
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* Name of piece of work, for example policy, strategy or proposal (including budget proposals)	Dunrossness Primary School Demolition and Refurbishment	
Do you have authority for your proposal?	Yes <input checked="" type="checkbox"/>	A Business Justification Case was approved at Shetland Island Council Policy and Resources Committee on 16 th September.
	No <input type="checkbox"/>	please explain how and when you intend to get approval:
Do you have budget for your proposal?	Yes <input checked="" type="checkbox"/>	Shetland Island Council approved the monies required for this project in the Asset Investment Programme for 2025/26 on 10 th February 2025.
	No <input type="checkbox"/>	
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)	This is a new proposal due to the deteriorating blockwork in the four temporary classroom block in Dunrossness Primary School. The problem came to light when a contractor was on site to erect new fencing and uncovered holes and erosion in said blockwork.	
Brief description of policy / proposal (including purpose, intended outcomes, aims, objectives and/or legislation)	The Business Justification Case concluded the best option was to demolish the temporary building and make alterations to the existing school. This option provides a facility which is fit for purpose and meets the needs of the exiting cohort and those for years to come.	

STEP 2: Data & Consultation	
What evidence sources are you using in making the assessments?	
Internal or existing data Please detail your sources	Capacities for Dunrossness Primary School along with their current roll, projected rolls and projected capacities. Placing requests, school floor plans and sizes, suitability assessments, condition assessments, current room usage, number of pupils on a staged level of intervention, staffing numbers and roles.
Consultations with officers or partner organisations Please list your sources	There is no consultation process set out in legislation with officers and partner organisations for a proposal to refurbish a school. Consultation with the children will take place in line with the Children's Rights Act.

Other: Please list your sources	
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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 Will your proposal have an impact on those within an age group? For example, those over 60. Will your proposal have a negative impact on those within a particular age range? For example (18 to 30 year olds) Note: Age discrimination only applies to those over 18.	Positive <input checked="" type="checkbox"/> please explain: The refurbishment will aim to positively impact a specific young age group.	Neutral <input type="checkbox"/>	Negative <input type="checkbox"/> please explain:
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.	Positive <input checked="" type="checkbox"/> The refurbishment will help to support individuals with disabilities by ensuring the school has enough space and facilities for all children.	Neutral <input type="checkbox"/> please explain:	Negative <input type="checkbox"/> please explain:
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	Positive <input type="checkbox"/> please explain:	Neutral <input checked="" type="checkbox"/> The refurbishment will mean every pupil is treated the same regardless of whether or not there are gender	Negative <input type="checkbox"/> please explain:

undergone gender reassignment (a process to reassign your sex)		reassignment considerations.	
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 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:
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"/> N/A – Demolition and Refurbishment will not have an effect on any pregnancy or maternity.	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"/> Throughout the demolition and Refurbishment, all stages of education are treated the same 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"/> Throughout the demolition and Refurbishment, all stages of education are treated the same 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"/> Throughout the demolition and Refurbishment, all stages of education are treated the same 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"/> Throughout the demolition and Refurbishment, all stages of education are treated the same	Negative <input type="checkbox"/> please explain:

		regardless of sexual orientation.	
Fairer Scotland Duty - Socio-economic Inequalities	Please identify the type of impact your proposal will have on low income households.		
Low income / income poverty 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"/> The refurbishment will mean every pupil is treated the same regardless of whether or not they are a low income/income poverty pupil.	Negative <input type="checkbox"/> please explain:
Low and/or no wealth 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: The refurbishment will mean every pupil is treated the same regardless of whether or not they are from a low/ no wealth family.	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 type="checkbox"/> please explain:	Neutral <input checked="" type="checkbox"/> please explain: The refurbishment is not solely focused on individuals who cannot access basic goods and services.	Negative <input type="checkbox"/> please explain:
Area deprivation 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: The refurbishment is will not have an effect on area deprivation as the proposal does not involve children moving schools	Negative <input type="checkbox"/> please explain:
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 this refurbishment is	Negative <input type="checkbox"/> please explain:

		to make sure the facility is fit for purpose now and in the future, it is not solely focused on individual's socio-economic background.	
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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 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: No negative impacts have been identified within the screening, therefore no amendments are required.	

Authorisation		
Title of Policy / Proposal:	Dunrossness Primary School Demolition and Refurbishment	
Directorate and Service:	Children's Services – Learning Estate Service	
Policy and assessment author (s)	Name: Emma Sandison Job title: Learning Estate Officer Date: 17 th April 2025	Name: Job title: Date:
Authorised and approved by Director or Executive Manager	Name: Shona Thompson Job title: Executive Manager – Learning Estate Date: 08.05.2025	

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