



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):

Review of procedures for the letting of education premises.

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.

N/A

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

The report seeks permission to commence consultation on the existing procedures for school lets. The current documentation dates to 2006 and has not been substantively reviewed since then.

(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 existing procedures which were previously subject to elected member consideration in 2006.

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).

Existing procedures.
Report 452/06
Financial information

Discussions with schools and other users of our buildings.

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

With relevant staff in ELL, Business Support and Elected Members

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).

N/A

Step 6: Evidence Gaps.

Are there any gaps in the equality information you currently hold? Yes

If yes, please state what they are, and what measures you will take to obtain the evidence you need.

Due to this report simply seeking permission to commence consultation, we have not yet gathered all the information needed in relation to internal and external consultees. This will be gathered through the consultation process, analysed and then reported to Children and Learning with a refreshed EIA.

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 – neutral – all age groups

If approved, the consultation will be accessible to all people, following the council's Consultation Policy.

Disability

Impact – neutral

If approved, the consultation will be accessible to all people, following the council's Consultation Policy.

Gender reassignment

Impact - neutral

If approved, the consultation will be accessible to all people, following the council's Consultation Policy.

Marriage and Civil Partnership

Impact - neutral

If approved, the consultation will be accessible to all people, following the council's Consultation Policy.

Pregnancy/Maternity

Impact - neutral

If approved, the consultation will be accessible to all people, following the council's Consultation Policy.

Race - (includes Gypsy Travellers)

Impact - neutral

If approved, the consultation will be accessible to all people, following the council's Consultation Policy.

Religion or Belief

Impact - neutral

If approved, the consultation will be accessible to all people, following the council's Consultation Policy.

Sex

Impact - neutral

If approved, the consultation will be accessible to all people, following the council's Consultation Policy.

Sexual orientation

Impact - neutral

If approved, the consultation will be accessible to all people, following the council's Consultation Policy.

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 is being completed at the very early stage of the process and will be reviewed as the consultation exercise develops. There are no direct impacts arising as a result of requesting to commence a consultation. 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?

As per step 8, above.

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:

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Approved by: Kelly McIntosh, Director of ELL, 23 May 2023

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