



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 Service		
Section.	Primary		
Title of the activity etc.	Primary Education Budget		
Aims of the activity.	The aim is to offer the best possible primary education to children and young people across Aberdeenshire. Education is delivered to children and young people from 5-18 years of age across 151 primary schools and 4 special schools. Schools deliver 21 st century education through a broad curriculum providing opportunities to progress to secondary education. At this stage there has been no change to the base budget. However, this may change before the budget is concluded and there is on-going discussion with Finance colleagues to adjust the budget to take account of demographic and related factors.		
Author(s) and Title(s)	<input type="text"/> Head of Service <input type="text"/> Head of Service	Date	5 November 2014

Stage 2: List the evidence that has been used in this assessment.

Internal data (customer satisfaction surveys; equality monitoring data; customer complaints).	Gender monitoring, Management Information Systems such as SEEMIS, parental complaints/ compliments, placing requests, management information from national sources, benchmarking data, comparator schools, moderation exercises.
Internal consultation with staff and other services affected	Staff PDRS and development needs met through Continuous Professional Development (CPD). Regular liaison with the Primary Head Teachers’ Council, staff surveys, Local Negotiating Committee for Head Teachers, HT meetings, input into the Education & Children’s Service service plan.
External consultation (partner organisations, community groups, and councils).	Parent meetings, parental forums, views of parents and partners through the review of primary education provision. In specific networks community consultation for new campus re-zoning and extended school facilities are on-going. Use of the on-line Budget Simulator.

External data (census, available statistics).	Census data, health statistics, HMIE reports on schools, statutory performance indicators, Scottish Government statistics.
Other (general information as appropriate).	

Stage 3: Evidence Gaps.

Are there any gaps in the information you currently hold?	School roll can be subject to variance which can affect teacher numbers. We need to improve information on some protected characteristics for children & families and family/ kinship types.
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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:
	Major review of teacher staffing requirements to ensure adequate staffing levels in schools	November 2014-April 2015
	Staffing levels in schools will be further reviewed and consolidated for the session 2015-16	August 2015
	Continued monitoring of staffing levels in schools to ensure best delivery of the curriculum	On-going
	Gathering information on protected groups and unknown protected groups/impacts will be a priority to ensure that the Education & Children's Service can ensure fit for purpose education.	On-going

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.	Age – Younger, Disability, Race Primary education contributes to children and young people in the above categories, having the best opportunities to develop in early years and lead to effective transitions within 5-18 education.	

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?	<p>Parents and pupils are regularly communicated with through Parent Councils and Forums, as well as specific engagement sessions, the use of assessment frameworks, parent complaints, compliments and placing requests. Quality Improvement Officers attend various meetings, on an infrequent or needs based approach, to address issues or advise as appropriate.</p> <p>Teachers have been involved in the review of the primary teaching staffing formula to enhance development potential to undertake curriculum for excellence, wider cover of subjects, greater flexibility in provision and potential to move to other subject areas.</p>
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Stage 8: What mitigating steps will be taken to remove or reduce negative impacts?

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

Stage 9: What steps can be taken to promote good relations between various groups?

These should be included in the action plan.	<p>Good school education brings together families, children and young people within their communities. Developing a fit for purpose teacher complement to deliver an enhanced curriculum should promote tolerance, understanding and good relations between various groups.</p> <p>Investigate provision for gypsy/travelling families and families whose first language is not English.</p> <p>Ensure consultation evidence and input from parents of children and young people with additional support needs is acted on.</p> <p>Engage more effectively with parent groups/councils and parents & families.</p> <p>For those pupils with protected characteristics that are not routinely collected or unknown ensure that these are handled sensitively and recorded and monitored at the earliest opportunity.</p>
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Stage 10: How does the policy/activity create opportunities for advancing equality of opportunity?

	<p>Research shows that education results in better health and education throughout life allowing all children and young people, from any background to make the most of opportunities offered, to realise their potential, achieve their best and thus reduce inequality.</p>
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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).	<p>Monitoring of school population and children/young people with Additional Support Needs/Gypsy Traveller/Race and support to family/kinship/groups as required.</p>
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Stage 12: What is the outcome of the Assessment?

Please complete the appropriate box or boxes	1	No negative impacts have been identified –please explain
		The primary education budget funds a broad spectrum of support to meet all needs. The use of the budget reduces barriers and improves equality for all. There are no negative impacts identified.
	2	Negative Impacts have been identified, these can be mitigated - please explain
		*Please fill in Stage 13 if this option is chosen
	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	Education & Children's Service	
	2) Title of Policy / Activity	Primary Education Budget	
	3) I/We have completed the equality impact assessment for this policy/activity.	Name: <input type="text"/> Position: Head of Service Date:5/11/2014	Name: <input type="text"/> Position: Head of Service Date:5/11/2014
	4) Consultation with Service Manager	Name: Date:	
	5) Authorisation by Director or Head of Service	Name: <input type="text"/> Position: Director of Education & Children's Service Date:	

	<p>6) If the EIA relates to a matter that has to go before a Committee, send this form, and any supporting assessment documents, to the Committee Officer of the relevant Committee, e.g. Housing and Social Work Committee.</p>	<p>Date:</p>
	<p>7) Send a copy of the finalised form to EIA@aberdeenshire.gov.uk</p>	<p>Date:</p>
<p>Has the completed form been published on the website (<i>Equalities team to complete</i>)</p>		<p>Date:</p>

Action Plan

Action	Start	Complete	Lead Officer	Expected Outcome	Resource Implications
Review of teacher staffing requirements to ensure adequate staffing in all schools	November 2014	April 2015		Appropriate number of teachers in schools	Accountants monitoring HR Recruitment
Consolidation of teacher staffing in schools	August 2014	On-going		Settled teacher staffing provision in all schools	Staffing Team HR
Continued monitoring of teacher staffing levels	August 2014	On-going		Continuity and robustness of educational delivery	Accountants monitoring
Greater information on protected groups and unknown protected groups/impact	January 2014	On-going		Staff have robust data to work and consult with protected groups and design provision for vulnerable groups and calculate impact on these Each school is provided with a report which provides racial/ethnic analysis of their school roll following the ScotExd census in order to ensure planned provision is meeting all needs	SEEMIS

<p>Developing a fit for purpose teacher complement to deliver an enhanced curriculum</p>	<p>November 2014</p>	<p>On-going</p>	<div data-bbox="804 102 996 236" style="border: 1px solid black; width: 86px; height: 84px; margin: 0 auto;"></div>	<p>Cyclical timetable in place for workforce planning and teacher recruitment</p>	
<p>Keep under review provision for gypsy/ travelling families and families whose first language is not English</p>			<p>Appropriate QIO</p>		
<p>Monitoring of school population and children/ young people with ASN/Gypsy/ Traveller/Race</p>			<p>MIS Team</p>		