



EQUALITY IMPACT ASSESSMENT

Stage 1: Title and aims of the activity (“activity” is an umbrella term covering policies, procedures, guidance and decisions).	
Service	Education & Children’s Services
Section	Administration & Management
Title of the activity etc.	Revenue Budget Preparation
Aims of the activity	.
Author(s) & Title(s)	Craig Clement, Head of Resources & Performance
Stage 2: List the evidence that has been used in this assessment.	
Internal data (customer satisfaction surveys; equality monitoring data; customer complaints).	N/A
Internal consultation with staff and other services affected.	Extended Management Team ECS Leadership Team Resources & Performance Team (in context of service re-design) Meeting with ASHTA/PHTC
External consultation (partner organisations, community groups, and councils).	Public Consultation via Corporate mechanism/survey
External data (census, available statistics).	Process benchmarking with other Local Authorities

Other (general information as appropriate).	
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Stage 3: Evidence Gaps.

Are there any gaps in the information you currently hold?	N/A
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Stage 4: Measures to fill the evidence gaps.

What measures will be taken to fill the information gaps before the activity is implemented? These should be included in the action plan at the back of this form.	Measures:	Timescale:

Stage 5: Are there potential impacts on protected groups? Please complete for each protected group by inserting "yes" in the applicable box/boxes below.

	Positive	Negative	Neutral	Unknown
Age – Younger			Yes	
Age – Older			Yes	
Disability			Yes	
Race – (includes Gypsy Travellers)			Yes	
Religion or Belief			Yes	
Gender – male/female			Yes	
Pregnancy and maternity			Yes	
Sexual orientation – (includes Lesbian/ Gay/Bisexual)			Yes	

Gender reassignment – (includes Transgender)			Yes	
Marriage and Civil Partnership			Yes	

Stage 6: What are the positive and negative impacts?

Impacts.	Positive (describe the impact for each of the protected characteristics affected)	Negative (describe the impact for each of the protected characteristics affected)
Please detail the potential positive and/or negative impacts on those with protected characteristics you have highlighted above. Detail the impacts and describe those affected.		General reduction in support services across ECS. There will be no direct impact on any protected group, albeit the overall quality of services to schools, sports centres, etc, is likely to be reduced.

Stage 7: Have any of the affected groups been consulted?

If yes, please give details of how this was done and what the results were. If no, how have you ensured that you can make an informed decision about mitigating steps?	N/A
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	Mitigating Steps	Timescale
These should be included in any action plan at the back of this form.		

Stage 9: What steps can be taken to promote good relations between various groups?

These should be included in the action plan.

Stage 10: How does the policy/activity create opportunities for advancing equality of opportunity?

N/A

Stage 11: What equality monitoring arrangements will be put in place?

These should be included in any action plan (for example customer satisfaction questionnaires).

N/A

Stage 12: What is the outcome of the Assessment?

Please complete the appropriate box/boxes

1

No negative impacts have been identified –please explain.

As this saving is in support services (including quality assurance), there will be no direct impact on protected groups.

2

Negative Impacts have been identified, these can be mitigated - please explain.
* Please fill in Stage 13 if this option is chosen.

3

The activity will have negative impacts which cannot be mitigated fully – please explain.
* Please fill in Stage 13 if this option is chosen

* Stage 13: Set out the justification that the activity can and should go ahead despite the negative impact.

Stage 14: Sign off and authorisation.

Sign off and authorisation.	1) Service and Team	ECS Admin & Management	
	2) Title of Policy/Activity	Revenue Budget Preparation	
	3) Authors: I/We have completed the equality impact assessment for this policy/activity.	Name: Craig Clement Position: Head of Resources and Performance (ECS) Date: 24/01/18 Signature:	Name: Position: Date: Signature:
		Name: Position: Date: Signature:	Name: Position: Date: Signature:
	4) Consultation with Service Manager	Name: Date:	
	5) Authorisation by Director or Head of Service	Name Position: Date:	Name: Position: Date:
	6) If the EIA relates to a matter that has to go before a Committee, Committee report author sends the Committee Report and this form, and any supporting assessment documents, to the Officers responsible for monitoring and the Committee Officer of the relevant Committee. e.g. Social Work and Housing Committee.	Date:	
	7) EIA author sends a copy of the finalised form to: eia@abdshire	Date:	
(Equalities team to complete) Has the completed form been published on the website? YES/NO			Date:

