

EQUALITY IMPACT ASSESSMENT

EIA Version	Date	Author	Changes
1	16/02/21	C Thomson	

Stage 1: Title and aims of the activity (“activity” is an umbrella term covering policies, procedures, guidance and decisions including those that affect services the council delivers).	
Service	Education and Children’s Service
Section	Live Life Aberdeenshire
Title of the activity etc.	LLA Budget Saving 21/22 - Grant Funding (70K)
Aims and desired outcomes of the activity	<p>To use funding to provide new activity in the recovery period which delivers health and wellbeing outcomes.</p> <p>To engage new organisations that can deliver for customers who have the greatest health and wellbeing needs.</p> <p>To reduce budget and save 70K while still being able to release funding for the period 2021/22 through a process that engages community organisations who are best placed to support the delivery of Health and Wellbeing outcomes in partnership with Live Life Aberdeenshire</p>
Author(s) & Title(s)	Claire D Thomson Service Manager

Stage 2: List the evidence that has been used in this assessment and explain what it means in relation to the activity you are assessing.		
Evidence	What does it say?	What does it mean?
Internal data (customer satisfaction surveys; equality monitoring data; customer complaints).	Aberdeenshire Strategic Assessment - require focussing Covid recovery period on Health and Wellbeing as a priority. Highlights inequalities in health and need for early intervention and Partnership work.	A change to the criteria and use of funding will enable a clear outcome-focussed approach in which LLA will look to deliver reduced health inequalities through targeted partnership programmes. This moves from core funding which is based on facility costs.

Internal consultation with staff and other services affected.	Input from locally based officer who supports organisations currently in receipt of funding. Consultation with finance colleagues – FPP assessment completed.	Local officer can best determine the use of funding to deliver health and wellbeing outcomes.
External consultation (partner organisations, community groups, and councils).	Dialogue with organisations and review of use of funding previously received from LLA.	LLA have a good understanding of the ability of existing recipients to deliver health and wellbeing outcomes and the use of funds. Some existing providers have highlighted a risk that withdrawal of grant funding may make their facilities unsustainable. However, this has been the case for the previous year and a degree of transition funding had previously been agreed.
External data (census, available statistics).	Annual data collection from organisations Local data sets – SIMD / LLA network data	LLA have an understanding of where funding would be best utilised to support health and wellbeing outcomes and support those most in need
Other (general information as appropriate).	Report to Communities Committee Feb 2021	

Stage 3: Evidence Gaps.

Are there any gaps in the information you currently hold?	Awareness that there may be some community initiatives which have developed through the period of Covid restrictions which could contribute to health and wellbeing outcomes.
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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:
	Research and use existing networks to understand and capture provision	<i>April 2020 - ongoing</i>

Stage 5: What steps can be taken to promote good relations between various groups/areas?

These should be included in the action plan.

Recognise that Covid has had, and continues to have, negative impacts on people with protected characteristics. Provide opportunities that support a range of groups, e.g., young people / men with addressing mental health / newly unemployed.

Stage 6: How does the policy/activity create opportunities for advancing equality of opportunity?

Recipients of funding will be required to look at how they deliver and evidence against Health and Wellbeing outcomes, which include providing opportunities for people in all protected groups but with focus on people who may be facing socio-economic disadvantage.

Stage 7a:

Are there potential impacts on protected groups?

The protected groups covered by the equality duty are: age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

Who is affected by the activity or who is intended to benefit from the proposed activity and how? Complete the table below for each protected group by inserting “yes” in the applicable box/boxes below.

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

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

Stage 7b: Do you have evidence or reason to believe that this policy, activity etc. will or may impact on socio-economic inequalities?

This is about trying to be fair to everyone. Part of that is realising that not everyone may be starting at the same place. Some individuals and families may have low income, may have very little or no savings which means they are living from month to month therefore changes to council policies/services may have a greater adverse impact on them.

On this basis you should consider potential impacts on individuals/families by:

- Place: on specific vulnerable areas or communities (SIMD, regeneration, rural) e.g. housing, transport.
- Pockets: household resources, (Income, benefits, outgoings) ability to access a service
- Prospects: peoples life chances e.g. access to, or ability to access employment, training, services (such as council or health) or support.

Groups of people who may be impacted include, but not limited to:

<ul style="list-style-type: none"> • Unemployed • Single parents and vulnerable families • People on benefits • Those involved in the criminal justice system • People in the most deprived communities • People who live in rural areas 	<ul style="list-style-type: none"> • Pensioners • Looked after children • Carers including young carers • Veterans • Students • Single adult households • People who have experienced the asylum system 	<ul style="list-style-type: none"> • Those leaving the care setting including children and young people and those with illness • Homeless people • People with low literacy/numeracy • People with lower educational qualifications • People in low paid work • People with one or more protected characteristic
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Please complete by inserting “yes” in the applicable box/boxes below.

Socio-economic disadvantage	Positive	Negative	Neutral	Unknown
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Pockets: Low income/income poverty – cannot afford to maintain regular payments such as bills, food, clothing			yes	
Pockets: Low and/or no wealth – 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			yes	
Pockets: Material deprivation – being unable to access basic goods and services i.e. financial products like life insurance, repair/replace broken electrical goods, warm home, leisure and hobbies	yes			
Place: Area deprivation – where you live, where you work	yes			
Prospects: Socioeconomic background – social class i.e. parents education, employment and income, educational achievement.			yes	

Stage 8: What are the positive and negative impacts?		
Impacts.	Positive	Negative
Please detail the potential positive and/or negative impacts you have highlighted above. Detail the impacts and describe those	<p>Access to health and wellbeing support which is accessible locally, which assists those with transport and mobility challenges.</p> <p>Low or concessionary costs - older people / low income</p>	<p>In the event that a previous recipient of a grant cannot continue without one, there is a risk of closure of building and services, which may reduce access to traditional services in an area.</p>

affected.	Opportunities offered and tailored to requirements in area of need – North Aberdeenshire greater need for support to health and wellbeing outcomes.	
	Bespoke programmes to support communities of need e.g., Aberdeenshire Gypsy Travellers / Fishing community / Health recovery groups	

Stage 9: Have any of the affected groups/areas been involved, engaged with or 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?	<p>Local organisations who have been in receipt of funding have been in dialogue and taken part in a review that looks at future delivery for the period 2021/22.</p> <p>LLA has a mechanism to receive feedback from service users and uses this to make service improvements.</p> <p>Increased engagement with user groups and non-users provides information for future delivery.</p>


Stage 10: What mitigating steps will be taken to remove or reduce negative impacts?		
These should be included in any action plan at the back of this form.	Mitigating Steps	Timescale
	Officers have worked with organisations to assist them in being increasingly sustainable and looking to new markets for income. It has also been emphasised to organisations losing a revenue grant that they will be able to apply for one of the new grants.	Has occurred

Stage 11: What monitoring arrangements will be put in place? How the EIA will be used to monitor the proposal	
These should be included in any action plan (for example customer satisfaction questionnaires).	The plans and use of funding will be reviewed annually. Data collected to evidence impact and customer feedback.

Stage 12: What is the outcome of the Assessment?		
Please complete the appropriate box/boxes	1	No negative impacts have been identified –please explain.
	2	Negative Impacts have been identified- these can be mitigated - please explain. * Please fill in Stage 13 if this option is chosen.
	Health and Wellbeing outcomes: Will continue to be delivered and will be more accessible to all. This benefit together with the ability to target grants offsets the potential for some services and buildings to close as a result of loss of regular grants.	
	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.
N/A

Stage 14: Sign off and authorisation.

Sign off and authorisation.	1) Service and Team	Education and Children's Services/ Live Life Aberdeenshire	
	2) Title of Policy/Activity	LLA grant funding 2021/22	
	3) Authors: I/We have completed the equality impact assessment for this policy/activity.	Name: Claire D Thomson Position: Service Manager Date: 16/02/21 Signature:	Name: Position: Date: Signature:
		Name: Position: Date: Signature:	Name: Position: Date: Signature:
	4) Consultation with Service Manager	Name: Tim Stephen Date: 17/02/21	
	5) Authorisation by Director or Head of Service	Name:  Position: Interim Head of Service, Live Life Aberdeenshire Date: 17 Feb 2021	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.		Date:
7) EIA author sends a copy of the finalised form to: equalities@aberdeenshire.gov.uk		Date:	

