



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	Resources & Performance
Title of the activity etc.	Make More Effective use of Premises/Service Re-design
Aims of the activity	Due to changes in school roll and how services are delivered, some accommodation is no longer required. Initial focus will be to remove temporary accommodation which is no longer required which will result in savings in rates and from other property costs.
Author(s) & Title(s)	Head of Resources & Performance

Stage 2: List the evidence that has been used in this assessment.	
Internal data (customer satisfaction surveys; equality monitoring data; customer complaints).	Learning Estate Strategy Condition & Suitability Assessments Comments from building users Comments/feedback from staff
Internal consultation with staff and other services affected.	Unit cost data e.g. cost per m2 cost per pupil Feedback from schools, parents, etc.
External consultation (partner organisations, community groups, and councils).	Consultation with Parent Councils Feedback from parents and community groups
External data (census, available statistics).	School Estate Management Plans

Other (general information as appropriate).	
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Stage 3: Evidence Gaps.	
Are there any gaps in the information you currently hold?	None

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)
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.	Removal of temporary accommodation which is no longer fit for purpose	

Stage 7: Have any of the affected groups been 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?	No There will be consultation, as appropriate, on an establishment by establishment basis
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Stage 8: Mitigating Steps and Timescale

These should be included in any action plan at the back of this form.	Mitigating Steps	Timescale

Stage 9: What steps can be taken to promote good relations between various groups?	
These should be included in the action plan.	Providing information with Parent Councils and school staff.

Stage 10: How does the policy/activity create opportunities for advancing equality of opportunity?
This is an aspect of the wider Learning Estate Strategy to ensure all ECS buildings are fit for purpose and are sustainable in the longer term.

Stage 11: What equality monitoring arrangements will be put in place?	
These should be included in any action plan (for example customer satisfaction questionnaires).	This would be considered, where required, on an establishment by establishment basis.

Stage 12: What is the outcome of the Assessment?		
Please complete the appropriate box/boxes	1	No negative impacts have been identified –please explain.
	As accommodation is not currently being used there will be no negative impact.	
	2	Negative Impacts have been identified, these can be mitigated - please explain. * Please fill in Stage 13 if this option is chosen.
	None	
	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.

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Stage 14: Sign off and authorisation.

Sign off and authorisation.	1) Service and Team	Resources & Performance		
	2) Title of Policy/Activity	Make More Effective use of Premises/Service Re-design		
	3) Authors: I/We have completed the equality impact assessment for this policy/activity.	Name: Craig Clement Position: Head of Resources and Performance Date: January 2017 Signature:	Name: Position: Head of Service 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: Maria Walker Position: Director of ECS Date: 10/08/16	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
<p>Providing information with Parent Councils and school staff.</p> <p>This would be considered, where required, on an establishment by establishment basis.</p>	04/16	03/17	Craig Clement		