



Appendix B3

Equality Impact/Fairer Scotland Duty Assessment Form

Step 1

Name of Proposal

Savings derived from changes to the allocation of management time for primary schools.

Step 2

Is this only a **screening** Equality Impact Assessment No

(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 Yes

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 & Lifelong Learning

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

Education (Scotland) Act 1980 as amended

Education (Additional Support for Learning) (Scotland) Act 2004 as amended

Children and Young People Act 2014

Education (Scotland) Act 2016

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

To revise the management time allocations to primary schools, potentially bringing class sizes closer to the maximum limits set out by the Scottish Negotiating Committee for Teachers.

(iv) Is it a new proposal? yes

Is it a review of e.g. an existing budget saving, report, strategy, policy, service review, procedure or function? Yes, previously considered for 22/23 financial year.

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

Please indicate all which apply:

Employees	Yes
Job Applicants	Yes
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).

Committee Report 83/15
Committee Report 73/16
Angus Education Plan including Stretch Aims
Achievement of a Level data – Literacy and Numeracy

Annual census returns including pupil:teacher ratio
Attendance and exclusion data
Free school meal data

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

Senior Leadership Team
Head Teachers
Primary Staffing Review Group
Trade Union reps

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

SNCT / AJNCT guidelines
National stretch aims data.
National Improvement Framework
Additional Support for Learning Review and Action Plan
Equity Audit – January 2021
Scottish Attainment Challenge - Framework for Accelerating Progress and Recovery
The Promise
UNCRC

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

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 – negative – children and young people

This proposal will bring the allocation of classroom teachers into closer alignment with the requirements set out by SNCT. The likely outcome of this will be a reduction in the number of classes.

Increased class sizes may impact our ability to prioritise improved educational outcomes for all, including those who are care-experienced, and those affected by the poverty-related attainment gap. There will be less time for teachers to focus on the individual needs of children. Increased class sizes could have a detrimental effect on those who have experienced trauma due to finding it harder to learn in larger groups and classes.

In terms of mitigating this impact, head teachers may be able to prioritise the use of their Pupil Equity Funding (PEF) for additional teachers. However, it should be recognised that PEF levels vary and some schools have very limited additional resources due to the methodology for allocation. The use of PEF for teachers also unavoidably draws resources away from other interventions which may have been beneficial for some groups of targeted learners.

Impact – negative – adults

With regards to recruitment and workforce development this saving will directly impact on the Council's need to recruit Newly Qualified Teachers of those on temporary contracts on a permanent basis. We are also seeing a lower than expected level of retirement from service which further reduces opportunities for recruitment. Taken together, this will have a significant impact on those in the early stages of their careers.

School leadership teams may see a reduction in time dedicated to strategic development due to increased demands placed upon them to directly support children's learning.

Disability

Impact – neutral

We will continue to meet the needs of learners with additional support needs, by allocating additional staff, where necessary and appropriate, from dedicated ASN budgets.

Impact – negative

Possible increase in sickness absence for work-related stress due to higher class numbers.

Gender reassignment

Impact - neutral

Marriage and Civil Partnership

Impact - neutral

Pregnancy/Maternity

Impact - neutral

Race - (includes Gypsy Travellers)

Impact – neutral

Religion or Belief

Impact - neutral

Sex

Impact - negative – women

A large proportion of our teaching workforce are women. The proposal will result in increased class-sizes and management responsibilities, meaning a negative impact on women. In addition, a minority of our teachers work part-time, which may also need to be balanced with caring responsibilities in their personal lives..

Sexual orientation

Impact - neutral

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.

Our trade union representative have been notified in broad terms about these proposals.

Primary staffing meetings are also taking place, providing an opportunity for discussion with head teachers. There is a Primary Staffing Review group that meets every 8 weeks and Short Life Working Groups are also established as part of this process.

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)?

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

- Head Teachers will deliver a curriculum based on the staffing budget available to them.
- Use of Scottish Attainment Challenge funding may off-set impacts in some settings, but not all.
- Provision of health and wellbeing services by Angus Council.

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

Angus Council will continue to meet pupil:teacher ratio, Reports 83/15 and 73/16 and the requirements of SNCT.

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?

N/A

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?

This proposal may reduce the overall capacity of Angus Council to mitigate the impacts of the poverty-related attainment gap due to children and young people being in larger learning groups.

As part of previous budget efficiencies we have already removed teachers employed to provide targeted intervention in areas with high levels of deprivation. The impact of these further savings will vary across schools but if schools are required to invest more of their PEF funding in teaching staff, this will impact on the resources available to support other initiatives.

Efficiencies may disproportionately impact larger schools with more classes and this includes all schools with PEF allocations of more than £60,000. These schools are located in areas with higher levels of deprivation.

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.

N/A

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 - Neutral

This proposal does not directly affect this group. Other support mechanisms from the Council will continue to be available such as Maximise Angus referrals, emergency funds etc. Some schools also operate their own targeted support for low income families such as breakfast club provision and social supermarkets. These are not affected by the proposals.

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 - neutral

This proposal does not directly affect this group. Other support mechanisms from the Council will continue to be available such as Maximise Angus referrals, emergency funds etc. Some schools also operate their own targeted support for low income families such as breakfast club provision and social supermarkets. These are not affected by the proposals.

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

Impact - negative

This proposal could affect this grouping, depending on where specific changes to the staffing allocation are made. We know which areas have higher levels of relative deprivation and our capacity to address the impact of the poverty-related attainment gap may be reduced.

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

Impact - negative

This proposal could affect this grouping, depending on the backgrounds of our families. This group is linked to Area Deprivation above. We do not directly hold information about

the socio-economic backgrounds of our families, however we do hold more general information about free school meal and school clothing grant entitlement which can be used as a proxy. These factors are linked to the poverty-related attainment gap, and it can therefore be suggested that there is a negative impact due to our reduced capacity to address this.

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.

N/A

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

The Assessment will be reviewed if further proposals are made. More generally, we will be able to monitor the impacts of this proposal via our annual education plan report and our routine performance monitoring.

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

On the Council website with the committee report.

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

Prepared by: Beth Reader, Manager – Support Services, 03 February 2023.

Reviewed by: Doreen Phillips, Snr Practitioner (Equalities), 03 February 2023.

Approved by: Kelly McIntosh, Director of Education & Lifelong Learning, 03 February 2023.