

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	Libraries
Title of the activity etc.	Reduced Hours in libraries and rationalisation of frontline staffing
Aims of the activity	Reducing all library hours by between 2 and 5 hours per library and enforcing a 2 weekly Christmas shutdown.
Author(s) & Title(s)	Craig Elliot, SM - Culture
Stage 2: List the evidence that has been used in this assessment.	
Internal data (customer satisfaction surveys; equality monitoring data; customer complaints).	LMS data showing customer activity, membership demographics Activities database statistics Visitor figures
Internal consultation with staff and other services affected.	None to date
External consultation (partner organisations, community groups, and councils).	None to date
External data (census, available statistics).	Projected demographic information for each community

<p>Other (general information as appropriate).</p>	<p>Audit of services available in each community including public buildings, local transport arrangements, other Council or voluntary sector service delivery, potential for co-location and/or co-delivery.</p>
--	--

Stage 3: Evidence Gaps.	
Are there any gaps in the information you currently hold?	Consultation with communities and staff

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:
	Consultation with staff	March 2018
	Consultation with community groups and other stakeholders	May 2018

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 user)			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)
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.		Young families – may experience difficulties accessing early years initiatives eg BookBug, storytelling, with a potentially significant impact on wellbeing.
		Older people – access may be constrained by reduced hours and less ‘quiet’ time Lack of social contact/ fewer opportunities to take part in activity groups, a negative impact on wellbeing.
		Disabled people may also experience issues with reduced opening – especially the lack of quiet time
		All categories who are actively seeking work and using libraries to access ICT or internet connectivity – these customers may be constrained by reduced opening
		Women and parents with the very young may find that some organised sessions have to be changed- which may be less accessible to them.

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>Not to date.</p>
---	---------------------

Stage 8: What mitigating steps will be taken to remove or reduce negative impacts?

	Mitigating Steps	Timescale
<p>These should be included in any action plan at the back of this form.</p>	<p>Work with partners to identify which hours would cause least negative impact</p>	<p>May 2018</p>
	<p>Develop alternative delivery models which do not rely on staff to deliver services.</p>	<p>Ongoing</p>
	<p>Investigate potential for co-location with other services in the community</p>	<p>Ongoing</p>
	<p>Publicity and awareness-raising to signpost library users to alternative service points, including digital services Community roadshows</p>	<p>May 2018</p>
	<p>Providing ICT and wireless internet access in other public buildings in the community</p>	<p>June 2018</p>

Stage 9: What steps can be taken to promote good relations between various groups?

<p>These should be included in the action plan.</p>	<ul style="list-style-type: none"> • Consultation with all stakeholders • Taking feedback and ideas into consideration when developing alternative modes of delivery, fostering a sense of ownership • Build on existing partnerships and develop new, to investigate and develop alternative ways of delivering services and resources. • Frequent information and awareness-raising to keep all stakeholders informed.
---	--

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).

Customer satisfaction surveys
 LMS data monitoring
 Shadow PI monitoring
 Complaints and compliments
 Staff observation and customer comments

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.
	Although there are some negative impacts, the proposal only related to the reduction in opening hours – meaning there will still be significant opportunities for people to access the same services – albeit with more pre planning required.	
	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.

--

Stage 14: Sign off and authorisation.

Sign off and authorisation.	1) Service and Team	Culture and Sport Team	
	2) Title of Policy/Activity	Libraries – new ways of working	
	3) Authors: I/We have completed the equality impact assessment for this policy/activity.	Name: Craig Elliot Position: SM Culture Date: 25/01/18 Signature:	Name: Position: Date: Signature:
		Name: Tim Stephen Position: SM Facilities and Funding Date: 25/01/18 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: equalities@aberdeenshire.gov.uk	Date:	
(Equalities team to complete) Has the completed form been published on the website? YES/NO			Date:

