



## 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):

Outcome of Consultation – Hayshead and St Thomas Nursery Classes

### 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

(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 (Additional Support for Learning) (Scotland) 2009

Children and Young People (Scotland) Act 2014

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

To update members on the outcome of consultation activity regarding the administrative closure of Hayshead and St Thomas Nursery Classes. Doing so will allow the two settings to be “merged” under a single management team. The report seeks approval from Family, Education and Justice Committee to proceed with the proposal. If implemented, the management structure will change. Children attending the setting will experience no change apart from the name of the setting they attend.

(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

An updated to report [160/23](#) which called at Children and Learning Committee on 01 June 2023.

### 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).

Report 160/23

Responses by employees to the consultation (detailed in the consultation report)

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

Employees in the relevant schools

Trade union representatives.

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

Responses by other stakeholders to the consultation (detailed in the consultation report)

Report by Education Scotland (detailed in the consultation report)

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

Parents/Carers

Community Councils

Elected representatives (Councillors, MPs and MSPs)

Church representatives

Members of the wider Arbroath Community.

**Other** (general information as appropriate).

**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 – neutral – children and young people**

If approved, children will continue to access high quality early learning and childcare. There will be no reduction in provision. The only obvious change will be the name of the setting children attend, and changes to the management structure. There are no equality implications arising from this.

Disability

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

If approved, the ELC setting will continue to offer 6 “resourced” spaces for children with additional support needs.

Gender reassignment

**Impact – no impact**

Marriage and Civil Partnership

**Impact – no impact**

Pregnancy/Maternity

**Impact – no impact**

Race - (includes Gypsy Travellers)

**Impact – no impact**

Religion or Belief

**Impact - neutral**

St Thomas Nursery is non-denominational but is directly link the denominational primary school. During the consultation, concerns were raised about the potential loss of this link. If the proposal is approved, a plan will be developed to ensure these links are maintained. Staff and parents/carers will be consulted and engaged in the development of the plans.

Sex

**Impact – no impact**

Sexual orientation

**Impact – no impact**

**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.

A statutory consultation was completed. The details can be found of Appendix 1 to this report.

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)?

N/A

**Step 9: What mitigating steps will be taken to remove or reduce potentially negative impacts?**

No negative impacts have been identified.

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

No negative impacts have been identified.

**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?**

Actions have been detailed in the consultation report, in the event the proposal is agreed.

**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?**

N/A

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

On the website alongside the committee report.

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

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Approved by: Kelly McIntosh, Director of Education and Lifelong Learning, 06/03/2024

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