

EQUALITY IMPACT ASSESSMENT

EIA Version	Date	Author	Changes
1.1	15/02/2021	James Martin	EIA Created

Stage 1: Title and aims of the activity (“activity” is an umbrella term covering policies, procedures, guidance and decisions including those that affect services the council delivers).	
Service	Education & Children's Services
Section	Early Years
Title of the activity etc.	Monitoring the full year effect on Increasing charges for Out of School Care (increase as part of 2021/22 Budget)
Aims and desired outcomes of the activity	<p>To ensure that the Aberdeenshire Out of School Service continues to work towards achieving full cost neutrality by the end of 2021/22</p> <p>The Council agreed to increase charges in 2019/20 and the term time charges increase was implemented in November 2019. 2020/21 will see the first full financial year of the charge increase. However, due to Covid, work towards full cost recovery has had to move to 21/22.</p> <p>Also, due to Covid, Early Years did not increase the rate in line with inflation in 20/21. The rate will increase in 21/22 in accordance with the charging policy. The holiday club rate was also delayed in being increased due to Covid. There is a limited provision available across Aberdeenshire, which operates in Spring, Summer and October holiday periods. Aberdeenshire Early Years' Service will consult with families prior to planned implementation in summer 2021.</p>
Author(s) & Title(s)	James Martin (Early Years' Service Manager)

Stage 2: List the evidence that has been used in this assessment and explain what it means in relation to the activity you are assessing.		
Evidence	What does it say?	What does it mean?

Internal data (customer satisfaction surveys; equality monitoring data; customer complaints).	<p>Customer complaints relating to provision need.</p> <p>Usage data and waiting list information has identified the level of need across Aberdeenshire.</p> <p>Exit interview data shows reasons why staff are leaving.</p>	<p>It has been identified that there is a higher level of need than there is supply for Out of School Care (OOSC), especially in the main township areas.</p> <p>Through the usage data, it is apparent, that staffing could be increased in order to meet this demand, which is why the sustainability of OOSC is so crucial.</p> <p>There is a requirement to review the structure and posts within OOSC in order to be able to increase recruitment, so that supply can be increased. There is competition for recruitment from Early Years sector due to changes with 1140. Also, for those areas that are close to Aberdeen City, there is competition from other OOSC provision in Aberdeen City, where the average salary is higher.</p>
Internal consultation with staff and other services affected.	<p>Consultation with parents, staff, etc.</p>	<p>The need to invest in resources has been identified through surveys and evaluations, which was another part of ensuring the charge increase allowed for reinvestment in OOSC. This is to ensure that Aberdeenshire Council OOSC could continue to strive for quality provision for all the children accessing its service.</p>
External consultation (partner organisations, community groups, and councils).		
External data (census, available statistics).	Care Inspectorate	<p>This data identifies where improvements are required and so where the Council can target its resources.</p>

Other (general information as appropriate).		
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Stage 3: Evidence Gaps.	
Are there any gaps in the information you currently hold?	N/A

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: What steps can be taken to promote good relations between various groups/areas?	
These should be included in the action plan.	The OOSC is accessible to all young people of primary school age.

Stage 6: How does the policy/activity create opportunities for advancing equality of opportunity?	
	Through the provision of affordable and accessible childcare, this increases parent/carer ability to work and go through education and training opportunities.

Stage 7a:

Are there potential impacts on protected groups?

The protected groups covered by the equality duty are age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

Who is affected by the activity or who is intended to benefit from the proposed activity and how?
Complete the table below for each protected group by inserting “yes” in the applicable box/boxes below.

	Positive	Negative	Neutral	Unknown
Age – Younger			x	
Age - Older			x	
Disability			x	
Race – (includes Gypsy Travellers)			x	
Religion or Belief			x	
Sex			x	
Pregnancy and maternity			x	
Sexual orientation – (includes Lesbian/Gay/Bisexual)			x	
Gender reassignment – (includes Transgender)			x	
Marriage and Civil Partnership			x	

Stage 7b: Do you have evidence or reason to believe that this policy, activity etc. will or may impact on socio-economic inequalities?

This is about trying to be fair to everyone. Part of that is realising that not everyone may be starting at the same place. Some individuals and families may have low income, may have very little or no savings which means they are living from month to month therefore changes to council policies/services may have a greater adverse impact on them.

On this basis you should consider potential impacts on individuals/families by:

- Place: on specific vulnerable areas or communities (SIMD, regeneration, rural) e.g. housing, transport.
- Pockets: household resources, (Income, benefits, outgoings) ability to access a service
- Prospects: peoples life chances e.g., Access to, or ability to access employment, training, services (such as council or health) or support.

Groups of people who may be impacted include, but not limited to:

<ul style="list-style-type: none"> • Unemployed • Single parents and vulnerable families • People on benefits • Those involved in the criminal justice system • People in the most deprived communities • People who live in rural areas 	<ul style="list-style-type: none"> • Pensioners • Looked after children • Carers including young carers • Veterans • Students • Single adult households • People who have experienced the asylum system 	<ul style="list-style-type: none"> • Those leaving the care setting including children and young people and those with illness • Homeless people • People with low literacy/numeracy • People with lower educational qualifications • People in low paid work • People with one or more protected characteristic
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Please complete by inserting “yes” in the applicable box/boxes below.

Socio-economic disadvantage	Positive	Negative	Neutral	Unknown
Pockets: Low income/income poverty – cannot afford to maintain regular payments such as bills, food, clothing			x	

Pockets: Low and/or no wealth – enough money to meet basic living costs and pay bills but have no savings to deal with any unexpected spends and no provision for the future			X	
Pockets: Material deprivation – being unable to access basic goods and services i.e. financial products like life insurance, repair/replace broken electrical goods, warm home, leisure and hobbies			X	
Place: Area deprivation – where you live, where you work			X	
Prospects: Socioeconomic background – social class i.e. parents education, employment and income, educational achievement.			X	

Stage 8: 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 you have highlighted above. Detail the impacts and describe those affected.		

Stage 9: Have any of the affected groups/areas been involved, engaged with or 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?	N/A
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Stage 10: 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 11: What monitoring arrangements will be put in place? How the EIA will be used to monitor the proposal

These should be included in any action plan (for example customer satisfaction questionnaires).	On-going monitoring of up-take/usage data. On-going monitoring of waiting list information.
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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. The charge increase in relation to the anticipated savings were already brought before Committee, as was a corresponding EIA. The EIA identified the potential impacts and the mitigations of these impacts that would be put in place. There is no additional increase in the charge anticipated at this point, with the possible exception of charge increases relating to the Charging Policy which has already been agreed with committee.
	2	Negative Impacts have been identified, these can be mitigated - please explain. * Please fill in Stage 13 if this option is chosen.
		N/A

	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	Education & Children's Services: Early Years	
	2) Title of Policy/Activity	Full year effect on Increase in Charges for Out of School Care (increase as part of 2019/20 Budget) (if appropriate)	
	3) Authors: I/We have completed the equality impact assessment for this policy/activity.	Name: James Martin Position: Early Years' Service Manager Date: 15/02/2021 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: Anne Marie Davies Macleod Position: Head of Resources and Performance Date: 15/02/2021	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.	Date:	
	7) EIA author sends a copy of the finalised form to: equalities@aberdeenshire.gov.uk	Date:	

