

EQUALITY IMPACT ASSESSMENT

SCREENING DOCUMENT

Name of Proposal

Recovery and Resilience – Education Current and Indicative Costs

Lead Department/Service

Education and Lifelong Learning

What is the aim of the proposal?

This report to Angus Council is an analysis of the financial implication arising from the continued response and recovery of the Education Service.

Is this a new or a review of an existing policy, procedure, function or report?

Review of existing report – see Special Arrangements Committee 179/20 – 23 June 2020.

Screening Process

1. Has the proposal already been assessed for its impact on age; disability; gender; gender re-assignment; pregnancy/maternity; marriage and civil partnership; race; religion and belief; and sexual orientation? **If yes, go to 1 a. If no, go to 1 b.**

1 a. Unless there have been significant changes, no further action is required. **Please add your name, position and date below at 3.**

1 b. Does the proposal involve or have consequences for the people the council serves or employs? **If yes, go to 2. If no, go to 1 c.**

1 c. Please state why not

The proposal is not relevant and no further action is required. Sign and date below at 3.

2. Is the proposal relevant to one or more of the protected characteristics? **If yes, go to 2 a. If no, go to 2 b.**

2 a. Proceed to Step 1 of the Full Equality Impact Assessment on page 2.

2 b. Please state why not

The proposal not relevant and no further action is required. Add your name, position and date below at 3.

3. Name:

Position:

Date:

FULL EQUALITY IMPACT ASSESSMENT

Step 1

Are there any statutory legal requirements affecting this proposal? If so please describe.

Education Act 1980
Education (Additional Support for Learning) (Scotland) Act 2004
Duty to provide Free School Meals
Coronavirus Act 2020: educational continuity directives

Step 2

What data/research is available to assess the likely impact of the proposal?

The proposals in the committee report are focused on mitigating the detrimental impact of COVID-19 on educational outcomes and the health and wellbeing of our children and young people. Extensive guidance and legislative instruments have been prepared by Scottish Government which outline to potential impacts of the pandemic on the attainment gap, engagement with learning and those who are most vulnerable.

Scottish government guidance and legislation:

<https://www.gov.scot/publications/coronavirus-act-2020-educational-continuity-direction/>
<https://www.gov.scot/publications/coronavirus-covid-19-curriculum-for-excellence-in-the-recovery-phase/>
<https://www.gov.scot/publications/coronavirus-covid-19-support-for-continuity-in-learning/>
<https://www.gov.scot/publications/coronavirus-covid-19-re-opening-schools-guide/>
<https://www.gov.scot/publications/vulnerable-children-report-15-2020-scottish-government-solace/>
<https://www.gov.scot/publications/coronavirus-covid-19-schools-early-learning-and-childcare-settings---scientific-evidence/>
<https://www.gov.scot/publications/excellent-equity-during-covid-19-pandemic-strategic-framework-reopening-schools-early-learning-childcare-provision-scotland/>
<https://www.gov.scot/publications/coronavirus-covid-19-strategic-framework-reopening-schools-early-learning-childcare-settings-initial-impact-assessment/pages/1/>

Step 3

Is there any reason to believe the proposal could affect people differently due to their protected characteristic ie age; disability; gender; gender re-assignment; pregnancy/maternity; marriage and civil partnership; race; religion and belief; and sexual orientation? Please **place a cross** in each box that applies, and give details alongside.

Age	<input checked="" type="checkbox"/>	__Children and Young
People		
Disability	<input checked="" type="checkbox"/>	____Children with additional support
needs		
Gender	<input type="checkbox"/>	_____
Gender Re-assignment	<input type="checkbox"/>	_____
Pregnancy/maternity	<input type="checkbox"/>	_____
Marriage and civil Partnership	<input type="checkbox"/>	_____
Race	<input type="checkbox"/>	_____
Religion and belief	<input type="checkbox"/>	_____
Sexual orientation	<input type="checkbox"/>	_____

Step 4

Is there evidence to suggest that any part of the proposal could unlawfully discriminate against people? If so, how?

Failure to provide additional funding for school transport will mean some children will not receive the service they are entitled to.

Step 5

Can the proposal be seen to favour one section of the community

Yes ☒ No ☐

or deny opportunities to another?

Yes ☐ No ☒

If yes, please give details.

Improvement of outcomes for children and young people, including those with additional support needs.

Step 6

Does the proposal advance or restrict equality?

Yes ☒ No ☐

If yes, give details

The proposal advances equalities for the identified groups.

Government grant funding has been offered to fund the provision of free school meals over the summer. This improves equity for children and young people.

Government grant funding has been offered to fund provision of digital devices and connectivity for children and young people who are digitally excluded. This enhances equity for those children.

Contingency funding for additional school transport will ensure adherence with current physical distancing guidance and enable the provision of transport to the majority of children and young people who are 'entitled'. Due to the availability of additional transport it will also be necessary to offer contracts to parents. Even with both of these measures there is a risk that not all children and young people who are entitled will receive transport.

Four additional social workers are being requested to provide support to children and young people as they return to school. This ensures the delivery of statutory services for children and young people. This enhances equity for those children.

The additional teachers will enable us to ensure we deliver education to all children as entitled and in line with statutory duties.

Step 7

Are there any other actions which could have been taken to enhance equality of opportunity?

If so please state

N/A

Step 8

Based on the work you have done, rate the level of relevance being allocated to this proposal.

High ☐ Medium ☒ ☐

Step 9

If during **Steps 3 - 6** there has been an adverse impact identified, consider whether this can be justified.

Yes ☐ No ☐

If yes please give details.

If no, consider alternative ways of delivering the proposal to minimise negative impact or eliminate unlawful discrimination. Give details of the changes to be made to the proposal.

Step 10

Do you need to carry out a further impact assessment?

☐ No ☒

If yes, what actions do you need to take?

Step 11

The EIA will be monitored to ensure if there are further changes to the recovery and resilience requirements, these will be reflected in the EIA, if relevant

Step 12

Publish impact assessment.

Where will the Equality Impact Assessment be published?

Council website with committee papers

Please state your name, position and date, and forward this pro forma either to your designated Equality Impact Assessment Co-ordinator, or if it refers to a committee report, it should be forwarded with the report to committee services.

Name: Beth Reader

Position: Manager – Support Services

Date: 09 July 2020

For additional information and advice please contact:
the Equalities Officer - Tel: 01307 476058 or E-mail: Equalities@angus.gov.uk