



# Equality Impact Assessment

Education Scotland's renewed Corporate Plan

October 2022

For Scotland's learners, with Scotland's educators

## Equality Impact Assessment Record

<b>Title</b>	Education Scotland Corporate Plan
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<b>Operational Leads</b>	Extended Leadership Team
<b>Directorate: Division: Team</b>	All staff
<b>Is this new policy or revision to an existing policy?</b>	This is a renewed Corporate Plan.

# Screening

This Equality Impact Assessment (EQIA) aims to evaluate the impact of Education Scotland's renewed Corporate Plan on educators across the Scottish education system, particularly on educators with one or more protected characteristics.

The overall aim of our renewed Corporate Plan is to set out how we will work towards our vision of achieving excellence and equity for Scotland's learners with Scotland's educators. We have identified six strategic priorities, which are set out in the plan, which will support us in achieving this vision and the outcomes that we will use to measure progress.

## Who will it affect?

Our renewed Corporate Plan will affect educators from the Scottish education system.

## The Scope of the Equality Impact Assessment

In undertaking this assessment, Education Scotland has evaluated 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

The vision and strategic priorities Education Scotland has identified, in partnership with staff, are designed to provide clarity on the organisation's short-medium term strategic direction.

While our renewed Corporate Plan may positively affect one or more of the protected characteristics<sup>1</sup>, our plan may have a disproportionately negative impact on one or more of the protected characteristics across the Scottish education system. Where identification of negative impacts applies, we will ensure to mitigate and, where possible, eliminate these.

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<sup>1</sup> [Equality Act 2010 \(legislation.gov.uk\)](https://legislation.gov.uk)

## What might prevent the desired outcomes being achieved?

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

- The reform of Education Scotland.

Although the factors above are out with our direct control, we will continue to adapt our plans accordingly. The outcome of the reform of Education Scotland is not yet known, but the risks associated with the potential changes have been identified and are being managed and mitigated where possible.

## Stage 1: Framing

### Results of framing exercise

The development of our renewed Corporate Plan was led by our Extended Leadership Team. Education Scotland decided at the outset of the development process that a consultative approach would be taken and all staff were given opportunities to contribute to the development of the plan. Several consultations have also taken place with a number of our stakeholders, which have informed our thinking, including:

- Advisory Board
- Partnership Board
- Local authorities and Regional Improvement Teams.

As a result of our framing exercise, we identified that there was potential for the delivery of our renewed Corporate Plan to have moderate impact on most protected characteristics, with some being more disproportionately impacted, either negatively or positively than others.

### Protected characteristic: age

Digital technology has only become pervasive in our society in approximately the last 25 years. It is therefore possible to conclude that educators and early years practitioners over the age of 40 would not have had the same exposure to digital technology as younger educators during their broad general and professional education<sup>2</sup>. This could potentially lead to older educators being at a disadvantage when accessing our renewed Corporate Plan on our website. Despite this evidence, it is predicted that the impact on older educators will be minor.

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<sup>2</sup> <http://files.eric.ed.gov/fulltext/ED539906.pdf>

The renewed Corporate Plan will also help to provide educators with opportunities to learn about the progress we have made towards our strategic priorities which may therefore eliminate any disadvantage an educator may experience because of their age.

### Protected characteristic: disability

The Scottish Health Survey estimates that, in 2018, 33% of adults in Scotland were disabled, defined as having a limiting long-standing condition, and 46% of adults (and 6% of children) had a non-limiting longstanding illness<sup>3</sup>.

The accessibility of our renewed Corporate Plan therefore needs to consider a range of disabilities, with particular care given to ensuring the range of support and that the online publication considers the needs of disabled educators too.

We will continue to explore the potential impacts of publishing our renewed Corporate Plan online on people with disabilities. We currently do not have a breakdown of this protected characteristic at educator level across the Scottish education system although we will continue to monitor impact on this protected characteristic.

### Protected characteristic: gender reassignment

We are not aware of any evidence that our renewed Corporate Plan will affect educators transitioning from one gender to another.

Evidence does tell us however that a disproportionately high number of lesbian, gay bisexual and transgender individuals directly experience bullying or experience homophobia, biphobia or transphobia within an education setting<sup>4</sup>. Similarly, evidence from the Scottish Transgender Alliance<sup>5</sup> tells us that the workplace is one of the most likely locations for transphobic discrimination and harassment to occur.

We will however continue to monitor the potential impacts of our renewed Corporate Plan on people who are transitioning from one gender to another. We currently do not have a breakdown of this protected characteristic for the entirety of educators across the Scottish education system although we will continue to monitor impact on this protected characteristic.

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<sup>3</sup> [Scottish Health Survey 2018: main report - revised 2020 - gov.scot \(www.gov.scot\)](https://www.gov.scot/publications/scottish-health-survey-2018-main-report-revised-2020/pages/8/)

<sup>4</sup> [Life in Scotland for LGBT Young People, FINAL March 2018.cdr \(lgbtyouth.org.uk\)](https://www.lgbtyouth.org.uk/life-in-scotland-for-lgbt-young-people-final-march-2018.cdr)

<sup>5</sup> <https://www.gov.scot/publications/scottish-government-equality-outcomes-lesbian-gaybisexual-transgender-lgbt-evidence-review/pages/8/>

## Protected characteristic: marriage or civil partnership

We are not aware of any evidence that educators who are married or in a civil partnership will be affected by our renewed Corporate Plan. We will however continue to explore the potential impacts on people who are married or in a civil partnership. We currently do not have a breakdown of this protected characteristic for the entirety of educators across the Scottish education system.

## Protected characteristic: pregnancy and maternity

We are not aware of any evidence that our renewed Corporate Plan will affect educators who are pregnant or on maternity leave. We will however continue to explore the potential impacts of our renewed Corporate Plan on people who are pregnant or on maternity leave. We currently do not have a breakdown of this protected characteristic for the entirety of educators across the Scottish education system.

## Protected characteristic: race

We are aware of staff and educators being subjected to racist abuse as part of their work, for example; on our Building Racial Awareness Programme. Therefore there is a risk that our renewed Corporate Plan will affect staff and educators from different racial identities.

We will continue to make public statements when staff and educators are subjected to racist behaviour as well as provide health and wellbeing support. We currently do not have a breakdown of this protected characteristic for the entirety of educators across the Scottish education system.

## Protected characteristic: religion or belief

We are not aware of any evidence that our renewed Corporate Plan will affect educators because of their religion or belief. We will however continue to explore the potential impacts on people with different religions and beliefs. We currently do not have a breakdown of this protected characteristic for the entirety of educators across the Scottish education system.

## Protected characteristic: sex

We are not aware of any evidence that our renewed Corporate Plan will affect this protected characteristic. We will however continue to explore the potential impacts on people with different sexes.

The overall sex profile of educators across the Scottish education system is detailed in stage 2 of this assessment. Around 77% of educators are female while 23% are male.

### Protected characteristic: sexual orientation

We are not aware of any evidence that our renewed Corporate Plan will affect this protected characteristic. We will however continue to explore the potential impacts on people with different sexual orientations. We currently do not have a breakdown of this protected characteristic for the entirety of educators across the Scottish education system.

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

Not applicable.

### Extent/Level of EQIA required

The framing exercise has highlighted the following actions:

- a review of our corporate publication templates
- the importance of encouraging feedback.

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

Characteristic	Evidence gathered and Strength/quality of evidence	Source	Data gaps identified and action taken
<b>Age</b>	<p>Estimated age profile of ELC educators:</p> <ul style="list-style-type: none"> <li>• under 24 years old = 1%</li> <li>• 25 to 24 years old = 16%</li> <li>• 35 to 44 years old = 31%</li> <li>• 45 to 54 years old = 33%</li> <li>• 55 years old and over = 19%</li> </ul> <p>Estimated age profile of Primary and Secondary educators:</p> <ul style="list-style-type: none"> <li>• under 25 years old = 5%</li> <li>• 25 to 29 years old = 19%</li> <li>• 30 to 34 years old = 13%</li> <li>• 35 to 39 years old = 14%</li> <li>• 40 to 44 years old = 13%</li> <li>• 45 to 49 years old = 12%</li> <li>• 50 to 54 years old = 10%</li> <li>• 55 to 59 years old = 9%</li> <li>• 60 to 64 years old = 4%</li> <li>• Over 65 years old = 1%</li> </ul> <p>Estimated age profile of College and CLD educators:</p> <ul style="list-style-type: none"> <li>• under 25 years old = 3%</li> <li>• 25 to 29 years old = 4.7%</li> <li>• 30 to 34 years old = 6.7%</li> <li>• 35 to 39 years old = 10.6%</li> <li>• 40 to 44 years old = 12.7%</li> </ul>	<p>Early Learning and Childcare census 2019: <a href="#">Early Learning and Childcare - Additional Tables - 2018</a> (<a href="#">webarchive.org.uk</a>)</p> <p>Teacher census 2021: <a href="#">Teacher census supplementary statistics - gov.scot</a> (<a href="#">www.gov.scot</a>)</p> <p>Community Learning and Development census 2018: <a href="#">Working with Scotland's Communities   CLD Standards Council for Scotland</a></p>	<p>Data gathered from each census covers all publicly funded establishments in Scotland (i.e. local authority and grant-aided establishments) and considered high quality evidence. The majority of data collection is at local authority level and aggregated by the Scottish Government.</p> <p>However, we acknowledge that there are limitations throughout the data sets in relation to disability, gender reassignment, pregnancy and maternity, religion and belief, and sexual orientation of educators in Scotland. In addition, it is important to recognise that the data sets do not reflect privately funded establishments.</p>



	<ul style="list-style-type: none"> <li>• 45 to 49 years old = 15.7%</li> <li>• 50 to 54 years old = 19.5%</li> <li>• 55 to 59 years old = 16.3%</li> <li>• 60 to 64 years old = 9.3%</li> <li>• over 65 years old = 0.7%</li> </ul>		
<b>Disability</b>	<p>The estimated disability profile of educators across the entire education sector in Scotland is currently unknown.</p> <p>We do, however, have anecdotal data which indicates that 0.01% of the educator population in Scotland identified as being disabled in 2007.</p>	Scottish Teaching Unions	<p>Data gathered from Teaching Unions covers all education sectors in Scotland and is considered good quality evidence. The majority of data collected is from annual membership surveys and is aggregated by the Teaching Unions independently.</p> <p>However, we acknowledge that there are limitations throughout the data obtained in relation to the sole dependence of union members self-declaring their protected characteristics. Therefore, the actual number of disabled teachers is likely to be much higher than the estimated percentage obtained.</p>
<b>Gender reassignment</b>	<p>The estimated gender reassignment profile of educators across the entire education sector in Scotland is currently unknown.</p> <p>We do, however, have anecdotal data which indicates that 0.05% of the educator</p>	Scottish Teaching Unions	<p>Data gathered from Teaching Unions covers all education sectors in Scotland and is considered good quality evidence. The majority of data collected is from annual membership surveys</p>

	<p>population in Scotland identified as gender reassigned in 2021.</p>		<p>and is aggregated by the Teaching Unions independently.</p> <p>However, we acknowledge that there are limitations throughout the data obtained in relation to the sole dependence of union members self-declaring their protected characteristics. Therefore, the actual number of gender reassigned teachers is likely to be slightly higher than the estimated percentage obtained.</p>
<b>Marriage and civil partnership</b>	<p>This protected characteristic does not apply.</p>	N/A	N/A
<b>Pregnancy and maternity</b>	<p>The estimated pregnancy and maternity profile of educators across the entire education sector in Scotland is currently unknown.</p> <p>We do, however, have population level data which indicates there were 45,466 births in Scotland during 2021, and the representation of maternal ages were:</p> <ul style="list-style-type: none"> <li>• under 20 years old = 2.6%</li> <li>• 20 to 24 years old = 12.9%</li> <li>• 25 to 29 years old = 27.1%</li> <li>• 30 to 34 years old = 34.1%</li> <li>• 35 to 29 years old = 19.1%</li> <li>• 40 years old and over = 4.3%</li> </ul>	<p>Public Health Scotland - Births in Scottish hospitals:  <a href="https://publichealthscotland.scot/media/10493/table2_maternal_age.xlsx">https://publichealthscotland.scot/media/10493/table2_maternal_age.xlsx</a></p>	<p>Data gathered from the Scottish Birth Record covers all hospitals in Scotland and is considered trustworthy and high quality data with public value. The majority of data is collected is at local and national level and aggregated by Public Health Scotland.</p> <p>However, it is important that we acknowledge there are limitations within the accuracy of the data in relation to the number of births when compared to the National Register for Scotland birth registrations.</p>

<p><b>Race</b></p>	<p>Estimated race profile of ELC educators:</p> <ul style="list-style-type: none"> <li>• minority ethnic background = 2%</li> <li>• white = 93%</li> <li>• prefer not to say = 0%</li> <li>• unknown = 5%</li> </ul> <p>Estimated race profile of Primary and Secondary educators:</p> <ul style="list-style-type: none"> <li>• minority ethnic background = 2%</li> <li>• white = 93%</li> <li>• prefer not to say = 4%</li> <li>• unknown = 2%</li> </ul> <p>Estimated race profile of College and CLD educators:</p> <ul style="list-style-type: none"> <li>• minority ethnic background = 2.1%</li> <li>• white = 97.9%</li> <li>• prefer not to say = 0%</li> <li>• unknown = 0%</li> </ul>	<p>Early Learning and Childcare census 2019: <a href="#">Early Learning and Childcare - Additional Tables - 2018</a> (<a href="http://webarchive.org.uk">webarchive.org.uk</a>)</p> <p>Teacher census 2021: <a href="#">Teacher census supplementary statistics - gov.scot</a> (<a href="http://www.gov.scot">www.gov.scot</a>)</p> <p>Community Learning and Development census 2018: <a href="#">Working with Scotland's Communities   CLD Standards Council for Scotland</a></p>	<p>Data gathered from each census covers all publicly funded establishments in Scotland (i.e. local authority and grant-aided establishments) and considered high quality evidence. The majority of data collection is at local authority level and aggregated by the Scottish Government.</p> <p>However, we acknowledge that there are limitations throughout the data sets in relation to disability, gender reassignment, pregnancy and maternity, religion and belief, and sexual orientation of educators in Scotland. In addition, it is important to recognise that the data sets do not reflect privately funded establishments.</p>
<p><b>Religion or belief</b></p>	<p>The estimated religion or belief profile of educators across the entire education sector in Scotland is currently unknown.</p> <p>We do, however, have census data for Primary and Secondary educators only:</p> <ul style="list-style-type: none"> <li>• Buddhist = &lt;0.5%</li> <li>• Church of Scotland = 30.7%</li> <li>• Hindu = &lt;0.5%</li> <li>• Jewish = &lt;0.5%</li> </ul>	<p>Teacher census 2021: <a href="#">Teacher census supplementary statistics - gov.scot</a> (<a href="http://www.gov.scot">www.gov.scot</a>)</p>	<p>Data gathered from each census covers all publicly funded establishments in Scotland (i.e. local authority and grant-aided establishments) and considered high quality evidence. The majority of data collection is at local authority level and aggregated by the Scottish Government.</p>

	<ul style="list-style-type: none"> <li>• Muslim = &lt;1.5%</li> <li>• No religion or belief = 46%</li> <li>• Other Christian = 5%</li> <li>• Other religions = 0.5%</li> <li>• Roman Catholic = 17.1%</li> <li>• Sikh = &lt;0.5%</li> </ul>		<p>However, we acknowledge that there are limitations throughout the data sets in relation to disability, gender reassignment, pregnancy and maternity, religion and belief, and sexual orientation of educators in Scotland. In addition, it is important to recognise that the data sets do not reflect privately funded establishments.</p>
<p><b>Sex</b></p>	<p>Estimated sex profile of ELC educators:</p> <ul style="list-style-type: none"> <li>• males = 6%</li> <li>• females = 94%</li> </ul> <p>Estimated sex profile of Primary and Secondary educators:</p> <ul style="list-style-type: none"> <li>• males = 23%</li> <li>• females = 77%</li> </ul> <p>Estimated sex profile of College and CLD educators:</p> <ul style="list-style-type: none"> <li>• males = 25%</li> <li>• females = 75%</li> </ul>	<p>Early Learning and Childcare census 2019: <a href="#">Early Learning and Childcare - Additional Tables - 2018 (webarchive.org.uk)</a></p> <p>Teacher census 2021: <a href="#">Teacher census supplementary statistics - gov.scot (www.gov.scot)</a></p> <p>Community Learning and Development census 2018: <a href="#">Working with Scotland's Communities   CLD Standards Council for Scotland</a></p>	<p>Data gathered from each census covers all publicly funded establishments in Scotland (i.e. local authority and grant aided establishments) and considered high quality evidence. The majority of data collection is at local authority level and aggregated by the Scottish Government.</p> <p>However, we acknowledge that there are limitations throughout the data sets in relation to disability, gender reassignment, pregnancy and maternity, religion and belief, and sexual orientation of educators.</p>

<p><b>Sexual orientation</b></p>	<p>The estimated sexual orientation profile of educators across the entire education sector in Scotland is currently unknown.</p> <p>We do, however, have UK-wide data from the Annual Population Survey in 2020, that the representation of sexual orientation across genders and age groups was:</p> <p>Males – (heterosexual or straight)</p> <ul style="list-style-type: none"> <li>• 16 – 24 years old = 88.4%</li> <li>• 25 – 24 years old = 91.6%</li> <li>• 35 – 49 years old = 93%</li> <li>• 50 – 64 years old = 94%</li> <li>• 65+ years old = 96.6%</li> </ul> <p>Males – (gay or lesbian)</p> <ul style="list-style-type: none"> <li>• 16 – 24 years old = 3.3%</li> <li>• 25 – 24 years old = 4.3%</li> <li>• 35 – 49 years old = 2.9%</li> <li>• 50 – 64 years old = 2.1%</li> <li>• 65+ years old = 0.6%</li> </ul> <p>Males – (bisexual)</p> <ul style="list-style-type: none"> <li>• 16 – 24 years old = 3.1%</li> <li>• 25 – 24 years old = 1.0%</li> <li>• 35 – 49 years old = 0.6%</li> <li>• 50 – 64 years old = 0.4%</li> <li>• 65+ years old = 0.3%</li> </ul> <p>Males – (other)</p> <ul style="list-style-type: none"> <li>• 16 – 24 years old = 1.0%</li> <li>• 25 – 24 years old = 0.6%</li> <li>• 35 – 49 years old = 0.6%</li> <li>• 50 – 64 years old = 0.5%</li> <li>• 65+ years old = 0.6%</li> </ul>	<p>Office for National Statistics 2021:  <a href="https://www.ons.gov.uk/file?uri=/peoplepopulationandcommunity/culturalidentity/sexuality/datasets/sexualidentityuk/2012to2020/finalsexualorientationtable.xlsx">https://www.ons.gov.uk/file?uri=/peoplepopulationandcommunity/culturalidentity/sexuality/datasets/sexualidentityuk/2012to2020/finalsexualorientationtable.xlsx</a></p>	<p>Data gathered from the Annual Population Survey provides representative estimates of household populations and is considered robust evidence. The majority of data collection is also obtained on an annual basis.</p> <p>However, we acknowledge that there are limitations with data collection in relation to the sample size being capped at 120,000 individual responses. In addition, the Annual Population Survey does not collect gender identity, nor does it collect further information on those classified as ‘other’; therefore, no assumptions can be made about the sexual orientation of this group.</p>
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Males – (don't know or refuse)

- 16 – 24 years old = 4.2%
- 25 – 24 years old = 2.5%
- 35 – 49 years old = 2.9%
- 50 – 64 years old = 3.0%
- 65+ years old = 1.9%

Females – (heterosexual or straight)

- 16 – 24 years old = 86.2%
- 25 – 24 years old = 93.1%
- 35 – 49 years old = 94.7%
- 50 – 64 years old = 95.6%
- 65+ years old = 96.7%

Females – (gay or lesbian)

- 16 – 24 years old = 2.2%
- 25 – 24 years old = 1.6%
- 35 – 49 years old = 1.2%
- 50 – 64 years old = 1.0%
- 65+ years old = 0.3%

Females – (bisexual)

- 16 – 24 years old = 7.6%
- 25 – 24 years old = 2.0%
- 35 – 49 years old = 0.8%
- 50 – 64 years old = 0.4%
- 65+ years old = 0.4%

Females – (other)

- 16 – 24 years old = 1.6%
- 25 – 24 years old = 0.8%
- 35 – 49 years old = 0.6%
- 50 – 64 years old = 0.5%
- 65+ years old = 0.4%

Females – (don't know or refuse)

	<ul style="list-style-type: none"><li>• 16 – 24 years old = 2.5%</li><li>• 25 – 24 years old = 2.5%</li><li>• 35 – 49 years old = 2.6%</li><li>• 50 – 64 years old = 2.4%</li><li>• 65+ years old = 2.2%</li></ul>		
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## Stage 3: Assessing the impacts and identifying opportunities to promote equality

Do you think our renewed Corporate Plan 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 checked="" type="checkbox"/>	<input type="checkbox"/>	The approach taken to support the renewal of the Corporate Plan should be developed in such a way that it does not create unlawful discrimination related to age.
Advancing equality of opportunity	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	While there is limited evidence, it was important to consider that age might influence digital skills and confidence, which has the potential to limit a small percentage of our intended audience from being able to access our renewed Corporate Plan.
Promoting good relations	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Do you think our renewed Corporate Plan impacts on people because of their disability?

Disability	Positive	Negative	None	Reasons for your decision
Eliminating unlawful discrimination, harassment and victimisation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	The approach taken to support the renewal of the Corporate Plan should be developed in such a way that it does not create unlawful discrimination related to disability.
Advancing equality of opportunity	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	While our renewed Corporate Plan will be fully available and accessible on our website this may create additional barriers for people with disabilities. We are therefore continuing to explore ways we can support people with disabilities with accessing the online publication of our renewed Corporate Plan.
Promoting good relations	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Do you think our renewed Corporate Plan 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"/>	The approach taken to support the renewal of the Corporate Plan should be developed in such a way that it does not create unlawful discrimination related to gender reassignment.
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 our renewed Corporate Plan impacts on people because of their marriage or civil partnership?

<b>Marriage and civil partnership</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 our renewed Corporate Plan impacts on men and women in different ways?

<b>Sex</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 approach taken to support the renewal of the Corporate Plan should be developed in such a way that it does not create unlawful discrimination related to sex.

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 our renewed Corporate Plan 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?

<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 approach taken to support the renewal of the Corporate Plan should be developed in such a way that it does not create unlawful discrimination related to pregnancy or maternity.
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 our renewed Corporate Plan impacts on people on the grounds of their race?

<b>Race</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 approach taken to support the renewal of the Corporate Plan should be developed in such a way that it does not create unlawful discrimination related to race.
Advancing equality of opportunity	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	We will however continue to make public statements when staff and educators are subjected to racist behaviour as well as provide health and wellbeing support as part of our mitigating actions.
Promoting good relations	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Do you think our renewed Corporate Plan 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 approach taken to support the renewal of the Corporate Plan should be developed in such a way that it does not create unlawful discrimination related to religion or belief.
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 our renewed Corporate Plan impacts on people because of their sexual orientation?

Sexual orientation	Positive	Negative	None	Reasons for your decision
Eliminating unlawful discrimination, harassment and victimisation	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	The approach taken to support the renewal of the Corporate Plan should be developed in such a way that it does not create unlawful discrimination related to sexual orientation.
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

Are there any positive or negative impacts identified for any of the equality groups?	<p>The development of our renewed Corporate Plan can have both positive and negative impacts to varying degrees for most protected characteristic groups.</p> <p>However, publishing our plan online could increase engagement and reduce the barriers that people face in understanding our strategic priorities.</p> <p>Whilst this may be a positive for many groups, if the online resources are not inclusive, then challenges remain, particularly for educators with disabilities.</p>
Is the policy directly or indirectly discriminatory under the Equality Act 2010 <sup>11</sup> ?	Indirectly. As we explore renewed formats for publishing our renewed Corporate Plan, we will continue to review accessibility in recognition of this EQIA.
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 assessment has highlighted the impacts our renewed Corporate Plan might have on educators across the Scottish education system with one or more protected characteristics. We will continue to monitor and review our decisions on a routine basis.

## Stage 5: Authorisation of EQIA

Please confirm that:

This Equality Impact Assessment has informed the development of our renewed Corporate Plan:

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 different 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:** Gillian Hamilton

**Position:** Depute Chief Executive and Strategic Director of Corporate Services and Governance

**Authorisation date:** 26/01/2023

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