



## Equality Impact/Fairer Scotland Duty Assessment Form

(To be completed with reference to Guidance Notes)

### Step 1

**Name of Proposal** (includes e. g. budget savings, committee reports, strategies, policies, procedures, service reviews, functions):

Amendments to the schedule of Change Programme savings to be realised from a reduction in teacher numbers.

### Step 2

Is this only a **screening** Equality Impact Assessment

No

**(A)** If Yes, please choose from the following options **all** reasons why a full EIA/FSD is not required:

- |   |        |
|---|--------|
| (i) It does not impact on people                                  | Yes/No |
| (ii) It is for information only                                   | Yes/No |
| (iii) It is reflective e.g. of budget spend over a financial year | Yes/No |
| (iv) It is technical  | Yes/No |

If you have answered yes to any of points above, please go to **Step 16**, and sign off the Assessment.

**(B)** If you have answered No to the above, please indicate the following:

Is this a full Equality Impact Assessment	Yes
Is this a Fairer Scotland Duty Assessment	No

If you have answered Yes to either or both of the above, continue with Step 3.

If your proposal is a **strategy** please ensure you complete Step 13 which is the Fairer Scotland Duty Assessment.

### Step 3

(i) Lead Directorate/Service:

Education and Lifelong Learning

(ii) Are there any **relevant** statutory requirements affecting this proposal? If so, please describe.

The Education (Scotland) Act (1980) – An Act with specific reference to the duty to provide education by Education Authorities (councils) and functions of Education Authorities in relation to individual learners.

The Equality Act 2010 – The Act places a duty on schools and education authorities not to discriminate against pupils with protected characteristics including disabilities, sexual orientation and ethnicity.

Education (Scotland) Act 2016 – provisions for strategic planning to consider socio-economic barriers to learning.

National Improvement Framework 2016 – Linked to the 2016 Act.

(iii) What is the aim of the proposal? Please give full details.

The report summarises the progress of the implementation of previously agreed efficiencies to school staffing budgets and proposes an amendment to further savings which are currently outlined in the council's Change Programme. The proposal is that savings will not be taken in financial year 2021/22. An alternative timetable is suggested, subject to ongoing review of the impacts of reduced teacher numbers.

(iv) Is it a new proposal?      No      Please indicate      OR

Is it a review of e.g. an existing budget saving, report, strategy, policy, service review, procedure or function?      Yes      Please indicate

#### **Step 4: Which people does your proposal involve or have consequences for?**

Please indicate all which apply:

Employees	Yes
Job Applicants	No
Service users	Yes
Members of the public	No

**Step 5: List the evidence/data/research that has been used in this assessment (links to data sources, information etc which you may find useful are in the Guidance). This could include:**

**Internal data** (e.g. customer satisfaction surveys; equality monitoring data; customer complaints).

- Details of savings previously made.
- Unable to offer permanent teaching contracts to Newly Qualified Teachers in Feb 2020
- Evaluation exercise with primary head teachers.
- Council focus on maximising inclusion and reducing inequalities.
- Service focus of closing the attainment gap and reducing inequalities for children for identified groups including looked after children and those with additional support needs.
- Attainment data and free school meal eligibility

**Internal consultation** (e.g. with staff, trade unions and any other services affected).

- Primary head teachers.
- Trade union representatives.

**External data** (e.g. Census, equality reports, equality evidence finder, performance reports, research, available statistics)

- 2021 update to the National Improvement Framework – specific focus on closing the poverty related attainment gap.
- Scottish Government Equity Audit – assessing the impact of Covid-19 and school closures on children from socio-economically disadvantaged backgrounds.

**External consultation** (e.g. partner organisations, national organisations, community groups, other councils).

N/A

**Other** (general information as appropriate).

## **Step 6: Evidence Gaps.**

Are there any gaps in the equality information you currently hold?      No

If yes, please state what they are, and what measures you will take to obtain the evidence you need.

**Step 7: Are there potential differential impacts on protected characteristic groups?**  
Please complete for each group, including details of the potential impact on those affected.  
Please remember to take into account any particular impact resulting from **Covid-19**.

**Please state if there is a potentially positive, negative, neutral or unknown impact for each group. Please state the reason(s) why.**

Age

**Impact – potentially positive - children**

Pausing the further reduction in teacher numbers at this time will enable us to continue providing much needed support to all children in Angus. Our evidence shows us that looked after children attain less than their peers. Free school meal eligibility has increased. The latest SIMD update notes that more Angus neighbourhoods are now in the most deprived areas of Scotland. A further reduction in teacher numbers at this time would mean we could provide less support than before.

Disability

**Impact – potentially positive**

Children with disabilities attend many schools in Angus. Pausing the reduction in teacher numbers will ensure equity of provision and benefit children with disabilities who attend these schools.

Gender reassignment

**Impact - None**

Marriage and Civil Partnership

**Impact - none**

Pregnancy/Maternity

**Impact - none**

Race - (includes Gypsy Travellers)

**Impact – potentially positive**

Children from minority groups, including Gypsy Travellers, attend school in Angus. The proposed amendments to teacher savings will ensure efforts can continue to minimise the attainment gap for children in these groups.

Religion or Belief

**Impact - None**

Sex

**Impact - neutral**

Sexual orientation

## **Impact - none**

### **Step 8: Consultation with any of the groups potentially affected**

If you have consulted with any group potentially affected, please give details of how this was done and what the results were.

If you have not consulted with any group potentially affected, how have you ensured that you can make an informed decision about mitigating action of any negative impact (Step 9)?

N/A – no negative impacts

### **Step 9: What mitigating steps will be taken to remove or reduce potentially negative impacts?**

N/A – the proposal is effectively the mitigation of a negative impact.

### **Step 10: If a potentially negative impact has been identified, please state below the justification.**

### **Step 11: In what way does this proposal contribute to any or all of the public sector equality duty to: eliminate unlawful discrimination; advance equality of opportunity; and foster good relations between people of different protected characteristics?**

Contributes to the achievement of statutory requirement to reduce the poverty / socio-economic attainment gap for children and young people.

### **Step 12: Is there any action which could be taken to advance equalities in relation to this proposal?**

N/A

### **Step 13: FAIRER SCOTLAND DUTY**

This step is only applicable to **strategies** which are key, high level decisions. If your proposal is **not** a strategy, please leave this Step blank, and go to Step 14.

Links to data sources, information etc which you may find useful are in the Guidance.

**Step 13(A) What evidence do you have about any socio-economic disadvantage/inequalities of outcome in relation to this strategic issue?**

**Step 13(B) Please state if there are any gaps in socio-economic evidence for this strategy and how you will take measures to gather the evidence you need.**

**Step 13(C) Are there any potential impacts this strategy may have specifically on the undernoted groupings?** Please remember to take into account any particular impact resulting from **Covid-19**.

**Please state if there is a potentially positive, negative, neutral or unknown impact for each grouping.**

**Low and/or No Wealth** (e.g. those with enough money to meet basic living costs and pay bills but have no savings to deal with any unexpected spends and no provision for the future.

**Impact**

**Material Deprivation** (i.e. those unable to access basic goods and services e.g. repair/replace broken electrical goods, warm home, leisure and hobbies).

**Impact**

**Area Deprivation** (i.e. where people live (e.g. rural areas), or where they work (e.g. accessibility of transport).

**Impact**

**Socio-economic Background** i.e. social class including parents' education, people's employment and income.

**Impact**

**Other** – please indicate

**Step 13(D) Please state below if there are measures which could be taken to reduce socio-economic disadvantage/inequalities of outcome.**

**Step 14: What arrangements will be put in place to monitor and review the Equality Impact/Fairer Scotland Duty Assessment?**

There will be ongoing monitoring of the impact of current staffing levels in Angus Schools. These will be subject to committee consideration if required.

**Step 15: Where will this Equality Impact/Fairer Scotland Duty Assessment be published?**

Alongside the committee report on the Angus Council website.

**Step 16: Sign off and Authorisation.** Please state name, post, and date for each:

Prepared by: Beth Reader, Manager – Support Services, 02 February 2021

Reviewed by: Doreen Phillips, Snr Practitioner – Equalities, 03 February 2021

Approved by: Kelly McIntosh, Director of Education and Lifelong Learning

NB. There are several worked examples of separate EIA and FSD Assessments in the Guidance which may be of use to you.

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