

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	Parental Engagement Strategy 2022/25
b.	Responsible organisation(s)/Lead Service	Education Services, Inverclyde Council
c.	Lead Officer	Elaine McLoughlin, Education Officer
d.	Date of Impact Assessment	16 March 2022
e.	Partners/other Services involved in the development of the policy, function or strategy	Parents and carers, Community Learning and Development, Barnardo's, Libraries, Educational Psychology, Education Scotland, Scottish Government
f.	Is the policy, function or strategy?	<input type="checkbox"/> New
		<input checked="" type="checkbox"/> 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)?	We are required by law – the Scottish Schools (Parental Involvement) Act 2006 – to produce a Parental Engagement strategy for the local authority. We have a current strategy, which was published in 2018 and covered the period 2018-21. We are required to refresh the Inverclyde Strategy every three years and take into account the Scottish Government's 'Learning Together' strategy when drawing up and reviewing our local strategy.
h.	What are the intended outcomes of the policy, function or strategy?	Inverclyde schools are encouraged to revisit and review their understanding of each of three key aspects, that is, home-school partnerships, learning at home and parental representation, and to

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

1. Policy, function or strategy			
		<p>ensure that the legislative duties contained in the Scottish Schools Parental Involvement Act 2006 are also maintained.</p> <p>Below is the list of current key area headings in the local strategy:</p> <ul style="list-style-type: none"> • Fully informed about their children’s education and learning; • Welcomed and involved in the life of their child’s setting; • Able to support learning at home and to participate fully in family learning activities; and • Encouraged to express their views and take part in decision making. <p>Underpinning these headings, are specific actions that Inverclyde Council services, schools, ELC, parent councils, parents and carers can take to bring about further improvement.</p>	
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?	<input type="checkbox"/>	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. Extensive consultation with education establishment managers, staff, key partners, parents and carers has been carried out throughout the review of this strategy. Care has been taken to reflect their views and recent experiences in the development of the Strategy 2022-25.	

2. Does the policy, function or 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)	√	
b. Reducing inequalities of outcome caused by socio-economic disadvantage – Fairer Scotland Duty ² (see Section 6)	√	
c. Local Outcomes Improvement Plan (LOIP) 2017/22 ³ (see Section 7)	√	
d. Corporate Plan 2018/22 ⁴ (see Section 8)	√	
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.		
<p>Please sign below and email a copy of this Template to Karen Barclay, Corporate Policy Officer: karen.barclay@inverclyde.gov.uk.</p>		
Signature:	Date:	

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. Impact – Protected Characteristics

Which of the Protected Characteristics will the policy, function or strategy have an impact upon?

Protected Characteristic	Impact				Reasons/Comments	
	Positive High	Low	Neutral	Negative High		Low
Age	√					Young people develop greater self-confidence and achieve more within their learning when supported by schools and families working effectively together in partnership. The importance of parental engagement within the education process is acknowledged in current 3-18 educational research and is a central focus of recent Scottish Government education thinking.
Disability	√					<p>Educational research evidences that parents and carers identify a range of barriers which hinder or discourage their involvement with their child's school. These encompass a complex mix of issues, including physical barriers to accessing activities due to disability issues. The authority is committed to working with schools and Parent Councils to develop effective strategies which overcome these barriers, for example:</p> <ul style="list-style-type: none"> • Providing opportunities for parents and carers to meet with staff at a venue which is accessible to parents and carers with a disability; • Working with other agencies to support families with specific issues. <p>Inverclyde Council is committed to supporting and involving parents and carers.</p> <p>Under the Education (Additional Support for Learning) Scotland Act 2009, parents and carers of a child with additional support needs can request assessment of and information about their child's needs and how these are to be met. Inverclyde Council is committed to supporting and involving parents and carers in these processes and schools will ensure that parents and carers receive a response to any such requests.</p>

3. Impact – Protected Characteristics						
Gender Reassignment			√			
Marriage and civil partnership			√			
Pregnancy and maternity			√			
Race		√				<p>Establishments are supported to be open and encourage the involvement of parents and carers in the work they do. They should consider ways of accessible information that helps parents and carers engage with them and their child's education:</p> <ul style="list-style-type: none"> • Communicating effectively with parents and carers by providing information in a variety of formats. • Encouraging parental volunteering opportunities. • Providing communication with bilingual parents and carers through the development of the Groupcall Messenger system. • Reviewing and adapting the language used by staff when linking and communicating with parents and carers. Appendix 6 of the strategy highlights core, best practice communication principles.
Religion and belief			√			
Sex			√			
Sexual orientation			√			

3. Impact – Protected Characteristics						
Other groups to consider	√					
<ul style="list-style-type: none"> Carers 	√					<p>All parents and carers with parental rights will have fair and transparent access to information regarding their child.</p> <p>The authority also acknowledges that parents and carers have a pivotal role if care experienced young people are to have the opportunity to succeed. Inverclyde Council will continue to work together with parents and carers of care experienced young people, foster carers and others with parental responsibilities to encourage them to support their children's education. As a normal part of these processes, the authority will also ensure that all relevant information relating to the child is provided to both parent and carer unless the care plan specifically states otherwise.</p>

4. Which parts of the Equality Duty will the policy, function or strategy have an impact upon?	
<input type="checkbox"/>	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

+

Age: Young people will develop greater self-confidence and achieve more within their learning when supported by schools and families working effectively together in partnership.

All Parents and carers: Parents and carers of pupils attending educational settings in Inverclyde will have a greater awareness of their children's learning and will play a pro-active role when engaging with schools. Schools with strong family engagement are more likely to improve pupil learning outcomes.

Disability: Opportunities for parents and carers to meet with staff at a venue which is accessible to parents and carers with a disability. Communicating effectively with parents and carers by providing information in a variety of formats. Working with other agencies to support families with specific issues. Parents and carers of a child with additional support needs can request assessment of and information about their child's needs and how these are to be met.

Race: Communicating effectively with parents and carers by providing information in a variety of formats. Providing communication with bilingual parents and carers through the development of the Groupcall Messenger system. Reviewing and adapting the language used by staff when linking and communicating with parents and carers.

Carers: All relevant information relating to the child is provided to the carer unless the care plan specifically states otherwise. Carers of care

Negative impacts

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5. Impact – groups	
experienced young people, foster carers and others with parental responsibilities will feel encouraged to support their children’s education.	

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 -
√		
<p>Briefly describe how the policy, function or strategy will impact on reducing inequalities of outcome.</p> <p>Targeted funding to reduce the poverty related attainment gap will continue to be used to support parental involvement, engagement and family learning. The Inverclyde Attainment Challenge has clear references to the importance of family learning and parental engagement within the key drivers of the project.</p> <p>Providing opportunities, supporting and building capacity amongst Scotland’s parents to capitalise on children’s learning experiences is key in raising attainment and closing the poverty related attainment gap. Parents have an important role to play in helping their child’s learning and development at home but also in Early Learning and Childcare (ELC) settings, schools and the wider community. Research evidence shows that when ‘parents, carers and other family members are effectively involved in their children’s education, the outcome for their children is better’ (Scottish Schools (Parental Involvement) Act Guidance, 2006, pi).</p> <p>Parental engagement is one of the key drivers for educational change identified in the National Improvement Framework (NIF), containing expectations of increased opportunities for parents, carers and families to engage with teachers and other community partners to support their children and an increased voice of the parents and carers in school improvement processes. The Inverclyde Parental Engagement Strategy 2022/25 provides advice to both schools, parents and carers on the expectations from Inverclyde Council Education Services of a strengthened partnership between schools, parents and carers.</p>		

7. Impact – LOIP 2017/22

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

<input type="checkbox"/>	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
<input checked="" type="checkbox"/>	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.)
<input type="checkbox"/>	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
<input type="checkbox"/>	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.

The Strategy 2022-25 will support delivery of LOIP Priority 2.

Research has shown that around 80% of the difference in how well children do at school is dependent on what happens outside the school gates.(Rasbash et al 2010; Save the Children 2013)

The ongoing improvement in attainment for those young people living in the most deprived 20% is encouraging. This strategy will continue to support a whole family approach to learning and teaching. Children only spend 15% of their time in school. The remaining 85 per cent of children’s time is spent at home or in their communities (OECD, 2014) and this presents a potentially significant opportunity for learning. This strategy will support establishments to continue to make the links between what is being taught in school and learning opportunities that exist at home and in the community.

8. Impact – Corporate Plan 2018/22

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

<input type="checkbox"/>	1. To promote Inverclyde, to both residents and visitors alike, as a great place to live, work and visit
X	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
<input type="checkbox"/>	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
<input type="checkbox"/>	6. To improve the health and wellbeing of residents so that people live well, and for longer
<input type="checkbox"/>	7. To protect and enhance our natural and built environment
<input type="checkbox"/>	8. To preserve, nurture and promote Inverclyde's unique culture and heritage
<input type="checkbox"/>	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
X	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 Strategy 2022-25 supports the delivery of a number of the Corporate Plan 2018/22 Priorities:

Priority 2: The Strategy 2022-25 will encourage establishments to involve parents and carers in decision making and giving parents and carers a voice when shaping school priorities.

Our establishments will continue to work with partners to support and develop family participation, engagement and volunteering.

Priorities 4 and 5: Targeted funding to reduce the poverty related attainment gap will continue to be used to support parental and carer involvement, engagement and family learning. The Inverclyde Attainment Challenge has clear references to the importance of family learning and parental and carer engagement within the key drivers of the project.

Priority 10: Practitioners will experience training to deliver quality services around parental and carer involvement and engagement and staff will understand how their roles contribute to the aims of the Strategy 2022-25.

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
<p>Consultation/Engagement (including any carried out while developing the policy, function or strategy)</p>	<p>Extensive consultation has taken place on the development of the Strategy 2022/25:</p> <ul style="list-style-type: none"> • National Parental involvement and Engagement Census to gather views of all parents (7th – 25th Feb 2022); • with Parent Council Representatives (24th January 2022); • with early years staff, primary and secondary staff, staff working in ASN; • with Education Officers; and • with partners - libraries, Community Learning and Development, Barnardo's, Attainment Challenge, Education Psychology Services, Speech and Language. <p>Establishments and partners acknowledged the impact, both positive and negative, that the Covid-19 pandemic has had on progress over the past two years. Overall, feedback was that all aims and outcomes of the new Strategy 2022/25 remain relevant and vital to the development of parental involvement and engagement in Inverclyde.</p>
<p>Research</p>	<p>Education Officer accessed research from Scottish Government, the Education Endowment Foundation and Education Scotland to support development of Strategy 2022/25.</p>
<p>Officers' knowledge and experience (including feedback from frontline staff)</p>	<p>Education Officer is lead for Parental Involvement and Engagement and a member of the Scottish Parental Involvement Officer Network (SPION). Officer is part of the Families and Communities West Partnership network. Officer has been in education for 29 years in a variety of teaching and supporting roles.</p>

Evidence	Details
Equalities monitoring data	
User feedback (including complaints)	The nature and frequency of complaints are monitored by the Council and the information gathered is used to improve the service.
Stakeholders Other	
Are there information gaps and, if so, what are these?	Updated Scottish Government documents are awaited concerning the devising of Parental Involvement and Engagement Strategies.

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	X	We are required by law – the Scottish Schools (Parental Involvement) Act 2006 – to produce a Parental and Involvement Engagement Strategy for the local authority. We are expecting updated guidance from Scottish Government in the coming months but we do not expect it to result in any material difference to the Strategy 2022-25.
b.	Continue development with minor alterations	<input type="checkbox"/>	
c.	Continue development with major changes	<input type="checkbox"/>	
d.	Discontinue development and consider alternatives (where relevant)	<input type="checkbox"/>	

How will the effect of the policy, function or strategy be monitored following implementation?

Establishments will continue to engage with parents and carers to evaluate aspects of parental involvement and engagement. The authority will continue to carry out ongoing parental surveys to ensure that parental views are reflected in the development of education policy. The nature and frequency of complaints are monitored by the Council and the information gathered is used to improve the service. The authority will seek feedback from parent council representatives at regular meetings. Inverclyde schools will participate in the National Parental Involvement and Engagement Census and make use of the data it generates.

When is the policy, function or strategy due to be implemented?

October 2022

When will the policy, function or strategy be reviewed?

October 2025

What resources are available for the implementation of the policy, function or strategy? Have these resources changed?

Funding for resources is identified within the Attainment Challenge project and from Education Services budget.

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.

The document should be cross-referenced with the Equality Impact Assessments entitled *Education Services Digital Learning Strategy 2021-2028* and *Parentsportal* which are available to view on the Council's website: [Inverclyde Council - Equality Impact Assessments](#).

Details of the Person(s) who completed the Assessment:	
Name:	Elaine Mcloughlin and Michael Roach
Position:	Education Officer and Head of Education respectively
Date:	26/7/22
Authorised by:	
Name:	Ruth Binks
Position:	Corporate Director: Education, Communities and Organisational Development
Date:	26/7/22

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.