



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):

School Terms and Holiday Dates 2022-25

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.

Yes – the school year must consist of 190 teaching days for children and young people. Staff are also required to work an additional five ‘in-service’ days giving a total year of 195 days.

https://www.snct.org.uk/wiki/index.php?title=Part_2_Section_3

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

To update Members on the outcome of the consultation on school terms and holiday dates and to seek formal approval for the proposed dates.

(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

Regular exercise – last carried out in 2018.

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).

Previous committee reports
Previous dates set

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

Head teachers
Trade union representatives

Staff consultative groups

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

N/A

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

Parent Council Chairs.

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 – yes, younger people of school age – neutral

Universal policy so neutral impact.

Disability

Impact – none, universal policy

Gender reassignment

Impact – none, universal policy

Marriage and Civil Partnership

Impact – none, universal policy

Pregnancy/Maternity

Impact – none, universal policy

Race - (includes Gypsy Travellers)

Impact – none, universal policy

Religion or Belief

Impact – none, universal policy

Sex

Impact – none, universal policy

Sexual orientation

Impact – none, universal policy

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.

N/A

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)?

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

N/A

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 – universal policy

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?

Not required – no impact.

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

On the council website, with the committee report.

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

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Reviewed by: Doreen Phillips, Snr Practitioner Equalities, 02 April 2021

Approved by: Kelly McIntosh, Director of Education and Lifelong Learning, 02 April 2021

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