



Appendix 2

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):

School terms and holiday dates 2025-26, 2026-27 and 2027-28.

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 for information only | Yes/No |
| (iii) It is reflective e.g. of budget spend over a financial year | Yes/No |
| (iv) 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

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 & Lifelong Learning

(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.

It is a duty of the Council to set a schedule of School Terms and Holiday Dates. These dates must be set following consultation and must comprise a total pupil school year of 190 days (except where prevented by circumstances out with the control of the education authority). In addition, the Council must set aside 5 days within the school year for the purposes of in-service training for staff.

Reference is made to the meeting of the Education Committee of 24 April 2009 and the approved proposal that, in future, the October school holiday should commence on the first Monday of October each year. Reference is also made to the meeting of the Children and Learning Committee of 10 November 2015 which confirms the result of a consultation on the proposal to amend the October school holiday to the second and third week of October. The recommendation following this consultation was that the October school holiday should not be amended, and that it should continue to start on the first Monday in October.

A consultation was carried out in Spring 2024 to seek views on the proposed dates. This report seeks approval of the proposed dates.

(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? No Please indicate

Step 4: Which people does your proposal involve or have consequences for?

Please indicate all which apply:

Employees - yes

Job Applicants

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).

Past consultations.

Employee feedback on the proposed dates.

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

Head teachers, staff consultative groups, trade unions.

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

Stakeholder feedback relating to the proposed dates.

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

Survey of stakeholders.

Review of holiday dates proposed by other local authorities.

Other (general information as appropriate).

Step 6: Evidence Gaps.

Are there any gaps in the equality information you currently hold? No

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

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 impact

The holiday dates apply consistently to all ages accessing Angus schools and ELC settings.

Disability

Impact – neutral impact

The holiday dates apply to those with disabilities in the same way as all other groups. Advance notice is given to enable planning by families 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 – no impact

Sex

Impact – no impact

Sexual orientation

Impact – no impact

Step 8: Consultation with any of the groups potentially affected

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)?

Full stakeholder consultation was carried out prior to the preparation of the report.

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

None identified.

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?

It will be reviewed next time proposed dates are brought to committee.

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

The Angus Council website.

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

Prepared by: Beth Reader, Service Leader - ELL, 08/05/2024.

Reviewed by: Doreen Phillips, Senior Practitioner (Equalities),

Approved by: Kelly McIntosh, Director of Education and Lifelong Learning, 08/05/2024