



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	Business Support & Development
Title of the activity etc.	Income Generation - Lets
Aims of the activity	To provide groups, clubs and organisations with access (within the letting charges pricing structure) to accommodation appropriate for the type of activity undertaken; e.g. sports halls. This promotes the well-being of protected groups through opportunities for physical activity, learning, group activities, social interaction etc. The let charges applied provide a source of income generation for the Authority.
Author(s) & Title(s)	Edwin Duncan, Business Support & Development Manager
Stage 2: List the evidence that has been used in this assessment.	
Internal data (customer satisfaction surveys; equality monitoring data; customer complaints).	School Lets Income Data Usage of statistics
Internal consultation with staff and other services affected.	Working with other services; e.g. Finance Liaison with CSC colleagues
External consultation (partner organisations, community groups, and councils).	Some partner Authorities in relation to charging comparisons
External data (census, available statistics).	N/A

Other (general information as appropriate).	
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Stage 3: Evidence Gaps.

Are there any gaps in the information you currently hold?	None
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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:

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.	Health and Wellbeing – Opportunity to participate in physical activity.	
	Opportunity to participate in group/team activities	
	Opportunities to advance knowledge through both vocational and non-vocational classes	
	Social engagement and interaction	

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
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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?

These should be included in the action plan.	Promoting the availability of School Lets including the annual press adverts and direct communication with groups/organisations
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Stage 10: How does the policy/activity create opportunities for advancing equality of opportunity?

Provides opportunities for physical activities, group activities, learning opportunities and social interaction at affordable prices.

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

These should be included in any action plan (for example customer satisfaction questionnaires).	None planned
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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.
	School Lets are available to a whole range of different Community Groups and Clubs at affordable rates supporting the well-being of protected groups through opportunities for physical activity, learning, social activities, and social engagement.	
	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
	N/A	

* 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	ECS Business Support & Development		
	2) Title of Policy/Activity	Income Generation - Lets		
	3) Authors: I/We have completed the equality impact assessment for this policy/activity.	Name: Edwin Duncan Position: ECS Business Support & Development Manager Date: 10/01/17 Signature:	Name: Craig Clement Position: Head of Service Date: 10/01/17 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: Craig Clement Position: Head of Resources and Performance Date: 10/8/16	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@abdnshire			Date:

(Equalities team to complete)

Has the completed form been published on the website? YES/NO

Date:

