



## Equality Impact/Fairer Scotland Duty Assessment Form

### Step 1

**Name of Proposal** Reduction in Angus Virtual Schools team by 1 full time equivalent employee.

### 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.

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

Reduce the Angus Virtual Schools team by one full time equivalent member of staff following a planned retiral.

(iv)Is it a new proposal? Yes

### 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:**

General workforce, activity and budget data.

**Step 6: Evidence Gaps.**

Are there any gaps in the equality information you currently hold? No

**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 – negative**

Reduced capacity of the Angus Virtual School will reduce the amount of improvement activity carried out in our education settings. This may have a direct impact on our ability to improve outcomes for children, young people and families.

Disability **Impact – neutral**

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.

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?**

Our commitment to continue to develop a systems leadership approach will see us second identified school staff into AVS when required for focussed improvement activity

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

The work carried out by this officer will be redistributed amongst existing members of the team. Elements of work will also be redistributed to members of our support services team.

**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?**

N/A

**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:

Prepared by: Stuart Gray, Team Leader – School Operations                      24/1/22

Reviewed by: Doreen Phillips, Snr Practitioner (Equalities)                      27/1/22

Approved by: Kelly McIntosh, Director of Education & Lifelong Learning                      28/1/22