

<b>AssessmentNo</b>	308	<b>Owner</b>	LMCALISTER
<b>Resource</b>	Transformation		<b>Service/Establishment</b> Education, Learning & Attainment
	First Name	Surname	<b>Job title</b>
<b>Head Officer</b>	Julie	McGrogan	Senior Education Officer
	(include job titles/organisation)		
<b>Members</b>	Julie McGrogan - Senior Education Officer Linda McAlister - Education Support Officer Ric Rea - Policy Officer		
	<i>(Please note: the word 'policy' is used as shorthand for strategy policy function or financial decision)</i>		
<b>Policy Title</b>	Policy on Remote Learning		
	<b>The aim, objective, purpose and intended out come of policy</b>		
	In response to the global COVID-19 pandemic, and in line with Scottish Government advice confirming that school buildings would be closed to the majority of pupils until 1 February 2021 (to be reviewed mid January), the authority is required to develop and implement a policy on our remote learning approach. This change to the delivery of learning applies to all pupils, except vulnerable children and children of key workers. It includes nursery provision, as well as primary and secondary schools. The purpose of the policy is to provide is to provide clear advice and guidance on expectations for remote delivery across schools within the authority, in the context of the pandemic. The policy brings together key elements of research and information, including online safety to support provision of remote learning across schools.		
	<b>Service/Partners/Stakeholders/service users involved in the development and/or implementation of policy.</b>		
	Education Senior Manager Head Teachers Trade Union Representatives		
<b>Does the proposals involve the procurement of any goods or services?</b>		<b>Yes</b>	
<b>If yes please confirm that you have contacted our procurement services to discuss your requirements.</b>		<b>No</b>	
<b>SCREENING</b>			
<i>You must indicate if there is any relevance to the four areas</i>			
<b>Duty to eliminate discrimination (E), advance equal opportunities (A) or foster good relations (F)</b>		<b>Yes</b>	
<b>Relevance to Human Rights (HR)</b>		<b>Yes</b>	
<b>Relevance to Health Impacts (H)</b>		<b>Yes</b>	
<b>Relevance to Social Economic Impacts (SE)</b>		<b>Yes</b>	
<b>Who will be affected by this policy?</b>			
Teaching and support staff within schools, and parents/guardians and pupils			
<b>Who will be/has been involved in the consultation process?</b>			
Consultation was held in November with management, head teacher and trade union representatives. The feedback from the initial consultation provided the basis for the draft policy on remote learning. A further consultation meeting was held on			

14 January and further feedback received will be considered and incorporated as appropriate within the policy. A final draft of the policy will be considered by the Local Negotiating Committee for Teachers and adjustments made as appropriate. The LNCT will consider the policy and consultation undertaken and agree to implement or otherwise.

**Please outline any particular need/barriers which equality groups may have in relation to this policy list evidence you are using to support this and whether there is any negative impact on particular groups.**

	<b>Needs</b>	<b>Evidence</b>	<b>Impact</b>
<b>Age</b>	Scottish Social Attitude Survey indicates that older people may be less digital literate than younger people.	Recent statistics show that 35% of employees within educational services are aged 50 or above.	A range of support including training courses, mentor support and accessibility to other support to feel confident in delivering online learning. An employee should discuss individual concerns with their line manager.
<b>Cross Cutting</b>			
<b>Disability</b>	Council has an anticipatory duty to ensure that disabled people can access services	Scottish Government advice that those with underlying health conditions are at greater risk, many of those could have a disability under the Equalities Act 2010 requiring reasonable adjustments to be made. Current statistic show that 2.10% of the workforce identify as disabled.	There is an opportunity to ensuring that Councils Communicating Effectively guide is followed, supporting staff and service users
<b>Social &amp; Economic Impact</b>	We need to protect disadvantaged children and families	Evidence shows that some groups are likely to suffer more economically during lockdown, for example, single parents, BAME groups, severely disabled people, people under 30	A provision of enhanced support to children classified as vulnerable as been established with provision of learning within the school provided during the pandemic. There has also been an enhanced level of contact and communication with families classes as

			vulnerable with an integrated approach with relevant services including health.
<b>Sex</b>	Workforce within Education, learning and Attainment is predominantly female.	Recent statistics show that the gender split within Education is 81% female and 19% male. Research indicates that the caring responsibility is predominantly undertaken by females.	Strategic HR has provided advice and guidance to head teachers on flexibility required within working arrangements to support staff with childcare arrangements. An employee should discuss individual concerns with their line manager and any potential impact will be on a case by case basis with a solution focused approach which supports caring responsibilities.
<b>Gender Reassign</b>			
<b>Health</b>	Mental and physical health are interrelated, when assessing impacts we need to be aware of this	Evidence would suggest that there are particular challenges around mental health that have been heightened during the pandemic	The health and wellbeing of its employees is always a priority for the council, especially in these unprecedented times. The policy provides links to the Wellbeing page on the intranet which provides a range of support on offer and individual concerns can be discussed with line manager. recovery strategies are in place aiming to mitigate some of the impact on attainment, achievement, inclusion and wellbeing.
<b>Human Rights</b>	Article 8 of the European Convention of	Equality and Human Rights considerations cross	The policy will support educational learning during the

	Human Rights (ECHR) protects right to respect for your private and family life, this is interpreted very broadly by the Courts and is relevant to education	cut; adopting a human rights perspective can help us design and deliver better services	COVID-19 pandemic.
<b>Marriage &amp; Civil Partnership</b>			
<b>Pregnancy &amp; Maternity</b>	Risk assessments are required to be undertaken for pregnant employees to mitigate any health and safety risks within the workplace and to ensure that it is safe for the employee to continue working.	Recent statistics show that the gender split within Education is 81% female and 19% male. This is due to the influence of occupational segregation and is a trend that is apparent across public sector organisations.	Guidance and advice on undertaking risk assessments have been provided to line managers and reasonable adjustments are required to be made to remove or manage risks which may include alternative working arrangements. Remote learning provides a platform for digital teaching without the need for the teacher to be physically present with the pupils. Guidance and advice on undertaking risk assessments for pregnant employees was provided to all heads of establishments. An employee should discuss individual concerns with their line manager and further advice and support is available from HR.
<b>Race</b>	We need to ensure that services are accessible for those who do not have English as a first language, both parents and	People from BAME backgrounds are more likely to be in poverty than people from white ethnic groups	There is an opportunity to ensuring that Councils Communicating Effectively guide is followed, supporting

	children. We need to ensure that staff are aware of guidance and resources available		staff and service users
<b>Religion and Belief</b>			
<b>Sexual Orientation</b>			
<b>Actions</b>			
<b>Policy has a negative impact on an equality group, but is still to be implemented, please provide justification for this.</b>			
A range of support measures are in place to mitigate any negative impact and employees can raise and discuss concerns with their line manager.			
<b>Will the impact of the policy be monitored and reported on an ongoing bases?</b>			
The policy will be reviewed in line with any further guidance from Scottish Government, or locally agreed protocols.			
<b>Q7 What is your recommendation for this policy?</b>			
Introduce			
<b>Please provide a meaningful summary of how you have reached the recommendation</b>			
<p>The policy is intended to provide clear guidance to teaching and support staff within schools to support the delivery of a remote learning during the COVID-19 pandemic. Evidence shows that COVID 19 and measures put in place across the UK have not impacted evenly across all protected groups. The planning and operations of council services including education services will acknowledge this, and impact will be monitored. By ensuring that the policy on remote learning explicitly recognises challenges and opportunities and support available there is potential to improve accessibility, for some disabled and BME people, whilst at the same time support staff, and ensuring recovery strategies are in place aiming to mitigate some of the impact of the pandemic on attainment, achievement, inclusion and wellbeing. The Council recognises the diverse needs of learners, parents, guardians and carers. We will ensure that language and communications needs are carefully considered and meet. To do this we will make sure that the Councils' 'Communicating Effectively' guidelines are highlighted to staff, including how to use both proactively and reactively the Language Line service for both spoken and BSL video interpreting. We will ensure that translated material where these are required are supplied promptly, and an enhanced level of contact and communication is in place for families classified as vulnerable. We will ensure that that staff have accessed appropriate training and support on providing remote learning and aware of the measures in place to mitigate any impact on protected groups.</p>			

