

EQUALITY IMPACT ASSESSMENT

EIA Version	Date	Author	Changes
1.1	15.2.21		EIA Amended

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	Early Years
Title of the activity etc.	Planned 1140 Staffing Model
Aims and desired outcomes of the activity	<p>The aim is to ensure that the staffing model that is implemented is managed efficiently in order to ensure that each setting makes best use of the staffing model. Also, the aim is that as 1140 take up increases, there will be improved use/optimisation of staffing.</p> <p>Recruiting in Early Learning and Childcare is getting more challenging as August 2021 approaches. Through ensuring that the 1 adult to 8 child ratios are made best use i.e. where possible there are 8 children in a setting for every staff member, then this will ensure that there is an effective distribution of staff across Aberdeenshire.</p> <p>Aberdeenshire Council will also be working collaboratively with Funded Partners in order to ensure that there isn’t an overprovision in areas and that we are making best use of capacity across Aberdeenshire. This is crucial in order to ensure that Aberdeenshire Council supports a mixed market economy and that it supports the sustainability of that model. Through this work, it will mean that the staffing model is planned in a way that maximises impact, reduces over supply in areas and reduces likelihood of displacement in others.</p> <p>Additional Early Years posts have been created in order to better support Council ELC settings, whilst making best use of budget.</p>
Author(s) & Title(s)	James Martin, Early Years’ 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?
Internal data (customer satisfaction surveys; equality monitoring data; customer complaints).	Regular feedback from families accessing 1140 pilot sites is collated by setting staff. This information identifies that families are finding the model to be beneficial in terms of flexibility and accessibility.	It means that families are able to access childcare provision, that allows them to fulfil their work, training, education, personal commitments.
Internal consultation with staff and other services affected.	Staff of the Council and partners regularly engage with partners and head teachers to support the provision. There is an annual conference on Early Years and Childcare to give staff up to date information and consult on new initiatives. Extensive programme of consultation with affected staff groups and their trade unions Work of the Early Years Strategy Group (EYSG) provides information from a range of services.	Feedback from school settings has shown that they feel supported and that there is clarity regarding the progression of the role out. This has helped with coping with the scale of change taking place across Early Years.
External consultation (partner organisations, community groups, and councils).	Senior staff meet with Partner Providers and Voluntary Organisations on a regular basis to look at the basis of the contract to provide services for pre-school children and to discuss access to provision as well as funding. Work of the Early Years Strategy Group (EYSG) provides information from a range of services. Parent Council and PC Chair meetings to discuss educational provision. Budget simulator.	Funded Partners have expressed that the increase in staffing within Aberdeenshire Council's Early Learning and Childcare settings has increased their staffing turnover. This creates challenges with regards to maintaining quality of provision and maintaining the viability/sustainability of their settings. Funded Partners have appreciated the mitigations that Aberdeenshire Council has put in place, such as recruiting internally for senior posts, developing a Modern Apprenticeship programme, career changer options etc.

<p>External data (census, available statistics).</p>	<p>Census data, school population data, health statistics, informal knowledge from schools and communities. Survey of parents about extended hours and flexibility in response to the Children and Young People Act 2014. Education Scotland and Care Inspection Reports,</p>	<p>Survey of parents and 1140 take up data has indicated that there is a lot of variability in relation to 1140 take up. There is still a reasonable proportion of families that would prefer to take up the 600 hours only. There is also a reasonable proportion of families, that have indicated that while they may take up more than 600 hours, they don't wish to take up the entirety of the 1140 hours.</p>
<p>Other (general information as appropriate).</p>	<p>Predicting pre-school numbers can be difficult and as this is the first-time children and families are accessing mainstream provision, knowledge will be limited. Some uncertainty still exists around the uptake of places particularly for eligible 2-year-olds. Mapping exercise to provide a profile of services will support targeting and ensure equality of provision including provision for those of protected characteristics.</p> <p>This data has been used to identify potential demand across Aberdeenshire for Early Learning and Childcare. This information has been beneficial in identifying the supply and demand available in terms of registered spaces for children.</p>	<p>The information has been useful in allowing Aberdeenshire Council to identify where there the recruitment needs to be targeted in order to ensure that there are enough places to meet anticipated demand, however, there are a number of caveats to the forecast data, that requires a continually review of the data in order to improve accuracy.</p>

Stage 3: Evidence Gaps.	
Are there any gaps in the information you currently hold?	Difficult to predict numbers for children and families, particularly for the uptake of new statutory entitlements for 2-year-olds. The economic uncertainty for some families associated with the downturn in oil and gas will add to uncertainty. Also, it is expected that there will be a lag in the take up of the full 1140 entitlement.

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:
	Review of capacity across childcare sector	February 2020
	Review of 21/22 admissions data	March 2021
	Review 1140 staffing to be in place for August 2021, based on admissions data	March 2021
	Updates from local authority nurseries in relation to take up of sessions as well as places and review of any additional staffing requirements.	April 2021

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?
The activity will improve the distribution of staffing across Aberdeenshire and increase sustainability of the independent sector. This will improve equality of access to provision.

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).	General monitoring of the pre-school population Monitoring of those children with additional support needs Support to families as required

Stage 12: What is the outcome of the Assessment?		
Please complete the appropriate box/boxes	1	No negative impacts have been identified –please explain.
	The changes promote flexibility of delivery, which is accompanied by a legal commitment to consult with families, resulting in a service which is better equipped to know and meet the needs of children and their families. All characteristics	
	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

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* 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	Education & Children's Services: Early Years		
	2) Title of Policy/Activity	Planned 1140 Staffing Model	(if appropriate)	
	3) Authors: I/We have completed the equality impact assessment for this policy/activity.	Name: James Martin Position: Early Years' Service Manager Date: 15/2/2021 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: Anne Marie Davies Macleod Position: Head of Resources and Performance Date: 16/2/2021	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:

