

## 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.

<b>1. Policy, function or strategy</b>		
a.	Name/description of the policy, function or strategy <sup>1</sup>	Secondary Gaelic Education
b.	Responsible organisation(s)/Lead Service	Education Services
c.	Lead Officer	Michael Roach
d.	Date of Impact Assessment	March 2023
e.	Partners/other Services involved in the development of the policy, function or strategy	Secondary Gaelic Advisory Group
f.	Is the policy, function or strategy?	<input checked="" type="checkbox"/> New
		<input 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)?	To implement Secondary Gaelic Education within Inverclyde Council
h.	What are the intended outcomes of the policy, function or strategy?	Pupils can continue to develop their Gaelic language skills and gain qualifications in Gaelic based on the principles of immersion.
i.	Geographical area (Inverclyde-wide or a specific location)	Inverclyde-wide
j.	Which parts of the Equality Duty will the policy, function or strategy	<input type="checkbox"/> Eliminate unlawful discrimination, harassment and

<sup>1</sup> Please attach details of the policy, function or strategy to this Template

	impact on?		victimisation and other conduct prohibited by The Equality Act 2010
		X	Advance equality of opportunity between people of different groups
		<input type="checkbox"/>	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?	<p>CRWIA carried out, gathering pupil voice.</p> <p>Recommendations are the result of the Gaelic Advisory Group which is formed of parents, education officers, Director of Education at Bòrd na Gàidhlig, school leaders and Community Learning and Development Officer.</p>	

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 ( <b>see Section 3</b> )	x	
b. Reducing inequalities of outcome caused by socio-economic disadvantage – Fairer Scotland Duty <sup>2</sup> ( <b>see Section 6</b> )	x	
c. Local Outcomes Improvement Plan (LOIP) 2017/22 <sup>3</sup> ( <b>see Section 7</b> )	x	
d. Corporate Plan 2018/22 <sup>4</sup> ( <b>see Section 8</b> )	x	

<sup>2</sup> [Fairer Scotland Duty: guidance for public bodies](#)

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

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

<b>3. If 'Yes' is selected for any part of Section 2, please populate the other relevant Sections of this Template.</b>	
<b>4. If 'No' is selected for <u>every part</u> of Section 2, please state the reasons for this.</b>	
<p>Please sign below and email a copy of this Template to Karen Barclay, Corporate Policy and Performance Officer:  <u><a href="mailto:karen.barclay@inverclyde.gov.uk">karen.barclay@inverclyde.gov.uk</a></u></p>	
Signature:	Date: March 2023

<b>3. Impact – Protected Characteristics</b>						
<b>Which of the Protected Characteristics will the policy, function or strategy have an impact upon?</b>						
	<b>Impact</b>					
Protected Characteristic	Positive		Neutral	Negative		Reasons/Comments
	High	Low		High	Low	
Age	X					This proposal will have a positive impact on young people in Inverclyde who wish to learn Gaelic.
Disability			X			
Gender Reassignment			X			

Marriage and civil partnership			X			
Pregnancy and maternity			X			
Race			X			
Religion and belief			X			
Sex			X			
Sexual orientation			X			
Other groups to consider <ul style="list-style-type: none"> <li>• Carers</li> </ul>	X					Carers – in terms of this proposal, this will provide certainty over continuity of secondary Gaelic provision and remove any uncertainty linked to placing requests.

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

<p align="center"><b>Positive impacts</b> + <i>(Describe groups affected.)</i></p>	<p align="center"><b>Negative impacts</b> - <i>(Describe groups affected.)</i></p>
<p>Our pupils who attend Whinhill Gaelic provision will have the opportunity to continue with immersive education within Inverclyde to develop their Gaelic language skills and gain qualifications in Gaelic.</p> <p>Carers will have a guarantee of Gaelic provision within Inverclyde for their children.</p>	

**6. Impact – Fairer Scotland Duty**

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

<p align="center"><b>Positive impact</b> +</p>	<p align="center"><b>Neutral impact</b> =</p>	<p align="center"><b>Negative impact</b> -</p>
<p align="center">X</p>		

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

This development will ensure that any pupil attending our Primary GME provision will have equity of opportunity to attend a secondary GME provision and stay within the authority and their local community. Any pupils currently attending the Primary GME provision from disadvantaged socio-economic groups will be able to continue their education and benefit from the wide range of offers and approaches at the secondary school identified where success is already in place in closing poverty related attainment gaps.

**7. Impact – LOIP 2017/22**

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

X	1. <b>Population:</b> 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 type="checkbox"/>	2. <b>Inequalities:</b> 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.)
X	3. <b>Environment, culture and heritage:</b> 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
X	4. <b>The local economy:</b> 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.**

Priorities 1, 3 and 4

With this change pupils can continue their secondary education within Inverclyde. Presently pupils submit a placing request to continue their Gaelic immersion outwith the authority.

Children and young people in both the Gaelic and English stream will be given the opportunity to learn about the history, art and culture of Gaelic in Inverclyde and Scotland and to develop key skills for work and life.

## 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
<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
<input type="checkbox"/>	4. To reduce the prevalence of poverty and, in particular, child poverty in our communities
<input type="checkbox"/>	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
X	8. To preserve, nurture and promote Inverclyde's unique culture and heritage
X	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 policy, function or strategy will impact on the Corporate Plan Priority/Priorities.**

Priorities 8 and 9

Children and young people in both the Gaelic and English stream will be given the opportunity to learn about the history, art and culture of Gaelic in Inverclyde and Scotland. Inverclyde has a thriving Gaelic community and a strong history of Gaelic medium provision. Promoting Gaelic medium education and providing resources to do so will encourage families from a wide variety of backgrounds to access the provision.

As Glasgow Gaelic School continues to expand it is highly likely that the school will not be able to accommodate placing requests in the future. This change responds to the need to provide a guarantee of progression of the learning of Gaelic through immersion into secondary school.

## 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)	Regular meetings with Advisory Board which is formed of parents, education officers, Director of Education at Bòrd na Gàidhlig (the principal public body in Scotland responsible for promoting Gaelic development and providing advice to the Scottish Ministers on Gaelic issues), school leaders and Community Learning and Development Officer. Engagement with families.
Research	Independent options appraisal.
Officers' knowledge and experience (including feedback from frontline staff)	Inverclyde has a thriving Gaelic community and a strong history of Gaelic medium provision. Education Officer with responsibility for Gaelic Medium Education provision.
Equalities monitoring data	
User feedback (including complaints)	



Stakeholders	Comann nam Pàrant Bòrd na Gàidhlig Families of pupils who attend Whinhill Gaelic provision Senior leaders at Whinhill Education Scotland
Other	
Are there information gaps and, if so, what are these?	Statutory consultation to establish a catchment area will be required.

## 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	<input checked="" type="checkbox"/>	It is not proposed to make any changes to the proposal at this stage.
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?

Gaelic Advisory group will continue to meet.

Education Services will continue to quality assure provision as part of quality visits and peer review.

Stakeholder voices will be gathered as part of peer and self-evaluation processes.

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

Because of uncertainty in the requirements for secondary Gaelic provision for academic year 2023/24, and the potential late notification of need, it is recommended that the Education and Communities Committee approve delegated powers to the Corporate Director of Education, Communities and Organisational Development to explore provision for Gaelic secondary education in academic year 2023/24 if there is a demand for provision.

When will the policy, function or strategy be reviewed?

As part of the annual Standards and Quality and school self-evaluation processes.

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

Accommodation and management within Inverclyde Academy.  
Gaelic teacher to be appointed.

**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.**

**Details of the Person(s) who completed the Assessment:**

Name: Michael Roach and Elaine McLoughlin

Position: Head of Education and Education Officer

Date: March 2023

<b>Authorised by:</b>	
Name:	Ruth Binks
Position:	Corporate Director - Education, Communities and Organisational Development
Date:	March 2023

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 at [karen.barclay@inverclyde.gov.uk](mailto:karen.barclay@inverclyde.gov.uk).**