 8% improvement across this time period, we also have this information per school.

We have analysed the current positive destinations in relation to Scottish Indicators Multiple Deprivation (SIMD) and also for those with care experience. (Please note: indicators or multiple deprivation show us the geographical areas where people are deemed to be living in poverty these pull on a variety of indicators covering not only income but health and other factors).

Leaver category (Follow-up) by SIMD Decile - Midlothian



- **Higher Education:** Areas of highest deprivation in Midlothian (SIMD Decile 1+2) made up 2.98% of Pupils going to Higher Education compared with 31.49% for SIMD areas 9+10.
- **Further Education:** SIMD comparison data shows an even split of pupils in Further Education from all deciles.

- **Training:** 40% of trainees come from the lowest 3 Deciles, whilst only 12% come from the highest 3.
- **Employment:** SIMD comparison data shows an even split of pupils in Employment from all deciles.
- **Unemployed:** SIMD 4+5 show the largest proportion of Unemployed pupils, evenly spread throughout the rest of the deciles.
- **Activity agreements:** SIMD areas 1-4 made up 64.7% of activity agreements signed at Follow-up, this equates to 22 pupils.
- **Not Known & Voluntary Work:** Number of unknowns and Voluntary work placements too low for Comparator data to be significant.

Care Experienced Young People

There were 12 Pupils who were LAC/LAAC in 14/15, 9 of these were in Positive destinations at Initial and again at Follow-up.

Of the 906 Leavers surveyed 30 had experienced Care at some point in their Education, 24 of those were in Positive destinations at Follow-up (80%).

We have also mapped and funded projects which support those from protected characteristic groups including poverty, disability and care experienced young people as part of the work of the DYW Board including for foster carers in relation to positive destination.

Equalities and targeting is core to the work of both the DYW Board and LLE.

The information is not analysed in relation to all protected characteristics currently however this will be expanded as we progress, where feasible. The level of the information by protected characteristic is not always available for a variety of reasons but we will work to improve this where possible. For example not all young people wish to declare their sexual orientation at this stage in their life.

6. Do you need more information or more consultation/engagement data?

- Do you need anything more:
 - i. to do this Equality Impact Assessment (EQIA)
 - ii. to monitor or assess, in future, the impact of the policy/procedure or function you are EQIAing on people with different equalities characteristics

- Lack of data is not a sufficient reason to conclude there is no impact. It is insufficient to state that a policy will affect everyone equally without having considered the different barriers some people may encounter.

Ongoing monitoring will take place at an authority but also a school level, this is reviewed by Head Teachers, Education Management Team, DYW Board and LLE management team who analyse need and performance and devise targeted work to address those needs which change. The report to council illustrates the positive work and impact but also outlines future plans for improving and reaching our 95% overall target but also looking at localities, SIMD and those with care experience.

We will discuss how further analysis can take place to increase the protected characteristic groups which are analysed in relation to positive destinations and the new participation measure. We would require to work with partners as the data is gathered by SDS and may not be declared by participants.

Section C: Assessment

Midlothian Council equality impact assesses on **all** of the characteristics in the shaded area below, so you should consider all of these in your assessment. If you want you can consider other groups as well.

Race (this includes ethnic or national origins, colour and nationality)

Disability (e.g. physical disabilities, sensory impairments, learning disabilities, mental health conditions or long-term illnesses)

Sex(male/female)

Age (all ages)

Sexual Orientation (gay man, gay woman/lesbian, bisexual, heterosexual/straight)

Religion or belief (including having no religion or belief)

Pregnancy and maternity (having just had a baby or being pregnant)

Gender reassignment or transgender status (a person who is proposing to undergo is undergoing or has undergone a process to change their sex)

Marriage and Civil Partnership

People experiencing poverty or at risk of poverty: (poverty may be simply defined as not having enough money to meet one's basic daily needs or to have the things that most people in the UK take for granted).

As you answer questions 7i. to 7iv. over the page:

a) Think about the policy, practice or function you are assessing and

- people with the above characteristics
- people associated with them (e.g. a parent or carer)
- people mistakenly assumed to have the above characteristics

Remember to consider impacts on staff as well as communities and customers.

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b) Consider whether the above people are likely to have different needs, or be affected in different ways by what you are doing/proposing. e.g.

- People may need, or benefit from, information provided in a particular format, like large print or easyread.
- A queuing system which relies on people standing for long periods will make it very difficult for some people to use the service.
- Charging more for a service is likely to affect people from several of the groups in the shaded area above, as on average they have a lower income.
- Targeting an area of high poverty could leave people experiencing poverty outside the area even worse off in comparison

c) Consider the General Equality Duty requirements to pay due regard to the need to:

- eliminate discrimination, victimization, harassment or other local conduct that is prohibited under the Equality Act 2010 in relation to the characteristics listed in shaded area at the top of this page (except poverty)
- advance equality of opportunity between and foster good relations between people who share a characteristic in the shaded area and those who do not (except marriage and civil partnership and poverty)

7i. Note any positive impacts on the above equalities groups

Overall there is a positive trend of more young people moving into a positive destination. Some of the young people who live in areas of multiple deprivation, have additional support needs or have care experience are achieving a positive destination. There is a new pathway for those who are pregnant or given birth recently which is a new provision and demonstrates a positive impact.

7ii. Note any negative impacts on equalities groups

Some young people living in lower SMID areas are not achieving as well as their counterparts in relation to positive destinations. There is detailed analysis and projects targeting work in this area to address issues such as the number of females in STEM industries, support for foster carers etc

7iii. How significant would this negative impact be, and what kind of numbers would be affected?

There are approximately 80 to 90 young people who have not achieved a positive destination this year. Work is ongoing to support them.

7iv. Note any opportunities for making a positive impact on equalities groups.

Targeting work in areas of deprivation demonstrates that there are an increasing number of young people achieving a positive destination for example at Newbattle High School. As we further analyse information against protected characteristic groups further targeted interventions will be possible.

Section D: Actions and Outcomes

Questions 8 and 9 below ask about actions which have been taken, or will be taken **as a result** of this Equality Impact Assessment (EQIA). Any pre-existing actions should be included in earlier sections.

8. Note any actions you will be taking as a result of this EQIA:

Think about what you can do to:

- minimise or remove any negative impacts, and
- maximise the opportunities for positive impacts

- Continue to analyse and target areas of work to support those within the protected characteristic groups including poverty.
- Maximise the opportunities provided through LLE
- Meet with the performance team to consider how to assess impact against other protected characteristic groups linked to DYW and positive destinations.

9. Please note any actions you have already taken as a result of this EQIA here.

Requested the information to be contained in the schools report linked to positive destinations and SIMD and care experience.

10. How will you track/monitor that the actions you mentioned in 8. have been achieved?

e.g. by adding them to a work plan, service plan etc.

- Through DWP Board
- Through the Education Management Performance Meetings

11. If you have decided not to take any action please note why this is, and any justification, here.

A significant negative impact, even if it affects only a small number of people, should be addressed.

We are taking action it is core to the overall approach for DYW and positive destinations.

12. Is a more detailed assessment recommended?

Not at this stage but work on considering information against other protected characteristics will be explored.