



EQUALITY IMPACT ASSESSMENT

Stage 1: Title and aims of the activity (“activity” is an umbrella term covering policies, procedures, guidance and decisions).	
Service	Education and Children’s Services
Section	Children’s Social Work Service
Title of the activity etc.	Payments to Third Parties/Third Sector
Aims of the activity	The Provision of Services for Children who are Looked After/ “At Risk” of becoming Looked After
Author(s) & Title(s)	Head of Service.

Stage 2: List the evidence that has been used in this assessment.	
Internal data (customer satisfaction surveys; equality monitoring data; customer complaints).	Customer Feedback/complaints. Use of “My Voice”; Feedback from Multi-Agency Planning meetings; Looked After Children’s Reviews; Contract Monitoring.
Internal consultation with staff and other services affected.	Social Workers, Family Support Workers; Social Work Managers; Contract Officers.
External consultation (partner organisations, community groups, and councils).	Nil
External data (census, available statistics).	Nil
Other (general information as appropriate).	

Stage 3: Evidence Gaps.	
Are there any gaps in the information you currently hold?	No.

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:

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)			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)

<p>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.</p>	<p>All of those with protected characteristics will be affected equally. In addition any negative impact will not be experienced because of protected characteristics.</p>	
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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>Through the processes described at 2 above.</p>
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Stage 8: What mitigating steps will be taken to remove or reduce negative impacts?

<p>These should be included in any action plan at the back of this form.</p>	<p>Mitigating Steps</p>	<p>Timescale</p>
	<p>N/A</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>	<p>Groups and others will be involved in the Review and Re-design process.</p>
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Stage 10: How does the policy/activity create opportunities for advancing equality of opportunity?

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Stage 11: What equality monitoring arrangements will be put in place?

<p>These should be included in any action plan (for example customer satisfaction questionnaires).</p>	<p>It is in Aberdeenshire policy and best practice to ensure that children and young people's views are sought, listened to, acted upon appropriately and recorded. This is currently facilitated through the use of My Voice, Having your Say and Children's Home Progress Questionnaires.</p>
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Stage 12: What is the outcome of the Assessment?

<p>Please complete the appropriate box/boxes</p>	<p>1</p>	<p>No negative impacts have been identified –please explain.</p>
	<p>The intention is to re-provision rather than reduce Service, but to do so in a more efficient and cost saving manner.</p>	
	<p>2</p>	<p>Negative Impacts have been identified, these can be mitigated - please explain. * Please fill in Stage 13 if this option is chosen.</p>
	<p>3</p>	<p>The activity will have negative impacts which cannot be mitigated fully – please explain. * Please fill in Stage 13 if this option is chosen</p>

* 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		
	3) Authors: I/We have completed the equality impact assessment for this policy/activity.	Name: Position: Head of Service Date: 26/1/16 Signature:	Name: Position: Date: Signature:
	4) Consultation with Service Manager	Name: N/A 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: eia@abdshire	Date:	
(Equalities team to complete) Has the completed form been published on the website? YES/NO			Date:

Action Plan					
Action	Start	Complete	Lead Officer	Expected Outcome	Resource Implications