

## EQUALITY IMPACT ASSESSMENT

EIA Version	Date	Author	Changes
1	28/2/20	Craig Clement	

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	Secondary Education
Title of the activity etc.	FY Effect of 2019/20 Saving
Aims and desired outcomes of the activity	As above
Author(s) & Title(s)	Craig Clement , Head of Resources & Performance

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).	N/A	

Internal consultation with staff and other services affected.	Education & Children's Services Association of Secondary Head Teachers (ASHTA)	ASHTA not supportive of saving, but recognised cuts required to balance budget
External consultation (partner organisations, community groups, and councils).	Parental/community feedback	Preference would be not to cut school budgets
External data (census, available statistics).	INSIGHT data on pupil attainment and achievement	Currently improving position. The impact of reduction in staffing levels will only be evident in future years
Other (general information as appropriate).		

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

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/Older			X	
Age - Older			X	
Disability			X	
Race – (includes Gypsy Travellers)			X	
Religion or Belief			X	
Sex (Gender)			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"> <li>• Unemployed</li> <li>• Single parents and vulnerable families</li> <li>• People on benefits</li> <li>• Those involved in the criminal justice system</li> <li>• People in the most deprived communities</li> <li>• People who live in rural areas</li> </ul>	<ul style="list-style-type: none"> <li>• Pensioners</li> <li>• Looked after children</li> <li>• Careers including young carers</li> <li>• Veterans</li> <li>• Students</li> <li>• Single adult households</li> <li>• People who have experienced the asylum system</li> </ul>	<ul style="list-style-type: none"> <li>• Those leaving the care setting including children and young people and those with illness</li> <li>• Homeless people</li> <li>• People with low literacy/numeracy</li> <li>• People with lower educational qualifications</li> <li>• People in low paid work</li> <li>• People with one or more protected characteristic</li> </ul>
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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			X	
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			X	
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			X	
Place: Area deprivation – where you live, where you work			X	
Prospects: Socioeconomic background – social class i.e. parents education, employment and income , educational achievement.			X	

Stage 8: 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 you have highlighted above.		

Detail the impacts and describe those affected.		

**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?	
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**Stage 10: 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.		

**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
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**Stage 12: What is the outcome of the Assessment?**

Please complete the appropriate box/boxes	1	No negative impacts have been identified –please explain.
	There will be no particular impact on protected groups. The saving will be managed in each school with a view to minimising impact on pupil outcomes.	
	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.

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Stage 14: Sign off and authorisation.

Sign off and authorisation.	1) Service and Team		
	2) Title of Policy/Activity	(if appropriate)	
	3) <b>Authors:</b> I/We have completed the equality impact assessment for this policy/activity.	Name: Position: Date: 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: 28/2/20	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:

