

COMBINED IMPACT ASSESSMENT

EQUALITY IMPACT ASSESSMENT (EQIA)
 FAIRER SCOTLAND DUTY ASSESSMENT (FSDA)
 CONSUMER DUTY ASSESSMENT (CDA)
 CHILD RIGHTS & WELLBEING IMPACT ASSESSMENT (CRWIA)



1. INTRODUCTION

Title of policy, practice or project being assessed	Angus Suicide Prevention Action Plan (2023-2026) Year 1 Update Report
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Type of policy, practice or project being assessed: (please mark with a (x) as appropriate)					
	New	Existing		New	Existing
Strategy			Policy		
Guidance			Procedure		
Operational Instruction			Budget Saving Proposal		
Service Development Proposal			Other (Please specify)	Update Report X	

2. GOVERNANCE

Lead Officer Responsible for assessment (Name, designation)	Gail Forrest, Lead Officer, Angus Adult Integrated Mental Health Services
Date Assessment Started	January 2025

3. BACKGROUND INFORMATION

Provide a brief description of the policy, practice or project being assessed. (Include rationale, aims, objectives, actions, and processes)	To review Year 1 actions within the Angus Suicide Prevention Action Plan (2023 - 2026).
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What are the intended outcomes and who does this impact? (E.g. service users, unpaid carers or family, public, staff, partner agencies)	Provide Angus Integration Joint Board (AIJB) with an update on the progress made in Year 1 to deliver the Angus Suicide Prevention Action Plan (2023 - 2026).
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4. EQIA PROTECTED CHARACTERISTICS SCREENING

Impact on Service Users, Unpaid Carers or the Public								
Does the policy, practice or project have a potential to impact in ANY way on the service users and/or public holding any of the protected characteristics ? (Please mark (x) as appropriate)								
	Yes	No		Yes	No		Yes	No
Age	x		Race	x		Gender Reassignment	x	
Disability	x		Pregnancy and Maternity	x		Marriage and Civil Partnership	x	
Sex	x		Religion or Belief	x		Sexual Orientation	x	

Impact on Staff or Volunteers								
Does the policy, practice or project have a potential to impact in ANY way on employees or volunteers holding any of the protected characteristics ? This includes employees and volunteers of NHS Tayside, Angus Council, 3rd Sector organisations or any other organisation contracted to carry out health or social care functions on behalf of the Angus Health and Social Care Partnership. (Please mark (x) as appropriate)								
	Yes	No		Yes	No		Yes	No
Age	x		Race	x		Gender Reassignment	x	
Disability	x		Pregnancy and Maternity	x		Marriage and Civil Partnership	x	
Sex	x		Religion or Belief	x		Sexual Orientation	x	

PLEASE NOTE: If you have answered yes to any of the above protected characteristics in section 4 then please mark yes in the screening decision and proceed to a full EQIA below.

5. EQIA - SCREENING DECISION

Is a full EQIA required? (Please mark as appropriate)	YES - Proceed to full EQIA in section 6 below	NO – State the reason below and proceed to section 11.
	YES	

FULL EQUALITY IMPACT ASSESSMENT (EQIA)

6. EVIDENCE

<p>Evidence: Please provide detailed evidence (e.g. statistics, research, literature, consultation results, legislative requirements etc.) or any other relevant information that has influenced the policy, practice or project that this EQIA relates to. For strategic decisions which may impact ‘consumers’ e.g. service users and patients, there are example scrutiny questions to consider during the evidence process to ensure the Consumer Duty is met. These can be located on the AHSCP Equalities SharePoint page.</p>	
Quantitative evidence (numerical/statistical)	<p>Local evidence is gathered as per the Local Action Plan and Local Implementation Plan. Evidence is also gathered on a Tayside basis through the Tayside Suicide Prevention Co-ordinators Group and the Tayside Multi Agency Suicide Review Group (TMASRG). The TMASRG provides an annual report each year in arrears. Nationally evidence is gathered as per Creating Hope Together: Scotland's Suicide Prevention Strategy 2022-2032 and Creating Hope Together: Scotland's Suicide Prevention Action Plan 2022-2025.</p> <p>Locally we also have an information sharing protocol with Police Scotland to receive timely information on every suicide death in Angus</p>
Qualitative evidence (narrative/exploratory)	As per above
Other evidence (please detail)	
What gaps in evidence/research were identified?	At the moment we are looking to gather information on attempted suicides and we are working with colleagues in Social Work to obtain this information through Vulnerable People Reports
Is any further evidence required? Yes or No (please provide reasoning)	As above
Has best judgement been used in place of evidence/research? Yes or No (If yes, please state who made this judgement and what was this	No

based on?)	
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7. ENGAGEMENT

Engagement: Please provide details on any engagement that has been conducted during the policy/practice or project. For strategic decisions which may impact ‘consumers’ e.g. service users and patients, there are example scrutiny questions to consider during the engagement process to ensure the Consumer Duty is met. These can be located on the AHSCP Equalities SharePoint page.	
Has engagement taken place? Yes or No	Engagement in relation to suicide prevention is ongoing and not specifically required for this report.
If No, why not?	Not required for this report as there is evidence of extensive engagement in Angus through this area of work which is part of the three year Angus Mental Health and Wellbeing Network (AMHAWN) Communications and Engagement Action Plan and discussed at the Communications and Engagement Sug group meetings on a six weekly basis. Lived Experience Engagement is undertaken in partnership with our contracted service Angus Voice. Angus Voice are members of the Angus Mental Health and Wellbeing Network (AMHAWN) and the AMHAWN Communication and Engagement Sub Group.
If Yes, please answer the following questions:	
Who was the engagement with?	
Have other relevant groups i.e. unpaid carers been included in the engagement? If No, why not?	
How was it carried out? (Survey, focus group, public event, Interviews, other (please specify) etc.)	
What were the results from the engagement?	
How did the engagement consider the protected	

characteristics of its intended cohort?	
Has the policy, practice or project been reviewed/changed as a result of the engagement? If YES, please explain.	
Is further engagement required? Yes or No (please provide reasoning)	

8. PROTECTED CHARACTERISTICS

This section looks at whether the policy, practice or project could disproportionately impact people who share characteristics protected by the Equality Act (2010). Please use the following link to find out more about the: [protected characteristics](#). Please specify whether impact is likely to be neutral, positive or negative and what actions will be taken to mitigate against any negative impacts or discrimination. When considering impact, please consider impact on: health, health related behaviour; social environment; physical environment; and access to & quality of services of NHS Tayside, Angus Council, AHSCP or 3rd sector social justice.

Service Users, Public or Unpaid Carers with Protected Characteristics				
Protected Characteristic	Potential Neutral Impact (X)	Potential Positive Impact (X)	Potential Negative Impact (X)	Please provide evidence of the impact on this protected characteristic and any actions to mitigate against possible negative impact.
Age		x		Suicide Prevention work is about engaging all of the community and impacts on the whole community. Suicide doesn't choose an age, class, sex, disability or any of the protected characteristics but we know in terms of age that younger males are more affected by suicide and this is a target group for our work.
Sex		x		Suicide Prevention work is about engaging all of the community and impacts on the whole community. Suicide doesn't choose an age, class, sex, disability or any of the protected characteristics but we know in terms of sex is that males are twice as likely to

Service Users, Public or Unpaid Carers with Protected Characteristics				
Protected Characteristic	Potential Neutral Impact (X)	Potential Positive Impact (X)	Potential Negative Impact (X)	Please provide evidence of the impact on this protected characteristic and any actions to mitigate against possible negative impact.
				take their own lives than females and again this is a target group for our work.
Disability		x		Suicide Prevention work is about engaging all of the community and impacts on the whole community. Suicide doesn't choose an age, class, sex, disability or any of the protected characteristics. Disability is part of the national and local implementation plans.
Race	x			Suicide Prevention work is about engaging all of the community and impacts on the whole community. Suicide doesn't choose an age, class, sex, disability or any of the protected characteristics. Race is part of the national implementation plans.
Sexual Orientation		x		Suicide Prevention work is about engaging all of the community and impacts on the whole community. Suicide doesn't choose an age, class, sex, disability or any of the protected characteristics. Sexual orientation is a target group for suicide prevention and part of the national and local implementation plans.
Religion or Belief	x			Suicide Prevention work is about engaging all of the community and impacts on the whole community. Suicide doesn't choose an age, class, sex, disability or any of the protected characteristics
Gender Reassignment		x		Suicide Prevention work is about engaging all of the community and impacts on the whole community. Suicide doesn't choose an age, class, sex, disability or any of the protected characteristics. Sexual orientation is a target group for suicide prevention and part of the national and local implementation plans.
Pregnancy and Maternity	x			Suicide Prevention work is about engaging all of the community and impacts on the whole community. Suicide doesn't choose an age, class, sex, disability or any of the protected characteristics
Marriage and Civil Partnership		x		Suicide Prevention work is about engaging all of the community and impacts on the whole community. Suicide doesn't choose an age, class, sex, disability or any of the

Service Users, Public or Unpaid Carers with Protected Characteristics				
Protected Characteristic	Potential Neutral Impact (X)	Potential Positive Impact (X)	Potential Negative Impact (X)	Please provide evidence of the impact on this protected characteristic and any actions to mitigate against possible negative impact.
				protected characteristics
Additional Groups/Areas for Consideration				
Any other relevant groups i.e. unpaid carers, current & former Armed Forces personnel (please specify)		x		Carers are a known at risk group and through Angus Carers Centre are part of AMHAWN and the Suicide Prevention Working Group to ensure any work we are doing included carers
<u>Human Rights</u> (Issues and impacts affecting people's human rights such as being treated with dignity and respect, the right to education, the right to respect for private and family life, and the right to free elections).	x			Suicide prevention is surrounded by stigma and our work with the action plan it remove the stigma around suicide, particularly allowing people to talk about suicide and their feelings. This is a huge part of the ARE YOU OK? campaign

Employees or Volunteers with Protected Characteristics				
Protected Characteristic	Potential Neutral Impact (X)	Potential Positive Impact (X)	Potential Negative Impact (X)	Please provide evidence of the impact on this protected characteristic and any actions to mitigate against possible negative impact.
Age		x		Through the Suicide Prevention Action Plan the hope is that employees and volunteers with protected characteristics will know what support and training is available to them.
Sex		x		Through the Suicide Prevention Action Plan the hope is that employees and volunteers with protected characteristics will know what support and training is available to them.
Disability		x		Through the Suicide Prevention Action Plan the hope is that employees and volunteers with protected characteristics will know what support and training is available to them.
Race		x		Through the Suicide Prevention Action Plan the hope is that employees and volunteers with protected characteristics will know what support and training is available to them.
Sexual Orientation		x		Through the Suicide Prevention Action Plan the hope is that employees and volunteers with protected characteristics will know what support and training is available to them.
Religion or Belief		x		Through the Suicide Prevention Action Plan the hope is that employees and volunteers with protected characteristics will know what support and training is available to them.
Gender Reassignment		x		Through the Suicide Prevention Action Plan the hope is that employees and volunteers with protected characteristics will know what support and training is available to them.
Pregnancy and Maternity		x		Through the Suicide Prevention Action Plan the hope is that employees and volunteers with protected characteristics will know what support and training is available to them.
Marriage and Civil Partnership		x		Through the Suicide Prevention Action Plan the hope is that employees and volunteers with protected characteristics will know what support and training is available to them.
Additional Groups/Areas for Consideration				
Any other relevant groups				Through the Suicide Prevention Action Plan the hope is that employees and volunteers with protected characteristics will know what support and training is available to them.

Employees or Volunteers with Protected Characteristics				
Protected Characteristic	Potential Neutral Impact (X)	Potential Positive Impact (X)	Potential Negative Impact (X)	Please provide evidence of the impact on this protected characteristic and any actions to mitigate against possible negative impact.
i.e. unpaid carers, current & former Armed Forces personnel (please specify)				
<u>Human Rights</u> (Issues and impacts affecting people's human rights such as being treated with dignity and respect, the right to education, the right to respect for private and family life, and the right to free elections).				Through the Suicide Prevention Action Plan the hope is that employees and volunteers with protected characteristics will know what support and training is available to them

9. EQIA FINDINGS AND ACTIONS

Having completed the EQIA template, please select one option which best reflects the findings of the Equality Impact Assessment in relation to the impact on protected characteristic groups and provide reasoning.

Having completed the EQIA template, please select one option which best reflects the findings of the Equality Impact Assessment in relation to the impact on protected characteristic groups and provide reasoning.	
Option 1 - No major change required (where no impact or potential for improvement is found and no actions have been identified)	x
Option 2 - Adjust (where a potential negative impact or potential for a more positive impact is found, make changes to mitigate risks or make improvements)	
Option 3 - Continue (where it is not possible to remove all potential negative impact, but the policy, practice or project can continue without making changes)	
Option 4 - Stop and review (where a serious risk of negative impact is found, the policy, practice or project being assessed should be paused until these issues have been resolved)	

Actions – from the actions to mitigate against negative impact (section 8) and the findings option selected above in section 9 (options 2 or 4 only), please summarise the actions that will be taken forward.	Date for Completion	Who is responsible (initials)
Action 1 - Action 2 - Action 3 - etc.		

10. EVIDENCE OF DUE REGARD - EQUALITY ACT

Public Sector Equality Duty: The responsible officer should be satisfied that the group, service or organisation behind the policy, practice or project has given ‘due regard’ to the

below duties. Please evidence which parts of the General Equality Duty have been considered. To 'have due regard' means that AHSCP have a duty to consciously consider the needs of the general equality duty: eliminate discrimination; advance equality of opportunity and foster good relations. How much regard is 'due' will depend on the circumstances and in particular on the relevance of the needs in the general equality duty to the decision or function in question in relation to any particular group. The greater the relevance and potential impact for any group, the greater the regard required by the duty.

	Please mark with an (X) in the relevant boxes.
Eliminate unlawful discrimination, victimisation and harassment.	x
Advance equality of opportunity	x
Foster good relations between any of the Protected Characteristic groups	x

11. FAIRER SCOTLAND DUTY ASSESSMENT (FSDA) – STRATEGIC DECISIONS ONLY

The Fairer Scotland Duty (FSD) places a legal responsibility on particular public bodies in Scotland to actively consider ('pay due regard' to) how they can reduce inequalities of outcome caused by socioeconomic disadvantage, when making strategic decisions. FSD assessments are only required for strategic, high-level decisions.

There are clear links between socio-economic disadvantage and Equality considerations and the protected characteristics so you may find it beneficial to complete the FSD assessment regardless of whether your policy, practice or project is strategically important or not. In broad terms, 'socio-economic disadvantage' means living on a low income compared to others in Scotland, with little or no accumulated wealth, leading to greater material deprivation, restricting the ability to access basic goods and services. Socio-economic disadvantage can be experienced in both places and communities of interest, leading to further negative outcomes such as social exclusion.

To read more information please visit: [Fairer Scotland Duty Guidance - Scottish Government](#)

12. FSDA - SCREENING DECISION

Is your policy, practice or project strategically important? Yes or No?	YES - Proceed to section 13. Full Fairer Scotland Duty Assessment (FSDA) below	NO – Provide reasoning below and proceed to sections 14 onwards to conclude.
	Yes	

13. FULL FAIRER SCOTLAND DUTY ASSESSMENT (FSDA)

Evidence				
What evidence do you have about socio-economic disadvantage and inequalities of outcome in relation to this strategic decision? Is it possible to gather new evidence, involving communities of interest?	Information is gathered via our Mental Health Key Quality Indicators and linked to the overall AHSCP SIMD data. We also gather information from the Tayside Multi Agency Suicide Review Group which reports on all aspects of equality. At the heart of Suicide Prevention is involving communities of interest and this is done through AMHAWN and the Suicide Prevention Sub Group			
Please state if there is a potentially positive, negative, neutral impact for each of the below groupings:				
	Potential Neutral Impact (X)	Potential Positive Impact (X)	Potential Negative Impact (X)	Please provide evidence on your selection
Low and/or no income (those living in relative poverty.)	x			As above evidence

Low and/or no wealth (those with enough money to meet basic living costs and pay bills but have no savings to deal with any unexpected spends and no provision for the future.)				
Material Deprivation (those unable to access basic goods and services e.g. repair/replace broken electrical goods, warm home, life insurance, leisure and hobbies.)	x			As above evidence
Area Deprivation (where people live e.g. rural areas, or where they work e.g. accessibility of transport. Living in a deprived area can exacerbate negative outcomes for individuals and households already affected by issues of low income.)	x			As above evidence
Socio-economic Background (social class including parents' education, people's employment and income)	x			As above evidence
Unpaid Carers	x			As above evidence
Homelessness, Addictions and Substance Use	x			As above evidence
Children, Family and Justice	x			As above evidence
Other e.g. current & former Armed Forces personnel (please specify)	x			As above evidence

14. CONSUMER DUTY ASSESSMENT (CDA) – STRATEGIC DECISIONS ONLY

The [Consumer Scotland Act 2020 Duty](#) came into force on 1 April 2024. The Act requires that a relevant public authority must, when making decisions of a strategic nature about how to exercise its functions, consider the impact of those decisions on consumers in Scotland, and the desirability of reducing harm to them. Angus Health and Social Care Partnership must comply with the obligations and duties set out in the 2020 Act:

Duty to have regard to consumer interests

(1) *A relevant public authority must, when making decisions of a strategic nature about how to exercise its functions, have regard to:*

- (a) the impact of those decisions on consumers in Scotland, and
- (b) the desirability of reducing harm to consumers in Scotland.

The definition of ‘consumer’ for the purposes of the 2020 Act is an individual or small business who buy, use or receive goods or services in Scotland, or could potentially do so, supplied by a public authority or other public body. For example, a service user or patient accessing services through the IJB would meet the definition as a consumer.

There are also the seven consumer principles which must be taken into consideration: Access, Choice, Safety, Information, Fairness, Representation and Redress.

15. CONSUMER DUTY– SCREENING DECISION

Is your policy, practice or project strategically important? Yes or No?	YES (X) - Proceed to question 16 below	NO (X) – Provide reasoning below and proceed to sections 17 onwards to conclude.
		X

16. EVIDENCE OF DUE REGARD – CONSUMER DUTY

If this strategic decision impacts consumers e.g. service users and patients, you have a duty to give regard to consumer interests. Please confirm that throughout this combined impact assessment you considered and evidenced the following two requirements:	
	Please mark with an (X) in the relevant boxes.
The impact of the strategic decision on consumers and the desirability of reducing harm to consumers have been considered throughout the process.	
An outcomes-based approach has been taken to achieve the best outcomes for consumers.	

17. CHILD RIGHTS & WELLBEING IMPACT ASSESSMENT (CRWIA) - ASSESSING CHILDREN’S RIGHTS

<p>We should encourage children and young people’s participation in decision-making; champion their interests, and think about what we can do to place children and young people at the centre of our policies/proposals. You need to:</p> <ul style="list-style-type: none"> • identify, research, analyse and record the anticipated impact of any proposed policy, service or other measure on children's human rights and wellbeing. • think about the means of involving children and young people in the development of your policy/measure. • ensure decisions are necessary and proportionate when balanced against any impact on children’s rights.

*Please Note: There is a new requirement in 2024 to carry out a children’s rights assessment under the United Nations Convention on the Rights of the Child for young people aged up to 18.

There are four articles in the [United Nations Convention on the Rights of the Child](#) (UNCRC) that are seen as special. They’re known as the “General Principles”. They help to interpret all the other articles and play a fundamental role in realising all the rights in the Convention for all children. Please answer the following questions below:

Which of the general principles apply to your proposal? Select all that apply: (please mark with an (x) as appropriate)

1. Non-discrimination (Article 2)	x	2. Best interest of the child (Article 3)	x
3. Right to life, survival and development (Article 6)	x	4. Right to be heard (Article 12)	x
None			

What impact will your proposal have on children’s rights, i.e. positive, negative or neutral?	Children and Young People are clearly identified in the Creating Hope Together: Scotland’s Suicide Prevention Strategy 2022-2032 and Creating Hope Together: Scotland’s Suicide Prevention Action Plan 2022-2025 and the local Action Plan to ensure that Children and Young People have access to the supports in relation to suicide prevention.
How will the proposal give better effect to the UNCRC in Scotland?	Unsure about this in terms of the national impact but we will ensure that Children and Young People are part of suicide prevention work locally.
How will the impact be monitored?	Via the action plan
How will you communicate to children and young people the impact of the proposal on their rights?	Children and Young People are represented on AMHAWN and the Suicide Prevention Work Stream via Education and Social Work representation who lead on this work.

18. PUBLICATION

Is the corresponding IJB/Committee paper exempt from publication?	No
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19. SIGN OFF and CONTACT INFORMATION

Lead Officer Responsible	
Name:	Gail Forrest
Designation:	Lead Officer
Date:	31/01/2025

Lead Equalities Officer Responsible		Service Leader Responsible	
I confirm that the EQIA demonstrated the use of data, appropriate engagement, identified mitigating actions as well as ownership and appropriate review of actions to confidently demonstrate compliance with the general and public sector equality duties.		I confirm that the EQIA demonstrated the use of data, appropriate engagement, identified mitigating actions as well as ownership and appropriate review of actions to confidently demonstrate compliance with the general and public sector equality duties.	
Name:	Lucy McLean	Name:	Terry Irvine
Designation:	Planning Officer	Designation:	Service Leader
Date:	31/01/2025	Date:	11/03/2025

For further information on this Combined Assessment, or if you require this assessment in an alternative format, please email: tay.angushscp@nhs.scot

20. EQIA REVIEW DATE

A review of the EQIA should be undertaken 6 months later to determine any changes. (Please state planned review date and Lead Reviewer Name)	August 2025 Gail Forrest
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21. EQIA 6 MONTHLY REVIEW SHEET

Title of policy, practice or project being reviewed	
Lead Officer responsible for review	
Date of this review	
Please detail activity undertaken and progress on actions highlighted in the original EQIA under section 9.	Status of action (with reasoning) <ul style="list-style-type: none"> • Complete • Outstanding • New • Discontinued etc.
Action 1 -	
Action 2 -	
Action 3 etc. -	

