

## EQUALITY IMPACT ASSESSMENT

EIA Version	Date	Author	Changes
1	17.02.21	PWood	

**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 Services
Section	Secondary Education
Title of the activity etc.	Secondary school budget; ALEC service; Instrumental Music Service
Aims and desired outcomes of the activity	Full year effect of previous year’s reduction in secondary teaching staff; Remove provision of ALEC in schools; Redesign our Instrumental Music delivery model, this will include an adjustment to staffing, re-charging transport costs, and revised fees for the Music Centre (maintaining current exemptions for Free School Meals, SOA and siblings).
Author(s) & Title(s)	Peter Wood, Quality Improvement Manager; Justin Brook, Instrumental Music 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?

<p>Internal data (customer satisfaction surveys; equality monitoring data; customer complaints).</p>	<p>ALEC -  Online development on materials for direct school use  The ALEC are no longer using the caravan and it has been sold  They use remote delivery, online materials and a tent to facilitate face to face teaching  Very good feedback given to team from HT and QIO verbal feedback and feedback received formally from HTs to the facilitators  IMS – please see attached revised spending plan</p>	<p>ALEC – cost saving in region of £200000 with the sale of the ALEC caravan  IMS – spending has been reduced and revised</p>
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<p>Internal consultation with staff and other services affected.</p>		
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<p><b>External consultation (partner organisations, community groups, and councils).</b></p>		
<p><b>External data (census, available statistics).</b></p>		
<p><b>Other (general information as appropriate).</b></p>		

Stage 3: Evidence Gaps.	
Are there any gaps in the information you currently hold?	No

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.	

Stage 6: How does the policy/activity create opportunities for advancing equality of opportunity?
<p>ALEC – continue to deliver specific and important H&amp;WB messages to all pupils across Aberdeenshire</p> <p>IMS continue to deliver as per the priorities on the attached and this includes direct working with The Arts</p>

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	
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"> <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
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 (IMS)		
Place: Area deprivation – where you live, where you work		Yes (IMS)	yes	
Prospects: Socioeconomic background – social class i.e. parents education, employment and income, educational achievement.		Yes (IMS)	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 affected.		IMS (MATERIAL DEPRIVATION): although other groups will continue to receive exemptions to fees (i.e.
	ALEC: H&WB increasingly embedded in universal and targeted	IMS (PLACE): historic issues in recruitment in both areas of deprivation (based on SIMD) and
		IMS (SOCIO- ECONOMIC BACKGROUND): revised fee

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
	Analysis of use of exemptions, uptake and withdrawal data for those pupils on the threshold of entitlement to	March 2022

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).	Through line management of both ALEC and IMS

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	<p>The activity will have negative impacts which cannot be mitigated fully – please explain.</p> <p>* Please fill in Stage 13 if this option is chosen</p>
<p>It is not considered possible to fully mitigate against the projected negative impacts, however the service commit to monitoring the situation and undertaking an analysis of uptake / withdrawal to inform further actions</p>		

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

Stage 14: Sign off and authorisation.			
<b>Sign off and authorisation.</b>	1) Service and Team		
	0) Title of Policy/Activity	(if appropriate)	
	0) <b>Authors:</b> I/We have completed the equality impact assessment for this policy/activity.	Name: Peter Wood Position: Quality Improvement Manager  Date: 10/02/21 Signature: Peter Wood	Name: Justin Brook Position: Instrumental Music Services Manager  Date: 10/02/21 Signature: Justin Brook
		Name: Position: Date: Signature:	Name: Position: Date: Signature:
	2) Consultation with Service Manager	Name: Date:	
3) Authorisation by Director or Head of Service	Name: Vincent A Docherty Position: Head of Education and Chief Education Officer	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: <a href="mailto:equalities@aberdeenshire.gov.uk">equalities@aberdeenshire.gov.uk</a>	Date:



