



## Equality Impact/Fairer Scotland Duty Assessment Form

(To be completed with reference to Guidance Notes)

### Step 1

**Name of Proposal** (includes e. g. budget savings, committee reports, strategies, policies, procedures, service reviews, functions):

Saving from the removal of funding provided for additional school staff by Scottish Government as part of the base budget from April 2022

### Step 2

Is this only a **screening** Equality Impact Assessment No

**(A)** If Yes, please choose from the following options **all** reasons why a full EIA/FSD is not required:

(i) It does not impact on people Yes/No

(ii) It is a percentage increase in fees which has no differential impact on protected characteristics Yes/No

(iii) It is for information only Yes/No

(iv) It is reflective e.g. of budget spend over a financial year Yes/No

(v) It is technical Yes/No

If you have answered yes to any of points above, please go to **Step 16**, and sign off the Assessment.

**(B)** If you have answered No to the above, please indicate the following:

Is this a full Equality Impact Assessment Yes

Is this a Fairer Scotland Duty Assessment Yes

If you have answered Yes to either or both of the above, continue with Step 3.

If your proposal is a **strategy** please ensure you complete Step 13 which is the Fairer Scotland Duty Assessment.

### Step 3

(i)Lead Directorate/Service:

Education and Lifelong Learning

(ii)Are there any **relevant** statutory requirements affecting this proposal? If so, please describe.

This funding has been provided by Scottish Government to provide additional teachers. Funding is received as an increase to block grant allocation for Angus. This proposal is linked to the requirements of:

Education (Scotland) Act 1980 as amended

Education (Additional Support for Learning) (Scotland) Act 2004 as amended

Children and Young People Act 2014

(iii)What is the aim of the proposal? Please give full details.

To realise a saving from this funding, rather than to employ additional teachers as indicated by Scottish Government.

(iv)Is it a new proposal?            No

Is it a review of e.g. an existing budget saving, report, strategy, policy, service review, procedure or function? Yes, the first element of this efficiency was taken in the 2023-24 financial year.

### Step 4: Which people does your proposal involve or have consequences for?

Please indicate all which apply:

Employees                            Yes

Job Applicants                      Yes

Service users                        Yes

Members of the public            No

**Step 5: List the evidence/data/research that has been used in this assessment (links to data sources, information etc which you may find useful are in the Guidance). This could include:**

**Internal data** (e.g. customer satisfaction surveys; equality monitoring data; customer complaints).

Angus Education Plan including Stretch Aims  
Achievement of a Level data – Literacy and Numeracy

Senior Phase Attainment data  
Annual census returns including pupil:teacher ratio  
Attendance and exclusion data  
Free school meal and school clothing grant eligibility data  
Child Poverty Index

**Internal consultation** (e.g. with staff, trade unions and any other services affected).

Directorate Senior Leadership Team  
Head Teachers  
Trade Union reps

**External data** (e.g. Census, equality reports, equality evidence finder, performance reports, research, available statistics)

National Improvement Framework  
Additional Support for Learning Review and Action Plan  
Equity Audit – January 2021  
Scottish Attainment Challenge - Framework for Accelerating Progress and Recovery  
The Promise  
UNCRC

**External consultation** (e.g. partner organisations, national organisations, community groups, other councils).

**Other** (general information as appropriate).

### **Step 6: Evidence Gaps.**

Are there any gaps in the equality information you currently hold?      No

If yes, please state what they are, and what measures you will take to obtain the evidence you need.

### **Step 7: Are there potential differential impacts on protected characteristic groups?**

Please complete for each group, including details of the potential impact on those affected. Please remember to take into account any particular impact resulting from **Covid-19**.

**Please state if there is a potentially positive, negative, neutral or unknown impact for each group. Please state the reason(s) why.**

Age

**Impact – negative – children and young people**

The purpose of the additional funding from government is to enable local authorities to prioritise education recovery post-pandemic and address the significant disruption experienced by our learners. Social inequalities and trauma have been exacerbated by the pandemic and can impact the ability of some children and young people to learn and thrive at school. A decision not to recruit additional teachers may limit the capacity of our schools to deliver improved educational outcomes for all children, including those who are care-experienced and those affected by the poverty related attainment gap. Our ability to offer targeted support to accelerate learning may be affected.

In terms of mitigating this impact, head teachers may be able to prioritise the use of pupil equity funding (PEF) for additional teachers. However, it should be recognised that PEF levels vary and some schools have very limited additional resources due to the methodology for allocation.

At senior phase level, there may be limitations in terms of the courses that can be offered and the mode of delivery. The Angus Education Plan includes a review of our curriculum to ensure that our learning pathways meet the needs of all of our learners.

Overall, while there are potentially negative impacts, our assessment is that this proposal can be implemented without impacting on the rights of children as set out in the UNCRC. This includes Article 28 – the right to education.

With regards to recruitment and workforce development utilising this funding as a saving will directly impact on the Council's need to recruit newly qualified staff on a permanent basis. We are also seeing a lower than expected level of retirement from service which further reduces opportunities for recruitment. Taken together, this may have an impact on those in the early stages of their careers.

Disability

**Impact – neutral**

We will continue to meet the needs of learners with additional support needs, by allocating additional staff, where necessary and appropriate, from dedicated ASN budgets.

Gender reassignment

**Impact – neutral**

Marriage and Civil Partnership

**Impact – neutral**

Pregnancy/Maternity

**Impact – neutral**

Race – (includes Gypsy Travellers)

**Impact – neutral**

Religion or Belief

**Impact – neutral**

Sex

**Impact – neutral**

Sexual orientation

**Impact – neutral**

### **Step 8: Consultation with any of the groups potentially affected**

If you have consulted with any group potentially affected, please give details of how this was done and what the results were.

N/A

If you have not consulted with any group potentially affected, how have you ensured that you can make an informed decision about mitigating action of any negative impact (Step 9)?

### **Step 9: What mitigating steps will be taken to remove or reduce potentially negative impacts?**

- Head Teachers will deliver a curriculum based on the staffing budget available to them.
- Teaching resource will continue to be available at the current level, it will just not increase.
- Use of PEF may off-set impacts in some settings, but not all.

### **Step 10: If a potentially negative impact has been identified, please state below the justification.**

This efficiency can be delivered without impacting requirements regarding the Pupil-Teacher Ratio, which is monitored nationally. No reduction to current staffing levels is proposed.

**Step 11: In what way does this proposal contribute to any or all of the public sector equality duty to:** eliminate unlawful discrimination; advance equality of opportunity; and foster good relations between people of different protected characteristics?

N/A

**Step 12: Is there any action which could be taken to advance equalities in relation to this proposal?**

N/A

**Step 13: FAIRER SCOTLAND DUTY**

This step is only applicable to **strategies** which are key, high level decisions. If your proposal is **not** a strategy, please leave this Step blank, and go to Step 14.

Links to data sources, information etc which you may find useful are in the Guidance.

**Step 13(A) What evidence do you have about any socio-economic disadvantage/inequalities of outcome in relation to this strategic issue?**

The intended purpose of this funding is to increase teacher numbers and capacity to address impacts arising from the pandemic. These impacts are detailed at a national level in the Equity Audit, published in January 2021. In Angus there continues to be a clear attainment gap between children and young people who live in SIMD Quintile 1 and/or are eligible for School Clothing Grant, and all other learners. Reducing this gap is a stated priority in the Angus Education Plan 2022-27. This proposal may reduce the overall capacity of Angus Council to mitigate the impacts of the poverty-related attainment gap.

As part of previous budget savings, Angus Council has already removed teachers employed to provide targeted intervention in areas with high levels of deprivation. The impact of these proposed further savings will vary across schools. If schools are required to invest more of their PEF funding in teaching staff, this will impact on the resources available to support other interventions for children and young people in the priority groups.

Savings may disproportionately impact larger schools with more classes, including schools with PEF allocations of more than £60,000. Schools in this category are mainly located in areas with higher levels of deprivation.

**Step 13(B) Please state if there are any gaps in socio-economic evidence for this strategy and how you will take measures to gather the evidence you need.**

**Step 13© Are there any potential impacts this strategy may have specifically on the undernoted groupings?** Please remember to take into account any particular impact resulting from **Covid-19**.

**Please state if there is a potentially positive, negative, neutral or unknown impact for each grouping.**

**Low and/or No Wealth** (e.g. those with enough money to meet basic living costs and pay bills but have no savings to deal with any unexpected spends and no provision for the future).

**Impact - neutral**

**Material Deprivation** (i.e. those unable to access basic goods and services e.g. repair/replace broken electrical goods, warm home, leisure and hobbies).

**Impact - neutral**

**Area Deprivation** (i.e. where people live (e.g. rural areas), or where they work (e.g. accessibility of transport)).

**Impact - negative**

This proposal could affect this grouping. We know which areas have higher levels of relative deprivation and our capacity to address the impact of the poverty-related attainment gap in these areas may be reduced. Data from the Child Poverty Index prepared for Angus demonstrates wider levels of deprivation than is suggested by SIMD analysis. This proposal may limit our ability to mitigate impact on children and young people living in these areas.

**Socio-economic Background** i.e. social class including parents' education, people's employment and income.

**Impact - negative**

This proposal could affect this grouping, depending on the backgrounds of our families. This group is linked to Area Deprivation above. We do not directly hold information about the socio-economic backgrounds of our families, however we do hold more general information about free school meal and school clothing grant entitlement, as well as low income households which is utilised as a proxy through the Child Poverty Index. These factors are linked to the poverty-related attainment gap, and it can therefore be suggested that there is a negative impact due to our reduced capacity to address this.

**Other** – please indicate

**Step 13(D) Please state below if there are measures which could be taken to reduce socio-economic disadvantage/inequalities of outcome.**

N/A

**Step 14: What arrangements will be put in place to monitor and review the Equality Impact/Fairer Scotland Duty Assessment?**

The Assessment will be reviewed in the context of updates to the Angus Education Plan and routine performance monitoring.

**Step 15: Where will this Equality Impact/Fairer Scotland Duty Assessment be published?**

On the Council website with the committee report.

**Step 16: Sign off and Authorisation.** Please state name, post, and date for each:

Prepared by: Beth Reader, Service Leader – ELL, 08 February 2024.

Reviewed by: Doreen Phillips, Snr Practitioner (Equalities), 13 February 2024.

Approved by: Kelly McIntosh, Director of Education & Lifelong Learning, 08 February 2024