

EIA Record

Date of EIA March 2006
 Directorate Education, Children's Services and Libraries

Function or policy to be assessed	Behaviour Support Plan
Is it a policy or function	It is a Policy
Is it a new or existing policy or function?	Revised in 2004, it sets out existing arrangements and proposals for the education of children who display or experience behavioural difficulties in a form that is published under the obligations of the 1996 Education Act
Aim / objective / purpose of the policy or function	The purpose of the policy/function is to: ensure that there are comprehensive, coherent and well-understood local arrangements for improving pupil behaviour and addressing discipline problems that cover the full range of needs.
Who is responsible for the policy or function?	The person/section/team responsible for this policy/function is: The Assistant Director: Access and Inclusion has overall responsibility. Responsibility for delivering services to children and young people rests with individual schools, settings and support services, whilst responsibility for communicating and promoting understanding of approaches is through the Principal Educational Psychologist.
With regard to the equalities themes, which groups might be impacted by the policy or function?	The arrangements apply irrespective of a child or young person's gender, sexual orientation or ethnicity. The individual needs of children and young people, determined in consultation with them and/or their parents/carers will establish the service provided.
Which groups might be affected adversely ?	The intention is that no group will be adversely affected. Provision is made both in relation to the general arrangements to support children or young people who present or experience behavioural difficulties, as well as on a case by case basis. Individual circumstances are taken into account at the time of planning delivery.
On what grounds can adverse or differential impact be justified?	Not relevant
What evidence has been found to indicate that the policy or function might need to be amended?	The Education Act 1996 requires the local authority to keep the arrangements under review.
What consultation will be necessary to support or confirm your conclusions?	Individual case monitoring. Consultation with parents/carers, young people and those stakeholder groups involved in the process of the 2004 revision of the Plan will be undertaken when the plan is next reviewed.
Will the conclusions drawn reduce or	If individual case monitoring shows that the Plan has had an adverse impact on equalities, recommendations will be made for changes to the plan and/or changes in operational practice.

remove adverse or differential impact?	
What changes are proposed to the policy or function to reduce or remove adverse or differential impact?	Not relevant
Has the information in this EIA been made publicly available and where?	Yes Through the publication of this EIA
In to which plan or strategy has the necessary action been incorporated?	The necessary action has been outlined within the plan and will be incorporated into Departmental and Support Service plans.
What monitoring arrangements have been put in place?	To ensure that equality objectives are met, we shall be monitoring the provision of education on the basis of disability, SEN, gender and ethnicity.