

SUMMARY SHEET

SUMMARY OF IMPACT ASSESSMENT (IA)

Policy	The School Week Consultation	Date of IA	October 2024
Lead service	Education, Skills and Community Wellbeing	Contact person for process	Sharon McLean, Education Support Officer

Names & Job Titles of those involved in process

Campbell Wilson, Quality Improvement Officer, Sharon McLean, Education Support Officer, Melanie Henry, Education Support Officer, Linsey Little, Development Officer – Poverty and Inequalities, Helen Pedley – HR Officer, Seonaid Mann, SOSE, Kim Damms, DG Voice, Pupils – Langholm Academy, Pupils – St Joesph’s College and Youth Council Members

Summary of IA

The Council is required to publish the findings and results of all IAs conducted. The publication should include a summary of the following:

<p>Research and data (section 3) What was used to assess the impact of the policy and a summary of the findings? Who was involved and consulted during the assessment stage? What were the findings from the consultation and how was this information used to develop the policy?</p>	<p>A) Consultation events – 16 catchment events Questionnaires – pupil, parent/carer/ stakeholder Focus groups – Chamber of Commerce, Youth Council, Skills Development Scotland, Collaborative Childcare Forum, Parent Council Forum Group, Community Councils Mailbox enquiries Staff drop ins (6 online events and 1 in person) B) Pupils, Parents & Carers, Staff, Stakeholders, Citizens C) The Impact Assessment findings are consistent with the overall findings of the consultation. While there are attractive benefits in pursuing this alternative model to the school week, the potential for negative impacts is considerable. Throughout the consultation period, stakeholders were raising issues that required to be considered with great care to ensure the Impact Assessment was fully cognisant of their views and concerns.</p>
<p>Impact Assessment (section 4) From the summary table at number 32 list the impacts.</p>	<p>Positive Impact(s) – 9 (Age, Disability, Pregnancy & Maternity, Religion or Belief, Children’s Rights, Care Experienced Young People, Health and Wellbeing and Health Inequalities, Economic and Social Sustainability, Environmental Sustainability, Climate Change and Energy Management.)</p> <p>No Impact(s) – 8 (Gender Reassignment and Transgender, Marriage and Civil Partnership, Race, Sexual Orientation, Human Rights, BSL Users, Armed Forces and Veterans, Consumer Duty)</p>

Negative Impact(s) – 10 (Age, Disability, Sex, Pregnancy and Maternity, Children’s Rights, Care Experienced Young People, Health and Wellbeing and Health Inequalities, Poverty, Economic and Social Sustainability, Environmental Sustainability, Climate Change and Energy Management.)

Summary of actions arising from the Impact Assessment

Transfer details from table at number 33

Actions	Responsibility	Timescale
Consider safeguarding risks at all stages of design	School Week Team and Safeguarding Officer	Nov 2024-Aug 2025
Consider the length of the 4 days for various groups	School Week Team	Nov 2024-Aug 2025
Ensure that there is an increased range of activities available – free/ low cost	School Week Team/ providers	Nov 2024-Aug 2025
Individual plans (Education, Health) may be required for some learners Transitions need to be planned for a range of learners	School Staff	Nov 2024-Aug 2025
Communication strategy for employers Timings of the school day carefully considered so that impact on secondary employment is limited	School Week Team	Nov 2024-Aug 2025
Careful monitoring of attainment for Care Experienced Young People should continue Enhanced monitoring of time keeping and attendance for Care Experienced Young People	Care Experienced Team/ School Staff	Nov 2024-Aug 2025
Public transport timetable considered when shape of school day is decided	School Week Team	Nov 2024-Aug 2025
Continue to raise awareness of safe and appropriate use of technology for young people and parent/carers	School Staff	Nov 2024-Aug 2025
Consider aligning times for primary and secondary where possible	School Week Team	Nov 2024-Aug 2025