

EQUALITY IMPACT ASSESSMENT

EIA Version	Date	Author	Changes
1	16 th February 2021	Stephen Brown	

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	ECS
Section	Live Life Aberdeenshire
Title of the activity etc.	Sports & Physical Activity Service - adapt to streamline staff requirements (LLA)
Aims and desired outcomes of the activity	Standardise staff rotas, activity staffing numbers and other facility-based activities to achieve efficiencies.
Author(s) & Title(s)	Stephen Brown

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?
Customer feedback	Managers have become increasingly aware of differences in individual site staffing models and have slowly been addressing this through gradual changes.	A lack of consistency, unequal opportunities for project work, support for other colleagues and Managers and in a general approach to facility operation.
Staff feedback	Teams have looked at standardising staff compliment in the past however these have never been fully realised.	Covid 19 shut down has allowed LLA to look at different models and start from a clean slate when considering staff requirements.
Royal Lifeguard Society H&S executive	National guidance (e.g., H&S, lifeguard ratios) and other governing body ratios and codes of practice have been reviewed	LLA will operate safely and in line with the guidance from partners and advisory bodies.

Peer review	Other facility operators have been contacted and their staffing models considered as part of this exercise	LLA will ensure all available comparisons are drawn prior to finalising new staff complements.
Other (general information as appropriate).	Where the staff requirement at each facility exceeds the budget available, LLA will review programmes and opening hours to ensure that our offer fits with the budget (including income targets) that's available.	LLA will adjust operational opening to ensure facilities are safe and working to the available budget.

Stage 3: Evidence Gaps.	
Are there any gaps in the information you currently hold?	The review work is ongoing and not yet complete.

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:
	Teams continue to work through each facility to mirror staff models and ensure sites have all staff as required	End March 2021
	It is hoped that staff turnover will support any changes required however there may be a requirement for staff redeployment or further efficiencies through turnover to avoid compulsory changes.	End March 2022

Stage 5: What steps can be taken to promote good relations between various groups/areas?	
These should be included in the action plan.	Keep staff teams informed and involved in the decision making

Stage 6: How does the policy/activity create opportunities for advancing equality of opportunity?	
All sites will have the same rationale for staff ratios and will also have the same opportunities for staff training, for project work, on site processes and administrative support.	

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	

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	Negative
Please detail the potential positive and/or negative impacts you have highlighted above. Detail the impacts and describe those affected.	Equal support and staff availability for all teams	
	Standard approach to all staff-based activities and facilities	
	Project and admin support available to all teams	
		Some staff may move on to other roles
		Where there are high levels of staff and support some teams may feel there is a reduction.

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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?	Staff teams are aware, and some have been directly involved in the proposals
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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.	National guidance will be followed, and benchmarking will be undertaken with other facilities	End March 2021

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).	
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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.
	The standardisation is expected to achieve budget efficiencies and improved resources for all of the SPA team.	
	2	Negative Impacts have been identified; these can be mitigated - please explain. * Please fill in Stage 13 if this option is chosen.
	The perception of negative impacts and actual changes can be managed through staff engagement and the natural throughput of staff. Standardisation of staffing rosters is also likely to have a range of ongoing positive impacts which will outweigh the negative impacts incurred as a result of going through change.	

	3	The activity will have negative impacts which cannot be mitigated fully – please explain. * Please fill in Stage 13 if this option is chosen
	N/A	

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

N/A

Stage 14: Sign off and authorisation.

Sign off and authorisation.	1) Service and Team			
	2) Title of Policy/Activity	(if appropriate)		
	3) Authors: I/We have completed the equality impact assessment for this policy/activity.	Name: Stephen Brown Position: Interim Service Manager Date: 16 th Feb 2021 Signature: S Brown	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:  Position: Interim Head of Service, Live Life Aberdeenshire Date: 17 Feb 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:

