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# Equality Impact Assessment

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## Template Form



**SHETLAND**  
ISLANDS COUNCIL

## INTRODUCTION

An Equality Impact Assessment (EQIA) is an evidence-based approach designed to help the Council ensure that its policies, strategies and proposals for change meet the needs of everyone.

This Equality Impact Assessment (EQIA) enables you to assess what you're proposing against the Public Sector Equality Duty and the Fairer Scotland Duty. The EQIA process involves:

- Step 1: Develop a Clear Understanding of your Objectives: outlining details of your proposal and background information.
- Step 2: Data & Consultation: evidence sources for assessment.
- Step 3: Screening Assessment of Impact: completing the screening process to determine if the proposal requires completion of a full impact assessment. The screening process can stand alone as a final summary if no significant impacts are identified.
- Step 4: Full Impact Assessment: to enable a more detailed analysis of the proposal, the impacts and any mitigations or actions to be put in place. This Step may not be required depending on the outcome at Step 3.
- Step 5: Monitor & Review: setting out how impacts will be monitored.
- Step 6: Decision & Authorisation: setting out decision from impact assessment and authorisation.
- Step 7: Publication of Result

<b>STEP 1: Develop a clear understanding of your objectives</b>		
Title of your proposal* Name of piece of work, for example policy, strategy or proposal (including budget proposals)	To provide Enhanced Provision facilities in Aith Junior High School for the West Mainland of Shetland.	
Do you have authority for your proposal?	Yes <input checked="" type="checkbox"/>	The Learning Estate Strategy, was approved by Shetland Islands Council at its meeting on 30 June 2021. In the Strategy, it was agreed that all High Schools, Junior High Schools, along with Scalloway, Sound and Bell's Brae Primary Schools, would be equipped with Enhanced Provision facilities within the next 3-5 years.
	No <input type="checkbox"/>	please explain how and when you intend to get approval:
Do you have budget for your proposal?	Yes <input type="checkbox"/>	please explain:
	No <input checked="" type="checkbox"/>	If necessary, a Business Justification Case will be written for each school with details on costs and impact. The case will then be taken to the Asset Investment Group for approval, and if approved, will be taken to the Policy and Resources Committee.
Lead officer (name and job title)	Shona Thompson – Executive Manager, Learning Estate	
Is this a new or existing policy/proposal? (include any information on previous relevant work)	On 30 June 2021, the Shetland Islands Council's Learning Estate Strategy was approved. Within the Strategy, the principle of Enhanced Provision schools across Shetland was approved. Aith Junior High School is one of a suite of Enhanced Provision Schools.	
Brief description of policy / proposal (including purpose, intended outcomes, aims, objectives and/or legislation)	As stated in the Learning Estate Strategy, and the Accessibility Design Brief, the aspiration is for there to be an Enhanced Provision facility within each cluster of schools, and the larger primary schools; Aith is part of the cluster which encompasses Happyhansel, Sandness and Skeld (Currently mothballed) primary schools. An Enhanced Provision school will provide fully accessible facilities both internally and externally with the equipment required in order for those with the most complex needs to be able to meet their full potential thus enabling the staff to deliver education in an environment that is fit for purpose.	

<b>STEP 2: Data &amp; Consultation</b>	
What evidence sources are you using in making the assessments?	
Internal or existing data Please detail your sources	Capacities for each school, current rolls, projected rolls, projected capacities, catchment areas, placing requests, school floor plans and room sizes, suitability assessments, condition assessments, Accessibility Design Brief, Access Audits, effective utilisation of space annual questionnaires, core facts data, health and safety data, current room usage, timetable information, number of pupils on a staged level of intervention, staffing numbers and roles, and transport data.
Consultations with officers or partner organisations Please list your sources	<p>There is no consultation process set out in legislation for a proposal to facilitate a school with Enhanced Provision spaces.</p> <p>Scotland's Learning Estate Strategy: Connecting People, Places and Learning, provides ten guiding principles which each local authority should strive for, in setting out their strategic approach to managing their learning estates.</p> <p>The Learning Estate Strategy sets out the aims to achieve specific aspirations, and in order to meet all young peoples' needs - to ensure that equity, excellence, inclusion and sustainability is truly achieved - it is important to strategically plan and invest to provide that enhanced provision model in each cluster, along with some larger primary schools.</p> <p>On 30 June 2021, the Shetland Islands Council's Learning Estate Strategy was approved. Within the Strategy, the principle of Enhanced Provision schools across Shetland was approved. Aith Junior High School is one of a number of Enhanced Provision Schools.</p> <p>There have been discussions and meetings between the Learning Estate Team, Inclusion Team, Assets, Commissioning and Procurement Service and the Aith Junior High School Management Team.</p>
Other: Please list your sources	<p>In September 2023, The Accessibility Design Brief, which outlines what spaces an Enhanced Provision school should have, was published.</p> <p>The Brief was written with input from the Aberdeenshire Learning Estate Team, colleagues from across the Northern Alliance, the Inclusion Team and colleagues from SIC Environment and Estate Operations Service.</p>

**STEP 3: Screening Assessment of Impact**

Please identify the type of impact your proposal will have on those with a protected characteristic. A positive impact is likely to contribute to promoting equality or improving relations within an equality group. A negative impact could disadvantage that particular equality group. A brief explanation should be provided, based on the evidence or information gathered and outlined above.

[Equalities – Protected Characteristics](#) Please identify the type of impact your proposal will have on those who fall into the following categories:

<p><b>Age</b> Will your proposal have an impact on those within an age group? For example, those over 60.</p> <p>Will your proposal have a negative impact on those within a particular age range? For example (18 to 30 year olds)</p> <p>Note: Age discrimination only applies to those over 18.</p>	<p>Positive <input checked="" type="checkbox"/> please explain: If the enhanced provision works go ahead, it is intended to benefit students at Aith Junior High School, aiming to positively impact a specific young age group..</p>	<p>Neutral <input type="checkbox"/></p>	<p>Negative <input type="checkbox"/> please explain:</p>
<p><b>Disability</b> Will your proposal have an impact on those who have a disability? For example, will those who have a disability be discriminated compared to those who do not? For example, someone with a hearing impairment.</p>	<p>Positive <input checked="" type="checkbox"/> The aim of the enhanced provision is to support individuals with disabilities by ensuring their needs are met through fully accessible facilities. Any child with a disability, will now have their needs fully met.</p>	<p>Neutral <input type="checkbox"/> please explain:</p>	<p>Negative <input type="checkbox"/> please explain:</p>
<p><b>Gender Reassignment</b> Will your proposal have an impact on those who are considering, undergoing or have undergone gender reassignment? For example,</p>	<p>Positive <input type="checkbox"/> please explain:</p>	<p>Neutral <input checked="" type="checkbox"/> Should the Enhanced Provision work go ahead, every</p>	<p>Negative <input type="checkbox"/> please explain:</p>

would the proposal lead to discrimination for those who have undergone gender reassignment (a process to reassign your sex)		pupil is treated the same regardless of whether or not there are gender reassignment considerations.	
<b>Marriage and Civil partnership</b> Will your proposal have an impact on those who are married or in a civil partnership? For example, would the introduction of your proposal lead to discrimination for anyone who is married or in a civil partnership?	Positive <input type="checkbox"/> please explain:	Neutral <input checked="" type="checkbox"/> N/A - as the pupils have not yet reached the age and stage of marriage and civil partnerships.	Negative <input type="checkbox"/> please explain:
<b>Pregnancy and Maternity</b> Will your proposal have an impact on those who are pregnant or on maternity (up to 26 weeks) compared to those who are not?	Positive <input type="checkbox"/> please explain:	Neutral <input checked="" type="checkbox"/> N/A – Enhanced Provision will not have an effect on any pregnancy or maternity.	Negative <input type="checkbox"/> please explain:
<b>Race</b> Will your proposal have an impact on anyone because of their race, ethnicity or nationality?	Positive <input type="checkbox"/> please explain:	Neutral <input checked="" type="checkbox"/> Should the Enhanced Provision work go ahead, all stages of education are treated the same regardless of race.	Negative <input type="checkbox"/> please explain:
<b>Religion or Belief</b> Will your proposal affect those who have a religion, belief or lack of religion or belief? For example, will those who have a religion be affected negatively?	Positive <input type="checkbox"/> please explain:	Neutral <input checked="" type="checkbox"/> Should the Enhanced Provision work go ahead, all stages of education are treated the same regardless of religion or belief.	Negative <input type="checkbox"/> please explain:
<b>Sex</b> Could your proposal have an impact on those of a specific sex, for example males would be impacted differently to those who are female?	Positive <input type="checkbox"/> please explain:	Neutral <input checked="" type="checkbox"/> Should the Enhanced Provision work go ahead, all stages of education are treated the same regardless of sex.	Negative <input type="checkbox"/> please explain:
<b>Sexual Orientation</b> Could your proposal have an impact on those who are heterosexual, gay, lesbian or bisexual?	Positive <input type="checkbox"/> please explain:	Neutral <input checked="" type="checkbox"/> Should the Enhanced Provision work go ahead, all stages	Negative <input type="checkbox"/> please explain:

		of education are treated the same regardless of sexual orientation.	
<a href="#">Fairer Scotland Duty - Socio-economic Inequalities</a>	Please identify the type of impact your proposal will have on low income households.		
<b>Low income / income poverty</b> Those who cannot afford to maintain regular payments such as bills, food, clothing payments	Positive <input type="checkbox"/> please explain:	Neutral <input checked="" type="checkbox"/> Through resource based planning meetings, recommendations for places in Enhanced Provision may be made by the authority; if this is the case, transport would be provided to support those children; ensuring that low-income families are not disadvantaged due to transportation barriers. This will also form part of a review of the Admissions Policy and in particular, the placing request section within the policy.	Negative <input type="checkbox"/> please explain:
<b>Low and/or no wealth</b> Those who can meet basic living costs but have no savings for unexpected spend or provision for the future	Positive <input type="checkbox"/> please explain:	Neutral <input checked="" type="checkbox"/> please explain: While the goal of enhancing provision facilities at Aith Junior High School is to support children with disabilities by meeting their needs through fully accessible facilities, it is not solely focused on individuals from	Negative <input type="checkbox"/> please explain:

		low-income backgrounds.	
<b>Material deprivation</b> Those who cannot access basic goods and services, such as repair/replace broken electrical goods, heat their homes or access to leisure or hobbies	Positive <input type="checkbox"/> please explain:	Neutral <input checked="" type="checkbox"/> please explain: While the goal of enhancing provision facilities at Aith Junior High School is to support children with disabilities by meeting their needs through fully accessible facilities, it is not solely focused on individuals who cannot access basic goods and services.	Negative <input type="checkbox"/> please explain:
<b>Area deprivation</b> Consider where people live (such as rural areas) and where they work (accessibility and cost of transport)	Positive <input type="checkbox"/> please explain:	Neutral <input checked="" type="checkbox"/> please explain: Through resource based planning meetings, recommendations for places in Enhanced Provision may be made by the authority; if this is the case, transport would be provided for those children, taking into account any rural areas so that those who live or go to education are not disadvantaged due to transportation barriers. This will also form part of a review of the Admissions Policy and in particular, the placing request	Negative <input type="checkbox"/> please explain:

		section within the policy.	
Socio-economic background Social class, such as parents' education, employment, income	Positive <input type="checkbox"/> please explain:	Neutral <input checked="" type="checkbox"/> While the goal of enhancing provision facilities at Aith Junior High School is to support children with disabilities by meeting their needs through fully accessible facilities, it is not solely focused on individual's socio-economic background.	Negative <input type="checkbox"/> please explain:

Outcome of Screening Process		
If any negative impacts have been identified above, a Full Impact Assessment will be required (Step 4).		
Will a Full Impact Assessment (FIA) be required for:		
Equalities	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
Fairer Scotland Duty	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>

If a Full Impact Assessment (FIA) is not required, do not complete Step 4 or 5 and proceed to Steps 6 & 7.

<b>STEP 6: Decision</b>	
Implement proposal with no amendments	<input checked="" type="checkbox"/>
Implement proposal taking account of mitigating actions as outlined above.	<input type="checkbox"/>
Reject proposal due to disproportionate negative impact.	<input type="checkbox"/>
<b>Reason for decision:</b> <b>No negative impacts have been identified within the screening, therefore no amendments are required.</b>	

<b>Authorisation</b>		
<b>Title of Policy / Proposal:</b>	Enhanced Provision – Aith Junior High School	
<b>Directorate and Service:</b>	Children’s Services – Learning Estate Service	
<b>Policy and assessment author (s)</b>	Name: Emma Sandison Job title: Learning Estate Officer Date: 8 April 2025	Name: Job title: Date:
<b>Authorised and approved by Director or Executive Manager</b>	Name: Shona Thompson Job title: Executive Manager – Learning Estate Date: 8 April 2025	

<b>STEP 7: Publication</b>
Please include a detailed summary of the result of the assessment in any Council reports.  This summary and the EQIA should now be published at <a href="#">Diversity and Inclusion – Shetland Islands Council</a>