



Equality Impact/Fairer Scotland Duty Assessment Form

(To be completed with reference to Guidance Notes)

Step 1

Name of Proposal (includes e. g. budget savings, committee reports, strategies, policies, procedures, service reviews, functions):

Learning Estate Investment Programme (LEIP) update paper.

Step 2

Is this only a **screening** Equality Impact Assessment

No

(A) If Yes, please choose from the following options **all** reasons why a full EIA/FSD is not required:

(i) It does not impact on people

Yes/No

(ii) It is for information only

Yes/No

(iii) It is reflective e.g. of budget spend over a financial year

Yes/No

(iv) It is technical

Yes/No

If you have answered yes to any of points above, please go to **Step 16**, and sign off the Assessment.

(B) If you have answered No to the above, please indicate the following:

Is this a full Equality Impact Assessment

Yes

Is this a Fairer Scotland Duty Assessment

No

If you have answered Yes to either or both of the above, continue with Step 3.

If your proposal is a **strategy** please ensure you complete Step 13 which is the Fairer Scotland Duty Assessment.

Step 3

(i) Lead Directorate/Service:

Education and Lifelong Learning

(ii) Are there any **relevant** statutory requirements affecting this proposal? If so, please describe.

Duty of Education Authorities to secure provision of education:
<https://www.legislation.gov.uk/ukpga/1980/44>

School Premises (General Requirements and Standards) (Scotland) Regulations 1967
https://www.legislation.gov.uk/uksi/1967/1199/pdfs/uksi_19671199_en.pdf

(iii) What is the aim of the proposal? Please give full details.

The report provides Elected Members with an update on the national Learning Estate Investment Programme (LEIP) and confirms the allocation of funding for Angus Council. The report also provides a brief update on project governance arrangements and consultation plans.

(iv) Is it a new proposal? No Please indicate OR

Is it a review of e.g. an existing budget saving, report, strategy, policy, service review, procedure or function? Yes Please indicate

Step 4: Which people does your proposal involve or have consequences for?

Please indicate all which apply:

Employees	No
Job Applicants	No
Service users	Yes
Members of the public	No

Step 5: List the evidence/data/research that has been used in this assessment (links to data sources, information etc which you may find useful are in the Guidance). This could include:

Internal data (e.g. customer satisfaction surveys; equality monitoring data; customer complaints).

Existing Angus Schools for the Future programme documentation:
https://www.angus.gov.uk/schools_and_young_people/school_buildings/angus_schools_for_the_future

Internal consultation (e.g. with staff, trade unions and any other services affected).

- Education Senior Leadership Team

- Capital Projects Team

External data (e.g. Census, equality reports, equality evidence finder, performance reports, research, available statistics)

Scotland's Learning Estate Strategy: <https://www.gov.scot/publications/scotlands-learning-estate-strategyconnecting-people-places-learning/>

School Estates – Core Facts Overview: <https://www.gov.scot/publications/overview-core-facts-publication/>

School estates dataset: <https://www.gov.scot/publications/school-estates-statistics/>

External consultation (e.g. partner organisations, national organisations, community groups, other councils).

Not at this stage – formal consultation will be underway when this report is brought before Elected Members. The outcomes will be reported to a later committee.

Other (general information as appropriate).

Step 6: Evidence Gaps.

Are there any gaps in the equality information you currently hold? No

If yes, please state what they are, and what measures you will take to obtain the evidence you need.

Step 7: Are there potential differential impacts on protected characteristic groups?

Please complete for each group, including details of the potential impact on those affected. Please remember to take into account any particular impact resulting from **Covid-19**.

Please state if there is a potentially positive, negative, neutral or unknown impact for each group. Please state the reason(s) why.

Age

Impact – positive – Children and young people

The replacement Monifieth High School will provide young people with an enhanced learning and teaching space.

Disability

Impact – potentially positive - Children and young people; adults

The new Monifieth High School will have a positive impact for those with disabilities. The project will bring the opportunity to improve accessibility compared to the current building.

Learning and teaching spaces for children with additional support needs will also be enhanced.

Impact – neutral – consultees with disabilities

When it comes to carrying out the formal consultation, we will take approach steps to ensure accessibility to the proposal resources. We will look at other recent consultations taken forward by the council to determine best practice.

Gender reassignment

Impact – Potentially positive

A new Monifieth High School can consider the design and provision of toilets to promote equality. This will be developed as the project requirements are determined.

Marriage and Civil Partnership

Impact - none

Pregnancy/Maternity

Impact - none

Race - (includes Gypsy Travellers)

Impact – none

Religion or Belief

Impact - None

Sex

Impact - neutral

Sexual orientation

Impact - none

Step 8: Consultation with any of the groups potentially affected

If you have consulted with any group potentially affected, please give details of how this was done and what the results were.

If you have not consulted with any group potentially affected, how have you ensured that you can make an informed decision about mitigating action of any negative impact (Step 9)?

We will be taking forward public consultation to determine the high level requirements for the project. Further consultation will take place at later stages of the project. We will be considering accessibility requirements as part of this.

Step 9: What mitigating steps will be taken to remove or reduce potentially negative impacts?

No negative impacts identified.

Step 10: If a potentially negative impact has been identified, please state below the justification.

N/A

Step 11: In what way does this proposal contribute to any or all of the public sector equality duty to: eliminate unlawful discrimination; advance equality of opportunity; and foster good relations between people of different protected characteristics?

N/A

Step 12: Is there any action which could be taken to advance equalities in relation to this proposal?

N/A

Step 13: FAIRER SCOTLAND DUTY

This step is only applicable to **strategies** which are key, high level decisions. If your proposal is **not** a strategy, please leave this Step blank, and go to Step 14.

Links to data sources, information etc which you may find useful are in the Guidance.

Step 13(A) What evidence do you have about any socio-economic disadvantage/inequalities of outcome in relation to this strategic issue?

Step 13(B) Please state if there are any gaps in socio-economic evidence for this strategy and how you will take measures to gather the evidence you need.

Step 13(C) Are there any potential impacts this strategy may have specifically on the undernoted groupings? Please remember to take into account any particular impact resulting from **Covid-19**.

Please state if there is a potentially positive, negative, neutral or unknown impact for each grouping.

Low and/or No Wealth (e.g. those with enough money to meet basic living costs and pay bills but have no savings to deal with any unexpected spends and no provision for the future).

Impact

Material Deprivation (i.e. those unable to access basic goods and services e.g. repair/replace broken electrical goods, warm home, leisure and hobbies).

Impact

Area Deprivation (i.e. where people live (e.g. rural areas), or where they work (e.g. accessibility of transport)).

Impact

Socio-economic Background i.e. social class including parents' education, people's employment and income.

Impact

Other – please indicate

Step 13(D) Please state below if there are measures which could be taken to reduce socio-economic disadvantage/inequalities of outcome.

Step 14: What arrangements will be put in place to monitor and review the Equality Impact/Fairer Scotland Duty Assessment?

Further reports to committee will be required to report on the outcome of the consultation and formalise the policy documents.

Step 15: Where will this Equality Impact/Fairer Scotland Duty Assessment be published?

Alongside the committee report on the Angus Council website.

Step 16: Sign off and Authorisation. Please state name, post, and date for each:

Prepared by: Beth Reader, Manager – Support Services, 03 March 2021

Reviewed by: Doreen Phillips, Snr Practitioner – Equalities, 03 March 2021

Approved by: Kelly McIntosh, Director of Education and Lifelong Learning

NB. There are several worked examples of separate EIA and FSD Assessments in the Guidance which may be of use to you.
