

EQUALITY IMPACT ASSESSMENT

Stage 1: Title and aims of the activity (“activity” is an umbrella term covering policies, procedures, guidance and decisions).	
Service	Education and Children’s Services
Section	Secondary Education
Title of the activity etc.	Secondary Education
Aims of the activity	To provide the highest quality and most efficient education provision to young people across Aberdeenshire
Author(s) & Title(s)	Vincent A Docherty, Head of Education

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.	Education and Children’s Services Leadership Team
External consultation (partner organisations, community groups, and councils).	Parental feedback via consultation events and surveys
External data (census, available statistics).	INSIGHT data on pupil attainment and achievement
Other (general information as appropriate).	SEEMIS data on exclusions and attendance

Stage 3: Evidence Gaps.	
Are there any gaps in the information you currently hold?	N/A

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	
Sex (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.		Young people may receive a reduced service particularly around music tuition and PSA support

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?	No
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Stage 8: What mitigating steps will be taken to remove or reduce negative impacts?

	Mitigating Steps	Timescale
These should be included in any action plan at the back of this form.	Closer targeting of pupil needs	On-going

Stage 9: What steps can be taken to promote good relations between various groups?	
These should be included in the action plan.	N/A

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.
	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
	The existing service provision will not be possible with smaller resources	

* Stage 13: Set out the justification that the activity can and should go ahead despite the negative impact.
Efficiency savings could be achieved for the Council

Stage 14: Sign off and authorisation.

Sign off and authorisation.	1) Service and Team	Education and Children’s Services: Secondary		
	2) Title of Policy/Activity	Secondary Education		
	3) Authors: I/We have completed the equality impact assessment for this policy/ activity.	Name: Vincent A Docherty Position: Head of Education Date: 1 February 2019 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: equalities@aberdeenshire.gov.uk	Date:
(Equalities team to complete) Has the completed form been published on the website? YES/NO		Date:

