

Equality Impact Assessment Template – Policy, Function or Strategy

This document should be completed when a new policy, function or strategy is introduced or when a substantive change to an existing policy, function or strategy is recommended. This will ensure equality considerations are taken into account before a decision is made and the policy, function or strategy can be altered, if required.

1. Policy, function or strategy		
a.	Name/description of the policy, function or strategy ¹	Education Equality Outcomes Improvement Plan 2021/25
b.	Responsible organisation(s)/Lead Service	Education Services
c.	Lead Officer	Michael Roach, Head of Education
d.	Date of Impact Assessment	6 August 2021
e.	Partners/other Services involved in the development of the policy, function or strategy	-
f.	Is the policy, function or strategy?	☒ New ☐ Reviewed/Revised
g.	What is the purpose of the policy, function or strategy (include details of any new legislation which prompted the introduction of the policy, function or strategy or the substantive change to the policy, function or strategy)?	To deliver the Education Equality Outcomes 2021/25
h.	What are the intended outcomes of the policy, function or strategy?	Outcome 1: Ensure the curriculum meets the needs of black and minority ethnic pupils; Outcome 2: Reduce identity-based bullying and harassment in our educational establishments; Outcome 3: Reduce the attainment gap for pupils with additional support needs (ASN)

¹ Please attach details of the policy, function or strategy to this Template

i.	Geographical area (Inverclyde-wide or a specific location)	Inverclyde-wide
j.	Which parts of the Equality Duty will the policy, function or strategy impact on?	X Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by The Equality Act 2010
		X Advance equality of opportunity between people of different groups
		X Foster good relations between people from different groups
k.	Will those who may be directly or indirectly affected by the policy, function or strategy be involved in its development?	Yes

2. Does the policy, function of strategy impact on:		Yes	No
a.	Protected Characteristics under The Equality Act 2010: Age; Disability; Gender Reassignment; Pregnancy and Maternity; Race; Religion and Belief; Sex; Sexual Orientation (see Section 3)	X	
b.	Reducing inequalities of outcome caused by socio-economic disadvantage – Fairer Scotland Duty ² (see Section 6)	X	
c.	Local Outcomes Improvement Plan (LOIP) 2017/22 ³ (see Section 7)	X	
d.	Corporate Plan 2018/22 ⁴ (see Section 8)	X	

² Fairer Scotland Duty: interim guidance for public bodies

³ Local Outcomes Improvement Plan 2017/22

⁴ Corporate Plan 2018/22 (agenda item 5)

3. If 'Yes' is selected for any part of Section 2, please populate the other relevant Sections of this Template.	
4. If 'No' is selected for <u>every part</u> of Section 2, please state the reasons for this.	
Please sign below and email a copy of this Template to Karen Barclay, Corporate Policy Officer: karen.barclay@inverclyde.gov.uk .	
Signature:	Date:

3. Impact – Protected Characteristics				
Which of the Protected Characteristics will the policy, function or strategy have an impact upon?				
	Impact			
Protected Characteristic	Positive High Low	Neutral	Negative High Low	Reasons/Comments
Age	X			Young people in Inverclyde's educational establishments will benefit from the delivery of the Education Equality Outcomes 2021/25.

Disability		X				Pupils with a disability will benefit from the delivery of the Education Equality Outcomes 2021/25.
Gender Reassignment		X				Pupils who may experience identity-based bullying because of their Gender Reassignment will benefit from the delivery of the Education Equality Outcomes 2021/25.
Marriage and civil partnership			X			
Pregnancy and maternity			X			
Race		X				Pupils who may experience identity-based bullying because of their Race, as well as black and minority ethnic pupils, will benefit from the delivery of the Education Equality Outcomes 2021/25.
Religion or belief		X				Pupils who may experience identity-based bullying because of their Religion or belief will benefit from the delivery of the Education Equality Outcomes 2021/25.
Sex		X				Pupils who may experience identity-based bullying because of their Sex will benefit from the delivery of the Education Equality Outcomes 2021/25.
Sexual orientation		X				Pupils who may experience identity-based bullying because of their actual or perceived Sexual orientation will benefit from the delivery of the Education Equality Outcomes 2021/25.
Other groups to consider						
Carers						Carers/parents of pupils may benefit from the delivery of the Education Equality Outcomes 2021/25.

4. Which parts of the Equality Duty will the policy, function or strategy have an impact upon?	
X	Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act 2010
X	Advance equality of opportunity between people from different groups
X	Foster good relations between people from different groups

5. Impact – groups	
From the information you have highlighted above, describe the positive and negative impacts and the groups affected under The Equality Act 2010.	
Positive impacts + (Describe groups affected.) Young people in Inverclyde's educational establishments with the Protected Characteristics of Disability, Gender Reassignment, Race, Religion or belief and Sexual orientation will benefit from the delivery of the Education Equality Outcomes 2021/25. Carers/parents of pupils may also benefit from the delivery of the Education Equality Outcomes 2021/25.	Negative impacts - (Describe groups affected.)

6. Impact – Fairer Scotland Duty

What impact will this policy, function or strategy have on reducing inequalities of outcome caused by socio-economic disadvantage?

Positive impact +	Neutral impact =	Negative impact -
+		

Briefly describe how the policy, function or strategy will impact on reducing inequalities of outcome.

As pupils with ASN and their parents/carers may be more likely to experience socio-economic disadvantage, they will therefore benefit from the delivery of the Education Equality Outcomes 2021/25.

Pupils who may experience socio-economic prejudice will benefit from the delivery of the Education Equality Outcomes 2021/25.

7. Impact – LOIP 2017/22

Which Priority/Priorities from the LOIP 2017/22 will this policy, function or strategy impact on?

☐	1. Population: Inverclyde's population will be stable and sustainable with an appropriate balance of socio - economic groups that is conducive to local economic prosperity and longer term population growth
X	2. Inequalities: There will be low levels of poverty and deprivation and the gap between the richest and poorest members of our communities will be reduced (This may already have been highlighted at Section 6.)
☐	3. Environment, culture and heritage: Inverclyde's environment, culture and heritage will be protected and enhanced to create a better place for all Inverclyde residents and an attractive place in which to live, work and visit
☐	4. The local economy: Inverclyde has a thriving and diverse local economy, economic activity is increased and skills development enables both those in work and those furthest from the labour market to realise their full potential
Briefly describe how the policy, function or strategy will impact on the LOIP Priority/Priorities.	

Education Equality Outcome 3 aims to reduce the attainment gap for pupils with ASN which will support the delivery of the LOIP 2017/22 Priority 2.

8. Impact – Corporate Plan 2018/22

Which Priority/Priorities from the Corporate Plan 2018/22 will the policy, function or strategy impact on?

☐	1. To promote Inverclyde, to both residents and visitors alike, as a great place to live, work and visit
☐	2. To work collaboratively, to enable strong, connected and empowered communities, particularly in areas of deprivation, so that residents have influence and control over the things that matter to them
☐	3. To grow the local economy in a way that creates opportunities for all our residents, including access to good quality jobs
X	4. To reduce the prevalence of poverty and, in particular, child poverty in our communities
X	5. To safeguard, support and meet the needs of our most vulnerable families and residents
☐	6. To improve the health and wellbeing of residents so that people live well, and for longer
☐	7. To protect and enhance our natural and built environment
☐	8. To preserve, nurture and promote Inverclyde's unique culture and heritage
☐	9. To deliver services that are responsive to community needs and are underpinned by a culture of innovation, continuous improvement and effective management of resources
☐	10. To develop motivated, trained and qualified employees who deliver quality services that meet current and anticipated service needs

Briefly describe how the policy, function or strategy will impact on the Corporate Plan Priority/Priorities.

The Education Equality Outcomes 2021/25 will support delivery of Corporate Plan 2018/22 Priorities 4 and 5.

9. Evidence

What evidence do you have to help identify any potential impacts of the policy, function or strategy?

Note: Evidence could include information from consultations, surveys, the Citizens' Panel, focus groups, interviews, projects, user feedback, complaints, Officers' knowledge and experience, equalities monitoring data, publications, research, reports, and local and national groups.

Evidence	Details
Consultation/Engagement (including any carried out while developing the policy, function or strategy)	A consultation on the draft Education Equality Outcomes 2021/25 took place 2-14 February 2021. A number of stakeholder groups were invited to participate in the process including Inverclyde residents, Council employees, the teacher trade union, Garvel Deaf Centre, the Council's Citizens' Panel, as well as groups supported by the Community Learning and Development Team. In light of the restrictions imposed by the Covid-19 pandemic, the main method by which people were invited to make their views heard was via an online survey. A digital focus group was also arranged to look at particular topics or other issues raised in response to the consultation. A total of 104 people provided their views.
Research	The Council was represented at a workshop facilitated by the Equalities and Human Rights Commission on 3 December 2021 which informed the planning and development of Equality Outcomes 2021/25.
Officers' knowledge and experience (including feedback from frontline staff)	Officers involved in developing the Improvement Plan 2021/25 have many years' experience of working in education and equalities backgrounds.
Equalities monitoring data	Equalities monitoring data was requested from the people who responded to the consultation on the Education Equalities Outcomes 2021/25.

User feedback (including complaints)	
Stakeholders	
Other	
Are there information gaps and, if so, what are these?	No

10. Consequences of analysis

What steps will you take in response to the findings of your analysis? Please select at least one of the following and provide a brief explanation.

a.	Continue development with no changes	☐	Respondents to the consultation were asked to indicate the extent to which they agreed that the proposed topics/themes were the right things the Council should be looking at in 2021/25. The vast majority of respondents - 93% and 92% respectively - agreed that there should be a focus on reducing identity-based bullying and harassment in our educational establishments, as well as reducing the attainment gap for pupils with ASN. However, there was considerably less support for the topic of improving the educational attainment of black and minority ethnic pupils, with less than three quarters (72%) agreeing that this is an area the Council should focus on during the next four years.
b.	Continue development with minor alterations	X	In light of these results, the final Education Equality Outcomes 2021/25 were agreed as: Outcome 1: Ensure the curriculum meets the needs of black and minority ethnic pupils; Outcome 2: Reduce identity-based bullying and harassment in our educational establishments; Outcome 3: Reduce the attainment gap for pupils with ASN.
c.	Continue development with major changes	☐	

d.	Discontinue development and consider alternatives (where relevant)	☐
How will the effect of the policy, function or strategy be monitored following implementation? Corporate oversight of the Education Equality Outcomes Improvement Plan 2021/25 will be provided by the Corporate Equalities Group, the Corporate Management Team and the Education and Communities Committee.		
When is the policy, function or strategy due to be implemented? During the period 2021/25.		
When will the policy, function or strategy be reviewed? At the end of year one.		
What resources are available for the implementation of the policy, function or strategy? Have these resources changed? The delivery of the Education Equality Outcomes 2021/25 will be supported by existing Council resources.		
11. Please use the space below to detail any other matters arising from the Equality Impact Assessment process, including what action could be taken to mitigate the impact of the policy, function or strategy.		

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Details of the Person(s) who completed the Assessment:	
Name:	Michael Roach Karen Barclay
Position:	Head of Education Corporate Policy Officer
Date:	21 September 2021
Authorised by: <i>K.A.B.</i>	
Name:	Ruth Binks
Position:	Corporate Director - Education, Communities and Organisational Development
Date:	21/10/2021

Thank you for your assistance with the completion of this task.

Please send a copy of the completed Template to Karen Barclay, Corporate Policy Officer at karen.barclay@inverclyde.gov.uk.

