

Equality and Fairer Scotland Impact Assessment - Screening Clackmannanshire Council Budget 2019/20

Title of Policy:	School estate strategy
Service:	Clackmannanshire Council - Education
Team:	N/a

Will the policy have to go to Council or committee for approval	Yes
Is it a major policy, significantly affecting how functions are delivered?	Yes
Does it relate to functions that previous involvement activities have identified as being important to particular protected groups?	No
Does it relate to an area where the Council has set equality outcomes?	No
Does it relate to an area where there are known inequalities?	Yes
Does it relate to a policy where there is significant potential for reducing inequalities or improving outcomes?	No

IF YES - Move on to an Equality & Fairer Scotland Assessment

IF NO - Explain why an Equality & Fairer Scotland Assessment is not required

APPROVAL		
NAME	DESIGNATION	DATE
A Pearson	Chief Education Officer	14 December 2018

NB This screening exercise is not to be treated as an assessment of impact and therefore does not need to be published. However, if you decide not to assess the impact of any policy, you will have to be able to explain your decision. To do this, you should keep a full record of how you reached your decision.

Equality and Fairer Scotland Impact Assessment - Scoping

Purpose of the proposed policy or changes to established policy
<p>The purpose of the change is to ensure that Clackmannanshire Council is able to set a balanced budget, as required by statute, for the year 2019/20.</p> <p><i>Consult on the closure of Coalsnaughton and Fishcross Primary schools. A review of nursery provision for Coalsnaughton will be required. Formal consultation exercises would be conducted in line with the Schools (Consultation) (Scotland) Act 2010.</i></p>
Which aspects of the policy are particularly relevant to each element of the Council's responsibilities in relation to the General Equality Duty and the Fairer Scotland Duty?
General Equality Duty -
➤ Eliminating unlawful discrimination, harassment and victimisation and other prohibited conduct
<p>N/A</p>
➤ Advancing equality of opportunity between people who share a relevant protected characteristic and those who do not
<p>N/A</p>
➤ Fostering good relations between people who share a protected characteristic and those who do not.
<p>N/A</p>
Fairer Scotland Duty -
➤ Reducing inequalities of outcome caused by socioeconomic disadvantage
<p>Whilst the quality of education in the receiving schools will match that of C&F The distance of travel to school will increase, it is not excessive.</p>

To which of the equality groups is the policy relevant?		
Protected Characteristic	Yes/No*	Explanation
Age	No	There is no indication at this stage that this protected characteristic would be impacted.
Disability	No	There is no indication at this stage that this protected characteristic would be impacted.
Gender Reassignment	No	There is no indication at this stage that this protected characteristic would be impacted.
Pregnancy and Maternity	No	There is no indication at this stage that this protected characteristic would be impacted.
Race	No	There is no indication at this stage that this protected characteristic would be impacted.
Religion and Belief	No	There is no indication at this stage that this protected characteristic would be impacted.
Sex	No	There is no indication at this stage that this protected characteristic would be impacted.
Sexual Orientation	No	There is no indication at this stage that this protected characteristic would be impacted.

* Delete as required

What evidence is already available about the needs of relevant groups, and where are the gaps in evidence?

N/A

Which equality groups and communities might it be helpful to involve in the development of the policy?

Communities – community councils

Young People – liaise with Youth Parliament and Youth Council to plan most effective engagement approach.

Parent/Pupil Councils – to understand the impact educational proposals on young people

Next steps

Face to face contacts will be arranged during January 2019 to enable impacts to be better understood. An online consultation will also be available from 9 January 2019. Community budget engagement exercises will also be scheduled to gather feedback on the proposal.

Equality and Fairer Scotland Impact Assessment - Decision

Evidence findings		
<p>A number of respondents were concerned that the proposals relating to Education would have a high equalities impact on young people, and families already experiencing socio-economic disadvantage. Of particular concern are the proposals on the school estate strategy; reduction in the school week and the home to school transport policy. These proposals have been assessed as high given the significant representations made as part of the budget engagement process.</p> <p>The impact would mostly affect families in the Coalsnaughton and Fishcross Primary communities and catchment areas and young people affected by alternative schooling provision, travel to school and longer term learning implications arising from a reduction in the school week. Travel and transport to alternative schooling provision would impact on young people and families who would require to walk, with additional impacts on those in poverty or on the cusp of poverty and those with children with additional support needs, where the impact would be potentially disproportionate</p>		
Details of engagement undertaken and feedback received		
<p>A significant level of feedback was received on this proposal – this was obtained through the online engagement exercise, face to face engagement events and through specific engagement meetings with schools and parent councils. All information was made available to Elected Members as part of the budget setting process. Petitions were also received and appropriately reported to Elected Members as part of the budget process.</p>		
Decision/recommendation		
<p>Having considered the potential or actual impacts of this policy, the following decision/recommendation is made:</p>		
Tick	<p>Option 1: No major change The assessment demonstrates that the policy is robust. The evidence shows no potential for unlawful discrimination and that all opportunities have been taken to advance equality of opportunity and foster good relations, subject to continuing monitoring and review.</p>	
	<p>Option 2: Adjust the policy – this involves taking steps to remove any barriers, to better advance equality or to foster good relations. It may be possible to remove or change the aspect of the policy that creates any negative or unwanted impact, or to introduce additional measures to reduce or mitigate any potential negative impact.</p>	
	<p>Option 3: Continue the policy – this means adopting or continuing with the policy, despite the potential for adverse impact. The justification should clearly set out how this decision is compatible with the Council's obligations under the duty.</p>	
X	<p>Option 4: Stop and remove the policy – if there are adverse effects that are not justified and cannot be mitigated, consideration should be given to stopping the policy altogether. If a policy leads to unlawful discrimination it should be removed or changed.</p>	
Justification for decision		
<p>Option was not included in the budget for 19/20.</p>		
APPROVAL		
NAME	DESIGNATION	DATE
Michael Boyle	Education Business Manager	27/3/19