



Equality and Fairness Impact Assessment (EFIA) Form and Guidance

If the 'policy or practice'* you are developing or going to develop is assessed as relevant after undertaking the online screening process (the Impact and Value Assessment) - that is, it will have an impact on people - you should complete an Equality and Fairness Impact Assessment (EFIA).

This form (which includes accompanying guidance) should be completed.

*see full definition on page 5

EFIA – Guidance

The purpose of the EFIA is to ensure that decision makers are fully informed, at a formative stage in the decision-making process.

Under the Equality Act 2010, the Council is required to eliminate discrimination, advance equality of opportunity, and foster good relations between equality groups. Under Part 1 of the Act 'The Fairer Scotland Duty', the Council is required to actively consider how it can reduce inequalities of outcome caused by socioeconomic disadvantage, when making strategic decisions.

The online Impact and Value Assessment (IVA) has been developed within the Council to assess all proposals against criteria for reducing poverty and socio-economic disadvantage, eliminating discrimination, advancing equality of opportunity, and fostering good relations between equality groups.

The IVA should first be used at the initial stages of proposal development to **screen** the proposal for any likely positive or negative effects in relation to equality, fairness and human rights. After completing the IVA, it should be evident if your proposal is likely (or not) to have significant implications for: reducing poverty and socio-economic advantage, eliminating discrimination, advancing equality of opportunity, and fostering good relations between equality groups. **If the screening process identifies that there are implications, the IVA will direct you to undertake a full Equality and Fairness Impact Assessment (EFIA).**

When should I carry out an EFIA?

In order to fulfil our general duty, it is critical that the all services conduct an EFIA in the following circumstances:

- **All** significant policies, strategies and projects* should have as a minimum an EFIA screening inbuilt as part of the risk assessment process.
- **All** budget options for each financial year will require to be EFIA screened. (It is possible to group individual options if they relate to one particular service area).
- **All** Reports to Committee now require Equalities Impacts to be reported either as a screening or full EFIA. Significant service reforms **may** require a Full Report to be completed, or as a minimum, a justification in a Screening Report as to why the Full Report was unnecessary.

Equality and Fairness Impact Assessment Screening

A screening can be undertaken as part of a scoping exercise prior to a full report, or it can stand alone as final summary if no significant Equality and Fairness Impacts are identified or arise subsequently in the policy or plan implementation. This is done using the online Impact and Value Assessment.

Equality and Fairness Impact Assessment Full Report

A full report (using this form) should be conducted where a Screening indicates an area or areas that require more detailed consideration.

*see full definition on page 5

Stage 1: Screening

As noted above, a screening should ideally be carried out at the outset of a policy, service reform, or budget proposal* in order to embed consideration of equalities and fairness at the earliest part of the project plan or process.

In order to complete screening please follow the guidance provided within the online [Impact and Value Assessment](#).

A Screening Report should be conducted prior to identifying if a Full Impact Assessment is required, and the findings of the report should inform the introduction to the assessment; and provide the context and background, to outline the purpose and direction of the Full Impact Assessment.

Stage 2: Full Impact Assessment

If there are any areas that arise as part of the screening process that require further investigation or highlight areas of concern with regard to likely impacts across any or all protected characteristics, then a Full Impact Assessment report be conducted.

*see full definition on page 5

EFIA Form

Complete this for all relevant policies.

'Relevant' means it will have an impact on people.

'Policy or Practice' - see definition below.

Definition of policy or practice for the purposes of EFIA:

For the purposes of an EFIA the term 'policy or practice' covers Service delivery and Employment. This can include a Policy, a Plan, a Strategy, a Project, a Service Review, a function, practice or service activity or a Budget option.

Section 1: Policy Details (see definition of Policy' or Practice' above)

Name of Policy or Practice:

Education Improvement Plan 2024 to 2025

Service and Division/Team:

Education and Learning

Owner/Person responsible (include your name and position):

David Macluskey, Service Manager Secondary

Impact Assessment Team (include your names and positions). This team can consist of two people or more as appropriate:

Fiona Mackay, Service Manager Inclusion and Additional Support
Bernadette Martin-Scott, Service Manager Early Years
Gill Doogan, Service Manager Primary
David Macluskey, Service Manager Secondary
Susie Turner, Principal Educational Psychologist

Is the 'policy' or 'practice' being impact assessed new or existing? Please tick the appropriate box below to indicate:

New Existing

What are the main aims of the policy or practice?

To provide a strategic plan for the Education Service and for schools for the year ahead.

Who are the main target groups/beneficiaries?

Children and young people

What are the intended outcomes of the policy or practice?

To raise attainment for all and to reduce the poverty-related attainment gap.
 To improve inclusive practice and ensure that barriers to participation are removed.

Section 2: Information Gathering

You should list here the sources of information used to assess the impact of the relevant policy or practice. This can include local sources such as reports, information and data, relevant partners' information, data and reports, other Council's relevant information, data and reports, national information, research outcomes, data profiles and any other evidence which has led to the development of this policy. You may wish to refer to Appendix 1 for reference when gathering information relating to Equality Monitoring Data.

Information/Evidence gained and used to shape this policy or practice	List details, source and date (continue on a separate sheet if necessary – tick to indicate this has been done <input type="checkbox"/>)
Community consultation/involvement outcomes from earlier contacts – this usually includes formally arranged contact with individuals or community, voluntary sector and other relevant interest groups	N/A
Employee involvement/consultation feedback (eg survey, focus groups)	Headteachers provide feedback at Leadership and Development sessions. School senior leaders complete and submit improvement plans for their individual schools which inform the content of the plan.
Research and information list main sources	Curriculum for Excellence review: implementation framework All Learners in Scotland Matter – national discussion on education: final report Getting it right for every child (GIRFEC): policy statement Best Start – strategic early learning and school age childcare plan 2022 to 2026 – gov.scot (www.gov.scot) Support for Learning: All our Children and All their Potential Change programme – The Promise Additional Support for Learning review action plan: second progress report – gov.scot (www.gov.scot)

Information/Evidence gained and used to shape this policy or practice	List details, source and date (continue on a separate sheet if necessary – tick to indicate this has been done <input type="checkbox"/>)
	<p>Delivering improvement – Education – Achieving Excellence and Equity: National Improvement Framework and Improvement Plan 2023 – gov.scot (www.gov.scot)</p> <p>Putting Learners at the Centre: Towards a Future Vision for Scottish Education – gov.scot (www.gov.scot)</p> <p>Realising the Ambition Resources National Improvement Hub (education.gov.scot)</p> <p>Best Start, Bright Futures: tackling child poverty delivery plan 2022 to 2026 – gov.scot (www.gov.scot)</p> <p>Cost of the School Day CPAG</p> <p>Scottish Attainment Challenge Framework for Recovery and Accelerating Progress</p> <p>Care Experienced Children and Young People Fund: national operational guidance 2022 – gov.scot (www.gov.scot)</p> <p>Scottish Government Guidance on Improvement Planning</p>
Officer knowledge and experience	<p>Attendance at national networks and meetings</p> <p>Regular meetings with Headteachers and other senior leaders</p> <p>School Quality Improvement meetings</p>
Equality monitoring data	Data on attainment gaps, attendance and inclusion for particular groups including care experienced children and young people
Service user feedback (including customer contact, services and complaints)	Presentation to Parent Council Chairs
Partner feedback	
Other - this may be information gathered in another Council area, nationally or in partner organisations which is considered to have relevance	

Section 3: Consultation/Involvement

Consultation with key stakeholders can be undertaken throughout the whole of the equality and fairness impact assessment process. This section can include details of outcomes from current, earlier or ongoing consultation/involvement activities. This activity **can also** help to **reach people not previously involved** with these processes, but who will be affected by this policy or practice when it is implemented.

The Consultation/Involvement process can also help **identify or agree changes** that need to be made to ensure the policy or practice will be inclusive when implemented.

The Equalities Team Leader (Equalities@pkc.gov.uk) may be able to provide advice relating to potential contact with consultees from equality protected characteristic groups via existing mechanisms such as the Community Equalities Advisory Group (CEAG) or Equalities Strategic Forum.

A summary of the replies received from individuals and stakeholders consulted/involved. Include any previous feedback or complaints relating to equality and diversity issues and the policy or practice currently being assessed.

Equality Protected Characteristic	Specific Characteristics	Date	Outcome of Consultation/Involvement (continue on a separate sheet if necessary – tick to indicate this has been done <input type="checkbox"/>)
Age	Older people (65+)		
	Younger people (16-64)	Ongoing	Informed school priorities for improvement
	Children (0-16)	Ongoing	Informed school priorities for improvement
	Looked-After Children (Corporate Parenting)	Ongoing	Informed school priorities for improvement
Disability	Physical disability	Ongoing	Informed school priorities for improvement
	Sensory impairment	Ongoing	Informed school priorities for improvement
	Mental health	Ongoing	Informed school priorities for improvement
	Learning disability	Ongoing	Informed school priorities for improvement

Equality Protected Characteristic	Specific Characteristics	Date	Outcome of Consultation/Involvement (continue on a separate sheet if necessary – tick to indicate this has been done <input type="checkbox"/>)
Gender Reassignment	Male transitioning to female		
	Female transitioning to male		
Marriage/Civil Partnership	Women		
	Men		
	Same sex couple (male)		
	Same sex couple (female)		
Pregnancy/Maternity/Paternity	Women		
	Men (Paternity)		
Race	A list of categories used in the census is here		
Religion/Belief	A list of categories used in the census is here		
Sex	Female		
	Male		
	Other gender identity		
Sexual Orientation	Lesbian		
	Gay		
	Bisexual		
Socio-economic (fairness)	Options detailed in Appendix 2		

Section 4: Detail the positive and/or negative impacts or tick to indicate no impact identified

Key questions to address

The Assessment should highlight areas of interest covering the following:

- positive and negative impacts across all protected characteristics
- scale of the impact: an indication of the degree of potential impact, and whether this is judged to have a High, Medium or Low impact potential
- anticipated duration of the impact if relevant
- whether there is a specific differential impact to a particular protected characteristic or characteristics
- or if the impact is more wide ranging and general in its effect
- whether any impacts identified would/could be mitigated by an amendment to the policy, practice budget decision or service reform proposal

This information will be indicated by activities at Section 2 and Section 3 above.

Equality Protected Characteristic	Specific Characteristics	Positive Impact (it could benefit the group concerned)	Negative Impact (it could disadvantage the group concerned)	No Impact
Age	Older people (65+)			No impact
	Younger people (16-64)	Will consider actions to raise attainment including closing attainment gaps		
	Children (0-16)	Will consider actions to raise attainment including closing attainment gaps		
	Looked-After Children (Corporate Parenting)	Will consider actions to raise attainment including closing attainment gaps for care-experienced children		
Disability	Physical disability	Will consider where relevant		

Equality Protected Characteristic	Specific Characteristics	Positive Impact (it could benefit the group concerned)	Negative Impact (it could disadvantage the group concerned)	No Impact
	Sensory impairment	Will consider where relevant		
	Mental health	Will consider where relevant		
	Learning disability	Will consider where relevant		
Gender Reassignment	Male transitioning to female			No direct planned impact
	Female transitioning to male			No direct planned impact
Marriage/Civil Partnership	Women			No impact
	Men			No impact
	Same sex couple (male)			No impact
	Same sex couple (female)			No impact
Pregnancy/Maternity/Paternity	Women			No impact
	Men (paternity)			No impact
Race	A list of categories used in the census is here			No direct planned impact
Religion/Belief	A list of categories used in the census is here			No impact

Equality Protected Characteristic	Specific Characteristics	Positive Impact (it could benefit the group concerned)	Negative Impact (it could disadvantage the group concerned)	No Impact
Sex	Female	Will consider where relevant in relation to closing the attainment gaps		
	Male	Will consider where relevant in relation to closing the attainment gaps		
	Other gender identity	Will consider where relevant in relation to closing the attainment gaps		
Sexual Orientation	Lesbian			No direct planned impact
	Gay			No direct planned impact
	Bisexual			No direct planned impact
Socio-economic (fairness)	Options detailed in Appendix 2	Will consider where relevant to closing the poverty related attainment gaps for children and young people aged 18 years and under		

Section 5: Recommendations and Actions

As a result of this equality impact assessment, please **clearly describe practical actions** you plan to take to:

- reduce or remove any identified **negative impact**
- promote any **positive impact** or
- **gather** further information/evidence

Equality Protected Characteristic	Specific Characteristics	Action	Who is responsible	Date for completion
Age	Older people (65+)			
	Younger people (16-64)	Full Education Improvement Plan is agreed and submitted to Scottish Government	Implementation is monitored by the Raising Attainment Board and by the Education and Learning Senior Management Team	Quarterly
	Children (0-16)	Full Education Improvement Plan is agreed and submitted to Scottish Government	Implementation is monitored by the Raising Attainment Board and by the Education and Learning Senior Management Team	Quarterly
	Looked After Children (Corporate Parenting)	Full Education Improvement Plan is agreed and submitted to Scottish Government	Progress reported to Learning and Families Committee	30 Sep 2025
Disability	Physical disability			
	Sensory impairment			
	Mental health			

Equality Protected Characteristic	Specific Characteristics	Action	Who is responsible	Date for completion
	Learning disability			
Gender Reassignment	Male transitioning to female			
	Female transitioning to male			
Marriage/Civil Partnership	Women			
	Men			
	Same sex couple (male)			
	Same sex couple (female)			
Pregnancy/Maternity/Paternity	Women			
	Men (paternity)			
Race	A list of categories used in the census is here			
Religion/Belief	A list of categories used in the census is here			
Sex	Female			

Equality Protected Characteristic	Specific Characteristics	Action	Who is responsible	Date for completion
	Male			
	Other gender identity			
Sexual Orientation	Lesbian			
	Gay			
	Bisexual			
Socio-economic (fairness)	As detailed in Appendix 2	Full Education Improvement Plan is agreed and submitted to Scottish Government. Implementation monitored by the Raising Attainment Board and by the Education and Learning Senior Management Team. Progress is reported annually to Learning and Families Committee.		

Section 6: Outcomes

When the evidence has been considered in relation to the proposed Policy, Practice, Project, Service Reform or Budget Option, it will be apparent what the likely impacts are. The type, scale, duration, and specificity of the likely impacts will inform the direction of the outcome of the EFIA.

There are four potential outcomes as follows:

1. No major change required. The Policy, Practice, Project, Service Reform or Budget Option is robust and can continue without amendment
2. Continue the Policy, Practice, Project, Service Reform or Budget Option. A justification is required for continuing despite the potential for adverse impact
3. Adjust or Amend the Policy, Practice, Project, Service Reform or Budget Option. Remove barriers, make changes to better advance equality or remove or mitigate negative impact
4. Stop, or Remove the Policy, Practice Project, Service Reform or Budget Option if adverse effects cannot be justified and cannot be mitigated.

1. No major change required. The Policy, Practice, Project, Service Reform or Budget Option is robust and can continue without amendment.

Section 7: Authorising the Assessment

The following signatures are required:

Service Manager

Signed David Macluskey Name David Macluskey Date 8 July 2024

Quality Assured by PKC Equality and Fairness Impact Assessment Trained Officer (within service)

Signed David F McPhee Name David McPhee Date 8 July 2024

Section 8: Publishing the Assessment

The completed and authorised EFIA should be added to your Service pages on the internet.

Date Action
Completed

Date for Review
of EFIA

Section 9: Committee Reporting

Ensure your Committee **report** to accompany this policy **includes information** about any **actions** taken to reduce or remove **negative impacts** identified, or include any **positive impacts** expected when the policy is implemented.

Section 10: Review and Monitor

Note of Action required (from Section 5)

Implementation monitored by ECS Education Service Management group

Date completed

Note of Action required (from Section 5)

Progress reported to Learning and Families Committee

Date completed

Note of Action required (from Section 5)

Date completed

Note of Action required (from Section 5)

Date completed

Add more sections as required

Appendix 1 – Equality Monitoring Data Guidance

The Equality Protected Characteristics in our area

There are nine protected characteristics in the Equality Act and these are disability, sex, race, sexual orientation, gender reassignment, age, marriage and civil partnership, pregnancy and maternity and religion and belief.

The [Scottish Government Equality Evidence Finder](#) is updated twice a year with data surrounding equality evidence from a wide range of policy areas. Some key local statistics should be noted:

Disability – 28% of the Perth and Kinross population consider themselves to have a long-term physical or mental health condition, compared to 22% for Scotland overall. (Scottish Household Survey 2016)

Sex – 49% of the Perth and Kinross population identify as male, the same as Scotland overall. (Scottish Household Survey 2016)

Race – 98% of the Perth and Kinross adult population classify themselves as ‘White’, compared to 96% for Scotland as a whole (Scottish Household Survey 2016)

Sexual orientation – 99% of the Perth and Kinross adult population identify as Heterosexual, compared to 98% for Scotland overall. (Scottish Household Survey 2016)

Gender reassignment – The Registrar General for Scotland maintains a Gender Recognition Register in which the birth of a transgender person whose acquired gender has been legally recognised is registered showing any new name(s) and the acquired gender. This enables the transgender person to apply to the Registrar General for Scotland for a new birth certificate showing the new name(s) and the acquired gender. The Gender Recognition Register is not open to public scrutiny. Local information is not available. (NRS Registration Division 2016)

Age – Young people under 16 currently make up 16% of the population in Perth and Kinross, compared to the national average of 17%. People aged 65 and over account for 23% of the total population, higher than the national average of 19%. By 2039 this proportion is set to increase to 30%. (ONS Population data)

Marriage and civil partnership – 58% of the Perth and Kinross adult population are married or in a civil partnership, compared to 47% for Scotland as a whole. (Scottish Household Survey 2016)

Pregnancy and maternity – In 2016, the birth rate was 53.5 per 1,000 women aged 15-44. In other words, broadly 5.4% of women of childbearing age were pregnant in 2016 in Perth and Kinross, compared to 5.2% for Scotland as a whole. (NRS Vital events 2016)

Religion and belief - 52% of the Perth & Kinross adult population consider themselves to have a religious belief, compared to 49% for Scotland as a whole. (Scottish Household Survey 2016)

National data sources have been used to provide this information but it should be noted that the Scottish Household Survey is only based on a sample of respondents so variations may not be statistically significant.

Appendix 2– Socio-economic (Fairness)

Socio-economic disadvantage:

- Low Income – (in comparison to most others) – can be measured in a range of ways, eg relative poverty (after housing costs) looks at number of individuals living in households with incomes below 60% of UK median income. Statistics on absolute poverty (household living standards over time) and persistent poverty (where households live in poverty for 3 years out of 4) are also available. Poverty statistics can also be broken down by gender, disability, ethnicity, tenure and urban/rural.
- Low/No Wealth – having access to wealth, eg financial products, equity from housing and a pension, provides some protection from socio-economic disadvantage. Single adult households (including single parent households) have very high risks of low wealth; households with lower educational qualifications and in routine or manual occupations have significantly higher risks of low wealth.
- Material deprivation – refers to households being unable to access basic goods and services and tends to focus on families with children.
- Area deprivation - living in a deprived area can exacerbate negative outcomes for individuals and households already affected by issues of low income.
- Socio-economic background – the structural disadvantage that can arise from parents' education, employment and income (ie social class) is more difficult to measure.

Inequalities of outcome – any measurable differences for communities of interest or communities of place such as:

- poorer skills and attainment
- lower quality, less secure and lower paid work
- greater chance of being a victim of crime
- lower healthy life expectancy
- less chance of a dignified and respectful life

Communities of Place – refers to people who are bound together because of where they reside, work, visit or otherwise spend a continuous proportion of their time. Poverty is often hidden in smaller rural communities with issues such as cost of living and accessibility of transport, education and employment impacting more negatively.

Communities of Interest – refers to people who share an identity, eg an equality protected characteristic. Consideration of the impact on those groups can help develop a deeper understanding of socio-economic impact, particularly by talking to people with lived experiences.

For further information refer to [Fairer Scotland Duty - Interim Guidance for Public Bodies](#).

Appendix 3 – Human Rights Based Approach

A Human Rights approach should also be an embedded consideration in an EFIA.

In summary; we need to consider, where applicable, to what (if any) extent policies, practices, projects, Service Reforms, or Budget Options impact on three key strands of Human Rights:

Absolute rights

- the right to life
- the right to freedom from inhuman and degrading treatment

Limited rights

- the right to liberty
- the right to a fair trial

Qualified rights

- the right to respect for private and family life, home and correspondence
- the right to freedom of thought, conscience and religion
- the right to freedom of assembly and association
- the right to protection of property

Any restriction of Qualified Rights must be:

- in accordance with the law: have a basis in domestic law, safeguards against arbitrary interference, foreseeable
- in pursuit of a legitimate aim: including "the economic wellbeing of the country"; "the protection of health", "protection of the rights and freedoms of others"
- necessary
- proportionate
- not discriminatory

There is further guidance on integrating human rights into the equality impact assessment process available on the Scottish Human Rights Commission website following previous pilots with local authorities: <http://eqhria.scottishhumanrights.com/>