

## 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	Sport and Physical Activity
Title of the activity etc.	Reduction in community centres and facilities
Aims of the activity	Match opening hours and provision with demand to ensure greater efficiency of operation and generate a saving on current budgets. This action relates to the provision of pavilions as well as community centres
Author(s) & Title(s)	Kay Morrison, Service Manager, Sport and Physical Activity

Stage 2: List the evidence that has been used in this assessment.	
Internal data (customer satisfaction surveys; equality monitoring data; customer complaints).	Existing usage trends in each facility , monitored monthly Feedback from facility managers Bookings registers. Income records Property asset registers
Internal consultation with staff and other services affected.	Discussion with Facilities and Funding team Discussions with Community Leisure team Discussion with area team
External consultation (partner organisations, community groups, and councils).	No direct consultation, other than in some areas where there have been specific and/or ongoing issues
External data (census, available statistics).	Census data and local demographic information

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

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)
<p>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.</p>		<p>Closure of a number of facilities will directly impact on local communities.</p> <p>Young people / closures of pavilions may have an impact on a number of football teams</p> <p>Older people / Again closure may limit access to social networking opportunities without travel</p> <p>Families / Closures may limit some family development sessions</p> <p>Rural users / Closures are greater in facilities that serve rural premises as the sparser population means there are more periods where it is economical to close.</p>

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

<p>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>	<p>Consultation on closures has not taken place, to date the service has not assessed the sites to agree which facilities should close</p>
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	Mitigating Steps	Timescale
<p>These should be included in any action plan at the back of this form.</p>	<p>Target closures at facilities which are currently unused, lightly used or require significant investment to bring them up to scratch</p>	<p>April 2018</p>
	<p>Promote the opportunity of the community taking identified buildings on as Community Asset Transfers</p>	<p>Ongoing</p>

Stage 9: What steps can be taken to promote good relations between various groups?	
These should be included in the action plan.	Highlighting the rationale for the changes, stressing the need to run services as efficiently as possible. Working with groups to identify solutions to those displaced by closures.

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).	Ongoing usage monitoring

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
Although every effort will be made to mitigate the impact of the proposals, inevitably closures will reduce access to community facilities in some communities. Mitigation will be through identifying facilities that are underutilised.		

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

The justification for this activity is that it will assist the Culture and Sport service to remain within budget rather than be in an overspend position.

Stage 14: Sign off and authorisation.

Sign off and authorisation.	1) Service and Team	Culture and Sport Team	
	2) Title of Policy/Activity	Reduction in opening hours of major sports facilities.	
	3) <b>Authors:</b> I/We have completed the equality impact assessment for this policy/activity.	Name: Kay Morrison Position: SM Sport and Physical Activity Date: 25/01/18 Signature:	Name: Position: Date: Signature:
		Name: Tim Stephen Position: SM Facilities and Funding Date: 25/02/18 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@abdnshire	Date:		
(Equalities team to complete) Has the completed form been published on the website? YES/NO			Date:



