

# Equality & Poverty Impact Assessment 00060 (Version 1)

## SECTION ONE: ESSENTIAL INFORMATION

<b>Service &amp; Division:</b>	Children's Services Education	<b>Lead Officer Name:</b>	David Mackay
		<b>Team:</b>	HQ
		<b>Tel:</b>	01324506681
		<b>Email:</b>	david.mackay@falkirk.gov.uk
<b>Proposal:</b>	Primary Savings Target	<b>Reference No:</b>	CS16

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

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

16/08/2019	Redesigning the teaching support to council Early Learning Centres by utilising the skills and knowledge of other qualified early years practitioners and Graduate Pedagogues to support the learning journey of the children.												
16/08/2019	Revise school staffing arrangements to increase the efficiency of the current delivery model.												
07/01/2019	<p>Primary Savings Target of £1.8m (Year1) as per Education Executive on 6/11/18. Estimated staff savings of 36FTE.</p> <p>Schools budget Savings options:</p> <table style="width: 100%; border: none;"> <tr> <td></td> <td style="text-align: right;">£</td> <td style="text-align: right;">FTE</td> </tr> <tr> <td>(i) Re-design of teaching support in nursery classes aligned with use of graduate childcare professionals.</td> <td style="text-align: right;">0.519</td> <td style="text-align: right;">20.0</td> </tr> <tr> <td>(ii) Removal of discretionary support provided for schools (i.e. for additional classes).</td> <td style="text-align: right;">0.179</td> <td style="text-align: right;">7.0</td> </tr> <tr> <td></td> <td style="text-align: right;"><b>698</b></td> <td style="text-align: right;"><b>27</b></td> </tr> </table>		£	FTE	(i) Re-design of teaching support in nursery classes aligned with use of graduate childcare professionals.	0.519	20.0	(ii) Removal of discretionary support provided for schools (i.e. for additional classes).	0.179	7.0		<b>698</b>	<b>27</b>
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**Identify the main aims and projected outcome of this proposal (please add date of each update):**


**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:	698	
Increase to this service budget (£'000s)	Per Annum:		
If this is a change to a charge or concession please complete.	Current Annual Income Total:		
	Expected Annual Income Total:		
If this is a budget decision, when will the saving be achieved?	Start Date:	16/08/2019	
	End Date (if any):	14/08/2020	

**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.

Nursery population- 4200 children

Primary population- 12838

Staff- 36 FTE

The proposals will cut across all areas and demographics and will not discriminate against any one particular group. The level of service will continue to be provided but will be delivered by a different staff base (early year professionals rather than fully qualified teachers).

The pre-school nursery service will not change but who delivers the service will (early year professionals) this will result in qualified teachers being able to return to Primary School, which will in turn impact on the level of supply teachers and temporary contracts required,

Increased class sizes may occur in some areas with demographic growth due to removal of discretionary support provided for schools (i.e. for additional classes).

**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**

## Research / Findings which will impact on Under 5's:

Redesigning the support the schools with nursery classes receives means that teacher input to partnership providers and ELC Centres will also be redesigned in order that the position is equitable across all provision. At present, as part of the contract for partnership, there is a commitment to offer support from a qualified teacher but our facilities which are not part of this contract operate with Early Year Officers. The terms of contract for partnership would need to be reviewed/clarified in light of this decision. The Graduate Pedagogues and Early Years Practitioners would be available to provide professional support.

The quality of early learning is one of four priorities in the current Children's Services Strategic Plan. With the 1140 expansion there is an opportunity through innovative design to deliver our service using alternative models. We have recently appointed 8 and soon to be 10 early years Pedagogues to support our Early Years provisions. These colleagues will provide support to our Early Learning Establishments and support research and analysis of approaches to improve outcomes for our children.

We will review and further develop support to Early Learning provisions from their link primary school management team. These colleagues are already engaged in a highly regarded programme of professional update and training. This will continue and will grow as our work force responds to the requirements of the national 1140 roll out. Our Early Years teams will still continue to liaise closely with our mainstream primary schools and collaboratively plan and implement transition programmes for the children.

Current staff will be offered redeployment into mainstream primary school and afforded any additional training and support to manage this move successfully.

The national and local aspiration is that settings are graded as good or better against both the Education Scotland and Care Inspectorate frameworks. However developments across Early Years arising from the implementation of 1140 hours and revised staffing structures and the introduction of Early Learning Pedagogues will mitigate against this.

We will work with schools to review their staffing configurations to seek to minimise any risks of classes growing beyond the nationally agreed class size. This work is already kept under close scrutiny and support provided when required.

National research and evidence have been reviewed. These indicate the need for a skilled and qualified workforce for Early Learning Centres and the importance of ongoing support and training for colleagues. It also recognises the importance of ongoing research an innovation and embed research into training. The recent introduction of the nationally funded Early Years Pedagogues will enable the service to develop utilising this approach to grow and develop our workforce. Our ongoing development programme will further build on this to develop a critical awareness, not just in early year's pedagogy but also of themselves as members of the Falkirk Council staff group, and is crucial if the workforce is to transform how it understands itself and how others understand it.

Our revised structures and innovative design will support the introduction of 1140 hours will enable the service to grow and develop to deliver the highest quality Early Learning experience for our children and their parents/carers.

### Best Judgement:

<b>Has best judgement been used in place of data/research/evidence?</b>	Yes
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<b>Who provided the best judgement and what was this based on?</b>	David MacKay, Head of Education based on information from professionals within the Early Years Section.
<b>What gaps in data / information were identified?</b>	Staff profile information.
<b>Is further research necessary?</b>	Yes
<b>If NO, please state why.</b>	

**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.	Headteachers Parent Council Chairs and Parent Council members from across the council area.	
If NO engagement has been conducted, please state why.		
<b>How was the engagement carried out?</b>	<b>What were the results from the engagement? Please list...</b>	
<b>Focus Group</b>	Yes	Drop in meetings with staff where held to discuss the new 1140 models which would be provided and offer the opportunity for employees to indicate an interest to redeploy to an alternative facility. Feedback from the meetings was positive as the early years facilities and work places are being improved.
<b>Survey</b>	No	
<b>Display / Exhibitions</b>	No	
<b>User Panels</b>	No	
<b>Public Event</b>	Yes	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.
<b>Other: please specify</b>		
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		✓		The proposals will impact on the parents / carers of children from the ages of 3 to 11. However this is expected to be a positive impact given the developments in early learning and the introduction of the early learning pedagogues (professionals) who will provide an alternative model of deliver. In conjunction with the capital investment in the sector will lead to an enhanced learning experience for the children. The change to the delivery model will impact on staffing and potentially larger class sizes in areas of demographic growth.
Disability				
Sex			✓	Female workforce.
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.			



**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:**

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

**SECTION SIX: PARTNERS / OTHER STAKEHOLDERS**

<b>Which sectors are likely to have an interest in or be affected by the proposal / policy / project?</b>		<b>Describe the interest / affect.</b>
<b>Business</b>	No	
<b>Councils</b>	No	
<b>Education Sector</b>	Yes	Introduction of a revised delivery model will change how we currently deliver the service. Schools and nurseries will be consulted and engaged with as the proposal is developed and rolled out.
<b>Fire</b>	No	
<b>NHS</b>	No	
<b>Integration Joint Board</b>	No	
<b>Police</b>	No	
<b>Third Sector</b>	No	
<b>Other(s): please list and describe the nature of the relationship / impact.</b>		

**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
Learning opportunities - level of teacher support in their child's classroom and the potential impact it may have on their learning	Nursery children	Further developments of staffing structures. Training opportunities developed. Ongoing introduction of Early Learning Pedagogues.	Team Manager-Early Learning	25/10/2019	
Nursery Teachers deciding to leave Falkirk	Nursery Teachers	Transaction package of support will be developed to support nursery teaching colleagues to move back into mainstream primary classes where their skills will be utilised to support children in P1-P3 initially.	Team Manager-Early Learning	31/05/2019	
Additional children moving into an area may result in individual classes increasing beyond the class maximum	Children Council	Close monitoring and scrutiny by central staff will assist to identify areas of potential risk and provide the required support to prevent classes becoming too large.	Planning and Resources Manager	26/07/2019	

**No Mitigating Actions**

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

<b>Are actions being reported to Members?</b>	Yes
<b>If yes when and how ?</b>	Committee Reports on the Early Years 1140 projects are regularly provided to the Education Executive.

**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 as explained and will not disproportionately impact on any one group .
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**

<b>OVERALL ASSESSMENT OF EPIA:</b>	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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<b>ASSESSMENT FINDINGS</b>	No impact on protected characteristics -	
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		

<b>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>?</b>	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**

<b>Director / Head of Service:</b>		
<b>Signature:</b>	<i>Robert Naylor</i>	<b>Date:</b> 18/02/2019