

EQUALITY IMPACT ASSESSMENT

EIA Version	Date	Author	Changes
1.0	05/02/21	P WOOD	

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	Primary Education
Title of the activity etc.	Primary school budget
Aims and desired outcomes of the activity	Ongoing review of management arrangements in primary schools, including opportunities for appointment of shared Head Teachers.
Author(s) & Title(s)	Peter Wood, Quality Improvement 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).	Recruitment process – a need for the service to review its approach to appointing HTs to each primary school across the Shire	Do we need to have a dedicated fulltime HT at each primary school or is there an alternative way to approach the leadership and management of our primary school estate
Internal consultation with staff and other services affected.	Head of Education Head of Resources and Performance Staffing Officer QIM Schools QIOs	

External consultation (partner organisations, community groups, and councils).	Elected members - to come Parent Council Chairs – to come	
External data (census, available statistics).	N/A	
Other (general information as appropriate).	N/A	

Stage 3: Evidence Gaps.	
Are there any gaps in the information you currently hold?	Rational as an entry point into the decision-making flowchart to be developed

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:
	Staffing Officer tasked with creating the draft rational	March 2021

Stage 5: What steps can be taken to promote good relations between various groups/areas?	
These should be included in the action plan.	Consultation

Stage 6: How does the policy/activity create opportunities for advancing equality of opportunity?
All adverts will remain open to all candidates who meet the essential criteria as per national guidance

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			
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"> • 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			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	
Place: Area deprivation – where you live, where you work			Yes	
Prospects: Socioeconomic background – social class i.e. parents education, employment and income, educational achievement.			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.	High caliber of HT appointed	
	Teaching staff in small schools can work across settings and share best practice	
	Consistent high standard of leadership and management across school estate	

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Stage 9: Have any of the affected groups/areas been involved, engaged with or 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>HoS, Staffing Officer, QIMs, QIO all consulted with</p>
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Stage 10: 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>		

Stage 11: What monitoring arrangements will be put in place? How the EIA will be used to monitor the proposal

<p>These should be included in any action plan (for example customer satisfaction questionnaires).</p>	<p>The recruitment process will review how successful the adverts are Attainment should rise across literacy, numeracy and H&WB</p>
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Stage 12: What is the outcome of the Assessment?

<p>Please complete the appropriate box/boxes</p>	1	No negative impacts have been identified –please explain.
	<p>As this is a change to the process the parental expectation and understanding of this change will be managed by the HT and QIO attached to the school</p>	
	2	<p>Negative Impacts have been identified; these can be mitigated - please explain. * Please fill in Stage 13 if this option is chosen.</p>

	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.
Positive impacts significantly outweigh the community perception which could initially be negative

Stage 14: Sign off and authorisation.				
Sign off and authorisation.	1) Service and Team	ECS - Schools		
	0) Title of Policy/Activity	Cluster/Shared Head Teacher		
	0) Authors: 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: Position: Date: Signature:	
		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: equalities@aberdeenshire.gov.uk	Date:

