

EQUALITY IMPACT ASSESSMENT

| Stage 1: Title and aims of the activity (“activity” is an umbrella term covering policies, procedures, guidance and decisions). | |
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| Service | Education & Children’s Services |
| Section | Education |
| Title of the activity etc. | Primary |
| Aims of the activity | Provide the best life chances for all our children and young people by raising attainment levels and achievement. |
| Author(s) & Title(s) | Andrew Griffiths, Head of Education |
| Stage 2: List the evidence that has been used in this assessment. | |
| Internal data (customer satisfaction surveys; equality monitoring data; customer complaints). | N/A |
| Internal consultation with staff and other services affected. | Extended Management Team ECS Leadership Team Head of Service Management Team Meeting with PHTC |
| External consultation (partner organisations, community groups, and councils). | N/A |
| External data (census, available statistics). | N/A |

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| Other (general information as appropriate). | N/A |
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| Stage 3: Evidence Gaps. | |
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| Are there any gaps in the information you currently hold? | N/A |

| Stage 4: Measures to fill the evidence gaps. | | |
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| 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: |
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| 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 | |

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|--|--|--|-----|--|
| Gender reassignment – (includes Transgender) | | | 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. | | There will be no direct impact on any protected group, albeit the overall quality of services to schools is likely to be reduced. |

Stage 7: Have any of the affected groups been consulted?

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| 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? | N/A |
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Stage 8: 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 |
|---|------------------|-----------|
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Stage 9: What steps can be taken to promote good relations between various groups?

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| These should be included in the action plan. | |
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| Stage 10: How does the policy/activity create opportunities for advancing equality of opportunity? | |
| N/A | |

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| Stage 11: What equality monitoring arrangements will be put in place? | |
| These should be included in any action plan (for example customer satisfaction questionnaires). | N/A |

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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. |
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| | 2 | Negative Impacts have been identified, these can be mitigated - please explain. * Please fill in Stage 13 if this option is chosen. |
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| | 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.

Stage 14: Sign off and authorisation.

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| Sign off and authorisation. | 1) Service and Team | Education & Children's Services - Primary | | |
| | 2) Title of Policy/Activity | Primary Education | | |
| | 3) Authors: I/We have completed the equality impact assessment for this policy/activity. | Name: Andrew Griffiths Position: Head of Education Date: 25/01/18 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: 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: | |

