

INVERCLYDE COUNCIL EQUALITY IMPACT ASSESSMENT TEMPLATE

Budget Savings Proposals

Essential Information
Name of Officer(s) completing this Template: M Roach
Designation(s): Head of Education
Directorate/Service: Education
Date of Impact Assessment: 30/9/22
Name of Proposed Budget Saving ¹ : Outdoor learning

1. Does the proposed budget saving 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)	Y	
b. Reducing inequalities of outcome caused by socio-economic disadvantage – Fairer Scotland Duty ² (see Section 6)	Y	
c. Local Outcomes Improvement Plan (LOIP) 2017/22 ³ (see Section 7)	Y	
d. Corporate Plan 2018/22 ⁴ (see Section 8)	Y	
2. If 'yes' is selected for any part of Section 1, please populate the other relevant Sections of this Template.		

¹ Please attach the Budget Saving Proposal to this Template

² [Fairer Scotland Duty: guidance for public bodies](#)

³ [Local Outcomes Improvement Plan 2017/22](#)

⁴ [Corporate Plan 2018/22](#) (agenda item 5)

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3. Impact – Protected characteristics

Which of the protected characteristics will the proposed budget saving have an impact upon? (See guidance for examples of key considerations under each characteristic – this is on ICON.)

Equality Target Group	Positive impact +	Neutral impact =	Negative impact -
Age			Y
Disability			Y
Gender Reassignment		=	
Marriage and civil partnership		=	
Pregnancy and maternity		=	
Race			Y
Religion and belief		=	
Sex			Y
Sexual orientation		=	
Other groups to consider • Carers		=	Parents and carers

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4. Which parts of the Equality Duty will the proposed budget saving impact on?	
<input type="checkbox"/>	Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by The Equality Act 2010
<input type="checkbox"/>	Advance equality of opportunity between people of different groups
<input type="checkbox"/>	Foster good relations between 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.	
<p>Positive impacts +</p> <p><i>(Describe groups affected.)</i></p>	<p>Negative impacts -</p> <p><i>(Describe groups affected.)</i></p> <p><u>Age and Disability</u>: P6 children, including those with disabilities, would be impacted by this budget saving proposal because they may not be able to access outdoor learning.</p> <p><u>Race</u>: People from ethnic minority backgrounds are more likely to live in poverty.</p> <p><u>Sex; Parents and carers</u>: Families with children living on low incomes and living in poverty. Single carers for children are more likely to be female. There may be a disproportionate impact on families and carers on low incomes as they may find it difficult to access outdoor learning.</p>

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6. Impact – Fairer Scotland Duty

What impact will this budget saving proposal have on reducing inequalities of outcome caused by socio-economic disadvantage? *Please tick.*

Positive Impact +	Neutral Impact =	Negative Impact -
		Y

Briefly describe how the budget saving proposal will impact on reducing inequalities of outcome.

This funding could further reduce schools' capacity to provide support via this budget to reduce or remove the costs of pupils being able to attend outdoor learning activities, particularly those from disadvantaged backgrounds. Despite potential use of Pupil Equity Fund funding to support this, the reduction or removal of this budget will add further pressure to reducing these costs.

Reducing levels of support for more vulnerable students has the potential to reduce their access to a wide and varied curriculum thus further affecting existing gaps and equity of access.

There may be a disproportionate impact on families on low incomes. It is expected that the removal of outdoor learning will have the greatest impact on the most deprived children and their families/carers.

7. Impact – LOIP 2017/22

Which Priority/Priorities from the LOIP 2017/22 will this budget saving proposal 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
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 during 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

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7. Impact – LOIP 2017/22

Which Priority/Priorities from the LOIP 2017/22 will this budget saving proposal impact on?

- | | |
|--------------------------|--|
| <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 budget saving proposal will impact on the LOIP Priority/Priorities.

Priority 2: As in section 6.

8. Impact – Corporate Plan 2018/22

Which Priority/Priorities from the Corporate Plan 2018/22 will this budget saving impact on?

- | | |
|--------------------------|---|
| <input type="checkbox"/> | 1. To promote Inverclyde, to both residents and visitors alike, as a great place to live, work and visit |
| <input type="checkbox"/> | 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 |
| X | 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 |

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8. Impact – Corporate Plan 2018/22

Which Priority/Priorities from the Corporate Plan 2018/22 will this budget saving impact on?

- | | |
|--------------------------|--|
| <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 |
| <input type="checkbox"/> | 10. To develop motivated, trained and qualified employees who deliver quality services that meet current and anticipated service needs |

Briefly describe how the budget saving proposal will impact on the Corporate Plan Priority/Priorities.

Priorities 4, 5 and 6: As above there may be a disproportionate impact on families on low incomes. It is expected that the removal of outdoor learning in P6 will have the greatest impact on the most deprived children and their families/carers.

9. Evidence

What evidence do you have to help identify any potential impacts of the proposed budget saving?

Note: Evidence could include consultations, surveys, focus groups, interviews, projects, user feedback, complaints, officer knowledge and experience, equalities monitoring data, publications, research, reports, local, national groups.

Evidence	Details
Consultation/Engagement	In the 2022 budget consultation 29% of respondents supported the headline budget saving proposal of consolidation of anti-poverty initiatives.
Research	Joseph Rowntree Foundation, January 2022, UK Poverty 2022 Joseph Rowntree Foundation, October 2021, Ethnicity, poverty and the data in Scotland.

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<p>9. Evidence</p> <p>What evidence do you have to help identify any potential impacts of the proposed budget saving?</p> <p>Note: Evidence could include consultations, surveys, focus groups, interviews, projects, user feedback, complaints, officer knowledge and experience, equalities monitoring data, publications, research, reports, local, national groups.</p>	
	<p>Not all authorities offer outdoor learning through the schools programme.</p>
<p>Officer's knowledge and experience (including feedback from frontline staff)</p>	<p>There is evidence that the opportunity to experience outdoor education through something like a residential experience can be a significantly enhancing opportunity for young people. This can impact positively on their mental health and resilience impacting positively on their application and confidence in learning i.e. better outcomes.</p>
<p>Equalities monitoring data</p>	
<p>User feedback (including complaints)</p>	<p>There is some reputational risk to the Council. Because there is a health benefit of outdoor learning, it is likely that any media coverage will focus on this aspect.</p>
<p>Stakeholders</p> <p>Other</p>	
<p>Are there information gaps and, if so, what are these?</p>	<p>This Budget Saving Proposal will form part of the Budget Consultation 2022.</p> <p>While it is recognised that any physical activity has a positive impact on health, it is not clear how much direct impact outdoor learning has on the general health and well-being of P6 pupils.</p>

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10. 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 this Budget Saving Proposal.

As the move towards school empowerment gives schools increasing control over Devolved Management of Resources (DMR) and staffing budget, schools may be able to identify budget from other areas to compensate, including the use of Pupil Equity Fund funding. Primary schools can consider alternative funding sources and explore alternative models in order to provide outdoor learning.

This document should be cross-referenced with the Equality Impact Assessments entitled *5% Reduction in schools' DMR budget*; and *Removal of P4 Swimming Lessons*.

Details of the Person(s) who completed the Assessment:	Name: Michael Roach
	Position: Head of Education
	Date: 30/9/22
Authorised by:	Name: Ruth Binks
	Position: Corporate Director - Education, Communities and Organisational Development
	Date:

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

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