

## Stage two: form for carrying out a full equality impact assessment

### 1: Policy or function details

<p>Name of policy or function</p> <p><i>(Insert the name of the policy, strategy, project, funding application, initiative or financial decision)</i></p>	<p>Service Choices, Secondary Schools all other costs –</p> <p>EDUC08a, EDUC08b, EDUC08c, EDUC08d, EDUC08e, EDUC08f, EDUCO8g, EDUCO8h, EDUCO8i EDUCO8k</p>
<p>Lead officer/person</p>	<p>Louise Connor, Education Manager: Performance and Improvement.</p>
<p>Supporting team (names/job titles)</p>	<p>Ann Marie Knowles, Head of Service</p> <p>Eilidh Petro, Principal Accountant</p> <p>Susan Tyre, School Services Support Manager</p>
<p>Who will benefit?</p>	<p>This Service Choices package will not benefit any specific equality group.</p>
<p>Is the policy intended to increase equality of opportunity by permitting positive action or action to redress disadvantage?</p>	<p>This service choice package will not benefit any specific equality group.</p>

What are the main aims of the policy?

The main aim of the Secondary Schools other services package is to meet the savings which are required to be made as part of Service Choices (Education Services Base Budget Service Choices Stage 2 Options review templates)

Proposed target savings are required to be achieved between 2016 and 2021. With first year savings in 2016/2017 of £620K, with a further saving of £363K in 2017/2018 (a cumulative saving of £983K) and a reduction of 30.8 FTE posts.

Savings proposals:

**EDUC08a** – reduce Classroom Assistants by 20% (6.6FTE posts)

**EDUC08b** – reduce Clerical Assistants by 20% (6.2 FTE posts)

**EDUC08c** – reduce Janitorial costs by 20% (2FTE posts)

**EDUC08d** – reduce supply cover teacher costs by 20%

**EDUC08e** – remove management development and training budgets

**EDUC08f** – removal of school librarians (10FTE posts)

**EDUCO8g** – reduce school technicians by 20% (6FTE posts)

**EDUCO8h** – reduce grounds maintenance by 20%

**EDUCO8i** – reduce individual school budgets by 20%

**EDUCO8k** - remove staff lunch payment for lunch time supervision

## 2: What are the likely impacts of the policy?

For each protected characteristic you should identify any particular impact that the policy may have for the group. Impacts could be positive or negative and both should be described.

If there are no impacts on a particular protected characteristic then state your reasons for this within the response box. This demonstrates that you have considered the impact on each characteristic.

<p>Will the policy impact on the whole population of Argyll and Bute?</p> <p>Will the policy impact on particular groups within the population of Argyll and Bute?</p>	<p>No equality impacts are expected on the whole population of Argyll and Bute.</p> <p>The direct impact of these proposed savings are expected to impact for pupils who access a range of support from each of the identified posts. This will be consistent across all areas of Argyll and Bute. Pupils identifies as having additional or complex needs may be impacted upon.</p> <p>The proposed reduction in staffing levels in the Secondary Schools: all other costs will have a slightly greater negative impact on female employees currently engaged in the delivery of a range of Education Services across Argyll and Bute. It should be noted however that the savings will also affect male employees, who are predominantly employed as school technicians and janitors. This profile is consistent with the employee profile of the Council as a whole, which has a larger proportion of female employees. These reductions take place within the context of the Scottish Government's policy position on maintaining teacher numbers, so savings must be identified from alternative budgets in Education,</p> <p>The proposals will mean a reduction in the overall number of Support posts in schools and the risk of potential redundancies. As part of the Service Choices consultation process the Service will ensure all possible opportunities to mitigate the risk of redundancy will be fully explored and with HR through the redeployment process.</p>
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Consider the following protected characteristics. What are the likely impacts for the group or community?

List any positive and/or negative impacts.

Protected characteristic	Positive and/or negative impacts
Race: relating to people from different racial groups, ethnic or national origins, ethnic minorities, including gypsy travellers and migrant workers	None.
Gender: specific to women and/or men	The proposals are not gender specific in nature as the services are universal to pupils and the support services are universal to all teachers. There is a slightly higher negative impact on female employees as the admin, pupil support assistants and classroom assistants are predominantly, but not exclusively female. The janitor posts have a higher male staffing profile and the technician posts are predominantly occupied by male employees. The profile of this saving having a slightly higher potential impact on female employees reflects the overall employee profile of the council, which is predominantly female. It should be noted that positive action to mitigate all redundancies is a core element of the council's redundancy policy and will be pursued vigorously following the budget decision.
Disability: relating to people with either mental or physical disability	Potential slight negative impact on pupils identified as having a disability, as defined within the Additional Support for Learning Act, but only where they are currently offered additional support from either classroom assistants or pupil support assistants. This proposal does not affect the Additional Support Needs services.
Age: relating to different age groups e.g. older people or children and young people	Slight negative impact for key groups of pupils under the age of 19 across Argyll and Bute. This is because the whole service is specifically for children and young people.
Religion or Belief: relating to a person's religion or belief (including non-belief)	None.
Sexual orientation: relating to whether a person is lesbian, gay, bi-sexual, heterosexual	None.

Marriage and civil partnership: relating to people who are married or are in a civil partnership	None.
Gender reassignment: relating to people who have proposed, started or completed a process to change his or her sex	None.
Pregnancy and maternity: relating to the condition of being pregnant or expecting a baby and the period after the birth	None.

### 3: Evidence used in developing the policy

Set out the evidence on impacts that you have collected in the development of the policy.

<p><b>Involvement and consultation</b> In assessing the impact(s) set out above what evidence has been collected from involvement, engagement or consultation? Who was involved, when and how?</p> <p><i>Both equalities legislation and the duty to achieve best value demand effective consultation and engagement.</i></p> <p><i>Therefore, we need evidence of engagement with those groups that are targeted by the introduction of a new policy.</i></p>	<p>Planned discussions were held with Head Teachers as part of the Budget Working group, as well as through HT meetings and correspondence to inform them of the requirements of Service Choices and provide an opportunity to discuss, contribute ideas to the proposed savings proposals.</p> <p>Public consultation was carried out on all the Service Choices options with responses from Parent Councils and staff groups that highlighted a range of views on Secondary Schools – all other costs. Over 64% of consultees who responded disagreed with the proposed savings for pupil support, classroom assistants and school technicians.</p> <p>Consultation with the affected staff, Trade Unions and HR have taken place on several occasions between November 2015 and January 2016 to consider all options for those affected by the Service Choices package.</p> <p>Individual meetings with staff potentially affected by these proposals were undertaken in January 2016.</p>
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**Data and research**

Please specify what research was carried out or data collected, when and how this was done, **and what other available research or data did you use?**

*Set out any local or national data that has been used, in the impact assessment including any relevant guidance that has influenced the development of the policy.*

As a core part of the Service Choices process Services were required to complete Stage 2 Option Review Templates.

**EDUC08a** – reduce Classroom Assistants by 20% (6.6FTE posts)

Review of current staffing arrangements, including a revision of the current allocations formula applied. Consideration given to potential impacts for schools: large and small and consideration of geographical constraints.

**EDUC08b** – reduce Clerical Assistants by 20% (6.2 FTE posts)

Review of current staffing arrangements, including a revision of the current allocations formula applied. Consideration given to potential impacts for schools: large and small and consideration of geographical constraints.

**EDUC08c** – reduce Janitorial costs by 20% (2FTE posts)

Review of current staffing arrangements, including a revision of the current allocations formula applied. Consideration given to potential impacts for schools: large and small and consideration of geographical constraints.

**EDUC08d** – reduce supply cover teacher costs by 20%

Evaluation of budget use in previous sessions, timing of periods of constraint. Consideration of impact on activities outwith school class contact time, working groups, CPD and participation in national events

**EDUC08e** – remove management development and training budgets

Consideration of impact of the current approach to delivering CPD programmes for senior school leaders and meeting the requirements of GTCS registration.

**EDUC08f** – removal of school librarians

Evaluation of impact on learning and teaching including research and study for senior school pupils.

	<p><b>EDUCO8g</b> – reduce school technicians by 20%</p> <p>Assessment of impact on learning and teaching in secondary school. Compliance with H&amp;S</p> <p><b>EDUCO8h</b> – reduce grounds maintenance by 20%</p> <p><b>EDUCO8i</b> – reduce individual school budgets by 20%</p> <p>Assessment of impact of reduced school budgets reviewed including evaluation of previous budget usage.</p> <p><b>EDUCO8k</b> - remove staff lunch payment for lunch time supervision</p> <p>Review of impact on lunch time supervision arrangements undertaken.</p>
<p><b>Partners’ data and research</b></p> <p>What evidence has been provided by partners?</p> <p>Please specify partners.</p>	<p>Not applicable.</p>
<p><b>Gaps and uncertainties</b></p> <p>Have any gaps or uncertainties been identified in your understanding of the issues or impacts that need to be further explored?</p>	<p>None.</p>

#### 4: Detailed Action Plan to address gaps in evidence and to reduce negative impacts

No	Action	Responsible Officer(s)	Timescale
1	Individual consultation on a one to one basis will all affected staff	Head Teacher/Manager	Feb 2016
2	Revision of support services allocation formula to minimise risk and impact of reduction in resources, particularly where it affects children and young people identified as having a disability, as defined within the Additional Support for Learning Act	Louise Connor Susan Tyre	March-May 2016
3	Communication to all schools on the impact of the reductions	Ann Marie Knowles Susan Tyre	May 2016

#### 5: Performance monitoring and reporting

Please describe how the policy will be taken forward. This will act as a record for future reviews and the monitoring of the policy.

When is the policy intended to come into effect?	Proposed changes will be implemented with effect in 2016/2017.  Decision will be taken at council meeting on 11 February 2016
When will the policy be reviewed?	No planned review date at this stage.
Who is responsible for reviewing the policy?	Louise Connor, Education Manager, Performance and Improvement



## 6: Summary

**Name of policy:** Service Choices, Secondary Schools all other costs – EDUC08a , EDUC08b, EDUC08c, EDUC08d, EDUC08e, EDUC08f, EDUC08g, EDUC08h, EDUC08i, EDUC08k

This policy will help the council to meet the general equality duty to eliminate discrimination; advance equality of opportunity; and foster good relations by:

### **Eliminate discrimination**

State how the policy will eliminate discrimination

The savings proposals are not designed to eliminate discrimination, but seek to manage reductions in the education revenue budget with minimal impact on equality groups, ensuring that the overall education service is sufficiently resourced to deliver quality education.

The impacts identified have associated mitigating actions.

### **Advance equality of opportunity**

State how the policy will advance equality of opportunity

The proposal will result in savings to the education service, which will allow it to operate within budget and deliver equality of opportunity to all pupils across Argyll and Bute.

### **Foster good relations**

State how the policy will affect good relations

The proposal will result in savings to the education service, which will allow it to operate within budget and ensure that it continues to foster good relations to all pupils across Argyll and Bute

When completed, the assessment must be signed off by the lead officer and by the relevant Head of Service.

Signed:  
Lead Officer



Date: 28 January 2016

Signed:  
Head of Service



Date: 28 January 2016

Completed assessments must be sent to: [equality@argyll-bute.gov.uk](mailto:equality@argyll-bute.gov.uk) or Stephen Colligan, Improvement and Organisational Development, for quality control, recording and publishing on the council's website.