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**EQUALITY IMPACT ASSESSMENT**

**Guidance**

**2021**

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**South Ayrshire Council**

**Equality Impact Assessment Guidance**

**Introduction**

South Ayrshire Council provides services to a diverse community and the decisions made by the Council have a profound influence on the health and wellbeing of that community.

**Background**

The Equality Act 2010 came into force in April 2011 introducing a new Public Sector Equality Duty (PSED) (often referred to as the ‘general duty’) that requires the Council in the exercise of their functions to have ‘due regard’ to the need to:

1. Eliminate unlawful discrimination, harassment and victimisation and other prohibited conduct
2. Advance equality of opportunity between those who share a protected characteristic and those who do not; and
3. Foster good relations between those who share a protected characteristic and those who do not.

**Protected Characteristics**

The legislation requires that people are not discriminated against, harassed or victimised on the grounds of their ‘Protected Characteristic’. The nine Protected Characteristics are:

* age
* disability
* gender reassignment
* marriage and civil partnership
* pregnancy and maternity
* race – including ethnic or national origin, nationality and Gypsy/Travellers
* religion or belief (including lack of belief)
* sex
* sexual orientation

Supplementary legislation was introduced by the Scottish Government in 2012 (the Equality Act 2010 (Specific Duties) (Scotland) Regulations 2012). This legislation was introduced with the purpose of enabling better performance of the PSED contained in s149 (1) of the Equality Act 2010. This supplementary legislation requires Local Authorities to be proactive in meeting the ‘general duty’ and including the duty to equality impact assess (EIA) all:

* policies
* strategies
* procedures
* processes
* financial decisions (this includes proposals to outsource or procure any of the functions of an organisation)
* the full range of functions, and
* activities (including service delivery)

**both new and at review**, that affect the Council’s communities and employees i.e. potentially anything the Council does. It is important to note that the impact and relevance of a policy does not just depend on the number of those people and groups who are affected, but also by the significance of the effect on them.

To meet the duty to give “due regard” to the equality duty, an equality impact assessment should be undertaken at the **start** of proposed activities, procedures and processes etc. being planned, developed and reviewed. The EIA process also ensures that any unintended actual or potential unlawful discrimination is prevented before it is presented to Panel. Therefore it is not acceptable to prepare an EIA merely to meet the Panel Report timetable.

**Similarly, equality impact assessments must not be retrospectively completed, as this would render any decision on a proposal requiring an EIA unlawful, as demonstrated by recent case law.**

**Fairer Scotland Duty (Socio-economic disadvantage)**

Further information relating to the Fairer Scotland Duty can be found here: <http://www.gov.scot/Resource/0053/00533417.pdf>

The Fairer Scotland Duty, (FSD) Part 1 of the Equality Act 2010, places a legal responsibility on the Council to actively consider (‘pay due regard’ to) how they can reduce inequalities of outcome caused by socio-economic disadvantage when making strategic decisions.

This duty gives us an opportunity to do things differently and put tackling inequality genuinely at the heart of key decision making.

In broad terms, ‘socio-economic disadvantage’ means living on a low income compared to others in Scotland, with little or no accumulated wealth, leading to greater material deprivation, restricting the ability to access basic goods and services. Socio-economic disadvantage can be experienced in both places and communities of interest, leading to further negative outcomes such as social exclusion. Disadvantage can also arise depending on your social class; this is more difficult to measure and will require further consideration.

In summary, socio-economic disadvantage is focused on:

* **low income** - cannot afford to maintain regular payments such as bills, food, clothing
* **low wealth** - 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
* **material deprivation** - being unable to access basic goods and services i.e. financial products like life insurance, repair/replace broken electrical goods, warm home, leisure and hobbies
* **area deprivation (including communities of interest and communities of place)** - where you live, where you work, visit or spend a continuous amount of time can all have an impact i.e. rural areas, accessibility of transport, education and employment impact, people who have experienced homelessness and / or the asylum system, those who share an identity and / or a Protected Characteristic
* **Socio-economic background** – disadvantage that can arise from parents’ education, employment and income – social class in other words.

**Roles and Responsibilities**

It is the responsibility of officers to provide as full information on potential positive and negative equality impacts to Elected Members as necessary, to ensure that they can meet their statutory responsibility, to give due regard to equality and diversity within the decision making process.

All proposals being submitted for approval by Panel or Full Council should have one of the following signed off by Service Leads.

1. a completed equalities scoping document (which details the rationale for not proceeding to completion of an EIA), or
2. a full equality impact assessment (EIA)

Executive Managers/Service Leads will then satisfy themselves that Panel reports include adequate access to the accompanying Scoping Document or EIA.

It is the responsibility of Elected Members to satisfy themselves that the information provided within Equalities Scoping Documents or Full Equality Impact Assessments are sufficiently robust and given appropriate weighting in decision-making processes, in order to ensure appropriate consideration is given to the potential equality impacts of the proposals before them for approval, and to act on the findings of the impact assessments.

**Panel Report Equalities Section Narrative**

In the Equality Section of the Panel report, dependent on the significance of the equality impacts and the requirement for mitigating actions, insert one of the following statements:

1. **“**The proposals in this report have been assessed through the Equality Impact Assessment Scoping process and there are no significant positive or negative equality impacts of agreeing the recommendations, therefore an EIA is not required.

A copy of the Equalities Scoping Assessment is available as appendix XXX

**or**

1. “An Equalities Impact Assessment has been carried out on the proposals contained in this report which identifies potential positive and negative equality impacts and any required mitigating actions. The EIA is attached as Appendix XXX.

**Once Council/Leadership Panel has taken their decision on a proposal**, a copy of the Equality Impact Assessment Scoping Document or Full Equality Impact Assessment must be published on the Council’s website **as this is a statutory requirement.**

**Advice is available here:** Geraldine McGivern, Equalities Officer

 Corporate and Housing Policy

 equalities@south-ayrshire.gov.uk

**How to Complete the Equalities Scoping Template**

**South Ayrshire Council**

**Equality Impact Assessment**

**1. Policy details**

|  |  |
| --- | --- |
| Policy Title | Insert the name of the policy, service, function etc. that is being considered. From here onwards in the documentation this will be referred to as the policy.  |
| Lead Officer | Insert the name of the key individual responsible for the management of the policy being considered. This facilitates continuity and reference at a later date.  |

**2. Which communities, groups of people, employees or thematic groups do you think will be, or potentially could be, impacted upon by the implementation of this policy? Please indicate whether these would be positive or negative impacts**

The purpose of this section is to highlight what communities or groups you are likely to need to take into consideration within the equality impact process**.** Since most of the Council’s services are people centred and have a direct impact on people at some time, it is likely that most Council policies will impact on all or some of these groups.

The council is covered by the Public Sector Equality Duty (PSED) and the Human Rights Act and we also have responsibilities in relation to child poverty as stipulated in the Child Poverty (Scotland) Act 2017. This means we can use an integrated approach to focus on equality, human rights, socio-economic disadvantage and child and family poverty.

There is no need to discuss at this stage how or when the needs of these specific groups of people will be met. Instead, it is sufficient to indicate whether there are likely to be positive or negative impacts on these communities or groups if the policy is implemented.

It also helps to show at a glance any policies that do not deliver services to these groups of people.

|  |  |  |
| --- | --- | --- |
| **Community or Groups of People** | **Negative Impacts** | **Positive impacts** |
| Age – men and women, girls & boys | **Insert****Yes, No or Unsure****in each of the boxes to show that they have all been considered, rather than having been omitted.** |  |
| Disability |  |  |
| Gender Reassignment (Trans/Transgender Identity) |  |  |
| Marriage or Civil Partnership |  |  |
| Pregnancy and Maternity |  |  |
| Race - including ethnic or national origin, nationality and Gypsy/Travellers |  |  |
| Religion or Belief (including lack of belief) |  |  |
| Sex – gender identity |  |  |
| Sexual Orientation i.e. LGBT+, heterosexual/straight |  |  |
| Thematic Groups: Health, Human Rights & Children’s Rights |  |  |

**3. What likely impact will this policy have on people experiencing different kinds of social disadvantage? Consideration must be given particularly to children and families.**

|  |  |  |
| --- | --- | --- |
| **Socio-Economic Disadvantage** | **Negative Impacts** | **Positive impacts** |
| Low Income/Income Poverty – cannot afford to maintain regular payments such as bills, food, clothing |  |  |
| Low and/or no wealth – 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 |  |  |
| Material Deprivation – being unable to access basic goods and services i.e. financial products like life insurance, repair/replace broken electrical goods, warm home, leisure/hobbies |  |  |
| Area Deprivation – where you live (rural areas), where you work (accessibility of transport) |  |  |
| Socio-economic Background – social class i.e. parent’s education, employment and income |  |  |

**4. Do you have evidence or reason to believe that the policy will support the Council to:**

The purpose of this section is to determine if and how the policy supports the Council to meet its general equality duties and local equality themes.

* **Evidence** refers to available local and national research, consultation and feedback from service users or employees.
* **Reason to believe** allows for the situation where no evidence is available, but educated assumptions can be made.

**In assessing the level of impact consider questions such as:**

|  |  |
| --- | --- |
| **General Duty and other Equality Themes & Socio-Economic Disadvantage (Fairer Scotland Duty)****Consider the “Three Key Themes” of the Equality Duty** | **Level of Negative and/or Positive Impact** **(high, medium or low)** |
| Eliminate discrimination, harassment and victimisation faced by particular communities or groups*Could this policy reduce or help make progress towards reducing discrimination and harassment for particular communities or groups, including employees?*  | **Consider each duty or equality theme in turn and then decide on the appropriate level of positive and negative impacts for this** **Then insert either High, Medium or Low in each of the boxes to show they have all been considered.** |
| Promote equality of opportunity between particular communities or groups*Could the implementation of this policy improve or reduce access to the service provided for any groups?* |  |
| Foster good relations between particular communities or groups*Could this policy improve or cause a deterioration in relations between particular communities or groups of people?* |  |
| Promote positive attitudes towards different communities or groups*Will this policy help to improve understanding, attitudes and behaviours of both service users and employees towards particular communities e.g. women, LGBT people or people with disabilities – or will it hinder progress in these areas?* |  |
| Increase participation of particular communities or groups in public life*Will this policy support or hinder greater participation in public life for particular groups for example:** *disabled people holding public office*
* *people with learning difficulties being involved in the awarding and review of care provision contracts and*
* *women standing for election or being recruited into senior management posts?*
 |  |
| Improve the health and wellbeing of particular communities or groups *Will the policy support people of all ages to be fit and have healthy lifestyles, including a work/ family life balance?*  |  |
| Promote the human rights of particular communities or groups*Will the policy enhance and promote human rights such as dignity and respect, and the right to private and family life?* |  |
| Tackle deprivation faced by particular communities or groups*Will the policy help improve access to employment, support educational attainment, or reduce poverty?* |  |

**5. Summary Assessment**

Having considered all the different communities and groups that are likely to be impacted by the policy and the level of that impact across all the requirements of the general duty, make a decision based on available evidence and information whether you believe that the policy has an overall high, medium or low relevance to equality.

It is important to note that the purpose of the scoping exercise is to assess the equalities relevance of the policy and identify whether an EIA is required. The scoping exercise considers the potential equality impacts and the full equality impact assessment identifies actual impact.

All policies identified as high or medium impact must be equality impact assessed. If, after completing the equalities scoping template, you are still unsure of the level of relevance then, it is recommended that you decide upon medium or high relevance and go on to conduct a full EIA. This will help to clarify any concerns, uncertainties you might have and gaps in evidence and information that may exist at this stage.

|  |  |
| --- | --- |
| **Is a full Equality Impact Assessment required?**(A full Equality Impact Assessment must be carried out on all high and medium impact policies**)** Simply indicate by selecting ‘yes’ or ‘no’ whether your decision on relevance leads for a need to conduct an equality impact assessment.  Please note that all policies identified as high or medium impact must be equality impact assessed.  |  **YES**  **NO** |
| **Rationale for decision:**Where a decision has been taken not to progress with an EIA **it is important to record this,** and provide an explanation of how you made your decision. Generally, this will only require a brief explanation. However, you must ensure that you provide sufficient information to demonstrate that your decision was reached objectively.  Not only will this help you to refer back to why certain decisions were taken in the future, you will also be able to provide the necessary evidence in order to defend your decisions should the need arise, both from an internal and external perspective. |
| **Signed** : ……………………………………………………...**Service Lead** |
| **Date:** Insert the date of sign-off by Service Lead as part of the evidence of record of decisions.  | Once completed a copy should be retained to ensure an audit trail is available on decisions not to undertake an equalities impact assessment. |

**South Ayrshire Council**

**Equality Impact Assessment Guidance**

**How to Complete the Equality Impact Assessment**

(This template is available as a word document so that individual boxes can be expanded as required.)

**Section One: Policy Details\***

|  |  |
| --- | --- |
| Name of Policy | Insert the name of the policy, strategy, project, funding application, initiative or financial decision |
| Lead Officer (Name/Position)  | The officer who is responsible for developing the policy.  |
| Support Team (Names/Positions)including Critical Friend(s)(An EIA should not be carried out by one individual) | This should be the **team** providing support to the lead officer in carrying out the EIA. This should include:* at least one person involved in developing the new policy and
* one person from another service or directorate (Critical Friend) who has not been involved in developing the policy.

If wider expertise is needed it may be helpful to consider inviting one or two other others to join the assessment including representatives from outwith the Council, if appropriate. |

\*The term Policy is used throughout the assessment to embrace the full range of policies, procedures, strategies, projects, applications for funding or financial decisions.

|  |  |
| --- | --- |
| What are the main **aims** of the policy? | Give a brief summary of the aims of the policy i.e. its purpose. This should include reference to other relevant documents such as the Council Corporate Plan and/or Directorate Plans. |
| What are the intended **outcomes** of the policy? | Give a brief summary of the expected outcomes of the policy i.e. what you hope to achieve. |

**Section Two: What are the Likely Impacts of the Policy?**

In this section the assessment should be used to identify the main impacts that the policy could have on different groups or themes particularly relevant to South Ayrshire.

The groups listed relate to the statutory requirements of the legislation i.e. the protected characteristics of age, disability, gender reassignment, marriage and civil partnership, race, religion or belief, sex and sexual orientation, together with equality and diversity themes– socio-economic disadvantage including poverty, rurality and deprivation; health; and human rights including children’s rights.

For each group you should identify any particular impact or issues that the policy may have for the group. Impacts could be positive or negative and both should be described. A new policy may set out to improve service provision for a particular group, but it might also have unintended consequences for other groups or it might present particular challenges in relation to a group.

Impact assessment is not a precise science and it will not be possible to identify all the possible consequences of a policy. For service related policies where you are unsure of the likely impacts on a particular protected characteristic, it may be helpful to contact a member of the Equality and Diversity Forum as a ‘critical friend’ or circulate the draft to stakeholders - both partners and community groups, who can help to identify unforeseen impacts.

Please ensure that if there are no impacts on a particular protected characteristic or theme, that you state the reasons for this within the response box. This indicates that you have considered the impact on each characteristic.

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| --- | --- |
| Will the policy impact upon the whole population of South Ayrshire and/orparticular groups within the population (please specify | The policy may impact upon the whole community, with particular emphasis on one group – such as older people or refer solely to one particular group.**EXAMPLE:** The Council’s Housing and Homelessness Services Domestic Abuse Policy, is aimed primarily at “Any person who is the victim of domestic abuse or is assessed as homeless or threatened with homelessness as a result of domestic abuse”. |

**Considering the following Protected Characteristics and themes, what likely impacts or issues does the policy have for the group or community?**

**List any likely positive and/or negative impacts.**

|  |  |
| --- | --- |
| **Protected Characteristics** | **Positive and/or Negative Impacts** |
| **Age**: Issues relating to different age groups e.g. older people or children and young people | Although, there is a higher than average number of older people in South Ayrshire, you should consider the impacts on all age ranges including children and young people. |
| **Disability**: Issues relating to disabled people | A person has a disability if s/he has a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day-to-day activities.Consider if what is being proposed causes or removes any barriers for disabled people to access or participate in services. |
| **Gender Reassignment – Trans/Transgender:** Issues relating to people who have proposed, started or completed a process to change his or her sex | Does the policy treat people transitioning their sex with equal dignity and respect? |
| **Marriage and Civil Partnership:**Issues relating to people who are married or are in a civil partnership | Civil partners must be treated the same as married couples on a wide range of legal matters. |
| **Pregnancy and Maternity:** Issues relating to woman who are pregnant and/or on maternity leave | Does the policy offer protection against a woman being treated unfavourably because she is pregnant and/or on maternity leave. |
| **Race:** Issues relating to people from different racial groups, ethnic or national origins ethnic minorities, including Gypsy/Travellers  | Although the Council has a small ethnic minority population insert the impact/issues for both ethnic minority communities and the settled community – this is an important consideration for fostering good relations. |
| **Religion or Belief**: Issues relating to a person’s religion or belief (including non-belief) | Religion has the meaning usually given to it but belief includes religious and philosophical beliefs including lack of belief (e.g. Atheism). Consider whether there are any adjustments needed to ensure all religions and beliefs are included in what is being proposed e.g. timing of events/services to allow for religious observance. |
| **Sex:** Gender identity: Issues specific to women and men/or girls and boys  | Consider if there are impacts that relate to women or men. For example, there are a larger proportion of women who work part-time than men and tend to have more caring responsibilities. To ensure inclusivity of access to your service, you may consider alternative opening hours, evening consultation and publicity events. |
| **Sexual Orientation:** Issues relating to a person’s sexual orientation i.e. lesbian, gay, bi-sexual, heterosexual/straight | Over half LGBT people conceal their sexual orientation when using a public service, for fear of discrimination. Does your policy impact on LGBT people, and if so does the policy tackle discrimination or are there opportunities to positively profile LGBT people? **EXAMPLE:** Does a housing allocations policy apply equally to heterosexual cohabiting couples and lesbian or gay cohabiting couples? |

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| --- |
| **Equality and Diversity Themes Relevant to South Ayrshire Council** |
| **Health**Issues and impacts affecting people’s health  | Detail how the policy improves or negatively affects people’s health and well-being.**EXAMPLE:** There are clear links between housing and health. On a basic level, improvements to housing – whether public or private – are likely to have a positive impact on people’s physical well-being.  |
| **Human Rights:** Issues and impacts affecting people’s human rights such as being treated with dignity and respect, the right to education, the right to respect for private and family life, and the right to free elections. | Detail how the policy supports or inhibits the Human Rights of the communities affected by the policy.**EXAMPLE:** The Local Housing Strategy is unlikely to have a major impact on people’s human rights, however the right to respect for private and family life may be considered alongside reducing stigma and discrimination against particular communities.  |
| **Socio-Economic Disadvantage** |
| **Low Income/Income Poverty:** Issues: cannot afford to maintain regular payments such as bills, food and clothing. | Does the policy improve people’s life circumstances e.g. improve low incomes, unemployment?**EXAMPLE:** The links between housing and social exclusion are considerable. Housing has a key role to play in responding to the multi-dimensional and dynamic nature of social exclusion, whether that relates to households’ ability to participate fully in society economically, their proximity to employment and amenities or their involvement with their families and communities.  |
| **Low and/or no wealth:** Issues: 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 | Does the policy improve people’s life circumstances e.g. improve low incomes, unemployment? |
| **Material Deprivation:** Issues: being unable to access basic goods and services i.e. financial products like life insurance, repair/replace broken electrical goods, warm home, leisure/hobbies | Does the policy improve people’s life circumstances e.g. improve low incomes, unemployment? |
| **Area Deprivation:** Issues: where you live (rural areas), where you work (accessibility of transport) | Consider if the policy impacts differently on people living in rural areas, compared to those living in the towns of South Ayrshire e.g. does it cost more/ take a longer time to access services affected by the policy? **EXAMPLE:** As a significant proportion of the population of South Ayrshire lives in rural and semi-rural areas, it is important that the needs of these communities are taken into account and any potential issues that will disproportionately impact on them are negated as far as possible. |

**Section Three: Evidence Used in Developing the Policy**

Section three provides the opportunity for the respondent to set out the evidence on impacts that has been collected in the development of the policy.

|  |  |
| --- | --- |
| **Involvement and Consultation**In assessing the impact(s) set out above what evidence has been collected from involvement, engagement or consultation?***Who*** did you involve**, *when*** and ***how*?** | Both the relevant equalities legislation and the duty to achieve best value demand effective consultation and engagement. This question allows the policy maker to describe how this was achieved. Setting out the details can also help to identify those groups that may have been unintentionally missed out.Auditors will expect to see evidence of engagement with relevant groups where policies are targeted at those groups. For example if a policy has been developed for a group of people with a particular disability, have people from that group been involved in its development?**EXAMPLE:** The development of the policy has involved a wide range of consultation with stakeholders, tenants, residents and the wider community alike. For example: Steering groups; community groups; voluntary sector, SA1000; public consultations and SAC social media platforms.Discussion sessions may be held at varying times – with afternoon and evening sessions available.All venues considered with regard to their accessibility – in terms of physical accessibility, cultural issues and in terms of transport links. Use of technology becoming more important due to the Covid-19 pandemic and lockdowns (consider access to suitable connectivity). |
| **Data and Research**In assessing the impact set out above what evidence has been collected from research or other data. Please specify ***what***research was carried out or data collected, ***when*** and ***how*** this was done. | Set out the data or research that has been used, whether local or national, in the development of the policy, including any relevant government guidance that has influenced the development of the policy. |
| **Partners data and research**In assessing the impact(s) set out in Section 2 ***what*** evidence has been provided by partners?Please specify partners | Data and information from a partner can help evidence impacts rather than duplicate efforts to consult and involve relevant groups. For example, NHS data on incidence of alcohol and drug misuse. |
| **Gaps and Uncertainties**Have you identified any gaps or uncertainties in your understanding of the issues or impacts that need to be explored further?  | Few policies are developed in the context of perfect information or understanding of all the issues. This part of the assessment offers an opportunity to highlight these gaps and uncertainties. Gaps in our understanding would be addressed as these are identified. Examples may include greater analysis of data around unemployment or disability and the need for more housing needs, including understanding the private rented sector. |

Section Four: Detailed Action Plan to address identified gaps in:

**a) evidence and**

**b) to mitigate negative impacts**

|  |  |  |  |
| --- | --- | --- | --- |
| **No** | **Action**Set out, if necessary, an action plan to remedy and fill in any gaps in evidence as well as mitigating negative impacts. | **Responsible Officer(s)** | **Timescale** |
| 1 | **Gap in evidence example**: Work with partners to update the mapping of Ayrshire Communities or groups, e.g. disability groups, ethnic minority groups, etc. | Insert name of officer responsible for completing the action and liaising with the assessment Lead Officer | Insert Completion date for the Action |
| 2 | **Mitigate negative impacts** **example:** If your assessment shows that your policy or function does (or is likely to) have an adverse impact on some groups of people, you need to think of ways to deal with this. You should check that by making changes you are not creating an adverse impact on another group of people, and say what you will do to minimise any new adverse effects.  |  |  |
| 3 |  |  |  |
| 4 |  |  |  |

***Note: Please add more rows as required.***

**Section Five - Performance monitoring and reporting**

This section allows the respondent to describe how the policy will be taken forward. This will act as a record for future reviews, monitoring, and for identifying any training requirements.

Considering the policy as a whole, including its equality and diversity implications:

|  |  |
| --- | --- |
| When is the policy intended to come into effect? | Insert the date of the Leadership Panel or Full Council meeting that approval of the policy is being sought. |
| When will the policy be reviewed? | Insert the date of planned review of the policy, which unless prescribed by legislation/national standards, should be approximately three years. |
| Which Panel will have oversight of the policy? | Insert the appropriate Scrutiny Panel. |

This section summarises how the policy assists or inhibits the Council in meeting its general duties by detailing how it gives due regard to across the three aims. This summary form is used as an appendix within each report to the Leadership Panel or Full Council that relates to a new or reviewed policy or procedure.

**Section 6**

**South Ayrshire Council Appendix ..........**

**Summary Equality Impact Assessment Implications & Mitigating Actions**

**Name of Policy**: .................................................................................................

**Name & Email of Policy Lead**: .........................................................................

This policy will assist or inhibit the Council’s ability to eliminate discrimination; advance equality of opportunity, foster good relations and consider Fairer Scotland Duty as follows:

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| --- |
| **Eliminate discrimination**in determining how the policy will there is evidence to indicate that:• the policy may result in less favourable treatment for particular groups;• the policy may give rise to indirect discrimination;• The policy is more likely to assist or impede you in making reasonable adjustments. |
| **Advance equality of opportunity**In determining how the policy will advance equality of opportunity you should record whether it will help you to:• remove or minimise disadvantage; • meet the needs of different groups; and • encourage increased participation of particular groups. |
| **Foster good relations**In determining how the policy will affect good relations, you should record whether it will help you to:* tackle prejudice; and
* promote understanding.
 |
| **Consider Socio-Economic Disadvantage (Fairer Scotland Duty)*** low income
* material deprivation
* area deprivation
 |

|  |
| --- |
| **Summary of Key Action to Mitigate Negative Impacts** |
| **Actions** | **Timescale**  |
| Insert the key actions planned to mitigate negative impacts from those detailed in Section 4 | Insert completion date of actions |
|  |  |

|  |
| --- |
| When completed, the assessment is signed off by the relevant Service Lead**Signed: ............................................................... Service Lead****Date: ...............................................................** |