



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):

Update on Angus Schools for the Future programme

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 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
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 (ELL)

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

Schools (Consultation) (Scotland) Act 2010

Local Government (Scotland) Act 2003

Education (Scotland) Act 1980

Education (Additional Support for Learning) (Scotland) 2009

Standards in Scotland's Schools etc Act 2000

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

The report provides elected members with an update on the Angus Schools for the Future (ASFTF)programme. The reports seeks permission for:

- An updated framework for management of the Angus learning estate
- Changes to the previously agreed programme, including the removal of projects related to Arbroath and Montrose.
- Commencing a consultation which, if approved, would result in the administrative closure of Hayshead and St Thomas Nursery Classes. This means that the two individual settings will be merged (on paper) into a single nursery. The management structure will change. The reality is the children will remain attending the setting and experience no changes at all.

(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

Review of the previously agreed ASFTF programme, which was established in January 2018 and amended in December 2020.

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).

- Report 189/17
- Report 36/18
- Report 329/20
- Report 152/22
- Report 116/23
- Report 127/23

Data relating to current and projected school rolls

Staffing information

Building condition and suitability assessments

ELC expansion

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

With relevant staff in ELL and Infrastructure

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

Benchmarking against strategies and policies from other local authorities

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

N/A

Other (general information as appropriate).

N/A

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 – positive – children and young people

The proposals set out a revised framework for management of the learning estate. Approval will ensure children and young people continue to have access to learning spaces which meet the standards set out in Angus Council's School Investment Strategy.

Disability

Impact – neutral

There will be no differential impact on people with disabilities. Our learning spaces will continue to offer a range of accessible opportunities which meet individual needs.

Gender reassignment

Impact - neutral

There will be no differential impact for this protected characteristic.

Marriage and Civil Partnership

Impact - neutral

There will be no differential impact for this protected characteristic.

Pregnancy/Maternity

Impact - neutral

There will be no differential impact for this protected characteristic.

Race - (includes Gypsy Travellers)

Impact - neutral

There will be no differential impact for this protected characteristic.

Religion or Belief

Impact - neutral

There is a proposal in relation to St Thomas Nursery which is aligned with a denominational school. This proposal is for a purely administrative change and as such there will be no impact on religion or belief. If approved we will undertake a full statutory consultation, as advised by legal colleagues. This exercise will be inclusive of all communities.

Sex

Impact - neutral

There will be no differential impact for this protected characteristic.

Sexual orientation

Impact - neutral

There will be no differential impact for this protected characteristic.

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)?

This EIA will be reviewed as the proposed consultation exercise develops. Any issues arising as a result of this activity will be addressed appropriately. We will be following Council policy when conducting the consultation, which has been subject to separate member consideration at P&R Committee.

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 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 Committee pages.

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

Prepared by: Beth Reader, Manager – Support Services, 24 May 2023

Reviewed by: Doreen Phillips, Senior Practitioner – Equalities, 25 May 2023

Approved by: Kelly McIntosh, Director of ELL, 24 May 2023

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