

# Equality Impact Assessment

Education Scotland Lone Working guidance

June 2023

# Equality Impact Assessment Record

<b>Title:</b>	Education Scotland Lone Working Guidance
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<b>Directorate: Division: Team</b>	Corporate Services: Human Resources and Facilities Teams
<b>Is this new policy or revision to an existing policy?</b>	This is new guidance

# Screening

This Equality Impact Assessment (EQIA) aims to evaluate the impact of Education Scotland's new Lone Working Guidance on all staff, particularly on staff with one or more protected characteristics.

The overall aim of the new guidance is to set out Education Scotland's approach to lone working and to help ensure that Education Scotland meets its obligations to minimise the risks to staff who undertake lone working activities.

Lone working can increase the risks associated with any work activity undertaken. Threats to personal safety, accidents and/or illness can have more serious consequences for lone workers. The new guidance provides staff and managers with advice on the management of any additional risk which arises as a result of lone working.

For the purpose of this EQIA and new guidance documentation, a lone worker, is defined as "those who are working by themselves in an environment where there are no colleagues or other persons present, working alone is understood to include: those who are working by themselves without close or direct supervision where other persons are present, e.g. IT staff in a server room". Some other examples include:

- only one person on the premises, e.g. reception staff, staff locking up a building;
- working alone in an office and receiving visitors;
- people working away from their usual base; and
- people working alone outside normal hours.

## Who will it affect?

The new Lone Working Guidance will affect all Education Scotland staff who undertake lone working.

## The Scope of the EQIA

In undertaking this assessment, Education Scotland has assessed the impact on each of the protected characteristics and has considered measures against the three needs of the general equality duty as set out in Section 149 of the Equality Act 2010 to:

- eliminate unlawful discrimination, harassment, and victimisation;
- advance equality of opportunity; and,
- foster good relations.

## Key Findings

This EQIA has identified some potential negative and indirect effects of implementing the new guidance document and these have been noted below with appropriate mitigating actions identified and established as described.

It is also important to recognise that during this EQIA we have carefully considered the accessible design of the content of this document and that of the guidance documentation to ensure we support our aim of providing access for all.

### What might prevent the desired outcomes being achieved?

There are a number of issues that might affect our implementation and prevent us from achieving the desired outcomes. These include but are not exclusive to:

- the reform of Education Scotland.

Although the factor above is out with our control, we will continue to adapt our guidance accordingly.

## Stage 1: Framing

### Results of framing exercise

The development of Education Scotland's new Lone Working Guidance was led by our HR and Facilities teams. They decided at the outset of the development process that a consultative approach would be taken and staff were given opportunities to contribute to the development of the guidance.

Several consultations have also taken place with a number of our key stakeholders, which have informed our thinking, including:

- Health, Safety and Wellbeing Committee.
- Trade Union representatives.

As a result of our framing exercise, we identified that there was potential for the new guidance to have moderate impact on some protected characteristic groups, either negatively or positively.

### Protected characteristic: age

Evidence tells us that there are several benefits associated with later life working, including physical and mental health benefits for individuals and

the retention of vital skills and experience for employers<sup>1</sup>. The implementation of the new Lone Working Guidance however needs to consider all age groups, with particular care given to ensuring that the range of support considers the specific needs of all Education Scotland staff.

The age profile of our workforce is at stage 2 of this assessment.

### **Protected characteristic: disability**

Evidence tells us that more than a third of disabled people who are employed cite their main impairment as an impairment affecting the musculoskeletal system, with more than one in five working disabled people citing a mental health condition as a main cause of their disability<sup>2</sup>. The support available to staff who are undertaking lone working needs to consider both the physical and mental health of all colleagues, with particular care given to ensuring that the range of support and the implementation of the new Lone Working Guidance considers the needs of disabled colleagues.

The overall disability and/or long-term health condition and/or illness profile of our workforce is detailed at stage 2 of this assessment.

### **Protected characteristic: gender reassignment**

Evidence from the Scottish Transgender Alliance tells us that the workplace is one of the most likely locations for transphobic discrimination and harassment to occur<sup>3</sup>.

Overall, the transgender profile of Scottish Government staff is at stage 2 of this assessment. We do not have a breakdown of this protected characteristic at an Education Scotland level.

### **Protected characteristic: marriage or civil partnership**

We are not aware of any relevant existing evidence at this time on marriage and civil partnership in relation to lone working.

The marriage and civil partnership profile of Education Scotland staff is detailed at stage 2 of this assessment, with nearly half of our workforce either married or in a civil partnership 42.5%.

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<sup>1</sup> <https://www.gov.scot/publications/older-people-employment-scotland/pages/10/>

<sup>2</sup> [Disability and employment, UK - Office for National Statistics \(ons.gov.uk\)](https://www.ons.gov.uk/people-in-work/disability-and-employment)

<sup>3</sup> [Scottish Government Equality Outcomes: Lesbian, Gay, Bisexual and Transgender \(LGBT\) Evidence Review \(www.gov.scot\)](https://www.gov.scot/publications/scottish-government-equality-outcomes-lesbian-gay-bisexual-and-transgender-lgbt-evidence-review/pages/10/)

### **Protected characteristic: pregnancy and maternity**

The Health and Safety Executive states that pregnant workers and new mothers could be more prone to injury in the workplace<sup>4</sup>. This emphasises the importance for them to receive an initial risk assessment, that covers their specific needs, to ensure any risks are controlled before undertaking any lone working<sup>5</sup>.

Some women returning from work after maternity leave may also experience changes to their job role which include the need to undertake lone working for the first time. This compares to their colleagues who may be more comfortable with lone working, therefore, consideration of additional safety mechanisms is required.

Over the past few years, there has been a general trend in staff taking longer lengths of maternity leave, with the majority taking between 40 and 52 weeks (81%).

### **Protected characteristic: race**

We are aware of staff being subject to racial abuse as part of their work, for example, on our Building Racial Awareness Programme. Therefore there is a risk that our new Lone Working Guidance will affect staff from different racial identities.

We will continue to make public statements when staff are subjected to racist behaviour as well as provide health and wellbeing support. The race profile of Education Scotland staff is at stage 2 of this assessment. A small number of our staff are from minority ethnic backgrounds and therefore may require additional safety mechanisms for undertaking lone working activity.

### **Protected characteristic: religion or belief**

Evidence from the Inter Faith Network for the United Kingdom states that there are around 200 days of religious observance throughout 2023<sup>6</sup>. It is therefore important that suitable prayer and reflection spaces at work are considered as part of colleagues undertaking lone working activity.

The religion and belief profile of Education Scotland staff is at stage 2. A large number of our staff identify as either no religion or religion is unknown and therefore consideration is required to enable our staff to practice their faith safely within the workplace when undertaking lone working activity.

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<sup>4</sup> <https://www.hse.gov.uk/mothers/employer/common-risks.htm>

<sup>5</sup> <https://www.hse.gov.uk/mothers/employer/risk-assessment.htm>

<sup>6</sup> <https://www.interfaith.org.uk/resources/religious-festivals>

### **Protected characteristic: sex**

We are currently not aware of any evidence that our new Lone Working Guidance will affect this protected characteristic. We will however continue to explore the potential impact on people with different sexes.

The overall sex profile of our workforce is detailed at stage 2 of this assessment with women representing the majority of Education Scotland staff (74.6%).

### **Protected characteristic: sexual orientation**

We are currently not aware of any evidence that our new Lone Working Guidance will affect this protected characteristic. We will however continue to explore the potential impact on people with different sexual orientations.

The majority of the sexual orientation of our workforce is heterosexual/straight; however, we rely on staff self-declarations.

### **Interaction with Other Policies (Draft or Existing)**

#### Education Scotland – Health and Safety Policy

The Education Scotland Health and Safety Policy sets out Education Scotland's approach to ensuring, as far as reasonable practicable, the health, safety and wellbeing of everyone who may be affected by the work and activities of the organisation.

### **Extent/Level of EQIA required**

The framing exercise has highlighted the following action:

- ensuring information is provided in accessible formats.

## Stage 2: Data and evidence gathering, involvement and consultation

Protected characteristic	Evidence gathered and strength and quality of evidence	Source	Data gaps identified and action taken
<b>Age</b>	In 2021, the age profile of Education Scotland was: 16 to 29 year olds (3.2%), 20 to 39 year olds (17.1%), 40 to 49 year olds (26.7%), 50 to 59 year olds (38.1%), 60 years + (14.9%).	Equality outcomes and mainstreaming report 2021 – Employee Equality Data Annex: <a href="http://www.gov.scot">Data Annex (www.gov.scot)</a>	We acknowledge that some of the data cited might not accurately reflect the current protected characteristic profile of our workforce due to time lapse.
	<p><b>Hybrid Working</b> Regardless of age, across the entire Civil Service it is reported that:</p> <ul style="list-style-type: none"> <li>• 6% of respondents were workplace based;</li> <li>• 2% of respondents were contractual home based worker;</li> <li>• 89% of respondents worked hybrid;</li> <li>• 1% of respondents worked mobile.</li> </ul>	Education Scotland People Survey Results 2022: <a href="#">Employee survey   About Education Scotland   Education Scotland</a>	It is also important to note that our annual People Survey results depend on self-declarations from staff.
	<p><b>Loneliness</b> 24% of Education Scotland staff indicated that in the last year they occasionally felt lonely.</p>		A small majority of evidence is also only relevant to the civil service workforce, rather than Education Scotland specifically.
	<p><b>Caring responsibilities</b> Colleagues who indicated they give support or help to anyone because they have a long-term condition or illnesses reported:</p> <ul style="list-style-type: none"> <li>• that they know where to access information and support in their organisation (54%).</li> </ul>		<p><b>Next steps –</b> (1) Continue to review this EQIA regularly and update to consider any new evidence / emerging evidence as appropriate.</p>



	<ul style="list-style-type: none"> <li>that they felt supported by their manager to balance their work and caring responsibilities (76%).</li> </ul>		
<b>Disability</b>	In 2020, 20% of Education Scotland staff self-declared as being disabled, having a long-term health condition and/or illness in the past 12 months.	Equality outcomes and mainstreaming report 2021 – Employee Equality Data Annex: <a href="http://www.gov.scot">Data Annex (www.gov.scot)</a>	We acknowledge that some of the data cited might not accurately reflect the current protected characteristic profile of our workforce due to time lapse.
	<b>Musculoskeletal problems</b> 62% of Education Scotland staff self-declared as having experienced musculoskeletal problems in the last year.	Education Scotland People Survey Results 2022: <a href="#">Employee survey   About Education Scotland   Education Scotland</a>	It is also important to note that our annual People Survey results depend on self-declarations from staff.
	<b>Accessible workplaces</b> 70% of Civil Service colleagues with disabilities, conditions or illnesses agreed that their manager supports them to ensure they have the workplace adjustments they need to reduce the barriers they face due to their condition(s) or illness(es).		A small majority of evidence is also only relevant to the civil service workforce, rather than Education Scotland specifically.
	<b>Long COVID-19</b> 11% of Civil Service colleagues described themselves as having ‘long Covid’ with 6% self-reporting their symptoms affected their day-to-day activities.		<b>Next steps –</b> (1) Continue to review this EQIA regularly and update to consider any new evidence / emerging evidence as appropriate.
<b>Gender reassignment</b>	In 2020, around 4% of overall Scottish Government workforce identified as transgender.	Equality outcomes and mainstreaming report 2021 – Employee Equality Data Annex: <a href="http://www.gov.scot">Data Annex (www.gov.scot)</a>	We acknowledge that some of the data cited might not accurately reflect the current

			protected characteristic profile of our workforce due to time lapse.
	<p><b>Organisation Culture</b> In 2022, at Civil Service level:</p> <ul style="list-style-type: none"> <li>• 71% felt able to challenge inappropriate behaviour in the workplace.</li> <li>• 78% agreed that their organisation is committed to creating a diverse and inclusive workplace.</li> </ul>	<p>Education Scotland People Survey Results 2022: <a href="#">Employee survey   About Education Scotland   Education Scotland</a></p>	<p>It is also important to note that our annual People Survey results depend on self-declarations from staff.</p> <p>A small majority of evidence is also only relevant to the civil service workforce, rather than Education Scotland specifically.</p> <p><b>Next steps –</b> (1) Continue to review this EQIA regularly and update to consider any new evidence / emerging evidence as appropriate.</p>
<b>Marriage and civil partnership</b>	In 2020, 42.5% of Education Scotland workforce was married or in a civil partnership.	<p>Equality outcomes and mainstreaming report 2021 – Employee Equality Data Annex: <a href="http://www.gov.scot">Data Annex (www.gov.scot)</a></p>	<p>We acknowledge that some of the data cited might not accurately reflect the current protected characteristic profile of our workforce due to time lapse.</p> <p>It is also important to note that our annual People Survey</p>

			<p>results depend on self-declarations from staff.</p> <p>A small majority of evidence is also only relevant to the civil service workforce, rather than Education Scotland specifically.</p> <p><b>Next steps –</b>  (1) Continue to review this EQIA regularly and update to consider any new evidence / emerging evidence as appropriate.</p>
<b>Pregnancy and maternity</b>	In 2020, across the Scottish Government workforce, there was a general trend in staff taking longer lengths of maternity leave, with the majority taking between 40 and 52 weeks (81%).	Equality outcomes and mainstreaming report 2021 – Employee Equality Data Annex: <a href="http://www.gov.scot">Data Annex (www.gov.scot)</a>	<p>We acknowledge that some of the data cited might not accurately reflect the current protected characteristic profile of our workforce due to time lapse.</p> <p>It is also important to note that our annual People Survey results depend on self-declarations from staff.</p> <p>A small majority of evidence is also only relevant to the civil service workforce, rather than Education Scotland specifically.</p>

			<p><b>Next steps –</b></p> <p>(1) Continue to review this EQIA regularly and update to consider any new evidence / emerging evidence as appropriate.</p>
<b>Race</b>	In 2020, the race profile of the Education Scotland was: minority ethnic background (0.6%), white (66.7%), prefer not to say (1.3%), unknown (31.4%).	Equality outcomes and mainstreaming report 2021 – Employee Equality Data Annex: <a href="http://www.gov.scot">Data Annex (www.gov.scot)</a>	<p>We acknowledge that some of the data cited might not accurately reflect the current protected characteristic profile of our workforce due to time lapse.</p>
	<p><b>Discrimination, bullying and harassment</b></p> <p>21% of Education Scotland staff indicated that they have been bullied and/or harassed at work in the past 12 months with 16% self-reporting the perpetrator as someone either working in another Civil Service organisation, a contractor or preferring not to say.</p>	<p>Education Scotland People Survey Results 2022: <a href="#">Employee survey   About Education Scotland   Education Scotland</a></p>	<p>It is also important to note that our annual People Survey results depend on self-declarations from staff.</p> <p>A small majority of evidence is also only relevant to the civil service workforce, rather than Education Scotland specifically.</p> <p><b>Next steps –</b></p> <p>(1) Continue to review this EQIA regularly and update to consider any new evidence / emerging evidence as appropriate.</p>

<p><b>Religion or belief</b></p>	<p>In 2020, the religion or belief profile of our workforce was: none (23.3%), Christian (32.4%), other religion (1.6%), prefer not to say (4.8%), unknown (38.1%).</p>	<p>Equality outcomes and mainstreaming report 2021 – Employee Equality Data Annex: <a href="http://www.gov.scot">Data Annex (www.gov.scot)</a></p>	<p>We acknowledge that some of the data cited might not accurately reflect the current protected characteristic profile of our workforce due to time lapse.</p> <p>It is also important to note that our annual People Survey results depend on self-declarations from staff.</p> <p>A small majority of evidence is also only relevant to the civil service workforce, rather than Education Scotland specifically.</p> <p><b>Next steps –</b>  (1) Continue to review this EQIA regularly and update to consider any new evidence / emerging evidence as appropriate.</p>
<p><b>Sex</b></p>	<p>In 2020, the sex profile of our workforce was: female (74.6%) and male (25.4%).</p>	<p>Equality outcomes and mainstreaming report 2021 – Employee Equality Data Annex: <a href="http://www.gov.scot">Data Annex (www.gov.scot)</a></p>	<p>We acknowledge that some of the data cited might not accurately reflect the current protected characteristic profile</p>

	<p><b>Mental Health and Physical Health</b> In 2022, regardless of sex, Education Scotland colleagues self-reported their mental health as:</p> <ul style="list-style-type: none"> <li>• 13% excellent</li> <li>• 38% very good</li> <li>• 29% good</li> <li>• 13% fair</li> <li>• 7% poor</li> </ul> <p>And their physical health as:</p> <ul style="list-style-type: none"> <li>• 6% excellent</li> <li>• 30% very good</li> <li>• 39% good</li> <li>• 20% fair</li> <li>• 4% good</li> </ul>	<p>Education Scotland People Survey Results 2022: <a href="#">Employee survey   About Education Scotland   Education Scotland</a></p>	<p>of our workforce due to time lapse.</p> <p>It is also important to note that our annual People Survey results depend on self-declarations from staff.</p> <p>A small majority of evidence is also only relevant to the civil service workforce, rather than Education Scotland specifically.</p> <p><b>Next steps –</b> (1) Continue to review this EQIA regularly and update to consider any new evidence / emerging evidence as appropriate.</p>
<p><b>Sexual orientation</b></p>	<p>In 2020, the sexual orientation of our workforce was: LGBT (2.2%), Heterosexual/straight (56.5%), prefer not to say (3.5%), unknown (37.8%).</p>	<p>Equality outcomes and mainstreaming report 2021 – Employee Equality Data Annex: <a href="http://www.gov.scot">Data Annex (www.gov.scot)</a></p>	<p>We acknowledge that some of the data cited might not accurately reflect the current protected characteristic profile of our workforce due to time lapse.</p> <p>It is also important to note that our annual People Survey results depend on self-declarations from staff.</p>

			<p>A small majority of evidence is also only relevant to the civil service workforce, rather than Education Scotland specifically.</p> <p><b>Next steps –</b>  (1) Continue to review this EQIA regularly and update to consider any new evidence / emerging evidence as appropriate.</p>
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## Stage 3: Assessing the impacts and identifying opportunities to promote equality

Do you think the new lone working guidance impacts on people because of their age?

Age	Positive	Negative	None	Reasons for your decision
Eliminating unlawful discrimination, harassment and victimisation	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p>The guidance to support staff with lone working should be developed in such a way that it will not create unlawful discrimination related to age.</p> <p>There are potentially positive impacts for staff of all ages. The new guidance ensures Education Scotland meets its obligations to minimise the risks to staff who undertake lone working activities. It also better aligns with Education Scotland's Health and Safety Management System (HSMS).</p>
Advancing equality of opportunity	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Promoting good relations	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

				<p>As lone working can increase the risks associated with any work activity being undertaken, the guidance also provides staff and managers with advice on the management of additional risks including:</p> <ul style="list-style-type: none"> <li>• driving, particularly in remote locations, in adverse weather conditions, or breakdown;</li> <li>• isolation or lack of communication or contact with other staff;</li> <li>• travelling;</li> <li>• long hours; and,</li> <li>• poor mobile telephone reception.</li> </ul> <p>Furthermore, the new Lone Working Guidance will be included as a mandatory component of the initial induction process for all new staff to Education Scotland and thereafter each time their circumstances change (for example moving to a new role within the agency).</p>
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**Do you think the new Lone Working Guidance impacts on people because of their disability?**

<b>Disability</b>	<b>Positive</b>	<b>Negative</b>	<b>None</b>	<b>Reasons for your decision</b>
Eliminating unlawful discrimination, harassment and victimisation	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p>The guidance to support staff with lone working should be developed in such a way that it will not create unlawful discrimination related to disability.</p> <p>There are potentially positive impacts for staff with disabilities. For example, the new guidance will be available in a range of accessible formats to meet individual needs.</p> <p>In addition, as part of the procedure for calculating indicative risk scores for lone working, consideration will be given to any pre-existing medical conditions staff self-declare. The indicative risk score will then be used to recommend the most appropriate safe system of work before they undertake any lone working activity.</p>
Advancing equality of opportunity	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Promoting good relations	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



				<p>Furthermore, where individuals are identified as medium-high, high risk, or otherwise they will be put on an agreed enhanced safe system of work. The enhanced safe system of work will include an additional lone worker protection system that offers staff the ability to record details of their location, with a 'red alert' function to quickly and easily call for help in an emergency situation.</p> <p>Staff will also be able to record a voice message at any time, leaving current or planned location information as well as uploading details of allergies or medical conditions they may have.</p>
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**Do you think the new lone working guidance impacts on people proposing to undergo, undergoing, or who have undergone a process for reassigning their sex?**

<b>Gender reassignment</b>	<b>Positive</b>	<b>Negative</b>	<b>None</b>	<b>Reasons for your decision</b>
Eliminating unlawful discrimination, harassment and victimisation	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p>The guidance to support staff with lone working should be developed in such a way that it will not create unlawful discrimination related to gender reassignment.</p> <p>There are potentially positive impacts for staff from this protected characteristic group. For example, the new guidance documentation will be developed using gender neutral and inclusive language.</p> <p>In addition, as part of the procedure for calculating indicative risk scores for lone working, consideration will be given to any homophobic, biphobia and/or transphobic concerns staff self-declare. The indicative risk score will then be used to recommend the most appropriate safe system of work before they undertake any lone working activity.</p>
Advancing equality of opportunity	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Promoting good relations	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

				<p>Furthermore, where individuals are identified as medium-high, high risk, or otherwise they will be put on an agreed enhanced safe system of work. The enhanced safe system of work will include an additional lone worker protection system that offers staff the ability to record details of their location, with a 'red alert' function to quickly and easily call for help in an emergency situation.</p> <p>For instances where the protection system may not be appropriate, staff will also be offered alternative safety mechanisms such as regular checkpoints with HR and/or their line manager when undertaking lone working.</p>
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**Do you think the new Lone Working Guidance impacts on people because of their marriage or civil partnership?**

<b>Marriage and Civil Partnership<sup>7</sup></b>	<b>Positive</b>	<b>Negative</b>	<b>None</b>	<b>Reasons for your decision</b>
Eliminating unlawful discrimination, harassment, and victimisation	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	This protected characteristic does not apply.
Advancing equality of opportunity	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Promoting good relations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

**Do you think the new Lone Working Guidance impacts on women, who are proposing to take maternity leave, are currently taking maternity leave, and are returning from maternity leave or who are pregnant?**

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<sup>7</sup> In respect of this protected characteristic, a body subject to the Public Sector Equality Duty (which includes Scottish Government) only needs to comply with the first need of the duty (to eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010) and only in relation to work. Equality impact assessment within the Scottish Government does not require assessment against the protected characteristic of Marriage and Civil Partnership unless the policy or practice relates to work, for example HR policies and practices.

<b>Pregnancy and Maternity</b>	<b>Positive</b>	<b>Negative</b>	<b>None</b>	<b>Reasons for your decision</b>
Eliminating unlawful discrimination, harassment and victimisation	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	The guidance to support staff with lone working should be developed in such a way that it will not create unlawful discrimination related to pregnancy or maternity.
Advancing equality of opportunity	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	There are potentially positive impacts for staff from this protected characteristic group. For example, the new guidance documentation will be available for all staff to access including individuals who are pregnant, on maternity leave (keeping in touch days), or who are returning to work (full-time and/or phased returns).
Promoting good relations	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>In addition, as part of the procedure for calculating indicative risk scores for lone working, consideration will be given to new working patterns and/or breastfeeding needs staff self-declare. The indicative risk score will then be used to recommend the most appropriate safe system of work before they undertake any lone working activity.</p> <p>Furthermore, where individuals are identified as medium-high, high risk, or otherwise they will be put on an agreed enhanced safe system of work. The enhanced safe system of work will include an additional lone worker protection system that offers staff the ability to record details of their location, with a 'red alert' function to quickly and easily call for help in an emergency situation.</p> <p>For instances where the protection system may not be appropriate, staff will also be offered alternative safety mechanisms such as regular checkpoints with HR and/or their line manager when undertaking lone working.</p>

**Do you think the new Lone Working Guidance impacts on people on the grounds of their race?**

Race	Positive	Negative	None	Reasons for your decision
Eliminating unlawful discrimination, harassment and victimisation	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p>The guidance to support staff with lone working should be developed in such a way that it will not create unlawful discrimination related to race.</p> <p>There are potentially positive impacts for staff with different racial identities.</p>
Advancing equality of opportunity	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>For example, the new guidance documentation will be developed using clear English language and communicated to staff through various channels including verbal and written formats.</p>
Promoting good relations	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>In addition, as part of the procedure for calculating indicative risk scores for lone working, consideration will be given to any racial abuse concerns staff self-declare. The indicative risk score will then be used to recommend the most appropriate safe system of work before they undertake any lone working activity.</p> <p>Furthermore, where individuals are identified as medium-high, high risk, or otherwise they will be put on an agreed enhanced safe system of work. The enhanced safe system of work will include an additional lone worker protection system that offers staff the ability to record details of their location, with a 'red alert' function to quickly and easily call for help in an emergency situation.</p> <p>Staff will also be able to record a voice message at any time, leaving current or planned location information as well as uploading their line manager and/or countersigning officer's contact details.</p> <p>Education Scotland will also make public statements when staff are subjected to racial abuse as well as providing additional health and wellbeing support as part of mitigating actions.</p>

**Do you think the new Lone Working Guidance impacts on people because of their religion or belief?**

Religion or belief	Positive	Negative	None	Reasons for your decision
Eliminating unlawful discrimination, harassment and victimisation	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	The guidance to support staff with lone working should be developed in such a way that it will not create unlawful discrimination related to religion or belief.
Advancing equality of opportunity	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>There are potentially positive impacts for staff with different religions or beliefs. For example, the new guidance documentation will be available for all staff to access including individuals who are on flexible work patterns during periods of religious observance.</p> <p>In addition, as part of the procedure for calculating indicative risk scores for lone working, consideration will be given to any religious observances staff self-declare. The indicative risk score will then be used to recommend the most appropriate safe system of work before they undertake any lone working activity.</p> <p>Furthermore, where individuals are identified as medium-high, high risk, or otherwise they will be put on an agreed enhanced safe system of work. The enhanced safe system of work will include an additional lone worker protection system that offers staff the ability to record details of their location, with a 'red alert' function to quickly and easily call for help in an emergency situation.</p> <p>Staff will also be able to record a voice message at any time, leaving current or planned location information as well as uploading details of any religious observances they may undertake during the course of each day they are lone working.</p>
Promoting good relations	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

**Do you think the new Lone Working Guidance impacts on men and women in different ways?**

Sex	Positive	Negative	None	Reasons for your decision
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Eliminating unlawful discrimination, harassment, and victimisation	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p>The guidance to support staff with lone working should be developed in such a way that it will not create unlawful discrimination related to sex.</p> <p>There are potentially positive impacts for staff who are male and female. For example, the new guidance documentation will be developed using gender neutral and inclusive language.</p>
Advancing equality of opportunity	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Promoting good relations	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>In addition, as part of the procedure for calculating indicative risk scores for lone working, consideration will be given to any gender based concerns staff self-declare. The indicative risk score will then be used to recommend the most appropriate safe system of work before they undertake any lone working activity.</p> <p>Furthermore, where individuals are identified as medium-high, high risk, or otherwise they will be put on an agreed enhanced safe system of work. The enhanced safe system of work will include an additional lone worker protection system that offers staff the ability to record details of their location, with a 'red alert' function to quickly and easily call for help in an emergency situation.</p> <p>Staff will also be able to record a voice message at any time, leaving current or planned location information as well as uploading their line manager and/or countersigning officer's contact details.</p> <p>This new process will also enable Education Scotland to obtain more information on incidences that happen to staff by gender which will help to influence future travel decisions including the availability of accommodation and transport options the agency uses.</p>

**Do you think the new Lone Working Guidance impacts on people because of their sexual orientation?**

Sexual orientation	Positive	Negative	None	Reasons for your decision
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Eliminating unlawful discrimination, harassment and victimisation	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	The guidance to support staff with lone working should be developed in such a way that it will not create unlawful discrimination related to sexual orientation.  We do not foresee that the new guidance documentation will have any impact on staff because of their sexual orientation however we will continue to monitor this.
Advancing equality of opportunity	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Promoting good relations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

## Stage 4: Decision making and monitoring

### Identifying and establishing any required mitigating action

Have positive or negative impacts been identified for any of the equality groups?	The purpose of the lone working guidance is to support staff who undertake lone working as part of their role and as such positive impacts have been identified for the majority of the equality groups.
Is the policy directly or indirectly discriminatory under the Equality Act 2010?	N/A
If the policy is indirectly discriminatory, how is it justified under the relevant legislation?	N/A
If not justified, what mitigating action will be undertaken?	N/A

### Monitoring and Review

This impact assessment has highlighted that the introduction of lone working guidance will have a positive impact on the majority of the equality groups. As part of the review process it will be important to seek staff feedback on the guidance and to monitor any impacts which haven't been considered in this document.



## Stage 5 - Authorisation of EQIA

Please confirm that:

This Equality Impact Assessment has informed the development of our new Lone Working Guidance.

Yes

No

Opportunities to promote equality in respect of age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation have been considered, i.e.:

- eliminating unlawful discrimination, harassment, victimisation;
- removing or minimising any barriers and/or disadvantages;
- taking steps which assist with promoting equality and meeting people's diverse needs;
- encouraging participation (e.g., in public life); and
- fostering good relations, tackling prejudice, and promoting understanding.

Yes

No

If the Marriage and Civil Partnership protected characteristic applies to this policy, the Equality Impact Assessment has also assessed against the duty to eliminate unlawful discrimination, harassment, and victimisation in respect of this protected characteristic:

Yes

No

Not applicable

### Declaration

**I am satisfied with the equality impact assessment that has been undertaken and give my authorisation for the results of this assessment to be published on the Education Scotland website.**

**Name:** Maureen Hamilton

**Position:** Interim Strategic Director for Corporate Services and Governance

**Authorisation date:** 29/06/2023

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