

Equality & Poverty Impact Assessment 00061 (Version 1)

SECTION ONE: ESSENTIAL INFORMATION

Service & Division:	Children's Services Education	Lead Officer Name:	David Mackay
		Team:	HQ
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Proposal:	Secondary Savings Target	Reference No:	CS15

What is the Proposal?	Budget & Other Financial Decision	Policy (New or Change)	HR Policy & Practice	Change to Service Delivery / Service Design
	No	No	No	Yes
Who does the Proposal affect?	Service Users	Members of the Public	Employees	Job Applicants
	Yes	No	Yes	No
Other, please specify:	Parents / Carers			

Identify the main aims and projected outcome of this proposal (please add date of each update):

19/08/2019	Reconfigure the school day - remove registration and move to period by period registration across schools. This change will enable all current registration class teachers to revert to class teaching for an additional 1 class period per week. School teaching periods for pupils will not change.		
21/01/2019	Schools budget Savings options:	£	FTE
	(i) Re-provision of school registration process.	0.433	16.7
	(ii) Adjusting demographic growth provision.	0.251	10.0
	Totals	0.684	46.7
	Option (i) means a 50 minute reduction per week. This doesn't however impact on curricular delivery.		

SECTION TWO: FINANCIAL INFORMATION

For budget changes ONLY please include information below:			Benchmark, e.g. Scottish Average
Current spend on this service (£'0000s)	Total:		
Reduction to this service budget (£'0000s)	Per Annum:	684	
Increase to this service budget (£'000s)	Per Annum:	n/a	
If this is a change to a charge or concession please complete.	Current Annual Income Total:	n/a	
	Expected Annual Income Total:	n/a	
If this is a budget decision, when will the saving be achieved?	Start Date:	01/08/2019	
	End Date (if any):		

SECTION THREE: EVIDENCE Please include any evidence or relevant information that has influenced the decisions contained in this EPIA. (This could include demographic profiles; audits; research; health needs assessments; national guidance or legislative requirements and how this relates to the protected characteristic groups.)

A - Quantitative Evidence This is evidence which is numerical and should include the number people who use the service and the number of people from the protected characteristic groups who might be affected by changes to the service.

Number of Secondary Pupils across the school estate = 8949
 Female: 4380 Male: 4569
 Teachers: 784

B - Qualitative Evidence This is data which describes the effect or impact of a change on a group of people, e.g. some information provided as part of performance reporting.

Social - case studies; personal / group feedback / other

The proposal will impact on children of secondary school age, attending one of our mainstream secondary schools. This will reduce the amount of first line guidance pupils receive, however pastoral staff will continue to have a key role to over see and support the children and young people. All staff will have a role in supporting the children and drawing the attention of pastoral staff to pupils that may have emerging support needs.

Best Judgement:

Has best judgement been used in place of data/research/evidence?	Yes
Who provided the best judgement and what was this based on?	Head of Education, based on knowledge of the current provisions and the likely mitigation of the proposal.
What gaps in data / information were identified?	Require to understand more fully the proportion of children and young people across our schools that currently access support from the first line guidance system and the breakdown of this information by characteristic.
Is further research necessary?	Yes
If NO, please state why.	

SECTION FOUR: ENGAGEMENT

Engagement with individuals or organisations affected by the policy or proposal must take place

Has the proposal / policy / project been subject to engagement or consultation with service users taking into account their protected characteristics and socio-economic status?	Yes	
If YES, please state who was engagement with.	Parent Council Chairs and Parent Representatives. Headteachers	
If NO engagement has been conducted, please state why.		
How was the engagement carried out?	What were the results from the engagement? Please list...	
Focus Group	Yes	Stakeholders - Meetings with Head teachers, Parent Council Chairs and Parent Representatives have taken place on a number of occasions to discuss the proposals and share their views. Feedback from schools was while they all would prefer not to change their current models of delivery and support, there was consensus that the approach to collectively agree to adjust the registration period would have the least impact on children and young people.
Survey	No	
Display / Exhibitions	No	
User Panels	No	
Public Event	Yes	Parent Council Chairs and Parent representatives met with senior officers from Children's Services to discuss the current situation. The parents main concerns were any impact on the level of teacher support in their child's classroom and the potential impact it may have on their learning. Parents were reassured that we would seek to mitigate the impact of the proposals by utilising our totality of resources. They were keen to continue to be engaged with the consultation process and particularly interest to support working towards the 5 year plan together.
Other: please specify		
Has the proposal / policy/ project been reviewed / changed as a result of the engagement?	No	

Have the results of the engagement been fed back to the consultees?	No
Is further engagement recommended?	Yes

SECTION FIVE: ASSESSING THE IMPACT

Equality Protected Characteristics: What will the impact of implementing this proposal be on people who share characteristics protected by the Equality Act 2010 or are likely to be affected by the proposal / policy / project? This section allows you to consider other impacts, e.g. poverty, health inequalities, community justice, public protection etc.

Protected Characteristic	Neutral Impact	Positive Impact	Negative Impact	Please provide evidence of the impact on this protected characteristic.
Age				
Disability			✓	This will reduce the amount of first line guidance pupils receive, however pastoral staff will continue to have a key role to over see and support the children and young people. All staff will have a role in supporting the children and drawing the attention of pastoral staff to pupils that may have emerging support needs.
Sex	✓			Female: 4380 Male: 4569 Proposals will be applied across all pupil groups and do not discriminate against any one group.
Ethnicity				
Religion / Belief / non-Belief				
Sexual Orientation				
Transgender				
Pregnancy / Maternity				
Marriage / Civil Partnership				
Poverty				
Other, health, community justice, public protection etc.				
Risk (Identify other risks associated with this change)	No risks identified - mitigation in place.			

Public Sector Equality Duty: Scottish Public Authorities must have 'due regard' to the need to eliminate unlawful discrimination, advance quality of opportunity and foster good relations. Scottish specific duties include:

	Evidence of Due Regard
Eliminate Unlawful Discrimination (harassment, victimisation and other prohibited conduct):	
Advance Equality of Opportunity:	
Foster Good Relations (promoting understanding and reducing prejudice):	

SECTION SIX: PARTNERS / OTHER STAKEHOLDERS

Which sectors are likely to have an interest in or be affected by the proposal / policy / project?		Describe the interest / affect.
Business	No	
Councils	No	
Education Sector	Yes	Awareness across the sector of the adjusted model of delivery. Monitor, over time to ensure that their is no longer term impact of this change.
Fire	No	
NHS	No	
Integration Joint Board	No	
Police	No	
Third Sector	No	
Other(s): please list and describe the nature of the relationship / impact.		

SECTION SEVEN: ACTION PLANNING

Mitigating Actions: If you have identified impacts on protected characteristic groups in Section 5 please summarise these in the table below detailing the actions you are taking to mitigate or support this impact. If you are not taking any action to support or mitigate the impact you should complete the No Mitigating Actions section below instead.

Identified Impact	To Who	Action(s)	Lead Officer	Evaluation and Review Date	Strategic Reference to Corporate Plan / Service Plan / Quality Outcomes
Early identification of emerging matters/needs	Children and Young People and their families	Period by period registration will ensure that pupils attendance is continually monitored and supported as normal. All staff will continue to have a role in supporting the pupils and will liaise with Pastoral staff and will alert them to any emerging concerns or information to assist them to continue to undertake their role.	Headteachers	25/10/2019	
Impact on curricular delivery and Pupil / Teacher ratio	Children and Young People and their families	Options (i) and (ii) Can be delivered within the current national PTR and doesn't however impact on curricular delivery. Option (iii) Cannot be delivered within the current national PTR. Head of Education to continually monitor the situation and provide assistance to the school	David MacKay		

No Mitigating Actions

Please explain why you do not need to take any action to mitigate or support the impact of your proposals.

Are actions being reported to Members?

No

If yes when and how ?

SECTION EIGHT: ASSESSMENT OUTCOME

Only one of following statements best matches your assessment of this proposal / policy / project. Please select one and provide your reasons.

No major change required	Yes	The impact of the proposal will be mitigated against and will not disproportionately impact on any one protected group and will have minimal impact on all groups.
The proposal has to be adjusted to reduce impact on protected characteristic groups	No	
Continue with the proposal but it is not possible to remove all the risk to protected characteristic groups	No	
Stop the proposal as it is potentially in breach of equality legislation	No	

SECTION NINE: LEAD OFFICER SIGN OFF

Lead Officer:

Signature:	<i>David Mackay</i>	Date:	18/12/2018
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SECTION TEN: EPIA TASK GROUP ONLY

OVERALL ASSESSMENT OF EPIA:	Has the EPIA demonstrated the use of data, appropriate engagement, identified mitigating actions as well as ownership and appropriate review of actions to confidently demonstrate compliance with the general and public sector equality duties?	Yes
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ASSESSMENT FINDINGS	small impact identified on disabled children -but mitigation identified through other forms of support	
If YES, use this box to highlight evidence in support of the assessment of the EPIA		
If NO, use this box to highlight actions needed to improve the EPIA		

Where adverse impact on diverse communities has been identified and it is intended to continue with the proposal / policy / project, has justification for continuing <u>without making changes been made</u>?	Yes / No	If YES, please describe:

LEVEL OF IMPACT: The EPIA Task Group has agreed the following level of impact on the protected characteristic groups highlighted within the EPIA

LEVEL		COMMENTS
HIGH	Yes / No	
MEDIUM	Yes / No	
LOW	Yes	

SECTION ELEVEN: CHIEF OFFICER SIGN OFF

Director / Head of Service:		
Signature:	<i>Robert Naylor</i>	Date: 06/02/2019