



Appendix B5

Equality Impact/Fairer Scotland Duty Assessment Form

Step 1

Name of Proposal

Savings derived from funding provided for additional school staff by Scottish Government as part of the base budget from April 2022

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.

This funding has been provided by Scottish Government as part of a manifesto pledge to provide increased resources for additional teachers. Funding is received as an increase to block grant allocation for Angus. This proposal is linked to the requirements of:

Education (Scotland) Act 1980 as amended
Education (Additional Support for Learning) (Scotland) Act 2004 as amended
Children and Young People Act 2014

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

To realise a saving from this funding, rather than to employ additional teachers as indicated by Scottish Government.

(iv) Is it a new proposal? No

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).

Angus Education Plan including Stretch Aims
Achievement of a Level data – Literacy and Numeracy
Senior Phase Attainment data
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
Trade Union reps

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

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).

Education Scotland

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

The purpose of the additional funding from government is to enable local authorities to prioritise education recovery post-pandemic and address the significant disruption experienced by our learners. Social inequalities and trauma have been exacerbated by the pandemic and can impact the ability of some children and young people to learn and thrive at school. A decision not to recruit additional teachers is likely to limit the capacity of our schools to deliver improved educational outcomes for all children, including those who are care-experienced and those affected by the poverty related attainment gap. Our ability to offer targeted support to address lost learning will be affected.

In terms of mitigating this impact, head teachers may be able to prioritise the use of 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 be more beneficial for some groups of learners.

At senior phase level, there may be limitations in terms of the courses that can be offered and the mode of delivery.

With regards to recruitment and workforce development utilising this funding as a saving will directly impact on the Council's need to recruit newly qualified staff 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 an impact on those in the early stages of their careers.

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.

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 - neutral

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.

N/A

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.
- Teaching resource will continue to be available at the current level, it will just not increase.
- Use of PEF made off-set impacts in some settings, but not all.

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

Angus Council currently meets expected level in terms of pupil:teacher ratio.

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?

The intended purpose of this funding is to increase teacher numbers and capacity to address impacts arising from the pandemic. 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.

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. We know which areas have higher levels of relative deprivation and our capacity to address the impact of the poverty-related attainment gap in these areas 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:

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