

## 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	Education
Title of the activity etc.	Maintain Service Provision - ALEC
Aims of the activity	Provide support to all schools in relation to the Curriculum for Excellence (CfE) health and wellbeing curriculum with a particular focus on substance misuse education. ALEC delivers health and wellbeing sessions to ALEC in all primary schools. Each class in primary receive an annual visit from one of three ALEC mobile classrooms, led by an ALEC educators. In addition, pupils in S1 and 2 receive sessions. This EIA assumes that the service is withdrawn. The delivery of CfE health and wellbeing is the responsibility of schools and individual teachers. ALEC sessions complement and extend experiences for children and young people.
Author(s) & Title(s)	Audrey Hendry

Stage 2: List the evidence that has been used in this assessment.	
Internal data (customer satisfaction surveys; equality monitoring data; customer complaints).	ALEC quality assurance returns, ALEC management information and standards and quality report.
Internal consultation with staff and other services affected.	None
External consultation (partner organisations, community groups, and councils.	None

External data (census, available statistics).	None
Other (general information as appropriate).	Scottish Government recommendations from national guidance.

Stage 3: Evidence Gaps.	
Are there any gaps in the information you currently hold?	It is not known if schools would continue with ALEC provision if charges for the service were introduced.

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:
	Opportunity to consult on impact of changes using Primary Head Teacher Council and meeting with secondary guidance staff.	November 2017

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			✓	
Age – Older			✓	
Disability			✓	
Race – (includes Gypsy Travellers)			✓	
Religion or Belief			✓	
Gender – male/female			✓	
Pregnancy and maternity			✓	
Sexual orientation – (includes Lesbian/ Gay/Bisexual)			✓	
Gender reassignment – (includes Transgender)			✓	

Marriage and Civil Partnership			✓	
--------------------------------	--	--	---	--

**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?	
------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

**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?**

<p>These should be included in the action plan.</p>	
-----------------------------------------------------	--

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

Changes to the service will provide opportunities to focus clearly on barriers to access as part of any change process.

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

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

Quarterly impact assessment by service officers.

Stage 12: What is the outcome of the Assessment?

Please complete the appropriate box/boxes	1	No negative impacts have been identified –please explain.
	No negative impact for three protected categories have been identified. Change in service deliver model is in line with initiatives planned nationally. Aberdeenshire would become pathfinder project.	
	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	Education and Children's Services	
	2) Title of Policy/Activity	Maintain Service Provision - ALEC	
	3) <b>Authors:</b> I/We have completed the equality impact assessment for this policy/activity.	Name: Audrey Hendry Position: Lead Officer – Primary Education Date: 21/1/17 Signature: <i>Audrey Hendry</i>	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: Andrew Griffiths Position: Joint Head of Education Date: 21/01/17	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:

