
Equality Impact Assessment

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

STEP 1: Develop a clear understanding of your objectives		
Title of your proposal* Promoting and Managing School Attendance Policy	The term 'proposal' is used throughout this assessment and accompanying guidance, and applies to policies, strategies, provisions, criteria, functions, practices, changes to budget and activities, including the delivery of services.	
Do you have authority for your proposal?	Yes <input checked="" type="checkbox"/>	Yes I have been tasked by Executive Manager Inclusion to compile Policy
	No <input type="checkbox"/>	
Do you have budget for your proposal?	Yes <input checked="" type="checkbox"/>	There are no financial implications arising from the policy. There are agreed budgets for schools and support services.
	No <input type="checkbox"/>	please explain how and when you intend to get budget:
Lead officer (name and job title)	Helen Couper Education Support Officer Inclusion	
Is this a new or existing policy/ proposal? (include any information on previous relevant work)	Update of existing policy "Policy on Attendance in School" in 2011	
Brief description of policy / proposal (including purpose, intended outcomes, aims, objectives and/or legislation)	<p>Purpose: Policy for schools in promoting, managing, and supporting attendance at school in line with legislative requirements for all children of school age to receive an education.</p> <p>Objective: minimise school absence, support learners, improved absence monitoring and tracking, consistency across schools in use of absence codes,</p> <p>Aim: Improved consistent and coherent approaches to promoting, managing and supporting attendance at school leading to improved attainment and outcomes for learners,</p> <p>Outcome: improved attendance at school, improved attainment and better outcomes.</p>	

STEP 2: Data & Consultation		
What evidence sources are you using in making the assessments?		
Internal or existing data Please detail your sources	As per Policy – policy context section 1.4 Existing data on attendance is also held by schools and Children's Services. The operational Guidance monitoring and tracking advice addresses the need to track specific groups of learners' attendance. Routinely	

	attendance is tracked centrally within the National Improvement Framework.	
<p>Consultations with officers or partner organisations</p> <p>Please list your sources</p>	<ul style="list-style-type: none"> • AHS Pupil survey - Sept 21 132 pupils (raw) and with analysis • Parent survey – Dec 23. 311 (310) respondents • Learner focus group (date 2022) undertaken by Attainment Adviser. • Head Teacher’s survey and ASN teacher/pastoral teacher survey Dec 2019 and Feb 2020. • Presentation/Discussion at Head Teacher Development Days – March 2023 and June 2024 • Draft Policy and Guidance circulated for comment to Head Teacher’s in March 2023. • Updated draft Policy & Guidance circulated to Head Teacher’s for comment in October 2024 • Focus Group of Education Psychology, Teacher for LAC, Social work and Home Link consulted – September and October 2024 • Presentation to Biannual Parent Council meeting 14 November 2024 • Youth Services – final draft policy and guidance circulated for comment October 2024 • Childrens Services Management Team consultation October 24 	<ul style="list-style-type: none"> •
<p>Other:</p> <p>Please list your sources</p>	<p>Education Scotland advice via national Attendance network and published support materials</p> <p>https://education.gov.scot/resources/improving-attendance-in-scotland/</p> <p>IIE (2019) is the main source used for updating the document,</p> <p>Included, engaged and involved part 1: promoting and managing school attendance - gov.scot</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:

Age	Positive <input type="checkbox"/>	Neutral <input checked="" type="checkbox"/>	Negative <input type="checkbox"/>
<p>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>please explain:</p>	<p>All children and young people in any early learning centre or school are equally impacted by the Guidance.</p>	<p>please explain:</p>
<p>Disability 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 type="checkbox"/> please explain:</p>	<p>Neutral <input checked="" type="checkbox"/> Policy follows legislation with legal requirement for all school aged children to receive an education. Disability should not impact approach to support this.</p>	<p>Negative <input type="checkbox"/> please explain:</p>
<p>Gender Reassignment Will your proposal have an impact on those who are considering, undergoing or have undergone gender reassignment? For example, would the proposal lead to discrimination for those who have undergone gender reassignment (a process to reassign your sex)</p>	<p>Positive <input type="checkbox"/> please explain:</p>	<p>Neutral <input checked="" type="checkbox"/> The Policy applies to all pupils equally regardless of gender reassignment</p>	<p>Negative <input type="checkbox"/> please explain:</p>
<p>Marriage and Civil partnership Will your proposal have an impact on those who are married or in a civil partnership? For example, would the introduction of your</p>	<p>Positive <input type="checkbox"/> please explain:</p>	<p>Neutral <input checked="" type="checkbox"/> NA as pupils have not reached the age and stage of marriage</p>	<p>Negative <input type="checkbox"/> please explain:</p>

proposal lead to discrimination for anyone who is married or in a civil partnership?		and civil partnerships.	
Pregnancy and Maternity 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"/> NA as pupils have not reached the age and stage of pregnancy and maternity considerations	Negative <input type="checkbox"/> please explain:
Race 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"/> The Policy applies to all pupils equally regardless of race	Negative <input type="checkbox"/> please explain:
Religion or Belief 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"/> The Policy applies to all pupils equally regardless of religion or belief	Negative <input type="checkbox"/> please explain:
Sex 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"/> The Policy applies to all pupils equally regardless of sex.	Negative <input type="checkbox"/> please explain:
Sexual Orientation 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"/> The Policy applies to all pupils equally regardless of sexual orientation	Negative <input type="checkbox"/> please explain:
<u>Fairer Scotland Duty - Socio-economic Inequalities</u>	Please identify the type of impact your proposal will have on low income households.		
Low income / income poverty	Positive <input checked="" type="checkbox"/> Pupils from low income households also feature in statistics as a group more likely to have persistent low attendance. The principles and practice	Neutral <input type="checkbox"/> please explain:	Negative <input type="checkbox"/> please explain:

	identified in this Policy and accompanying operational guidance should help support improved attendance at school.		
Low and/or no wealth	Positive <input checked="" type="checkbox"/> Pupils from low income households also feature in national statistics as a group more likely to have persistent low attendance. The principles of support identified in this Policy and accompanying operational guidance should help support improved attendance at school:	Neutral <input type="checkbox"/> please explain:	Negative <input type="checkbox"/> please explain:
Material deprivation 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 checked="" type="checkbox"/> Policy highlights the need for schools to be cognisant of the challenges a learner with low attendance may face at home. Through staged intervention, supports may be offered if appropriate.	Neutral <input type="checkbox"/>	Negative <input type="checkbox"/> please explain:
Area deprivation	Positive <input type="checkbox"/> please explain:	Neutral <input checked="" type="checkbox"/> Transport provided	Negative <input type="checkbox"/> please explain:

Consider where people live (such as rural areas) and where they work (accessibility and cost of transport)		appropriately to school pupils via free school bus services	
Socio-economic background Social class, such as parents' education, employment, income	Positive <input checked="" type="checkbox"/> Positive <input checked="" type="checkbox"/> Policy highlights the need for schools to be cognisant of the challenges a learner with low attendance may face at home. Through staged intervention, supports may be offered if appropriate.	Neutral <input type="checkbox"/> please explain:	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.

STEP 4: Full Impact Assessment

The full impact assessment must be completed where negative impacts have been identified at Step 3 above. Each of the negative impacts identified at Step 3 above will be explored in more detail to identify whether the proposal has a low, medium or high impact and whether there are any appropriate mitigating actions or changes that can be put in place to lessen that impact.

Protected Characteristic	Identified Negative Impact from Step 3	Low /Medium / High Negative Impact	Mitigating Actions/Changes Please state and summarise your mitigating actions or changes to the proposal for the negative impact(s) identified in Step 3.
N/A			

Type of Socio-Economic Disadvantage	Identified Negative Impact from Step 3	Low/ Medium / High Negative Impact	Mitigating Actions/Changes Please state and summarise your mitigating actions or changes to the proposal for the negative impact(s) identified in Step 3.
N/A			

STEP 5: Monitor & Review

What will change as a result of this proposal?	Improved promotion and management of school attendance
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How will the implementation of the proposal and any impacts be monitored?	Implementing Policy will have a neutral or positive impact. No amendment is proposed
When is the proposal due to be reviewed?	N/A
Who is responsible for ensuring this happens?	N/A

STEP 6: Decision	
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"/>
Reason for decision:	

Authorisation		
Title of Policy / Proposal:	Promoting and Managing School Attendance Policy	
Directorate and Service:	Childrens Services Inclusion Service	
Policy and assessment author (s)	Name: Helen Couper Job title: Education support Officer Inclusion Date: 08.11.24	Name: Job title: Date:
Authorised and approved by Director or Executive Manager	Name: Lesley Simpson Job title: Executive Manager - Inclusion Date: 11/11/24	

STEP 7: Publication
Please include a detailed summary of the result of the assessment in any Council reports.
Council Report Promoting and Managing School Attendance Policy CS-40-24-F
This summary and the EQIA should now be published at Diversity and Inclusion – Shetland Islands Council