



Equality Impact Assessment

Education Scotland's Corporate Plan

November 2021

For Scotland's learners, with Scotland's educators

Equality Impact Assessment Record

Title	Education Scotland Corporate Plan
Senior Lead Officers	Gillian Hamilton, Head of Corporate Services and Governance, and Professional Learning and Leadership. Maureen Hamilton, Head of Operations
Operational Leads	All staff
Directorate: Division: Team	All staff
Is this new policy or revision to an existing policy?	This is a new Corporate Plan.

Screening

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

Education Scotland undertakes a corporate planning process in order to review and agree the organisation's strategic direction in the medium-term and to detail how we hope to achieve our vision and priorities over the next five years. We then articulate this through our Corporate Plan that helps to communicate our vision to educators and learners across the Scottish education system.

The overall aim of our new 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 new Corporate Plan will affect educators and learners 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 new Corporate Plan may positively affect one or more of the protected characteristics¹, our plan may have a disproportionately negative impact on one or

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

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.

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 continued prevalence of COVID-19 resulting in school closures and significant staff absence
- The reform of Education Scotland

Although the factors above are out with our direct control, we will continue to follow Scottish Government guidance in relation to COVID-19 and 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 new 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 new 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

education². This could potentially lead to older educators being at a disadvantage when accessing our new Corporate Plan on our website. Despite this evidence, it is predicted that the impact on older educators will be minor.

The new Corporate Plan will also help to provide learners with opportunities to learn about our strategic priorities therefore eliminate any disadvantage a learner may experience because of their age. However, it is important to note that for our youngest learners we are currently exploring the development of a child friendly version.

Protected characteristic: disability

Evidence tells us that the use of online learning resources in education can help learners with a disability raise their attainment levels³. The accessibility of our new Corporate Plan however needs to consider a range of disabilities, with particular care given to ensuring the range of support and the online publication considers the needs of disabled educators too.

The Scottish Health Survey estimates that, in 2018, 33% of adults (and 12% children) in Scotland were disabled, defined as having a limiting long-standing condition, and 46% of adults (and 6% of children) had a non-limiting long-standing illness⁴.

We will however continue to explore the potential impacts of publishing our new 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 new Corporate Plan will affect educators and learners 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 setting⁵. Similarly, evidence from the Scottish Transgender Alliance⁶ tells us that the workplace is one of the most likely locations for transphobic discrimination and harassment to occur. We will however continue to explore the potential impacts of our new Corporate Plan on people who are transitioning from one gender to another. We currently do

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

³ <http://www.gov.scot/Resource/0048/00489224.pdf>

⁴ [Scottish Health Survey 2018: main report - revised 2020 - gov.scot \(www.gov.scot\)](http://www.gov.scot/Resource/0048/00489224.pdf)

⁵ [Life in Scotland for LGBT Young People. FINAL March 2018.cdr \(lgbtyouth.org.uk\)](http://www.gov.scot/Resource/0048/00489224.pdf)

⁶ <https://www.gov.scot/publications/scottish-government-equality-outcomes-lesbian-gay-bisexual-transgender-lgbt-evidence-review/pages/8/>

not have a breakdown of this protected characteristic for the entirety of educators or learners across the Scottish education system although we will continue to monitor impact on this protected characteristic.

Protected characteristic: marriage or civil partnership

We are not aware of any evidence that educators and learners who are married or in a civil partnership will be affected by our new 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 or learners across the Scottish education system.

Protected characteristic: pregnancy and maternity

We are not aware of any evidence that our new Corporate Plan will affect educators and learners who are pregnant or on maternity leave. We will however continue to explore the potential impacts of our new 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 or learners across the Scottish education system.

Protected characteristic: race

Evidence suggests that the use of online learning resources in education can help promote inclusion for learners from minority backgrounds; specifically learners who are gypsy travellers and learners who are learning English as a second language^{7,8}.

There is evidence to show that if a learner from a gypsy traveller background cannot attend school on a regular basis, online learning resources in education can offer them the chance to continue with their learning from home. We will however continue to explore the potential impact of publishing our new Corporate Plan online on people from different racial identities.

Protected characteristic: religion or belief

We are not aware of any evidence that religion, faith, or belief will be impacted by the content of our new Corporate Plan. 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 and learners across the Scottish education system.

7

<https://www.sgsts.org.uk/SupportForVulnerablePupils/EMTAS/Shared%20Documents/GRT%20-%20School%20Supported%20Distance%20Learning.pdf>

⁸ <http://www.step.education.ed.ac.uk/wp-content/uploads/2016/06/YPTech-Report-.pdf>

Protected characteristic: sex

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

The overall sex profile of educators and learners across the Scottish education system is detailed in stage 2 of this assessment. Around 77% of educators are female while 51% of learners are male.

Protected characteristic: sexual orientation

We are not aware of any evidence that our new 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 and learners 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:

- The development of a child friendly version of our new Corporate Plan
- A review of our corporate publication templates
- The importance of encouraging feedback at all events and engagements to monitor issues

Stage 2: Data and evidence gathering, involvement and consultation

Characteristic ⁹	Evidence gathered and Strength/quality of evidence	Source	Data gaps identified and action taken
Age	<p><u>Pupils</u></p> <p>The age profile of learners is:</p> <ul style="list-style-type: none"> • 5 to 7 years old = 23% • 8 to 11 years old = 33% • 12 to 15 years old = 32% • 16 to 19 years old = 12% • Over 19 years old = currently unknown 	<p>Pupil census 2020: Pupil census: supplementary statistics - gov.scot www.gov.scot</p>	<p>Data gathered from the pupil census covers all publicly funded schools in Scotland (i.e. local authority and grant-aided schools) and considered high quality evidence. Data collection is local authority level and aggregated by the Scottish Government.</p> <p>However, we acknowledge that the census only covers school-aged pupils.</p>
	<p><u>Educators</u></p> <p>The age profile of the educators is:</p> <ul style="list-style-type: none"> • Under 25 years old = 5% • 25 to 29 years old = 19% • 30 to 34 years old = 13% • 35 to 39 years old = 14% • 40 to 44 years old = 13% • 45 to 49 years old = 12% • 50 to 54 years old = 10% • 55 to 59 years old = 9% • 60 to 64 years old = 4% • Over 65 years old = 1% 	<p>Teacher census 2020: Teacher census supplementary statistics - gov.scot www.gov.scot</p>	<p>Data gathered from the school staff census covers all publicly funded schools in Scotland (i.e. local authority and grant-aided schools) and considered high quality evidence. Data collection is local authority level and aggregated by the Scottish Government.</p> <p>However, we acknowledge that the census only covers the teaching profession.</p>

⁹ Refer to Definitions of Protected Characteristics document for information on the characteristics

Disability	<u>Learners</u> The disability profile of learners is 50.2%	Pupil census 2020: Pupil census: supplementary statistics - gov.scot (www.gov.scot)	Data gathered from the pupil census covers all publicly funded schools in Scotland (i.e. local authority and grant-aided schools) and considered high quality evidence. Data collection is local authority level and aggregated by the Scottish Government. However, we acknowledge that the census only covers school-aged pupils.
	<u>Educators</u> The disability profile of the educators is currently unknown.	Teacher census 2020: Teacher census supplementary statistics - gov.scot (www.gov.scot)	Data gathered from the school staff census covers all publicly funded schools in Scotland (i.e. local authority and grant-aided schools) and considered high quality evidence. Data collection is local authority level and aggregated by the Scottish Government. However, we acknowledge that the census only covers the teaching profession.
Gender reassignment	<u>Learners</u> The gender reassignment profile of learners is currently unknown. However, around 200 young people per year receive support from the Scottish Government’s Young Person’s Gender Service with their transition.	Supporting transgender young people in schools: guidance for Scottish schools Supporting transgender young people in schools: guidance for Scottish schools - gov.scot (www.gov.scot)	The Scottish Government aggregates this data.

	<p><u>Educators</u></p> <p>The gender reassignment profile of educators is currently unknown. However, membership data obtained from the Educational Institute of Scotland in 2021 indicates around 0.05% of educators self-identify as gender reassigned.</p>	<p>Teacher census 2020: Teacher census supplementary statistics - gov.scot (www.gov.scot)</p>	<p>Data gathered from the school staff census covers all publicly funded schools in Scotland (i.e. local authority and grant-aided schools) and considered high quality evidence. Data collection is local authority level and aggregated by the Scottish Government.</p> <p>However, we acknowledge that the census only covers the teaching profession. It is also important to note that the Educational Institute of Scotland represents 80% of educators across Scotland.</p>
<p>Marriage and civil partnership²</p>	<p><u>Learners & Educators</u></p> <p>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.</p>	<p>N/A</p>	<p>N/A</p>
<p>Pregnancy and maternity</p>	<p><u>Learners</u></p> <p>The pregnancy and maternity profile of young people in 2019 was:</p> <ul style="list-style-type: none"> • Under 16 years old = 0.03% • Between 16 and 18 years old = 0.2% • Between 18 and 20 years old = 1.2% • Over 20 years old = currently unknown 	<p>Teenage pregnancy by year and age at conception: Teenage pregnancies - Year of conception, ending 31 December 2019 - Teenage pregnancies - Publications - Public Health Scotland</p>	<p>The Scottish Government aggregates this data.</p>

	<p><u>Educators</u></p> <p>The pregnancy and maternity profile of educators is currently unknown.</p>	<p>Teacher census 2020: Teacher census supplementary statistics - gov.scot www.gov.scot</p>	<p>Data gathered from the school staff census covers all publicly funded schools in Scotland (i.e. local authority and grant-aided schools) and considered high quality evidence. Data collection is local authority level and aggregated by the Scottish Government.</p> <p>However, we acknowledge that the census only covers the teaching profession.</p>
Race	<p><u>Learners</u></p> <p>The race profile of learners is:</p> <ul style="list-style-type: none"> • Minority ethnic background = 9% • White = 89% • Prefer not to say = 0.5% • Not known = 1.5% 	<p>Pupil census 2020: Pupil census: supplementary statistics - gov.scot www.gov.scot</p>	<p>Data gathered from the pupil census covers all publicly funded schools in Scotland (i.e. local authority and grant-aided schools) and considered high quality evidence. Data collection is local authority level and aggregated by the Scottish Government.</p> <p>However, we acknowledge that the census only covers school-aged pupils.</p>
	<p><u>Educators</u></p> <p>The race profile of educators is:</p> <ul style="list-style-type: none"> • Minority ethnic background = 2% • White = 92.5% • Prefer not to say = 3.5% • Unknown = 2% 	<p>Teacher census 2020: Teacher census supplementary statistics - gov.scot www.gov.scot</p>	<p>Data gathered from the school staff census covers all publicly funded schools in Scotland (i.e. local authority and grant-aided schools) and considered high quality evidence. Data collection is local authority level and aggregated by the Scottish Government.</p> <p>However, we acknowledge that the census only covers the teaching profession.</p>

<p>Religion or belief</p>	<p><u>Learners</u></p> <p>The religion or belief profile of learners and educators is currently unknown. However, Scottish population data from 2011 indicated the following percentages:</p> <p><u>Under 15 year olds self-identified as -</u></p> <ul style="list-style-type: none"> • Church of Scotland = 21.2% • Roman Catholic = 15.3% • Other Christian = 4.1% • Buddhist = 0.1% • Hindu = 0.3% • Jewish = 0.1% • Muslim = 2.5% • Sikh = 0.2% • Other religion = 0.1% • No religion = 48% • Religion not stated = 8.1% <p><u>16 to 24 year olds self-identified as -</u></p> <ul style="list-style-type: none"> • Church of Scotland = 21.5% • Roman Catholic = 15.7% • Other Christian = 4.8% • Buddhist = 0.3% • Hindu = 0.5% • Jewish = 0.2% • Muslim = 1.9% • Sikh = 0.2% • Other religion = 0.3% • No religion = 48.2% • Religion not stated = 6.4% 	<p>Scottish population census results:</p> <p>SuperWEB2(tm) - Table View (scotlandscensus.gov.uk)</p>	<p>Data gathered from the population census is the official count of every person and household in Scotland and considered high quality evidence. Data is population level and aggregated by the National Records for Scotland.</p> <p>It is important to acknowledge a limitation to this data is that the census takes place every 10 years and therefore the data might not be an accurate representation and therefore is a best estimate.</p>
----------------------------------	---	---	--

	<p><u>25 to 49 year olds self-identified as -</u></p> <ul style="list-style-type: none"> • Church of Scotland = 26.5% • Roman Catholic = 18% • Other Christian = 0.1% • Buddhist = 0.4% • Hindu = 0.5% • Jewish = 0.1% • Muslim = 1.9% • Sikh = 0.2% • Other religion = 0.4% • No religion = 45.8% • Religion not stated = 6.1% <p><u>50 to 64 year olds self-identified as -</u></p> <ul style="list-style-type: none"> • Church of Scotland = 41.8% • Roman Catholic = 15.9% • Other Christian = 6.1% • Buddhist = 0.2% • Hindu = 0.1% • Jewish = 0.1% • Muslim = 0.6% • Sikh = 0.1% • Other religion = 0.4% • No religion = 27.5% • Religion not stated = 7.2% <p><u>65 years old and over self-identified as -</u></p> <ul style="list-style-type: none"> • Church of Scotland = 55.8% • Roman Catholic = 14.1% 		
--	---	--	--

	<ul style="list-style-type: none"> • Other Christian = 7.1% • Buddhist = 0.1% • Hindu = 0.1% • Jewish = 0.2% • Muslim = 0.3% • Sikh = 0.1% • Other religion = 0.1% • No religion = 14.1% • Religion not stated = 8% 		
Sex	<u>Learners</u> The sex profile of learners is: <ul style="list-style-type: none"> • Female = 49% • Male = 51% 	Pupil census 2020: Pupil census: supplementary statistics - gov.scot (www.gov.scot)	Data gathered from the pupil census covers all publicly funded schools in Scotland (i.e. local authority and grant-aided schools) and considered high quality evidence. Data collection is local authority level and aggregated by the Scottish Government. However, we acknowledge that the census only covers school-aged pupils.
	<u>Educators</u> The sex profile of educators is: <ul style="list-style-type: none"> • Female = 77% • Men = 23% 	Teacher census 2020: Teacher census supplementary statistics - gov.scot (www.gov.scot)	Data gathered from the school staff census covers all publicly funded schools in Scotland (i.e. local authority and grant-aided schools) and considered high quality evidence. Data collection is local authority level and aggregated by the Scottish Government. However, we acknowledge that the census only covers the teaching profession.

Sexual orientation	<u>Learners</u> The sexual orientation of learners is currently unknown. However, on average around 700 young people per year self-identify as belonging to the lesbian, gay, bisexual, transgender+ community.	Supporting transgender young people in schools: guidance for Scottish schools Supporting transgender young people in schools: guidance for Scottish schools - gov.scot (www.gov.scot)	The Scottish Government aggregates this data.
	<u>Educators</u> The sexual orientation of educators is currently unknown.	Teacher census 2020: Teacher census supplementary statistics - gov.scot (www.gov.scot)	Data gathered from the school staff census covers all publicly funded schools in Scotland (i.e. local authority and grant-aided schools) and considered high quality evidence. Data collection is local authority level and aggregated by the Scottish Government. However, we acknowledge that the census only covers the teaching profession.

Stage 3: Assessing the impacts and identifying opportunities to promote equality

Do you think our new 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"/>	While there is limited evidence, it was important to consider that age might influence digital skills and confidence, which has the potential to exclude a percentage of our intended audience being able to access our new Corporate Plan. We are therefore exploring ways we can publish child friendly versions of our new Corporate Plan.
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"/>	

Do you think our new 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"/>	While our new Corporate Plan will be fully available and accessible on our website this may create additional barriers for learners with disabilities. We are therefore exploring whether we can publish our new Corporate Plan in a range of formats to enable people with hearing and/or visual difficulties equal opportunity to access and engage with our plan.
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"/>	

Do you think our new Corporate Plan impacts on people proposing to undergo, undergoing, or who have undergone a process for reassigning their sex?

Gender reassignment	Positive	Negative	None	Reasons for your decision
Eliminating unlawful discrimination, harassment and victimisation	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	The new Corporate Plan neither negatively or positive impacts this protected characteristic.
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 new Corporate Plan impacts on people because of their marriage or civil partnership?

Marriage and Civil Partnership ¹⁰	Positive	Negative	None	Reasons for your decision

¹⁰ 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.

Eliminating unlawful discrimination, harassment, and victimisation	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	The new Corporate Plan neither negatively or positive impacts this protected characteristic.
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 new Corporate Plan impacts on men and women in different ways?

Sex	Positive	Negative	None	Reasons for your decision
Eliminating unlawful discrimination, harassment, and victimisation	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	The new Corporate Plan neither negatively or positive impacts this protected characteristic.
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 new 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?

Pregnancy and Maternity	Positive	Negative	None	Reasons for your decision
Eliminating unlawful discrimination, harassment and victimisation	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	The new Corporate Plan neither negatively or positive affects this protected characteristic.
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 new Corporate Plan 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"/>	The online publication of our new Corporate Plan has the potential to have a positive impacts this protected characteristic, in particular learners who are gypsy travellers and people whom English is their second language.
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"/>	

Do you think our new 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 new Corporate Plan neither negatively or positive impacts this protected characteristic.
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 new 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 new Corporate Plan neither negatively or positive impacts this protected characteristic.
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 new 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 barriers 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 and learners with disabilities.</p>
Is the policy directly or indirectly discriminatory under the Equality Act 2010 ¹¹ ?	Indirectly. As we explore new formats for publishing our new 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 new Corporate Plan might have on educators and learners 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 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)
- 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: Head of Corporate Services and Governance, and Professional Learning and Leadership

Authorisation date: 14/12/2021

Education Scotland

Denholm House
Almondvale Business Park
Almondvale Way
Livingston EH54 6GA

T +44 (0)131 244 4330
E enquiries@educationscotland.gsi.gov.uk

www.education.gov.scot

© Crown Copyright 2021

You may re-use this information (excluding images and logos) free of charge in any format or medium, under the terms of the Open Government Licence providing that it is reproduced accurately and not in a misleading context. The material must be acknowledged as Education Scotland copyright and the document title specified.

To view this licence, visit <http://nationalarchives.gov.uk/doc/open-government-licence> or e-mail: psi@nationalarchives.gsi.gov.uk

Where we have identified any third party copyright information you will need to obtain permission from the copyright holders concerned.