



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):

Education Recovery – Use of Covid-19 Staffing Monies

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.

- The Education (Scotland) Act 1980
- The Coronavirus Act 2020
- [2021 National Improvement Framework \(NIF\) and Improvement Plan](#)

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

To provide Elected Members with an update on expenditure of approx. £1.2m of Covid-19 recovery funding, which is to be utilised on additional staffing for Angus schools.

(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

This report can be considered a review of previous reports considered during the course of 2020:

- Report 179/20 – Recovery and Resilience – Steps for Angus Schools
- Report 187/20 – Recovery and Resilience – Education Current and Indicative Costs
- Report 218/20 – Recovery and Resilience – Update on Education Recovery
- Report 282/20 – Recovery and Resilience Update
- Report 143/21 – Recover and Resilience Update

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

Please indicate all which apply:

| | |
|-----------------------|-----|
| Employees | Yes |
| Job Applicants | Yes |
| 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).

- Information from Sound Reading System ‘test of change’ project.
- Literacy data
- Early Years data including information regarding transitions
- Localised cluster data

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

All Angus head teachers and trade unions have been consulted. Proposed expenditure is based on feedback provided.

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).

N/A

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.

N/A

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 – children and young people - positive

Targeted interventions to meet the needs of children and young people attending Angus schools.

Disability

Impact – children and young people - positive

Targeted interventions to meet the needs of all children and young people, including those with additional support needs. Carnoustie cluster proposals also provide specific support for those in need of mental health support.

Gender reassignment

Impact

N/A

Marriage and Civil Partnership

Impact

N/A

Pregnancy/Maternity

Impact

N/A

Race - (includes Gypsy Travellers)

Impact – children and young people - positive

Localised proposals will ensure all children attending Angus schools, including those from gypsy traveller communities, benefit.

Religion or Belief

Impact – Children and Young People - Postive

Collaboration with St Andrew's Parish Church to engage young people in community projects and youth groups.

Sex

Impact

N/A

Sexual orientation

Impact

N/A

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)?

Not required – consultation has taken place with school leaders and funding allocated is based on meeting identified local needs.

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

None identified.

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

None identified.

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?

Nothing further – projects identified are to meet localised need.

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?

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

On the Angus Council website with the committee report.

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

Prepared by: Beth Reader, Manager – Support Services, 30 August 2021

Reviewed by: Doreen Philips, Snr Practitioner Equalities, 06 September 2021

Approved by: Kelly McIntosh, Director of Education and Lifelong Learning, 30 August 2021

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