



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): **Procurement of School Conveyance Contracts**

Step 2

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

~~Yes~~/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 a percentage increase in fees which has no differential impact on protected characteristics

Yes/No

(iii) It is for information only

Yes/No

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

Yes/No

(v) 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/~~No~~

Is this a Fairer Scotland Duty Assessment

~~Yes~~/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: Infrastructure Services, in conjunction with Children and Learning

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

- Transport Act (1985), Section 63, part 3(a):
“a council shall have regard to any measures they are required or propose to take for meeting any transport requirements in exercise or performance of— (a) any of their functions F137. . . as an education authority;”

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

- Procure and award circa 49 school conveyance contracts, beginning in August 2022. The contracts will provide mainstream school transport services for Angus pupils entitled to free home to school services. Home to school transport services will also be required to be organised for pupils with additional support needs. Each pupils' needs will be communicated to the Transport Team in the School Transport Application and the appropriate transport will be organised.

(iv)Is it a new proposal? ~~Yes~~/**No** Please indicate OR

Is it a review of e.g. an existing budget saving, report, strategy, policy, service review, procedure or function? **Yes**/~~No~~ Please indicate:

- Home to school transport is a statutory service provided Angus Council.

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

Please indicate all which apply:

Employees ~~Yes~~/**No**

Job Applicants ~~Yes~~/**No**

Service users **Yes**/~~No~~

Members of the public **Yes**/~~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).

- **Routewise Database:** This database holds information on all pupils who are entitled home to school transport services. The database is populated and

managed by the Transport Team using the pupil information provided in the School Transport Application and is passed to us by Schools and Learning.

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- **School transport surveys:** Surveys of home to school transport services are undertaken by the Transport Team. The surveys monitor the general operation of the transport services but also provides corroboration of the numbers travelling on home to school transport surveys. Personal information is not collected on these surveys.

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

- **Internal consultation is not required to be used in this assessment.**

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

- **External data is not required to be used in this assessment.**

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

- **External consultation is not required to be used in this assessment.**

Other (general information as appropriate).

Step 6: Evidence Gaps.

Are there any gaps in the equality information you currently hold? ~~Yes~~/**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 - Angus school pupils, who qualify for the entitlement of free home to school transport, will be provided with access to a service which allows them to travel to school safely.

Disability

Impact: Positive – Pupils with a disability will be provided with the appropriate service to meet their needs and will allow them to travel to school safely.

Gender reassignment

Impact: Neutral

Marriage and Civil Partnership

Impact: Neutral

Pregnancy/Maternity

Impact: Neutral

Race - (includes Gypsy Travellers)

Impact: Neutral

Religion or Belief

Impact: Neutral

Sex

Impact: Neutral

Sexual orientation

Impact: Neutral

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.

- **No consultation undertaken.**

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?

- **No negative impacts have been identified by this assessment and therefore no steps are required to be taken.**

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

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?

- **Advances equality of opportunity by providing access to education for everyone, regardless of their protected characteristic.**

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

- **No action has been identified.**

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?

- The EqIA will be reviewed should there be any changes to the legislation governing free home to school transport, or if any changes are made to the Angus Council Home to School Transport Policy.

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

- **With published reports to council committee.**

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

Prepared by: Iain Leith, Transport Team Leader, 24 January 2022.

Reviewed by: Walter Scott, Service Leader – Roads & Transportation, 27 January 2022

Approved by: Ian Cochrane Director of Infrastructure 2/2/22

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