

Equality and Fairness Impact Assessment (EFIA) Form



If the 'policy or practice' (see definition below) you are developing or going to develop is assessed as relevant after undertaking the online screening process (the [Impact and Value Assessment \(IVA\)](#)) - that is, it will have either a positive or negative impact on people - you should complete an Equality and Fairness Impact Assessment (EFIA) using this form.

This form should only be completed if you have undertaken an [Impact and Value Assessment \(IVA\)](#) to screen whether a full Equality and Fairness Impact Assessment is required.

Complete this for all relevant policies or practices:

- '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:

- 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

Cost of the School Day Policy

Service and Division/Team

Education and Learning

Owner/Person responsible (include your name and position)

Rhona Munro – SAC and PEF Project Lead

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

David Macluskey, Strategic Lead, Education and Learning
Gillian Knox, Quality Improvement Officer
Eve Moran, Quality Improvement Manager

Is the policy or practice being impact assessed new or existing?

New

What are the main aims of the policy or practice?

The purpose of this report is to set out the policy which Perth and Kinross Council schools should follow to ensure that all children and young people receive the same opportunities in their educational journey, regardless of their socio-economic background.

Who are the main target groups/beneficiaries?

Children and young people in Perth and Kinross Schools

What are the intended outcomes of the policy or practice?

A working group of staff from a range of settings has created a policy document which supports schools in the creation of a Cost of the School Day plan within their School Improvement Plan, identifying actions and mitigations to ensure that every child and young person in Perth and Kinross has the opportunity to achieve their potential regardless of their socio-economic background.

Section 2: Detail the positive and/or negative impacts, or tick to indicate no impact identified

Key questions to address in the EFIA

- Does the policy or practice evidence that it has eliminated discrimination?
- Does the policy or practice evidence that it has advanced equality of opportunity?
- Does the policy or practice evidence that it will foster good relations between groups?

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
- 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

Equality protected characteristic: Age

Specific characteristics	Positive impact (it could benefit the group concerned)	Negative impact (it could disadvantage the group concerned) and any mitigation	No impact
Older people (65 years and over)			X

Equality protected characteristic: Disability

Specific characteristics	Positive impact (it could benefit the group concerned)	Negative impact (it could disadvantage the group concerned) and any mitigation	No impact
Physical disability			X
Sensory impairment			X
Mental health			X

Specific characteristics	Positive impact (it could benefit the group concerned)	Negative impact (it could disadvantage the group concerned) and any mitigation	No impact
Learning disability			X
Neurodivergent conditions			X

Equality protected characteristic: Gender reassignment

Specific characteristics	Positive impact (it could benefit the group concerned)	Negative impact (it could disadvantage the group concerned) and any mitigation	No impact
Male transitioning to female			X
Female transitioning to Male			X

Equality protected characteristic: Marriage/Civil partnership

Specific characteristics	Positive impact (it could benefit the group concerned)	Negative impact (it could disadvantage the group concerned) and any mitigation	No impact
Women			X
Men			X
Same-sex couple (male)			X
Same-sex couple (female)			X

Equality protected characteristic: Pregnancy/Maternity/Paternity

Specific characteristics	Positive impact (it could benefit the group concerned)	Negative impact (it could disadvantage the group concerned) and any mitigation	No impact
Women			X
Men (paternity)			X

Equality protected characteristic: Race

Specific characteristics	Positive impact (it could benefit the group concerned)	Negative impact (it could disadvantage the group concerned) and any mitigation	No impact
View the list of categories used in Scotland's Census			X

Equality protected characteristic: Religion/Belief

Specific characteristics	Positive impact (it could benefit the group concerned)	Negative impact (it could disadvantage the group concerned) and any mitigation	No impact
View the list of categories used in Scotland's Census			X

Equality protected characteristic: Sex

Specific characteristics	Positive impact (it could benefit the group concerned)	Negative impact (it could disadvantage the group concerned) and any mitigation	No impact
Female			X
Male			X

Equality protected characteristic: Sexual orientation

Specific characteristics	Positive impact (it could benefit the group concerned)	Negative impact (it could disadvantage the group concerned) and any mitigation	No impact
Lesbian			X
Gay			X
Bisexual			X
Other sexual orientation			X

Equality protected characteristic: Socio-economic (fairness)

Please refer to Appendix 2 of accompanying guidance

Specific characteristics	Positive impact (it could benefit the group concerned)	Negative impact (it could disadvantage the group concerned) and any mitigation	No impact
Children and young people impacted by low income and material deprivation	<p>The policy aims to reduce all barriers to engagement and participation associated with living in poverty and will therefore benefit children and young people across Perth and Kinross, supporting their attainment and wellbeing.</p> <p>It will also improve their outcomes through reducing the poverty related attainment gap.</p>		

For any policies or practice specific to young people under the age of 16 years, a separate Children’s Rights and Wellbeing Impact Assessment should be undertaken – view the [National Guidance](#).

Section 3: 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: Age

Specific characteristics	Action	Who is responsible	Date for completion
Older people (65 years and over)			

Equality protected characteristic: Disability

Specific characteristics	Action	Who is responsible	Date for completion
Physical disability			
Sensory impairment			
Mental health			
Learning disability			
Neurodivergent conditions			

Equality protected characteristic: Gender reassignment

Specific characteristics	Action	Who is responsible	Date for completion
Male transitioning to female			
Female transitioning to male			

Equality protected characteristic: Marriage/Civil partnership

Specific characteristics	Action	Who is responsible	Date for completion
Women			
Men			
Same-sex couple (male)			
Same-sex couple (female)			

Equality protected characteristic: Pregnancy/Maternity/Paternity

Specific characteristics	Action	Who is responsible	Date for completion
Women			
Men (paternity)			

Equality protected characteristic: Race

Specific characteristics	Action	Who is responsible	Date for completion
View the list of categories used in Scotland's Census			

Equality protected characteristic: Religion/Belief

Specific characteristics	Action	Who is responsible	Date for completion
View the list of categories used in Scotland's Census			

Equality protected characteristic: Sex

Specific characteristics	Action	Who is responsible	Date for completion
Female			
Male			

Equality protected characteristic: Sexual orientation

Specific characteristics	Action	Who is responsible	Date for completion
Lesbian			
Gay			
Bisexual			
Other sexual orientation			

Equality protected characteristic: Socio-economic (fairness)

Please refer to Appendix 2 of accompanying guidance

Specific characteristics	Action	Who is responsible	Date for completion

Section 4: Evidence

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.

Information/evidence gained and used to shape this policy or practice	List details, source and date (continue on a separate sheet if necessary – please advise if this has been done)
Community consultation/engagement outcomes from individuals and organisations - this usually includes formally arranged contact with individuals, community groups, third sector and other relevant interest groups	
Employee involvement/consultation feedback (for example survey, focus groups)	Short life working group Consultation with headteachers and other school staff. Engagement with children and young people
Research and information list main sources	Child Poverty Action Group Cost of the School Day Toolkit Scottish Government advice and guidance: School Uniform and Clothing: Guidance for Schools and Education Authorities Education – Core Curriculum Charges Removal: Guidance
Officer knowledge and experience	
Equality monitoring data	PKC Attendance and Attainment Data LGBF Attendance and Attainment Data National Attendance and Attainment Data
Service user feedback (including customer contact, services and complaints)	

Information/evidence gained and used to shape this policy or practice	List details, source and date (continue on a separate sheet if necessary – please advise if this has been done)
Partner feedback	
Other - this may be information gathered in another Council area, nationally or in partner organisations which is considered to have relevance	

Section 5: Consultation/Engagement

Consultation with key stakeholders must be undertaken throughout the EFIA process. 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. You may wish to refer to the [Council's Consultation Guidance](#).

The Consultation/Engagement process can also help **identify or agree changes** that need to be made to ensure the policy or practice will be inclusive on implementation and future practice.

The Equalities Team Leader (email 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.

Continue on a separate sheet(s) if necessary – please advise if this has been done.

Equality protected characteristic: Age

Specific characteristics	Date	Outcome of consultation/engagement (continue on a separate sheet if necessary – please advise if this has been done)
Older people (65 years and over)		

Equality protected characteristic: Disability

Specific characteristics	Date	Outcome of consultation/engagement (continue on a separate sheet if necessary – please advise if this has been done)
Physical disability		
Sensory impairment		
Mental health		
Learning disability		
Neurodivergent conditions		

Equality protected characteristic: Gender reassignment

Specific characteristics	Date	Outcome of consultation/engagement (continue on a separate sheet if necessary – please advise if this has been done)
Male transitioning to female		
Female transitioning to male		

Equality protected characteristic: Marriage/Civil partnership

Specific characteristics	Date	Outcome of consultation/engagement (continue on a separate sheet if necessary – please advise if this has been done)
Women		
Men		
Same-sex couple (male)		
Same-sex couple (female)		

Equality protected characteristic: Pregnancy/Maternity/Paternity

Specific characteristics	Date	Outcome of consultation/engagement (continue on a separate sheet if necessary – please advise if this has been done)
Women		
Men (paternity)		

Equality protected characteristic: Race

Specific characteristics	Date	Outcome of consultation/engagement (continue on a separate sheet if necessary – please advise if this has been done)
View the list of categories used in Scotland's Census		

Equality protected characteristic: Religion/Belief

Specific characteristics	Date	Outcome of consultation/engagement (continue on a separate sheet if necessary – please advise if this has been done)
View the list of categories used in Scotland's Census		

Equality protected characteristic: Sex

Specific characteristics	Date	Outcome of consultation/engagement (continue on a separate sheet if necessary – please advise if this has been done)
Female		
Male		

Equality protected characteristic: Sexual orientation

Specific characteristics	Date	Outcome of consultation/engagement (continue on a separate sheet if necessary – please advise if this has been done)
Lesbian		
Gay		
Bisexual		
Other sexual orientation		

Equality protected characteristic: Socio-economic (fairness)

Please refer to Appendix 2 of accompanying guidance

Specific characteristics	Date	Outcome of consultation/engagement (continue on a separate sheet if necessary – please advise if this has been done)
Socio-economic (fairness)		

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 (**highlight the one you are recommending as a result of your Impact Assessment**):

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.

Section 7: Authorising the assessment

The following signatures are required:

Lead Officer Responsible

Signed Signed by hand

Name David Macluskey

Date 5 February 2026

Quality Assured by Perth and Kinross Council Equality and Fairness Impact Assessment trained officer (within service)

Signed David F. McPhee (via email)

Name D.F. McPhee

Date 11 February 2026

Section 8: Publishing the assessment

The completed and authorised EFIA should be added to the relevant section on the [Council website](#).

Date action completed: 13 February 2026

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.