

INVERCLYDE COUNCIL EQUALITY IMPACT ASSESSMENT TEMPLATE

Budget Saving Proposal

Essential Information
Name of Officer(s) completing this Template: Michael Roach
Designation(s): Head of Education
Directorate/Service: Education, Communities and Organisational Development/Education Services
Date of Impact Assessment: 5/10/23
Name of Budget Saving Proposal (BSP) ¹ : Removal of P4 swimming lessons

1. Does the BSP impact on:		
	Yes	No
a. Protected Characteristics under The Equality Act 2010: Age; Care experienced; Disability; Gender Reassignment; Marriage and Civil Partnership; Pregnancy and Maternity; Race; Religion and Belief; Sex; Sexual Orientation (see Section 3)	Y	
b. Reducing inequalities of outcome caused by socio-economic disadvantage – Fairer Scotland Duty ² (see Section 6)	Y	
c. Inverclyde Alliance Partnership Plan 2023/33 ³ (see Section 7)	Y	
d. Council Plan 2023/28 ⁴ (see Section 8)	Y	

¹ Please attach the BSP to this Template

² [Fairer Scotland Duty: guidance for public bodies](#)

³ [Inverclyde Alliance Partnership Plan 2023/33](#)

⁴ [Council Plan 2023/28](#)

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

3. Impact – Protected Characteristics			
Which of the Protected Characteristics will the BSP have an impact upon?			
Equality Target Group	Positive impact +	Neutral impact =	Negative impact -
Age			Y
Care experienced			Y
Disability		=	
Gender Reassignment		=	
Marriage and Civil Partnership		=	
Pregnancy and Maternity		=	
Race			Y
Religion and Belief		=	

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Sex		=	
Sexual Orientation		=	
Other groups to consider			Y
<ul style="list-style-type: none"> • Carers • The Armed Forces Covenant Duty 		=	

4. Which parts of the Equality Duty will the BSP impact on?	
X	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.	
Positive impact + <i>(Describe groups affected.)</i>	Negative impact - <i>(Describe groups affected.)</i> <u>Age:</u> P4 children and young people would be impacted by this BSP because they may not be able to access swimming at other times and this would be their only route to access swimming lessons. <u>Care experienced:</u> There may be a

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	<p>disproportionate impact on care experienced young people, their families and carers on low incomes as they may find it difficult to pay for swimming if these lessons cease.</p> <p><u>Race</u>: People from ethnic minority backgrounds are more likely to live in poverty.</p> <p><u>Families and carers</u>: There may be a disproportionate impact on families and carers on low incomes as they may find it difficult to pay for swimming if these lessons cease.</p> <p><u>IL</u>: IL may suffer because less young people are able to learn to swim and therefore will not progress into being a lifeguard or swimming teacher. Additionally, there is a risk to IL's income from swimming lessons.</p>
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6. Impact – Fairer Scotland Duty

What impact will this BSP have on reducing inequalities of outcome caused by socio-economic disadvantage? *Please tick.*

Positive impact +	Neutral impact =	Negative impact -
Y		Y

Briefly describe how the BSP will impact on reducing inequalities of outcome.

The risk here is that children learning to swim, a key life skill, would fall to families and only those who could afford it would provide it. Whilst families already pay for swimming lessons outside of school via the IL offer for example or via private swimming clubs, the current offer of all P4s being taught means that all pupils, regardless of their circumstances, are taught to swim. This saving would mean this would not be the case.

There may be a disproportionate impact on families on low incomes. It is expected that the removal of P4 swimming will have the greatest impact on the most deprived children and their families/carers.

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7. Impact – Inverclyde Alliance Partnership Plan 2023/33	
Which Themes from the Inverclyde Alliance Partnership Plan 2023/33 will this BSP impact on?	
<input type="checkbox"/>	<p>Theme 1: Empowered people</p> <ul style="list-style-type: none"> • Communities can have their voices heard, and influence the places and services that affect them • Gaps in outcomes linked to poverty are reduced
<input type="checkbox"/>	<p>Theme 2: Working people</p> <ul style="list-style-type: none"> • More people will be in sustained employment, with fair pay and conditions • Poverty related gaps are addressed, so young people can have the skills for learning, life and work • Businesses are supported and encouraged to reduce their carbon footprint and develop green jobs
<input checked="" type="checkbox"/>	<p>Theme 3: Healthy people and places</p> <ul style="list-style-type: none"> • People live longer and healthier lives • Supportive systems are in place to prevent alcohol and drug misuse • Our natural capital is looked after, and we are effectively adapting and mitigating the effects of climate change
<input checked="" type="checkbox"/>	<p>Theme 4: A supportive place</p> <ul style="list-style-type: none"> • Vulnerable adults and children are protected and supported, ensuring they can live safely and independently • We recognise where people are affected by trauma, and respond in ways that prevent further harm and support recovery • Public protection and community safety are improved through targeting our resources to reduce the risk of offending and harm
<input checked="" type="checkbox"/>	<p>Theme 5: A thriving place</p> <ul style="list-style-type: none"> • Growth in our working age population by encouraging people to stay here, and attracting new people to settle here • Development of strong community-based services that respond to local need • Homes are energy efficient and fuel poverty is reduced • Increased use of active travel and sustainable transport options • Easy access to attractive and safe public spaces, and high-quality arts and cultural opportunities
<p>Briefly describe how the BSP will impact on the Inverclyde Alliance Partnership Plan 2023/33 Themes.</p>	

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Themes 3-5: As in Section 6.

8. Impact – Council Plan 2023/28

Which Themes from the Council Plan 2023/28 will the BSP impact on?

<input checked="" type="checkbox"/>	<p>Theme 1: People</p> <ul style="list-style-type: none"> • Our young people have the best start in life through high quality support and education • Gaps in outcomes linked to poverty are reduced • People are supported to improve their health and wellbeing • More people will be in employment, with fair pay and conditions • Our most vulnerable families and residents are safeguarded and supported
<input type="checkbox"/>	<p>Theme 2: Place</p> <ul style="list-style-type: none"> • Communities are thriving, growing and sustainable • Our strategic housing function is robust • Our economy and skills base are developed • We have a sufficient supply of business premises • Our natural environment is protected
<input type="checkbox"/>	<p>Theme 3: Performance</p> <ul style="list-style-type: none"> • High quality and innovative services are provided, giving value for money • Our employees are supported and developed

Briefly describe how the BSP will impact on the Council Plan 2023/28 Themes.

Theme 1: As in Section 6.

9. Evidence

What evidence do you have to help identify any potential impacts of the BSP?

Note: Evidence could include consultations, surveys, focus groups, interviews, projects, user feedback, complaints, Officers’ knowledge and experience, equalities monitoring data, publications, research, reports, local, national groups.

Evidence	Details
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<p>Consultation/engagement</p>	<p>Budget Consultation 2024/26 Phase 1: This BSP was one of 4 included in the <i>People</i> section of the survey⁵. It was ranked number 3 by respondents.</p> <p>Budget Consultation 2024/26 Phase 2: This BSP was one of 16 included in the Budget Consultation 2024/26 Phase 2⁶. It was ranked number 11 by respondents.</p> <p>According to Clyde Conversations respondents, 69% did not agree with stopping free swimming lessons for Primary 4 pupils.</p> <p>The Chairs of Parent Councils were consulted on this BSP and commented that parents want to keep swimming, especially in Inverclyde, for safety reasons.</p> <p>A focus group of Pupil Council members commented that they wanted to keep services that add value to what they currently have, such as music and swimming lessons.</p>
<p>Research</p>	<p>Joseph Rowntree Foundation, January 2022, <i>UK Poverty 2022</i></p> <p>Joseph Rowntree Foundation, October 2021, <i>Ethnicity, poverty and the data in Scotland</i>.</p> <p>Not all authorities offer swimming lessons through the schools programme. There is no statutory requirement to teach young people to swim.</p>
<p>Officers' knowledge and experience (including feedback from frontline staff)</p>	<p>There is evidence that the opportunity to experience learning a key life skill such as swimming can be a significantly enhancing opportunity for young people. This can impact positively on their mental health and resilience impacting positively on their application and confidence in learning i.e. better outcomes.</p>
<p>Equalities monitoring data</p>	

⁵ Respondents were asked to rank the BSPs in order of importance: 1 = Most important and 5 = Least important

⁶ Respondents were asked to rank the BSPs in the order they most agreed with. 1 = BSP respondents supported most. 16 = BSP respondents supported the least

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User feedback (including complaints)	
Stakeholders Other	There is some reputational risk to the Council. Because there is a health benefit of any exercise, including swimming, it is likely that any media coverage will focus on this aspect.
Are there information gaps and, if so, what are these?	While it is recognised that any physical activity has a positive impact on health, it is not clear how much direct impact free swimming lessons for P4 pupils have on the proportion of Inverclyde children who are confident swimmers, or on the general health and well-being of under 16s.

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 the BSP.

There is a possibility that schools may consider using their own funds to access swimming lessons if they consider it to be of importance and educational benefit.

Primary schools could consider alternative funding sources to put in place swimming lessons to replace those being removed. This could be achieved via devolved resources and possibly via the Pupil Equity Fund however it is unlikely that schools could afford this or that this would be seen as a key priority for them.

Parents may also teach their children to swim via other means for example visits to a pool or swimming lessons. IL will provide more options to provide discounted prices, packages and promotions to encourage uptake of swimming lessons.

Details of the Person(s) who completed the Assessment:	Name: Michael Roach
	Position: Head of Education
	Date: 22/02/24
Authorised by:	Name: Ruth Binks



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	Position: Corporate Director - Education, Communities and Organisational Development
	Date: 22/02/24

Thank you for your assistance with the completion of this task.

Please send a copy of the completed Template to Karen Barclay, Corporate Policy and Performance Officer: karen.barclay@inverclyde.gov.uk.