



## Equality Impact/Fairer Scotland Duty Assessment Form

### Step 1

#### Name of Proposal

To confirm as Angus policy that all requests for early entry to primary one will be declined, with immediate effect. This is a formalisation of the existing, informal Angus position on such requests.

### 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 No

(ii) It is a percentage increase in fees which has no differential impact on protected characteristics No

(iii) It is for information only No

(iv) It is reflective e.g. of budget spend over a financial year No

(v) It is technical 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 & Lifelong Learning

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

No.

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

To confirm as Angus policy that all requests for early entry to primary one will be declined, with immediate effect. This is a formalisation of the existing, informal Angus position on such requests.

Refusal of requests for early entry to primary one is based on the clear and demonstrable benefits of ELC. Play is acknowledged as a right of all children (Article 31, [UNCRC](#)) and is essential in the development of children's social, cognitive and emotional development and wellbeing. In ELC provision, children enjoy child-centred, holistic learning experiences, in environments both indoors and outdoors, where they learn exclusively through play. [Realising the Ambition](#) (Scottish Government, 2020) highlights the importance of play in children's development through purposeful interactions, experiences and spaces which are carefully planned and nurtured in the ELC context. Children also enjoy access to higher ratios of adult to child individualised care in ELC from a range of staff, ensuring support for their development and learning needs within Curriculum for Excellence, Early Level, which spans ELC and primary one.

No formal requests for early entry into primary one have been received in 2021 to date.

(iv)Is it a new proposal?        Yes

Is it a review of e.g. an existing budget saving, report, strategy, policy, service review, procedure or function?        No

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

Please indicate all which apply:

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

#### **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).

One informal request for early entry to primary one has been received in 2021 and this was withdrawn after a discussion between the ELC team and the parent.

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

The proposal has been discussed and agreed with service leaders in Education & Lifelong Learning.

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

- Play is acknowledged as a right of all children (Article 31, UNCRC)

- Realising the Ambition (Scottish Government, 2020) highlights the importance of play in children's development through purposeful interactions, experiences and spaces which are carefully planned and nurtured in the ELC context.

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

None.

**Other** (general information as appropriate).

None.

### **Step 6: Evidence Gaps.**

Are there any gaps in the equality information you currently hold?      Yes

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

As there has been no official process to date for dealing with requests for early entry to primary one, accurate information on how many have been received and refused is not available. Anecdotal evidence suggests that a maximum of one or two requests are received each year. From 2021, records are being kept of every such request and the outcome.

### **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. On the basis of the clear and demonstrable benefits of ELC prior to entry to primary school, this proposed policy will ensure that children aged 3-4 can continue to receive those benefits until the time is right to begin primary one.

Disability

#### **Impact**

Neutral. Age is the only factor affecting decisions.

Gender reassignment

#### **Impact**

Neutral. This policy affects only children aged 3-4.

Marriage and Civil Partnership

#### **Impact**

Neutral. This policy affects only children aged 3-4.

Pregnancy/Maternity

#### **Impact**

Neutral. This policy affects only children aged 3-4.

Race - (includes Gypsy Travellers)

**Impact**

Neutral. Age is the only factor affecting decisions.

Religion or Belief

**Impact**

Neutral. Age is the only factor affecting decisions.

Sex

**Impact**

Neutral. Age is the only factor affecting decisions.

Sexual orientation

**Impact**

Neutral. This policy affects only children aged 3-4.

**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)?

The only group affected by this proposal are children aged 3-4, for whom the impact is positive. There are no anticipated negative impacts to mitigate.

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

There are no anticipated negative impacts.

**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?**

The proposed policy will ensure that all children aged 3-4, and regardless of any other protected characteristic, will continue to benefit from funded ELC until they are at an appropriate age to move on to primary one.

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

No.

**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?**

A review of requests received will be undertaken on an annual basis.

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

With the associated committee report on [www.angus.gov.uk](http://www.angus.gov.uk).

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

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Approved by: