

Equality Impact Assessment Template – Policy, function or strategy

This document should be completed when a new policy, function or strategy is introduced or when a substantive change to an existing policy, function or strategy is recommended.

1. Policy, function or strategy		
a.	Name/description of the policy, function or strategy ¹	Attendance strategy for schools
b.	Responsible organisation(s)/Lead Service	Education Services
c.	Lead Officer	Michael Roach, Head of Education
d.	Date of Impact Assessment	14.10.2024
e.	Partners/other Services involved in the development of the policy, function or strategy	Heads of Schools, Virtual Head Teacher (Education representative for 'The Promise'), the Inclusion Officer Education and the Health and Social Care Partnership
f.	Is the policy, function or strategy?	<input checked="" type="checkbox"/> New
		<input type="checkbox"/> Reviewed/Revised
g.	What is the purpose of the policy, function or strategy (include details of any new legislation which prompted the introduction of the policy, function or strategy or the substantive change to the policy, function or strategy)?	The purpose of the policy is to ensure that there is a renewed focus on ensuring attendance at schools following the pandemic.
h.	What are the intended outcomes of the policy, function or strategy?	To reflect national best practice and improve attendance at schools.
i.	Geographical area (Inverclyde-wide or a specific location)	Across all areas in Inverclyde

¹ Please attach details of the policy, function or strategy to this Template

j.	Which parts of the Equality Duty will the policy, function or strategy 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 people from different groups
k.	Will those who may be directly or indirectly affected by the policy, function or strategy be involved in its development?	Yes. The strategy states that we will devise a policy undertaking consultation with parents and carers. This will be in line with the nationally produced template.	

2. Does the policy, function or strategy 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)	X	
b. Reducing inequalities of outcome caused by socio-economic disadvantage – Fairer Scotland Duty ² (see Section 6)	X	
c. Inverclyde Alliance Partnership Plan 2023/33 ³ (see Section 7)	X	
d. Council Plan 2023/28 ⁴ (see Section 8)	X	

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

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

⁴ [Council Plan 2023/28](#)

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

4. If 'No' is selected for every part of Section 2, please state the reasons for this.

Please sign below and email a copy of this Template to Karen Barclay, Corporate Policy and Performance Officer:

karen.barclay@inverclyde.gov.uk

Signature:

Date:

3. Impact – Protected Characteristics

Which of the Protected Characteristics will the policy, function or strategy have an impact upon?

Protected Characteristic	Impact					Reasons/Comments
	Positive High	Low	Neutral	Negative High	Low	
Age	X					This policy is aimed at young people to ensure attendance at school in order to give them the best start in life.
Care experienced	X					The proposal will positively impact on children who are Care experienced by positively targeting their experience in school and identifying any barriers.
Disability	X					This strategy will positively impact on the lives of those with additional support needs but removing barriers to attendance at school.

Gender Reassignment			=			
Marriage and Civil Partnership			=			
Pregnancy and Maternity			=			
Race	X					This strategy will target the gap in attendance between those in lower and higher deciles using the Scottish Index of Multiple Deprivation (SIMD). Race can be linked to lower socioeconomic status. The strategy also aims to remove barriers to school attendance, amongst which may be ensuring an inclusive and diverse curriculum.
Religion and Belief			=			
Sex		X		X		Working with families to ensure good attendance will have a positive impact on care givers who are most often female. Asking that parents do not take holidays during term time could impact on female care givers because of the cost-of-living.
Sexual Orientation			=			
Other groups to consider <ul style="list-style-type: none"> • Carers • The Armed Forces Covenant Duty 	X					This policy will have a positive effect on those from the Armed Forces, ensuring that schools are able to meet their needs and ensure positive transitions/support.

4. Which parts of the Equality Duty will the policy, function or strategy have an impact upon?	
X	Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by The Equality Act 2010
X	Advance equality of opportunity between people from different groups
<input type="checkbox"/>	Foster good relations between people 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> This policy is aimed at young people to ensure attendance at school in order to give them the best start in life.	Age
Care experienced The proposal will positively impact on children who are Care experienced by positively targeting their experience in school and identifying any barriers.	Care experienced
Disability	Disability

This strategy will positively impact on the lives of those with additional support needs but removing barriers to attendance at school.	
Sex Working with families to ensure good attendance will have a positive impact on care givers who are most often female.	Sex Asking that parents do not take holidays during term time could impact on female care givers because of the cost-of-living.
Armed Forces This policy will have a positive effect on those from the Armed Forces, ensuring that schools are able to meet their needs and ensure positive transitions/support.	

6. Impact – Fairer Scotland Duty

What impact will the policy, function or strategy have on reducing inequalities of outcome caused by socio-economic disadvantage?

Positive impact +	Neutral impact =	Negative impact -
This strategy will have a positive impact by improving the life chances of young people by increasing attendance at school and addressing barriers to attendance.		This strategy may have a negative impact on families who take holidays during term time because of the increased cost of taking holidays during the school holiday period.
Briefly describe how the policy, function or strategy will impact on reducing inequalities of outcome.		
Ensuring Access to Quality Early Learning		

By helping attendance this ensures that young people have access to all the learning opportunities they are entitled to. The strategy also aims to overcome barriers to attendance.

Supporting Children with socio-economic disadvantage

There is currently a gap in attendance between those in lower and higher SIMD areas. The strategy aims to reduce this gap.

Promoting Parental Employment and Education

For families in lower-income households, attendance at school can make it easier for parents or guardians to pursue employment, training, or education opportunities. This can help lift families out of poverty, thereby reducing socio-economic inequalities over time.

Enhancing Social Integration and Learning Opportunities

Attending school provides children with opportunities to interact with peers from diverse backgrounds, promoting social skills, empathy, and understanding. Exposure to a variety of experiences and learning opportunities helps to level the playing field, ensuring all children have a strong foundation before entering formal schooling.

7. Impact – Inverclyde Alliance Partnership Plan 2023/33

Which Themes from the Inverclyde Alliance Partnership Plan 2023/33 will the policy, function or strategy impact on?

X	<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
X	<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
X	<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

	<ul style="list-style-type: none"> • Our natural capital is looked after, and we are effectively adapting and mitigating the effects of climate change
X	Theme 4: A supportive place <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
X	Theme 5: A thriving place <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

Briefly describe how the policy, function or strategy will impact on the Inverclyde Alliance Partnership Plan 2023/22 Themes.

The strategy impacts on all aspects of the Inverclyde Alliance Partnership Plan 2023/33:

It reduces gaps in outcomes

It helps to gain qualifications for work

Reduces barriers to attendance at school

Provides support for barriers to attendance such as anxiety or trauma

Encourages young people to play an active part in developing the four capacities of the Curriculum for Excellence. Successful Learners, Confident Individuals, Responsible Citizens and Effective contributors.

8. Impact – Council Plan 2023/28

Which Themes from the Council Plan 2023/28 will the policy, function or strategy impact on?

X	<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
X	<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
X	<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 policy, function or strategy will impact on the Council Plan 2023/28 Themes.

This strategy will impact on all aspects of the Council Plan 2023/28:

School performance will be raised by the strategy

It reduces gaps in outcomes

It helps to gain qualifications for work

Reduces barriers to attendance at school

Provides support for barriers to attendance such as anxiety or trauma

Encourages young people to play an active part in developing the four capacities of the Curriculum for Excellence. Successful Learners, Confident Individuals, Responsible Citizens and Effective contributors.

9. Evidence

What evidence do you have to help identify any potential impacts of the policy, function or strategy?

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

Evidence	Details
Consultation/engagement (including any carried out while developing the policy, function or strategy)	The strategy will be supported by a policy which will be subject to public consultation. It is also supported by national advice from Education Scotland produced in September 2024
Research	Education Scotland reviews and guidance.
Officers' knowledge and experience (including feedback from frontline staff)	Insight and SEEMiS (education information systems) data used.
Equalities monitoring data	SEEMiS data used to inform trends.
User feedback (including complaints)	Consultation with Parents and Carers on the review of the Admission Policy and Process including the impact of the term after second/third birthday.
Stakeholders Other	Head teachers will be consulted.

Are there information gaps and, if so, what are these?	No
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10. Consequences of Analysis

What steps will you take in response to the findings of your analysis? Please select at least one of the following and provide a brief explanation.

a.	Continue development with no changes	X	
b.	Continue development with minor alterations	<input type="checkbox"/>	
c.	Continue development with major changes	<input type="checkbox"/>	
d.	Discontinue development and consider alternatives (where relevant)	<input type="checkbox"/>	

How will the effect of the policy, function or strategy be monitored following implementation?

The Attendance Strategy and subsequent policy will have a priority focus over the next two years. It will be monitored through the Standards and Quality Report for schools and the Education Service.

When is the policy, function or strategy due to be implemented?

October 2024.

When will the policy, function or strategy be reviewed?

October 2026.

What resources are available for the implementation of the policy, function or strategy? Have these resources changed?

The support of the Policy is through core Education and Attainment Challenge funding.

11. 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 policy, function or strategy.

Details of the Person(s) who completed the Assessment:

Name:	Michael Roach
Position:	Head of Education
Date:	14.10.2024

Authorised by:

Name:	Ruth Binks
Position:	Corporate Director Education Communities and Organisational Development
Date:	16.10.24

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