

# **School Age Childcare Programme**

## **Equality Impact Assessment**

**November 2023**

## **Equality Impact Assessment**

**Title of Policy** - School Age Childcare Programme

### **1. Summary of aims and desired outcomes of policy**

We know that school age childcare services can play a vital role in enabling parents and carers to access work, addressing economic and social exclusion, offering respite, and providing improved outcomes for children. Conversely, a lack of accessible childcare can exacerbate existing inequalities by creating employment barriers which can limit career progression, keeping parents in lower paid work and often in poverty, while limiting children's access to the sorts of high-quality experiences enjoyed by children in more affluent households.

The School Age Childcare Programme is a transformational change programme that will deliver our commitment to building a system of school age childcare offering care before and after school, and during the holidays, where those on the lowest incomes will pay nothing.

**Directorate:** Children and Families

**Division:** School Age Childcare (SACC)

**Team:** Building the System

#### **1.1 Our vision**

A rights based, dynamic school age childcare offer for children and young people, which supports choice and growth, enabling families and communities to reach their full potential.

#### **1.2 Realising our vision – what our programme will deliver**

Scotland will have a system of accessible and affordable school age childcare, providing care before and after school and during the holidays for primary school children from low income households. Children will be able to access healthy and nutritious food as part of this offer.

#### **1.3 Our key drivers**

Our key drivers are:

Tackling child poverty:

- parents from targeted families are able to access childcare that supports them to take up, sustain and/or increase their hours of work; and
- reducing barriers to employment by improving access to childcare for targeted families.

Improving outcomes for children and families:

- reducing inequalities which exist in access to a wide range of activities for children from targeted families; and
- improving family wellbeing by supporting and increasing access to integrated childcare, food and activities.

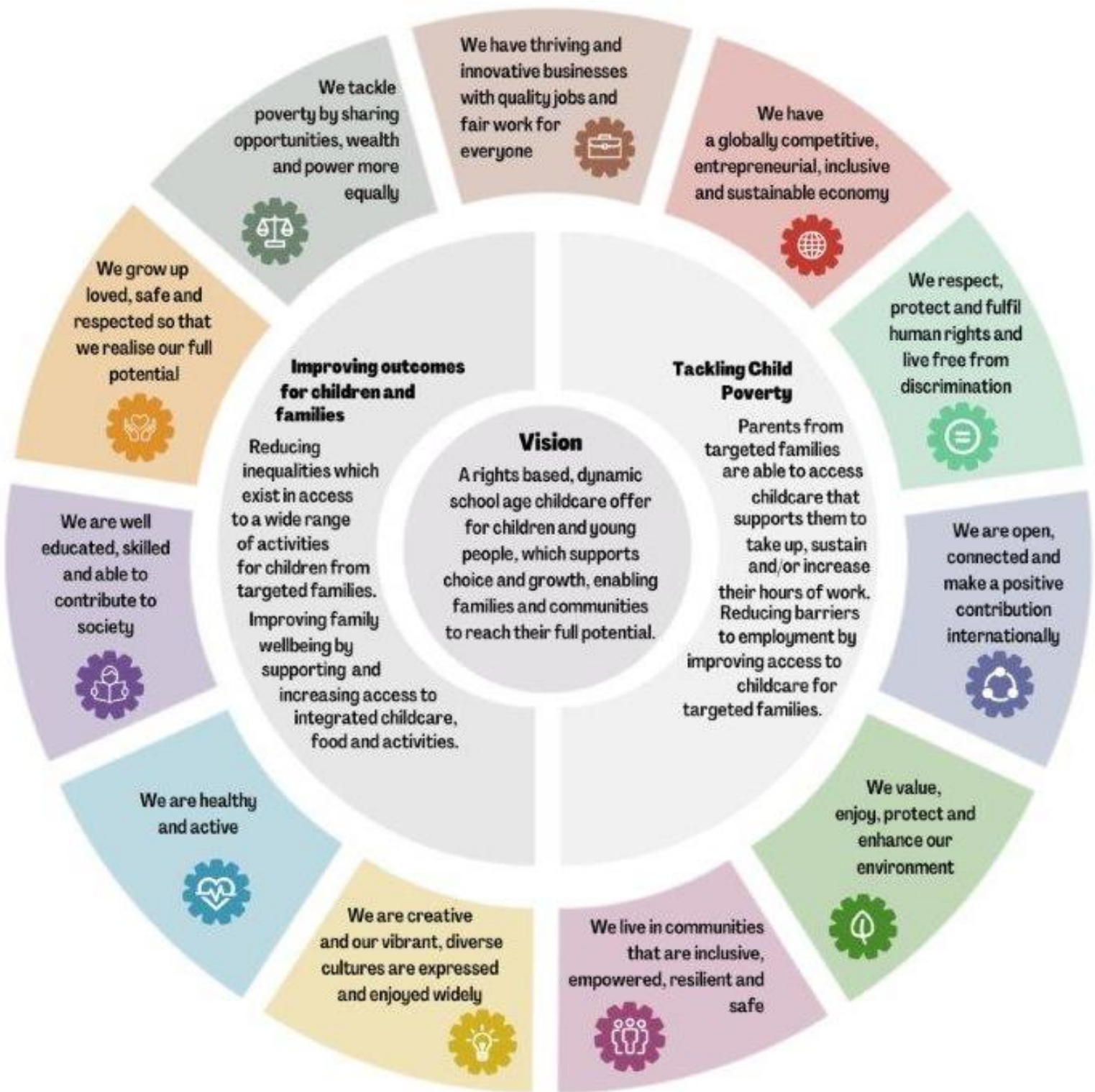
References to ‘targeted families’ in this Equality Impact Assessment (EQIA) mean families on the lowest incomes, particularly the six priority family groups identified in the [Best Start, Bright Futures Tackling Child Poverty Delivery Plan](#).

## **2. Executive Summary**

In [Best Start - strategic early learning and school age childcare plan 2022 to 2026](#), we set out our strategic priorities across all our childcare offers – including a commitment to progress the expansion of our childcare offer by building a system of school age childcare for primary school children – which will contribute to our three high level outcomes:

- children’s development improves and the poverty-related outcomes gap narrows;
- family wellbeing improves; and
- parents’ and carers’ opportunities to take up or sustain work, training, and study increase.

An expanded childcare offering for school age children is crucial to our national mission to tackle child poverty, to promote family wellbeing, drive greater gender equality and to #KeepThePromise to our care experienced children.



**Figure 1:** How the School Age Childcare policy vision and drivers contribute to the National Performance Framework outcomes.

With a clear vision, guided by the National Performance Framework, and strong links to wider policies across Scottish Government, we will focus on delivering positive outcomes for those children and families who stand to benefit most from access to school age childcare. We will take a programme based approach to deliver our projected benefits and outcomes. It is this School Age Childcare Programme which is the subject of this EQIA.

The recently published [School age childcare delivery framework](#) sets out our commitment to build a system of school age childcare which will be funded for those families who need it most. It defines our action areas for the next three years, describes our transformational approach – centred around people and place – and considers how we will measure and evidence the impact of early delivery.

As we deliver this School Age Childcare Programme, we will work to address some of the inequalities experienced by children, young people and their families. A key driver, and our starting point for this, is ensuring that we build a school age childcare offer which is funded for families on the lowest incomes and directed towards the six priority family types identified in the [Tackling Child Poverty Delivery Plan](#), which are:

- lone parent families, the large majority of which are headed by women;
- families which include a disabled adult or child;
- larger families (3+ children);
- minority ethnic families;
- families with a child under one year old; and
- families where the mother is under 25 years of age.

This is because almost 90% of all children in poverty in Scotland live within the six priority family types.

While we cannot determine the impact of any projects or activities within the Programme at this time, we do know, from work we did to develop the [Out of School Care in Scotland: A Draft Framework 2019](#) and other policy development work to date, that within the current system of school age childcare, access to appropriate and affordable childcare is more limited for particular family types. This includes families with disabled parents or children, single parent families, and families in lower income households. We also know that access to school age childcare can be affected by a range of other factors including protected characteristics, geography, and individual child needs.<sup>1</sup> This can create employment barriers for parents and carers which limit career progression, trapping people in lower paid work and often in poverty, and exacerbating existing inequalities. We know too that these families often have limited access to the kinds of high-quality activities that children from more affluent households can access, creating inequalities of opportunity for children and contributing to the attainment gap.

## 2.1 Scope of the Equality Impact Assessment

This EQIA was undertaken to consider, **at a programme level and at an early stage in policy development**, the potential impacts of a school age childcare system on families and children with protected characteristics, with a particular focus

---

<sup>1</sup> E.g. for geography: [Accessing school age childcare in Scotland's rural and island areas](#)

on how protected characteristics interlink with the six priority family groups identified in the [Tackling Child Poverty Delivery Plan](#).

The purpose of this EQIA is to provide the 'big picture' which sets the context for the individual projects in the Programme which together will deliver the new system. It does this through narrative and also by setting out, at a higher level than for individual policy EQIAs (which will follow), what evidence has already told us about the impact of protected characteristics on the use of school age childcare. It sets out how, as the Programme progresses, we intend to deliver our strategic commitments through a place-based and people-centred approach.

The content of the Programme is wide. It will include, for example, work on delivery mechanisms, eligibility, the range of providers, specialist services for children with additional support needs, regulation and legislation, the workforce, eligibility and food provision. Much of the evidence for the programme EQIA will come from the ongoing design and engagement work which, while it sits within the Programme as a project itself, also underlines and informs all aspects of the Programme. We want school age childcare services to be co-designed with those who use, or who may use them in the future. We will therefore continue to engage with people within their communities, including those with lived experience of poverty, to better understand and address the barriers they face in accessing childcare.

This work will identify and highlight the needs and experiences of those providing and seeking to access school age childcare, particularly focusing on families who face barriers to access.

**In addition to this EQIA, for each project in the Programme, relevant impact assessments will be completed as required.** We will ensure the potential impacts on people, including children, with protected characteristics are fully considered as part of each project and we will continue to involve experts, stakeholders, providers, families and children as that work progresses.

## **2.2 Background**

The School Age Childcare Programme formally brings together a wide range of work required to deliver our school age childcare ambitions. The Programme has its foundation in several years of policy development work.

### **2.2.1 Policy development work to date**

We first committed to publish a framework for after school and holiday childcare in the [Programme for Government 2017-18](#). A [draft framework of Out of School Care](#) (the term we previously used for what we now call 'school age childcare') in Scotland was developed and an [Out of School Care consultation](#) on it launched in 2019. The draft framework laid the groundwork for ongoing policy development and presented the stories and voices of those we had engaged with at that point.

The draft framework recognised how accessing affordable out of school care could help enable families to lift themselves out of poverty and enable all children and

young people to benefit from a range of activities and experiences which will deliver positive outcomes. It included an [Out of School Care discussion paper](#) considering the existing evidence on Out of School Care in Scotland. This set out evidence pointing to the potential role out of school care can play in supporting both children's and parents' outcomes, particularly for children from more disadvantaged backgrounds.

In March 2021, we published a [School Age Childcare progress report](#) setting out the findings from the [analysis of the draft framework consultation](#) and our response to ensure we continued to move closer to our school age childcare vision in Scotland whilst considering the impacts of the Covid-19 pandemic.

In the [2021-22 Programme for Government](#), we committed to build a new system of wraparound childcare and to progress policy development, including by:

- supporting 18 pilot projects, testing innovative models of school age childcare for families most at risk of poverty;
- establishing a diverse and inclusive public panel made up of parents and carers and children and young people, to ensure user experience is front and centre in our system design; and
- publishing a 5 year delivery plan engaging stakeholders in its development.

And in our [2022-23 Programme for Government](#) we committed to investing in designing and testing options for all-year-round school age childcare systems that meet the needs of children and families. This has included funding a range of tests of change across communities to provide targeted school age childcare services, a summer programmes of childcare, activities and food provision, as well as a new capital fund to deliver improvements to school buildings to support school age childcare providers to make best use of their venue.

Co-designed with children across Scotland, the 2023 [National Children's Charter for School Age Childcare](#) is a statement of children's needs, rights and aspirations with regard to a new system of school age childcare in Scotland. It presents a set of principles to guide the design of school age childcare and provides a detailed picture of the provision that children want and need. [School Age Childcare National Children's Charter supporting documents](#), including charters local to the participating schools and posters, are also available to download.

The [School Age Childcare Delivery Framework](#), published October 2023, sets out our commitment, action areas and the approach we will take over the next two to three years to deliver a system of affordable and accessible school age childcare which will be funded for those families who need it most.

## **2.2.2 Policy design approach**

Following the [Scottish Approach to Service Design](#), our approach to designing and building a system of school age childcare will be people-centred and place-based. By this we mean that the people of Scotland are supported and empowered to

actively participate in the definition, design and delivery of their public services. The system will therefore be co-designed with those who use services and those who deliver them.

As we design and build the school age childcare system we will put the needs, rights and experiences of those who use – families and children – and those who deliver services, at the heart of our decision making, ensuring that those who currently face the most barriers to accessing school age childcare are included in co-design. We will also work with and for communities, to determine what is important to them. By taking an approach which delivers the outcomes which are important to particular communities, we recognise that co-design may lead us to distinct school age childcare systems and services in different places.

This means, as described further in the next section, that as we deliver the Programme, we will be able to identify and understand barriers that relate to protected characteristics that families can face when trying to access or use school age childcare, and work to overcome these barriers through a well-designed school age childcare system. At the same time, we will identify and seek to overcome barriers children experience directly, for example, in accessing or taking part in the life-enhancing activities school age childcare provides.





**Figure 2:** Our people-centred and place-based approach is set out in our Programme Approach Principles.

### 2.2.3 Embedding equality duties in the Programme

In developing this Programme of work the Scottish Government is mindful of the three needs of the Public Sector Equality Duty (PSED):

- eliminate unlawful discrimination, harassment and victimisation;
- advance equality of opportunity between people who share a protected characteristic and those who do not; and
- foster good relations between people who share a protected characteristic and those who do not.

We are also mindful that the equality duty is not just about negating or mitigating negative impacts – we also have a positive duty to promote equality.

To properly consider our duties, we will undertake project-level EQIAs as the Programme progresses calling on a wider range of evidence to do these. This will help us develop an accessible school age childcare system which will enable parents and carers who are currently disadvantaged because of childcare responsibilities and related equality factors, to access study or training, secure or increase employment or take the time and support they need to consider how they might re-enter the labour market. This will help us develop a system that will be equally accessible to all children too.

Knowing that there is no one size fits all solution, we will also use our people-centred approach to design services that meets individual needs, and our place-based approach to ensure we provide childcare solutions which suit our communities. Should we identify any negative impacts as we progress the Programme we are committed to mitigating or eliminating these, and we will continually look for opportunities to promote equality. We are seeking to promote and embed equality through continued consultation and co-design with those who use school age childcare services and those who deliver them.

Our commitment to listening to people to understand what they need from a school age childcare system began in the very early stages of policy development. The draft framework on [out of school care in Scotland](#) that we consulted on in 2019 was developed in partnership with parents. It was the product of a period of extensive and varied engagement with parents and children, providers, the workforce, and other stakeholders. That engagement included surveys, theatre workshops, a consultation with children, visits to out of school settings and discussions with local authorities.

More recently, as we have continued our work to develop a system which meets children's needs, we engaged with children to co-design a national [Children's Charter for School Age Childcare](#). We did this work with 125 children of various ages, across 5 schools and a young carers group, from a mix of communities in a range of locations including rural, urban and island communities. We involved children with and without experience of attending after school activities and focused on children whose families belonged to one of the six priority family types. The

Children's Charter provides recommendations, outlining how children could better access childcare, activities and wider support around the school day and during the holidays, and the changes they would like to see in the school age childcare landscape. As the Programme progresses, we will use the Charter to make sure that when we make decisions about the system, we think about what is really important to children.

We have also worked with external partners to deliver a discovery phase of the school age childcare People Panel project. The People Panel consists of parents, carers and childcare providers, including childminders, other regulated childcare providers and activity providers. Panel members came from rural, urban and island locations, and all six priority family types were represented. Over 100 parents and carers participated, and over 30 childcare and activity providers. The recruitment of panel members from families and from the sector was supported by local authority partners, by community organisations, and by the Scottish Out of School Care Network and the Scottish Childminding Association. Data on priority family type was collected for panel members, but not full diversity data, so it is not possible to say whether the panel represents all protected characteristics – particularly religion and belief, sexual orientation and gender reassignment. Where the Tackling Child Poverty Priority Family Groups overlap with protected characteristics however, all groups were represented. This encompasses age (limited to younger parents), sex, race and disability.

Analysis of the findings from our initial co-design with children and parents, as well as other work completed to date, has been used to understand and define the needs of the distinct groups who use and deliver school age childcare. Based on these needs, we have developed a set of user needs design principles (in addition to the Programme Approach Principles referred to above), which underpin the whole Programme, that describe how a school age childcare system should function in order to meet the requirements of its users. These principles will provide a consistent goal that is rooted in the experience of children, parents and providers, therefore enabling the Programme to uphold its commitment to a people-centred and place-based approach. Adherence to the user needs design principles means that school age childcare policy and future delivery plans will be developed through early community adoption, research, co-design and engagement. This will allow equality impacts to be identified and considered continually throughout policy design and delivery.

### **3. Using and developing an evidence base**

For this EQIA, we have drawn, at a high level, on existing evidence and experience such as:

- the 2019 [out of school care in Scotland - draft framework evidence base](#);
- our [2019 out of school care consultation responses](#);
- data and evidence that has underpinned the [Tackling Child Poverty Delivery Plan](#);

- experience and evaluation of projects testing approaches to school age childcare, including those supported through our [Access to Childcare Fund](#) and summer holiday programmes [Get into Summer 2021](#) and [Summer holiday food, activities and childcare programme 2022](#);
- input from our People Panel, and the work to create the [School Age Childcare Children's Charter](#), capturing the needs, rights and aspirations of those using and providing school age childcare;
- a vast range of other evidence, see for example evidence captured in the 2019 [Out of School Care consultation document and reports and research](#) referenced in this EQIA;
- data about the school age population, for example the School Pupil census statistics about gender and additional support for learning;
- lessons we have learned from the successful implementation of the 1,140 hours of early learning and childcare expansion to date; and
- analysis of evidence and engagement to date which has informed the creation of design principles for a new system, underpinned by the needs of those who use and deliver school age childcare.

We are using an agile approach for the Programme and projects, allowing us to put the user first, thinking about what they need. We will co-design and develop ideas iteratively, learning as we progress and explore, using new evidence and feedback from users including parents and children, and providers.

Evidence will continue to inform and adapt our approach and next steps in policy development and delivery. Monitoring and evaluation is a core component of our programme, with ongoing data gathering and shared learning built into projects. This includes collecting data to understand the experiences of different groups of parents and children. As we progress through the Programme's 'tests of change' and 'system build' action areas (see [the School Age Childcare Delivery Framework](#) for more information), we will gather data and learning to inform each phase of the Programme. We will build a body of evidence to synthesise learning and produce recommendations to inform the design of a system of school age childcare in Scotland.

For example, we recognise there are gaps in the data available to us to understand the breakdown by protected characteristics of the children and families that use, or do not use, school age childcare. There is no obligation for parents to share their diversity data when using school age childcare services, or share diversity data about their children, and so gathering data is difficult. Also, while the Scottish Government collect data for the school pupil population, which would give us an indication of the diversity mix for potential school age childcare users, data is not collected for some protected characteristics as it is not considered appropriate.

We are however funding a data challenge. In Spring 2021, we sponsored a CivTech 6.0 Challenge<sup>2</sup> to find a digital tool to help us better understand supply and demand of school age childcare in communities. Through the CivTech project, data will be captured on the needs of parents and providers for both school age childcare and for a digital product to source provision, including data on protected characteristics. This will form part of the evidence base for EQIAs. Further information will be included in the project EQIA for our Design and Engagement project.

#### 4. Key findings - Protected characteristics

This EQIA considers, at a high level, the impact of **protected characteristics** for users and potential users of school age childcare. It covers **parents and carers** as well as **children**. It does not cover the childcare workforce – that will be impact assessed as projects on workforce are taken forward.

The protected characteristics under the Public Sector Equality Duty that the Scottish Government has a duty to consider are: age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex, and sexual orientation. The protected characteristic of marriage and civil partnership was not considered to be in scope of this EQIA.

For each of these protected characteristics, this EQIA assesses at a high level how the Scottish Government is giving due regard to the ‘needs’ of the Public Sector Equality Duty. The ‘needs’ are to eliminate discrimination, harassment and victimisation; advance equality of opportunity; and foster good relations. Our people and place-based approaches to policy development, noted above, mean that as the Programme and individual projects progress, we will continually involve people to understand, and seek to overcome, the barriers they face in accessing or using school age childcare. In doing so, we will seek to involve people across all protected characteristics and will take proactive action where necessary to ensure we seek out the voices of people who share a protected characteristic and might not already use school age childcare or who we know face barriers and inequalities in accessing school age childcare. Our primary method will be through specific design and engagement project work such as the People Panel and Children’s Charter and with the design approach underlining the Programme, which will aim to identify user needs and ensure that these are centred in the design and implementation of the wider programme in line with our commitment to a people-centred and place-based approach.

Some inequalities relate directly to protected characteristics. Others are only indirectly related to protected characteristics, and in those cases we have also drawn out the link where they have relevance to this Programme of work.

---

<sup>2</sup> See [CivTech Scotland](#) for more about Civ Tech challenges

## 4.1 Characteristic: Age

### 4.1.1 Children

Under the Equality Act 2010, age as a protected characteristic in relation to the provision of services and public functions does not include children or young people. However, it is worth noting that the Programme will particularly target primary school children (age range 4 to 12 years old), and therefore that particular age group, and their parents and carers, will see the most direct positive impact of the Programme.

It is very possible that older school age children may also benefit as school age childcare provision is expanded. Children who access school age childcare when at primary school are also expected to reap the benefits of those experiences as they move on to secondary school and beyond.

Regardless of age, evidence suggests that participation in activities and programmes within childcare settings can have positive impacts on a range of children's outcomes<sup>3</sup>.

### 4.1.2 Parents and carers

The Scottish Government does not collect information on the age of parents or carers of children eligible for school age childcare, but this process has sought to identify whether families could face potential barriers to uptake of school age childcare based on the protected characteristic of age.

We did not identify any negative impacts from the School Age Childcare Programme relating to the protected characteristics of age for parents and carers. It is likely that the Programme may have a positive impact for young mothers in particular.

Families with a young mother (under 25) is one of the [Tackling Child Poverty Delivery Plan](#) six priority family types which are being targeted by the Programme. These young mothers are more likely than other priority groups to be in poverty despite paid work or to be on benefits, and the generosity of benefits for under 25s is lower than for older age groups<sup>4</sup>. Furthermore, a considerable proportion of young mothers are also a) lone parents, and/or b) have babies under one, and/or c) are part of a disabled family, all of which are further priority family types. Intersectionality – particularly age, sex, disability and lone parent status - is evidently a consideration here.

---

<sup>3</sup> [School Age Childcare in Scotland Progress Report 2021](#) (page 21);  
[Out of School Care in Scotland: A Draft Framework 2019](#) (Annex B)

<sup>4</sup> [Best Start, Bright Futures Tackling Child Poverty Delivery Plan 2022-2026 - Annex 6](#) (page 20)

The [Tackling child poverty delivery plan 2022-2026 evidence review](#) associated with the [Tackling Child Poverty Delivery Plan](#) concluded that making paid work an option is likely to positively impact on specific issues faced by young mothers, and that flexible and affordable childcare is an important part of this. The intention is that school age childcare provides a childcare infrastructure to, as part of a wider support package, allow young mothers with school age children to secure paid work, and/or<sup>5</sup> study. These young parents and their families are likely to be particularly positively impacted by the School Age Childcare Programme.

#### **4.1.3 Summary: Age**

Our analysis of the evidence we have gathered through our early policy development work, including engagement with parents through the People Panel and tests of change that we have funded, along with our learnings from the tackling child poverty programme of work and its evidence base with regard age, specifically young people, shows that this programme may particularly positively affect young parents. It will do this by targeting them as a family type at risk of poverty, and by addressing the barriers, not least affordability and frequently single parent status, which they currently face accessing school age childcare. This will mean young parents will have some release from the constant demands of caring for their children, leaving them open to pursue opportunities to improve their own life chances and wellbeing, thus advancing equality of opportunity which is not currently available to many of them. It may also have a positive effect in fostering good relations by helping them integrate with parents of different ages using the same childcare systems either directly, or through the relationships between children attending the school age childcare service.

#### **4.2 Characteristic: Disability**

Families with a disabled adult or child are one of the six priority family types in [Tackling Child Poverty Delivery Plan](#) and [Tackling Child Poverty Delivery Plan 2022-2026 Annex 6](#) evidences that children in families with at least one disabled adult or child account for over two-fifths (42%) of all children in relative poverty and 30% of children in households with a disabled adult or child were also in a lone parent household. We also know that 2.8% of school age children are recorded as assessed or declared as having a disability (see under 'children' below). We do not routinely collect data about disability for parents or carers, or for children, using school age childcare but we have sought to identify whether families could face potential barriers to uptake of school age childcare based on disability.

We know from our policy development to date that more needs to be done within school age childcare settings to improve the experiences of these children and young people and their families. Further, through our work to develop a Children's Charter, children themselves identified the need to ensure that activities were

---

<sup>5</sup> [Best Start, Bright Futures Tackling Child Poverty Delivery Plan 2022-2026 - Annex 6](#) (page 20)

accessible to disabled children and that services and staff understand the needs and experiences of both disabled children and children living with disabled family members.

We did not identify any negative impacts from the School Age Childcare Programme relating to the protected characteristics of disability for children or parents and carers. It is likely that the Programme will have a positive impact for those with a disability, or with a health need which requires a child to need additional support before and after school.

#### 4.2.1 Children

Accessing school age childcare can be challenging for families with children with disabilities and/or additional support needs across Scotland. This is evidenced in the [out of school care consultation responses analysis](#) in 2020 and in the [Review of additional support for learning implementation: report 2020](#). The consultation analysis also showed the challenges the school age childcare sector face in providing diverse and sustainable services for these families, particularly those with children who have complex additional support needs. We continue to hear these concerns from providers in the sector and from parents.

A 2020 report [commissioned by Shared Care Scotland](#) on holiday activity provision for disabled children and young people in Scotland, found that disabled children and young people face significant isolation from their peers during the holiday period. It reported that where holiday activity provision is available, it plays a vital role in supporting both child and parental health and wellbeing and has a disproportionately powerful impact on the lives of disabled children and their families. This can be extremely positive when the system is working well, but problematic when it does not. The report included other examples of challenges accessing provision.

Statistics show around 2.8% of all school pupils are assessed or declared as having a **disability**<sup>6</sup> (1.4% of primary pupils) and so we know this is an important consideration when designing a school age childcare system. We also know that 34.2% of all school pupils (28.3% for primary school pupils) were recorded as having an **additional support need** (ASN) in 2022 statistics<sup>7</sup> and will require additional support in school to reach their full potential. Many of these children and young people may need additional support because of a disability or health need (but not all children with a disability will need additional support). The amount of support these children with ASN or a disability will need to help them in school, and possibly to access or attend school age childcare services, will vary considerably. Some with complex needs may need significant levels of support from a specialist provider,

---

<sup>6</sup> [Pupil census supplementary statistics - gov.scot](#) 2022

<sup>7</sup> [Pupil census supplementary statistics - gov.scot](#) 2022



while others will be able to engage in school age childcare with minimum, if any, additional support required.

Many others are recorded as having additional support needs which arise out of barriers related to other protected characteristics. For example, where support is required because English is an additional language for a child, this might relate to their ethnicity.<sup>8</sup>

As a result of the challenges we identified during our early policy development work, we have supported, and are supporting, school age childcare projects aimed at children with additional support needs, including those with needs related to a disability or health need. For example, over the period 2020-2022, several of the fifteen Access to Childcare Fund (see [Access to Childcare Fund evaluation report 2022](#) and the [School Age Childcare in Scotland Progress Report 2021](#)) projects used their funding to support the inclusion of children with ASN in their services<sup>9</sup>. We are continuing to fund two services that specialise in childcare for children with disabilities and complex additional support needs. And through our range of community tests of change work currently underway, including our Early Adopter Communities work, we are funding services that specifically support families with a child with a disability or an additional support need, supporting co-design with children and families. The [Access to Childcare Fund Phase 2: Evaluation Report, 2023](#), explains more about the features of projects which have helped in delivering childcare that is accessible to those target families attending them.

#### **4.2.2 Parents and carers/ families**

Compared to non-disabled parents, disabled parents are far less likely to be employed, and those who are employed tend to work less hours.<sup>10</sup> While health needs or caring responsibilities mean that employment is not a realistic option for all parents in families where they and/or someone else is disabled, many who are not currently in employment would like to be. The Tackling Child Poverty Delivery Plan concluded that it was likely that offsetting additional living costs through, for example, non-means tested benefits, greater investment in children's benefits, and stability combined with flexibility in work, care, support and income packages could be to be key to supporting families with a disabled adult or child, and for families with children of school age, school age childcare will have a key role here in addressing inequalities.

---

<sup>8</sup> [Pupil census supplementary statistics - gov.scot](#) 2022

<sup>9</sup> This could be through extending opportunities within mainstream services by adapting approaches, bringing in additional staffing, or providing specialist services specifically designed for children with ASN.

<sup>10</sup> [Best Start, Bright Futures Tackling Child Poverty Delivery Plan 2022-2026 - Annex 6](#) (page 27)

Importantly too, evidence from school age childcare projects shows that school age childcare can improve the quality of life for families with children with complex additional support needs. When children are at after school or holiday clubs, parents/carers and families have time for respite, work, study or care of other siblings<sup>11</sup>.

We will continue to review inequalities in access to a range of activities for children with disabilities and/or additional support needs and look at how, for example through tests of change, school age childcare can reduce and proactively promote information, advice and available support, to reach positive outcomes for children and their families.

#### **4.2.3 Summary: Disability**

Our analysis of the evidence we have gathered, from the Tackling Child Poverty work, our consultation, research, tests of change and other sources, shows that accessing school age childcare can be particularly challenging for families with children with disabilities and/or additional support needs, and that children in families with at least one disabled adult or child account for over two-fifths (42%) of children in relative poverty. The targeted approach of the Programme means it is likely to have a particularly positive impact for families with a disabled child of school age, or for families with a disabled adult and school age children, and our co-design and people-centred and place-based approaches will enable provision which meets their needs. Our tests of change to date have shown us that by developing services which meet the particular and specialist needs of these families, the Programme is advancing equality of opportunity for disabled children and families who otherwise are currently not able to use, or afford, existing school age childcare services and so miss out on activities and experiences and the many benefits, such as friendship, which come from them. Communities which are able to provide school age childcare for disabled children, or children with other support needs, alongside provision for children who do not share the characteristic, open the opportunity to develop good relations, particularly between children. This is important learning to take into account in our policy development.

#### **4.3 Characteristics: Gender reassignment and sexual orientation**

The Scottish Government does not collect data on gender reassignment or sexual orientation for school children of any age, or for parents and carers using school age childcare. We did not identify any negative impacts from the School Age Childcare Programme relating to the protected characteristics of gender reassignment and sexual orientation of children or parents and carers. It is likely that the Programme

---

<sup>11</sup> [School Age Childcare in Scotland Progress Report 2021](#) – see Support Help and Integration in Perthshire (SHIP) case study (page 31)

will have a positive impact for people who share these protected characteristics as the Programme does not depend on a person's gender reassignment or sexual orientation and it is intended that it has a positive effect overall.

### 4.3.1 Children

Under the Equality Act 2010 a person (in this particular context a young person) has the protected characteristic of gender reassignment<sup>12</sup> if they propose to undergo, are undergoing or have undergone any part of a process for the purpose of reassigning their sex. The Scottish Government guidance [Supporting Transgender Pupils In Schools: Guidance for Scottish Schools](#) explains that recognition and development of gender identity can occur at a young age.

The guidance explains that some young people are exploring their gender identity in primary school settings and that primary schools need to be able to meet the needs of these young people to ensure they have a safe, inclusive and respectful environment in which to learn. It follows that some children attending school age childcare may be exploring their gender identity. Through the School Age Childcare Programme, we have the opportunity to explore how to support equality for transgender pupils in a new school age childcare system, and to ensure that, like schools, school age childcare offers safe, inclusive, supportive and respectful settings and experiences for children.

There is also much that we can learn from the experience of lesbian, gay, bisexual, transgender and intersex (LGBTI, or previously LGBT) school age children, in primary and secondary schools as we develop school age childcare policy. For example, a Stonewall resource, covering primary and secondary school age children across Britain, reported that 45% of lesbian, gay, bi and trans pupils are bullied for being LGBT at school - the figure was 64% for trans pupils - and 52% of LGBT pupils hear homophobic language 'frequently' or 'often' at school<sup>13</sup>. More recently, LGBT Youth Scotland published their [Education Report 2023](#) (following their [Life in Scotland for LGBT Young People 2022 research](#)) which made recommendations for change to improve the experiences and outcomes of LGBT children and young people in Scotland's education system. A recent British Psychological Society article<sup>14</sup> reported on research<sup>15</sup> which showed that transgender children in the UK face discrimination even at primary school level. Also, given that sports activities can be a key feature in school age childcare provision, when developing policy we need to be mindful that research across the EU shows that transphobic behaviours and

---

<sup>12</sup> Equality Act 2010, Section 7

<sup>13</sup> [The School Report 2017 - Stonewall](#) (page 6)

<sup>14</sup> [Transgender children face discrimination even at primary school level | BPS](#)

<sup>15</sup> [Institutional cisnormativity and educational injustice: Trans children's experiences in primary and early secondary education in the UK - Horton - 2023 - British Journal of Educational Psychology](#)

attitudes have a negative impact on trans people participating in sport<sup>16</sup>, and that Stonewall found that one in seven LGBT pupils (14%) in their Britain-wide research are bullied in sports lessons.<sup>17</sup>

#### **4.3.2 Parents and carers**

The School Age Childcare Programme presents an opportunity to promote good relations between parents and carers of different sexual orientations or different gender identities, and their children, by ensuring school age childcare services are inclusive and meet the needs of diverse family types. This will be reflected in our people-centred approach, which will ensure that services can accommodate a wide range of family circumstances.

#### **4.3.3 Summary: Gender reassignment and sexual orientation**

We have a limited evidence base to assess the extent to which the policy will impact people who share these protected characteristics. However, the Programme does not depend on a person's gender reassignment or sexual orientation and the intention is that the Programme will have a positive effect overall for all families. If as we progress through the policy making process, particular barriers to access to school age childcare are identified as arising from gender reassignment or sexual orientation these will be addressed with the intention of eliminating discrimination and advancing equality of opportunity and so it is likely that the Programme *will* have a positive impact for people who share these protected characteristics. Also, by ensuring services are inclusive, the Programme could have a positive effect in fostering good relations between parents of all sexual orientations and regardless of gender reassignment, as well as children, as they use the same school age childcare services.

#### **4.4 Characteristic: Pregnancy and Maternity**

This protected characteristic was not considered to be in scope for this EQIA with respect to children - only on an extremely rare occasion would a child using school age childcare be pregnant.

We did not identify any negative impacts from the School Age Childcare Programme relating to the protected characteristic. It is likely that the Programme will have a positive impact for parents and carers who previously were adversely impacted during periods of pregnancy or maternity leave.

##### **4.4.1 Parents and carers**

---

<sup>16</sup> [The Relevance of Sexual Orientation and Gender Identity in Sport in Europe - Findings from the Outsport Survey 2019](#) (page 7)

<sup>17</sup> [The School Report 2017 - Stonewall](#) (page 15)

We do not collect information on pregnancy or maternity for parents or carers using school age childcare, but this process sought to identify whether families could face potential barriers to uptake of school age childcare based on this protected characteristic. See also 'Sex' below.

Our understanding from engagement with parents through our consultation and the People Panel, is that parents can face challenges related to childcare provision, including school age childcare, at key touchpoints, including during pregnancy and during maternity leave. To enable return to work after maternity leave, a job and childcare, including school age childcare for older siblings, needs to be in place<sup>18</sup>. While early years provision was seen as predictable and stable, and something which could be planned around, school age childcare for older children in the family was not. Parents, more often mothers, with new babies and school age children, could fall out of employment where they could not find reliable school age childcare.

#### **4.4.2 Summary: Pregnancy and Maternity**

A school age childcare system is likely to have a particularly positive impact for parents (mostly women) returning to work or study after pregnancy and maternity leave. This is because it will make available reliable and dependable childcare for school age children which is flexible and responsive enough to fit around job opportunities and changing family circumstances, thus supporting parents after maternity leave. In that way it can help advance equality of opportunities for this group, for example in access to job and study opportunities, should they want to take them. A further benefit for children is that where parents benefit from funded school age childcare, they will be less inclined to give it up during maternity leave and so their children can continue to benefit from school age childcare experiences advancing their equality of opportunity.

#### **4.5 Characteristic: Race**

As with other protected characteristics, there is no obligation for parents to declare their race when using school age childcare services, or share that data about their children, and so gathering data on race in respect of school age childcare services is not easy.

Minority ethnic families are one of the six priority family types in the [Tackling Child Poverty Delivery Plan](#). Through our policy work to date and from evidence gathered in the Scottish Government's tackling child poverty work and other research and reports, we are seeing some of the issues and barriers related to childcare facing families and children from minority ethnic groups. To date, minority ethnic families have been underrepresented in our engagement work which is consistent with under-representation of these families in relation to childcare provision generally. We recognise that further work is needed to engage with minority ethnic communities to

---

<sup>18</sup> [Analysis of Consultation Responses for Out of School Care in Scotland: A Draft Framework 2019 \(www.gov.scot\)](#) (pages 14 & 72)

develop trust and reassurance that they are being listened to and that their needs in relation to childcare policy will inform the development of policy.

Around 79% of primary school pupils in Scotland's schools are recorded as 'White – Scottish', or 'White – Other British', with the remainder identifying with another ethnicity or 'not known' or 'not disclosed'<sup>19</sup>. Research has found (see 4.5.2 below) a low take-up of childcare among some minority ethnic groups. We consider there is potential to make a positive impact on minority ethnic children and families by developing a more inclusive school age childcare system which recognises, and meets, their needs.

#### **4.5.1 Children**

What children want from school age childcare may be influenced by their ethnicity. For example, Active Scotland evidence shows that sport participation rates tend to be markedly lower amongst non-white minorities, although there is significant variation across and within different diverse ethnic groups<sup>20</sup>. As noted for other protected characteristics, in developing policy we will need to consider the implications of variations in user demand for different types of activities. Providing a wide range of activities, both within services and across the school age childcare sector, or engaging local parents and children when designing the offer, could encourage a more ethnically diverse group of school age childcare users.

#### **4.5.2 Parents and carers**

[The Tackling Child Poverty Delivery Plan](#) reports that minority ethnic families are much more reliant on income from employment than from social security. Therefore, policies that help tackle in-work poverty, including childcare policies which support parents to work, are expected to benefit people from minority ethnic backgrounds<sup>21</sup>, and in particular ethnic minority women.<sup>22</sup> [A TUC analysis](#) of people working in the UK also found that BME workers were far more likely to be trapped in insecure work.

Ensuring that childcare policies reach minority ethnic families when needed is essential. A 2016 Joseph Rowntree Foundation report, [Poverty and Ethnicity: Key messages for Scotland](#), found that lack of knowledge and information about childcare or support for carers is an important factor in low take-up among some minority ethnic groups, and cited evidence of a lack of inclusive services (both childcare and other care services) that take into account cultural and religious differences.

---

<sup>19</sup> [Pupil census supplementary statistics - gov.scot 2022](#)

<sup>20</sup> [Active Scotland Outcomes: Indicator Equality Analysis - gov.scot](#)

<sup>21</sup> [Best Start, Bright Futures Tackling Child Poverty Delivery Plan 2022-2026 - Annex 6](#) (page 21)

<sup>22</sup> [Policymakers \(closethegap.org.uk\)](#) (page 23)

A more recent report by Close the Gap echoed and added to these findings and suggested that the lack of cultural sensitivities in formal childcare may be putting some families off using this type of childcare<sup>23</sup> and preventing migrant minority ethnic women without alternative informal networks entering the workforce or increasing their working hours.

Work to establish our People Panel suggested that ethnic minority families were underrepresented in childcare settings, and on the People Panel. Through that work we have begun to explore this with providers and community representatives to understand this more deeply and help increase participation. We recognise that we need to actively target and involve ethnic minority families as we develop policy, so as to encourage them to use school age childcare, improve their experiences of the service, and maximise the benefits the policy brings to these families and children. Addressing language barriers and better understanding of cultural norms are examples of ways to address such barriers as we develop policy. Ensuring we have a diverse school age childcare workforce is also important as evidence suggests the lack of diversity in the workforce can impact take up.<sup>24</sup> 2021 data shows that the childcare sub sector workforce (as a whole) is 89-94% white<sup>25</sup>.

#### **4.5.3 Summary: Race**

Our analysis of the evidence we have gathered through our early policy development work, based on the extensive research and evidence base, not least around the tackling child poverty work, as well as engagement with families, for example through the People Panel and tests of change, is showing an underrepresentation of ethnic minority families using school age childcare. Through good design of an inclusive system and inclusive services, we can make a positive impact and address this imbalance and help advance equality of opportunity by doing so. In on-going policy development, we need further engagement to demonstrate commitment to listening and responding as necessary to the different wants and needs of different ethnic communities. It will be important to invest in building trust, engagement, participation and capacity for co-design with these communities. Proactive engagement with parents and carers across a wide mix of ethnic groups, particularly these underrepresented as providers or users of school age childcare, will be important. Supporting families to mix within inclusive school age childcare services can have a positive effect in fostering good relations.

#### **4.6 Characteristic: Religion or Belief**

---

<sup>23</sup> [Poverty and ethnicity: Key messages for Scotland](#)

<sup>24</sup> [Policymakers \(closethegap.org.uk\)](#) (page 6)

<sup>25</sup> [Scottish Social Service Sector: Report on 2021 Workforce Data](#) (page 40)

We do not collect data about religion or belief from users of school age childcare (parents/carers or children), so cannot measure its impact on uptake of school age childcare. We do collect data on number of pupils by school denomination in the Pupil Census<sup>26</sup>. In 2022, this data shows 82.4% of primary pupils attended non-denominational schools, 17.5% attended Roman Catholic schools, and a small number attended schools of other denominations. There is no data we could find to evidence what this might mean for school age childcare services. It is possible that religious communities may offer clubs for their members before or after the school day, or in school holidays. Those which are required to register and be inspected by the Care Inspectorate will be included in Care Inspectorate data but will not be distinguishable as a subgroup within school age childcare data.

#### **4.6.1 Children and families**

There is very little we could find to show whether religion or belief might impact school age childcare services. SportScotland research has indicated that there are lower levels of participation in sports from people identifying with a particular religion, than those with no religion<sup>27</sup>, and this could influence the type of activities some children will want to take part in or affect parents' choices when selecting school age childcare services.

Input to the 2019 Consultation suggested that school age childcare could provide an opportunity to promote good relations between different religious, and non-religious, groups. Respondents suggested using food as an opportunity to learn about different religions and noted that building friendships with those from different ethnic or cultural backgrounds was a positive impact of school age childcare on children<sup>28</sup>. Respondents also commented that a workforce of more diverse religions and beliefs would also be a positive step, and this will be addressed under one of the Programme's projects.

A further consideration for developing school age childcare is that denominational schools usually have catchment areas that are significantly larger than non-faith schools.

#### **4.6.2 Summary: Religion or belief**

We have a limited evidence base to assess the extent to which the policy will impact people who share this protected characteristic. However, the Programme does not depend on a person's religion or belief and the intention is that the Programme will have a positive effect overall for all families. If as we progress through the policy

---

<sup>26</sup> See Table 2.2: Primary schools and pupils by school denomination (1), 1996-2022 - For the purposes of the information in the [Pupil census supplementary statistics - gov.scot \(www.gov.scot\)](https://www.gov.scot/pupils-census-supplementary-statistics) denominational schools have been restricted to those schools where a specific denomination is named. Multi- and inter-denominational schools have therefore been grouped with non-denominational schools.

<sup>27</sup> [sportscotland Active Schools EQIA](#) (page 7)

<sup>28</sup> [Out of School Care in Scotland: A Draft Framework 2019](#) (page 72)



making process, particular barriers to access to school age childcare are identified as arising from religion or belief these will be addressed with the intention of eliminating discrimination and advancing equality of opportunity and so it is likely that the Programme *will* have a positive impact for people who share this protected characteristic. Also, by ensuring services are inclusive, the Programme could have a positive effect in fostering good relations between parents of all religions and beliefs, as well as children, as they use the same school age childcare providers.

## **4.7 Characteristic: Sex**

### **4.7.1 Children**

No information is currently available on the sex of children accessing school age childcare. However, the [annual school pupil census](#) shows a 48.9% to 51.1% split of girls to boys in primary schools (the target population) and does split some more detailed data, for example on ethnicity or disability, by sex.

Boys appear to be disadvantaged in a number of ways linked to other protected characteristics, and so intersectionality comes into play here. This suggests that, while girls and boys will both benefit from school age childcare, boys may have more to gain as they are starting from a less advantageous position.

For example, the 2022 pupil census data shows that the rate of male primary school pupils who are assessed and/or declared as having a disability is 19.4 per 1,000, which is much higher than for girls at 9.3 per 1,000, and that the rate of primary school pupils with additional support needs is higher for males than females at 32.3% and 24.1% of pupils respectively.<sup>29</sup> We also know that there is a long history of boys doing less well than girls in terms of educational outcomes, and that the rate of exclusions (which link closely with behaviour) continues to be much higher for male pupils than for female pupils<sup>30</sup>.

Through pilot projects, such as ones undertaken through the Access to Childcare Fund, we are seeing benefits of school age childcare associated with targeted support for children with disabilities and/or for children who have additional support needs, including for children who need support because of their behaviour. The data above shows that more boys than girls are recorded as having a disability, or having an additional support need, or facing behavioural challenges. Therefore, it is likely that as a group, boys may stand to benefit most from this type of targeted school age childcare provision.

---

<sup>29</sup> It is worth noting that Neurodevelopmental disorders in girls and women (compared to boys and men) are less well recognised or recognised at an older age. Not being diagnosed in school could mean that the difference between the sexes for school age children is less than these statistics show. See [Appendix 1 - Children and young people - national neurodevelopmental specification: principles and standards of care - gov.scot \(www.gov.scot\)](#)

<sup>30</sup> [Outcome Progress Summary \(www.gov.scot\)](#) (page 21)

Fifteen of the Access to Childcare Fund projects used their funding to support the inclusion of children with additional support needs. They did this by, for example, extending opportunities within mainstream services, by adapting approaches, bringing in additional staffing, or providing specialist services specifically designed for children with support needs, including those arising from social, emotional and behavioural reasons.

#### 4.7.2 Parents and carers

The burden of childcare falls disproportionately onto women rather than men, and this has an associated impact on women's capacity to take up work, education or training<sup>31 32</sup>. Women are twice as likely as men to give up paid work in order to care<sup>33</sup>. In Scotland, 86.9% of men in employment are in full time employment compared to only 57.5% of women<sup>34</sup>. Without affordable and flexible childcare, women with children may leave the workforce, work part time or work in inflexible employment which under-utilises their skills and pays less<sup>35</sup>.

Women are also far more likely to be lone parents which contributes to gender inequality, as underlined by the size of the gender pay gap and high poverty rates of single women with children<sup>36</sup>. The Scottish Government [Out of School Care Parent Survey: Report 2019](#) showed that single parents and those living in the most deprived areas were more likely to use term-time and holiday care for the provision of free or subsidised food.

To summarise, we can conclude that given the interconnections between single parenthood and low income, more common for women than men, a targeted funded school age childcare system with food provision is very likely to reduce household costs and reduce food insecurity for single mothers and open up the potential to increase household income. Accessible and available school age childcare, even when paid for, could have a particularly positive impact for all women with childcare responsibilities for school age children, whatever their income, working hours or family circumstances, enabling them to take on roles which had previously been out of reach or to increase hours worked.

The protected characteristic of sex also intersects with other protected characteristics. Ethnic minority mothers and disabled mothers face particular challenges accessing childcare. For that, and other, reasons, these mothers can

---

<sup>31</sup> [A Fairer Scotland for Women: Gender Pay Gap Action Plan](#) (page 27)

<sup>32</sup> [Poverty in Scotland 2023 – Joseph Rowntree Foundation](#) (page 61 for example)

<sup>33</sup> [Stage 2: Data and evidence gathering, involvement and consultation - Lantra Skills Matching Service: equality impact assessment - gov.scot](#)

<sup>34</sup> [Stage 2: Data and evidence gathering, involvement and consultation - Lantra Skills Matching Service: equality impact assessment - gov.scot](#)

<sup>35</sup> [A Fairer Scotland for Women: Gender Pay Gap Action Plan](#) (page 27)

<sup>36</sup> [Scottish Social Attitudes 2019: Intra-Household Distribution of Resources](#)

struggle to access, or sustain, quality paid work. Mothers' responsibilities for disabled children also impact their job prospects and income.

#### **4.8 Summary: Sex**

The policy will be available to all parents and children regardless of sex and so all sexes will benefit. Our analysis of the evidence we have gathered today shows that, under this protected characteristic, childcare responsibilities particularly disadvantage women compared to men. This Programme is very likely to have a particularly positive affect for women as it is expected to advance opportunities for those who, because of childcare responsibilities, are currently not able to work, or only work a few hours, or are limited in the type of work they can secure. It also opens opportunities to study to improve job prospects. It may also have a positive effect in fostering good relations, as more women are able to enter the workplace and advance their careers and take up roles where they have more influence over workplace policies and culture.

There are also opportunities to foster good relations between girls and boys by developing a policy that ensures school age childcare services are inclusive, non-gender biased and co-designed with the children who attend to ensure they meet their particular needs. The Programme provides the opportunity, through a workforce focussed project, to impact the gender mix of the childcare workforce currently heavily dominated by women.

### **5. Recommendations and Conclusion**

The work of the School Age Childcare Programme is necessarily wide-ranging to enable us to deliver our school age childcare ambitions and contribute to our three high level outcomes from childcare:

- children's development improves and the poverty-related outcomes gap narrows;
- family wellbeing improves; and
- parents' and carers' opportunities to take up or sustain work, training, and study increase.

We recognise that there are great challenges involved in designing and implementing a new school age childcare system. This high-level Equality Impact Assessment has shown that the School Age Childcare Programme should have, across all protected characteristics groups, a positive impact for children and their parents and carers, and likely positive impact on the wider family too. There is no evidence that a school age childcare system designed with those who will use it, will lead to direct or indirect discrimination of children or their parents and carers. We are therefore committed to ensuring that a people-centred and place-based approach is embedded within all aspects of the Programme, which will support design of a system that minimises barriers and provides opportunities for users across a broad range of circumstances.

The EQIA shows that some families and their children will have more to gain from the School Age Childcare Programme than others. For example, some protected characteristic groups currently use school age childcare less than others (e.g. ethnic minority families and families with a disabled member) perhaps because of barriers to access, affordability, availability or suitability; and some groups rely more heavily than others on school age childcare to help them find and sustain work or improve family life (young lone parents, and families with a disabled member). As primary care givers in most cases, women will particularly benefit from the Programme.

Concerted effort across a wide range of areas of work, which this Programme brings together, will be required to mitigate against barriers related to protected characteristics, to reduce discrimination and enhance equality of opportunity. The Programme presents an array of opportunities to co-design and develop a school age childcare system which responds to need across a wide set of circumstances, is diverse and inclusive, and which promotes equality and helps foster good relations between people who share a protected characteristic, and those who do not.

In order to help us meet our equality duties, we will add to our evidence base where it is appropriate and possible to do so as projects progress. We will continue to deepen our understanding of people's experience of the school age childcare system, and design policy that responds to the needs of users, or potential users, of childcare services, as well as those who provide or support services. We will also seek to identify any barriers within the existing system and understand how we can address these to support people experiencing disadvantage because of protected characteristics.

There are some high-level suggestions in the EQIA of the types of actions which could help us do this as we progress this work. These are intended as prompts, and a starting point for future exploration. As the Programme progresses, and as workstreams are taken forward if there is a need for a specific accompanying Equality Impacts Assessments to be undertaken, this initial EQIA will support that work.

Given the strong link between the [Tackling Child Poverty Delivery Plan](#) priority family types and protected characteristics, targeting school age childcare action towards these same priority family groups means there is the strong potential for this Programme to contribute to reducing discrimination and enhancing equality of opportunity.

Finally, we know that a more diverse school age childcare workforce, which represents the families who use school age childcare, is required. Although not covered in this EQIA, this will be equality impact assessed as work around the workforce progresses as part of this Programme.



© Crown copyright 2023

**OGL**

This publication is licensed under the terms of the Open Government Licence v3.0 except where otherwise stated. To view this licence, visit [nationalarchives.gov.uk/doc/open-government-licence/version/3](https://nationalarchives.gov.uk/doc/open-government-licence/version/3) or write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto: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.

This publication is available at [www.gov.scot](http://www.gov.scot)

Any enquiries regarding this publication should be sent to us at

The Scottish Government  
St Andrew's House  
Edinburgh  
EH1 3DG

ISBN: 978-1-80525-892-6 (web only)

Published by The Scottish Government, November 2023

Produced for The Scottish Government by APS Group Scotland, 21 Tennant Street, Edinburgh EH6 5NA  
PPDAS1233942 (11/23)

**W W W . g o v . s c o t**