



EQUALITY IMPACT ASSESSMENT

Stage 1: Title and aims of the activity (“activity” is an umbrella term covering policies, procedures, guidance and decisions).	
Service	1. Housing and Social Work 2. Education Learning and Leisure
Section	Joint External Placement Group
Title of the activity etc.	Out of Authority Budget
Aims of the activity	To provide outcome focused resources for children whose substantial needs cannot be met by Council owned services/provision
Author(s) & Title(s)	<div style="background-color: #cccccc; width: 200px; height: 15px;"></div>

Stage 2: List the evidence that has been used in this assessment.	
Internal data (customer satisfaction surveys; equality monitoring data; customer complaints).	Integrated Assessment Framework Assessments; Additional Support Needs Assessments; Integrated Children’s Service’s Plan (2102-2015). Intelligence form GIRFEC Implementation arrangements. Input from the Young peoples Organising and Campaigning Group
Internal consultation with staff and other services affected.	Regular liaison around support for learning issues at PHTC and ASHTA. Staff involvement in the creation of the Social Work Child Care Plan. Participant and stakeholder involvement in the joint SW and EL&L kaizen in 2011
External consultation (partner organisations, community groups, and councils).	Stakeholder involvement in the joint kazen; ASN parental forums; feedback team information; Childrens Panel Liaison Group.
External data (census, available statistics).	National research; HMIE reports; Health data; census data; Information from the Scottish Reporters Administration..
Other (general information as appropriate).	

Stage 3: Evidence Gaps.	
Are there any gaps in the information you currently hold?	No. We hold comprehensive data on this provision, including stakeholder/customer feedback.

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 –			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.		

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?	Yes. Service users and their carers have been extensively involved in their own arrangements through LAC review and CSP arrangements 2012 - 2015

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

Stage 9: What steps can be taken to promote good relations between various groups?	
These should be included in the action plan.	Excellent communication between groups and their representatives exist via the GIRFEC implementation arrangements, for example the GIRFEC Leadership Group, the GIRFEC Management Group and GIRFEC Area Groups.

Stage 10: How does the policy/activity create opportunities for advancing equality of opportunity?

GIRFEC is grounded in the provision of the right support to the right children at the right time, irrespective of a protected characteristic and is the Scottish Government's flagship reform programme for children.

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

These should be included in any action plan (for example customer satisfaction questionnaires).

There currently exist t via the LAC and CSP processes.

Stage 12: What is the outcome of the Assessment?

Please complete the appropriate box/boxes	1	No negative impacts have been identified –please explain.
	All of this activity, grounded in GIRFEC helps ensure that all children and their cares receive timely support.	
	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.

Stage 14: Sign off and authorisation.

Sign off and authorisation.	1) Service and Team		
	2) Title of Policy/Activity	(if appropriate)	
	3) Authors: I/We have completed the equality impact assessment for this policy/activity.	Name: Position: Date: 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: Head of Service Date: 9/12/13	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@abdnshire	Date: 9/12/13		
(Equalities team to complete) Has the completed form been published on the website? YES/NO			Date:

