

## INVERCLYDE COUNCIL EQUALITY IMPACT ASSESSMENT TEMPLATE

### Budget Savings Proposals

Essential Information
Name of Officer(s) completing this Template: Ruth Binks
Designation(s): Corporate Director – Education, Communities and Organisational Development
Directorate/Service: Education, Communities and Organisational Development
Date of Impact Assessment: 13 December 2018
Name of Proposed Budget Saving <sup>1</sup> : Teachers 2 - £211,000 based on saving 4.6 FTE teachers

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 ( <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>1</sup> Please attach the Budget Saving Proposal to this Template

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

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

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

**INVERCLYDE COUNCIL EQUALITY IMPACT ASSESSMENT TEMPLATE**

**2. If “yes” is selected for any part of Section 1, please populate the other relevant Sections of this Template.**

If “no” is selected for **every part** of Section 1, **please sign below and email** a copy of this Template to Karen Barclay, Corporate Policy Officer:  
[karen.barclay@inverclyde.gov.uk](mailto:karen.barclay@inverclyde.gov.uk).

Signature

Date

## INVERCLYDE COUNCIL EQUALITY IMPACT ASSESSMENT TEMPLATE

### 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.)

<b>Equality Target Group</b>	<b>Positive impact +</b>	<b>Neutral impact =</b>	<b>Negative impact -</b>
Age		X	
Disability			X
Gender Reassignment		X	
Pregnancy and maternity		X	
Race		X	
Religion and belief		X	
Sex		X	
Sexual orientation		X	
Other groups to consider			

## INVERCLYDE COUNCIL EQUALITY IMPACT ASSESSMENT TEMPLATE

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
X	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.	
<b>Positive impacts</b> + <i>(Describe groups affected.)</i>	<b>Negative impacts</b> - <i>(Describe groups affected.)</i>  This policy could mean that larger classes are formed for English and Maths. Pupils with specific learning needs often perform better in smaller groups.

## INVERCLYDE COUNCIL EQUALITY IMPACT ASSESSMENT TEMPLATE

### 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 -
		X

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

There is no link to attainment and class size, however this could mean that pupils who are less affluent (who often have greater support needs) get less individual attention.

### 7. Impact – LOIP 2017/22

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

<input type="checkbox"/>	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
X	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 during section 6)
<input type="checkbox"/>	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

### Briefly describe how the budget saving proposal will impact on the LOIP Priority/Priorities.

There is no link to attainment and class size, however this could mean that pupils who are less affluent (who often have greater support needs) get less individual attention.

## **INVERCLYDE COUNCIL EQUALITY IMPACT ASSESSMENT TEMPLATE**

### **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
<input type="checkbox"/>	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
<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.**

There is no link to attainment and class size, however this could mean that pupils who are less affluent (who often have greater support needs) get less individual attention.

## **INVERCLYDE COUNCIL EQUALITY IMPACT ASSESSMENT TEMPLATE**

### **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.

<b>Evidence</b>	<b>Details</b>
Consultation/Engagement	Budget Consultation 2017: 75% of respondents stated that the current teacher service should be maintained.
Research	Available research through the EDF.
Officer's knowledge and experience (including feedback from frontline staff)	Yearly staffing return asks schools to allocate how they use cluster support teachers. It should be noted that very few have chosen to keep the initially ring fenced teachers specifically for support.
Equalities monitoring data	
User feedback (including complaints)	
Stakeholders	
Other	
Are there information gaps and, if so, what are these?	

## INVERCLYDE COUNCIL EQUALITY IMPACT ASSESSMENT TEMPLATE

**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.**

Each school currently has an allocation for support for pupils as part of the staffing complement. Each school will identify the needs of their school and allocate teaching and support staff accordingly. There is no link between education attainment and class sizes but historically smaller classes are formed for those who may struggle with English and Maths. Most schools have opted to use PEF to fund additional teacher for literacy and numeracy to provide more bespoke individual support.

Details of the Person(s) who completed the Assessment:	Name: Ruth Binks  Position: Corporate Director – Education, Communities and Organisational Development  Date: 19 December 2018
Authorised by:	Name: Ruth Binks  Position: Corporate Director – Education, Communities and Organisational Development  Date: 11 January 2019

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

21 November 2018