



Equality Impact/Fairer Scotland Duty Assessment Form

Step 1

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

Revised Devolved School Management Scheme

Step 2

Is this only a **screening** Equality Impact Assessment No

(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.

All Scottish local authorities are required to have a devolved scheme of management to promote the best use of resources at a school level. DSM guidance is published and reviewed nationally. The latest guidance was made available following the [Fair Funding to Achieve Excellence and Equity in Education](#) consultation.

The latest guidance was published by Scottish Government in 2019:

<https://www.gov.scot/publications/devolved-school-management-guidelines/>

The guidance highlights areas which are expected or recommended for inclusion in local schemes.

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

To provide a fully updated Devolved School Management framework for Angus Council. The revised scheme will be in place for April 2022 onwards.

(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 is a review of the Council's existing DSM framework.

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 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 DSM framework
Financial reports.

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

A short-life working group, and associated subgroups were established to take forward this work. Groups contained representation from all key stakeholder groups, including school leaders, administrative staff and financial colleagues.

The education senior leadership team, Angus Council Head Teachers and Trade Unions have also been consulted.

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

Scottish government guidance documentation

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

Consultation with colleagues across Tayside.

Other (general information as appropriate). NA

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 – children and young people – positive**

The proposal updates the existing scheme of delegation to schools. Children and young people will continue to receive the same services from schools. The revised scheme proposes creating separate frameworks for primary and secondary schools. This will ensure the scheme more accurately reflects how budgets are devolved and utilised in these sectors. This will be beneficial to the children and young people in the relevant groups.

Disability - **Impact – children and young people – neutral**

Children and young people with disabilities are included within the scheme. There is no direct positive or negative impact to them as a result of the proposal.

Gender reassignment - **Impact - none**

Marriage and Civil Partnership- **Impact - none**

Pregnancy/Maternity - **Impact - positive**

The revised schemes of delegation will enable schools to continue to manage cover arrangements for pregnancy / maternity in the way most appropriate for the setting.

Race - (includes Gypsy Travellers) - **Impact – children and young people – neutral**

Children and young people from all ethnic groups, including Gypsy Travellers, are included within the scheme. There is no direct positive or negative impact as a result of the proposal.

Religion or Belief - **Impact - none**

Sex - **Impact - none**

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.

As set out above – consultation via working groups, head teacher representatives and senior leaders.

The scheme will be reviewed every three years, and a group established to take this work forward.

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

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

N/A

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

This EIA may be reviewed in light of any further developments in the expansion.

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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