

## 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 Service’s
Section	Children’s Social Work Services
Title of the activity etc.	Focus on Third Party Contracts Delivering Council Priorities
Aims of the activity	The commissioning of services for children in need/ with additional support needs and their families from third parties.
Author(s) & Title(s)	Bob Driscoll

Stage 2: List the evidence that has been used in this assessment.	
Internal data (customer satisfaction surveys; equality monitoring data; customer complaints).	Statutory KPI’s; Children’s Services Performance Management Information; Significant Case Reviews; Customer Satisfaction Surveys (eg Viewpoint ‘ exit questionnaires); Young Peoples Organising and Campaigning Group, My Voice
Internal consultation with staff and other services affected.	Social Work and Education Learning and Leisure staff at various grades/ positions throughout the service; Procurement; Finance; GIRFEC implantation fora.
External consultation (partner organisations, community groups, and councils.	Getting It Right For Every Child (GIRFEC) Implementation Partners; NHS Grampian and Police Scotland,
External data (census, available statistics).	Child Protection Management Information; Educational Attainment data; Looked after Children data; Early Years Collaborative data.

Other (general information as appropriate).	Care Inspectorate Scrutiny Reports at national and local levels
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Stage 3: Evidence Gaps.	
Are there any gaps in the information you currently hold?	Nil

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.	For younger children and those with disabilities, ensuring best value will enable relevant services to be modernised while achieving significant savings.	

**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?	At this stage consultation has been undertaken by proxy through representatives of the protected groups; exit surveys of service users; national surveys; academic research and consultation on policy drivers. Individuals are always consulted on their own care plan.
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**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.

The fora / initiatives detailed in stage 2 are multi- agency in nature and focused on the shared ambition of providing an integrated and bespoke service experience for the children concerned

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

This initiative is entirely coterminous with the Getting It Right For Every Child agenda which is concerned with every child irrespective of the presence or absence of protected characteristics

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

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

The elements of the 3<sup>rd</sup> party Payments initiative are addressed on a regular basis through a multi service project team. Individual Equality Impact Assessments will be undertaken on specific projects and initiatives arising from the plan at the appropriate juncture.


Stage 12: What is the outcome of the Assessment?

Please complete the appropriate box/boxes	1	No negative impacts have been identified –please explain.
		This initiative is at a relatively new stage of development and thus far does not include any specific proposals to achieve efficiencies/ re provision in a modern manner. If and when proposals emerge these will be carefully managed to avoid any risk to Council reputation or to the experience of the children and families concerned, including those with protected characteristics.
	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

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\* 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	Focus on Third Party Contracts Delivering Council Priorities		
	3) <b>Authors:</b> I/We have completed the equality impact assessment for this policy/activity.	Name: Robert Driscoll Position: Head of Children's Social Work Services Date: 03/08/16 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: Maria Walker Position: Director (Education & Children's Services) Date:	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. Eg 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:

