



EQUALITY IMPACT ASSESSMENT

EIA Version	Date	Author	Changes
1.0	14/02/20	Gillian Milne	EIA Creation

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 & Children’s Services
Section	Admin & Management
Title of the activity etc.	Impact of savings proposal to increase Letting Charges
Aims and desired outcomes of the activity	To provide groups, clubs and organisations with access (within the letting charges pricing structure) to accommodation appropriate for the type of activity undertaken; e.g. sports halls. This promotes the well-being of protected groups through opportunities for physical activity, learning, group activities, social interaction etc. The let charges applied provide a source of income generation for the Authority.
Author(s) & Title(s)	Gillian Milne, Workforce Planning & Staffing 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).	School Lets Income Data	The income from lets has been steady over a number of years despite increases in charges. This appears to show that increases in charges have no negative impact on users.
Internal consultation with staff and other services affected.	Working with other services, e.g. Finance Liaison with CSC colleagues	Ensuring charges are comparable across the Authority. This ensures that there is a consistent impact on users.

<p>External consultation (partner organisations, community groups, and councils).</p>	<p>Some partner authorities in relation to charging comparison</p>	<p>Considering the data from other authorities, charges are comparable. Impact of Aberdeenshire proposals will be similar to impact in other authorities.</p>
<p>External data (census, available statistics).</p>	<p>N/A</p>	
<p>Other (general information as appropriate).</p>		

Stage 3: Evidence Gaps.	
Are there any gaps in the information you currently hold?	None

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: What steps can be taken to promote good relations between various groups/areas?	
These should be included in the action plan.	There will be communication with affected groups

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

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			x	

Age - Older			x	
Disability			x	
Race – (includes Gypsy Travellers)			x	
Religion or Belief			x	
Sex			x	
Pregnancy and maternity			x	
Sexual orientation – (includes Lesbian/ Gay/Bisexual)			x	
Gender reassignment – (includes Transgender)			x	
Marriage and Civil Partnership			x	

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
Pockets: Low income/income poverty – cannot afford to maintain regular payments such as bills, food, clothing			x	

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?	

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

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).	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.
	School Lets are available to a whole range of different Community Groups and Clubs at affordable rates supporting the well-being of protected groups through opportunities for physical activity, learning, social activities, and social engagement.	
	2	Negative Impacts have been identified, these can be mitigated - please explain. * Please fill in Stage 13 if this option is chosen.
	None	
	3	The activity will have negative impacts which cannot be mitigated fully – please explain. * Please fill in Stage 13 if this option is chosen

	N/A
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* 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 & Children's Services : Admin & Management		
	2) Title of Policy/Activity	Letting Charges		
	3) Authors: I/We have completed the equality impact assessment for this policy/activity.	Name: Gillian Milne Position: Workforce Planning and Staffing Manager Date: 11/02/20 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: Craig Clement Position: Head of Resources and Performance 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.			Date:
	7) EIA author sends a copy of the finalised form to: equalities@aberdeenshire.gov.uk			Date:

