

# EQUALITY IMPACT ASSESSMENT

## SCREENING DOCUMENT

**Name of Proposal**

Recovery and Resilience – Update on Education Recovery

**Lead Department/Service**

Education and Lifelong Learning

What is the aim of the proposal?

Further update on education recovery and financial implications of the return to full time schooling.

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

Review of previous reports 179/20 and 187/20

### 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  \_\_\_ Children and Young People

Disability needs  \_\_\_ Children with additional support

Gender  \_\_\_\_\_

Gender Re-assignment  \_\_\_\_\_

Pregnancy/maternity  \_\_\_\_\_

Marriage and civil Partnership  \_\_\_\_\_

Race  \_\_\_\_\_

Religion and belief  \_\_\_\_\_

Sexual orientation  \_\_\_\_\_

## Step 4

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

None

**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

As described in previous EIAs, the employment of additional teachers and support staff advance equalities for the identified groups. Led by relevant service leaders, the additional staffing resources will be targeted to meet the needs of children and young people as they settle back in to their school routines. Deployment will be carefully considered so that as many schools as possible benefit. As such the policy promotes equality across all of Angus. Similarly, the input from additional social workers will be carefully planned to ensure needs are met across Angus.

The other measures described in the report can be considered as neutral eg cleaning and hygiene items.

**Step 7**

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

If so please state

**Step 8**

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

High  Medium  Low  Unknown

**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?

Yes  No

If yes, what actions do you need to take?

**Step 11**

Make arrangements to monitor and review the impact assessment.

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**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**

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**Position: Manager – Support Services**

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**Date: 25:August 2020**

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