

## Stage two: form for carrying out a full equality impact assessment

### 1: Policy or function details

Name of policy or function  <i>(Insert the name of the policy, strategy, project, funding application, initiative or financial decision)</i>	Service Choices, Education Support HQ and Janitorial Services EDUC05a, EDUCO5c, EDUCO5d, EDUCO5e, EDUCO5g, EDUCO5h EDUCO5j
Lead officer/person  <i>(The name of the officer who is responsible for developing the policy)</i>	Susan Tyre, School Services Support Manager
Supporting team (names/job titles)	Ann Marie Knowles, Head of Service  Eilidh Petro, Principal Accountant

<p>What are the main aims of the policy?</p>	<p>The main aim of the School Support Services package is to meet the savings which are required to be made as part of Service Choices (Education Services Base Budget Service Choices Stage 2 Options review templates)</p> <p>Proposed target savings are required to be achieved between 2016 and 2021. With first year savings in 2016/2017 of £375K, a further saving of £60K in 2017/2018 (a cumulative saving of £435K) and a reduction of 8 FTE posts.</p> <p>Savings proposals:</p> <p><b>EDUCO 5a</b> – reduce central support and repairs/janitorial staff (4FTE posts)</p> <p><b>EDUCO 5c</b> – reduce physical education facilities budget by 50%</p> <p><b>EDUCO 5d</b> – reduce janitorial cover budget by 20%</p> <p><b>EDUCO 5e</b> – reduce central repairs budget by 20%</p> <p><b>EDUCO 5g</b> – remove subsidy payment to community swimming pools</p> <p><b>EDUCO 5h</b> – removal of Attendance Officer posts (4FTE posts)</p> <p><b>EDUCO 5J</b> – reduction in clothing grants by 30%</p>
<p>Who will benefit?</p>	<p>The policy will not benefit any specific equality group.</p>

Is the policy intended to increase equality of opportunity by permitting positive action or action to redress disadvantage?	This Service Choices package is not intended to increase equality of opportunity.
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## 2: What are the likely impacts of the policy?

For each protected characteristic you should identify any particular impact that the policy may have for the group. Impacts could be positive or negative and both should be described.

If there are no impacts on a particular protected characteristic then state your reasons for this within the response box. This demonstrates that you have considered the impact on each characteristic.

<p>Will the policy impact on the whole population of Argyll and Bute?</p> <p>Will the policy impact on particular groups within the population of Argyll and Bute?</p>	<p>No equality impacts are expected on the wider Argyll and Bute population.</p> <p>Potential equality impacts for pupils under 19 years of age within the population of Argyll and Bute who access school clothing grants. Removal school clothing grant will have a higher impact on low income families with the predominance being single parents.</p> <p>The proposed reduction in staffing levels in the School Support Services will have a negative impact affecting predominantly female employees delivering administrative and clerical and Attendance Officer functions across Education Services in Argyll and Bute. This is representative of the employment profile of the Council as a whole.</p> <p>The proposals will mean a reduction in the overall number of centrally deployed employees (4FTE) and Attendance Officers (4FTE) and the risk of potential redundancies. As part of the Service Choices consultation process the Service will ensure all possible opportunities to mitigate the risk of redundancy will be fully explored and with HR through the</p>
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	redeployment process.
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Consider the following protected characteristics. What are the likely impacts for the group or community?

List any positive and/or negative impacts.

<b>Protected characteristic</b>	<b>Positive and/or negative impacts</b>
Race: relating to people from different racial groups, ethnic or national origins, ethnic minorities, including gypsy travellers and migrant workers	None.
Gender: specific to women and/or men	The proposals for service reduction are not gender specific. Taking into account the higher proportion of men in janitorial posts and the fact that the majority of employees in support services are female, there will be a slightly greater impact on male employees.
Disability: relating to people with either mental or physical disability	None.
Age: relating to different age groups e.g. older people or children and young people	Potential negative impact on children under 19 years of age within Argyll and Bute.
Religion or Belief: relating to a person's religion or belief (including non-belief)	None.
Sexual orientation: relating to whether a person is lesbian, gay, bi-sexual, heterosexual	None.
Marriage and civil partnership: relating to people who are married or are in a civil partnership	None.
Gender reassignment: relating to people who have proposed, started or completed a process to change his or her sex	None.
Pregnancy and maternity: relating to the condition of being pregnant or expecting a baby and the period after the birth	None.

### 3: Evidence used in developing the policy

Set out the evidence on impacts that you have collected in the development of the policy.

<p><b>Involvement and consultation</b> In assessing the impact(s) set out above what evidence has been collected from involvement, engagement or consultation? Who was involved, when and how?</p>	<p>Planned discussions were held with School Support Services employees to inform them of the requirements of Service Choices and provide an opportunity to discuss, contribute ideas to the proposed savings proposals.</p> <p>Public consultation was carried out on all the Service Choices options. Respondents to the survey broadly supported savings proposals that affected central repairs or other facilities budgets. They broadly disagreed with proposals that affected staff or pupils directly.</p> <p>56% of respondents disagreed or strongly disagreed with the proposal to remove subsidy payments to local swimming pools.</p> <p>Consultation with the affected staff, trade Unions and HR have taken place on three occasions between November 2015 and January 2016 to consider all options for those affected by the Service Choices package.</p>
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**Data and research**

Please specify what research was carried out or data collected, when and how this was done, **and what other available research or data did you use?**

*Set out any local or national data that has been used, in the impact assessment including any relevant guidance that has influenced the development of the policy.*

As a core part of the Service Choices process Services were required to complete Stage 2 Option Review Templates.

**EDUCO 5a** – reduce central support and repairs/janitorial staff (4FTE posts)

Review of current organisational structure, posts and remits/functions carried out as part of Service Choices proposals.

Refinement of existing administrative organisation as a consequence of changes to Service responsibilities.

**EDUCO 5c** – reduce physical education facilities budget by 50%

Consideration of potential impact of expectations arising from 2 hours PE for all pupils and continuing ability to deliver.

**EDUCO 5d** – reduce janitorial cover budget by 20%

Review of patterns of spend on janitorial cover budget. Alternative models of delivery considered.

**EDUCO 5e** – reduce central repairs budget by 20%

Consideration of property conditions survey data /trends.

**EDUCO 5g** – remove subsidy payment to community swimming pools

Consideration of potential community impact, review of alternative service provision.

**EDUCO 5h** – removal of Attendance Officer posts (4FTE posts)

Evaluation of alternative approaches to attendance monitoring, reporting and management with school clusters without Attendance Officers.

**EDUCO 5J** – reduction in clothing grants by 30%

Budget has been underspent in previous years.

<p><b>Partners' data and research</b>          What evidence has been provided by partners?          Please specify partners.</p>	<p>Not applicable.</p>
<p><b>Gaps and uncertainties</b>          Have any gaps or uncertainties been identified in your understanding of the issues or impacts that need to be further explored?</p>	<p>None.</p>

**4: Detailed Action Plan to address gaps in evidence and to reduce negative impacts**

No	Action	Responsible Officer(s)	Timescale
1	One to one consultation with all affected employees	Head Teachers, Managers	Feb 2016
2	Refresh of the resource allocation formula to ensure that resources are allocated on the basis of risk prioritisation	Susan Tyre	March-May 2016
3	Communication with current and potential recipients of school clothing allowance to advise of any changes to criteria.	Susan Tyre	March 2016
4	Communication with swimming pools affected by the reduction in payment	Susan Tyre	March 2016
5	Signposting affected community pools to other alternative funding opportunities and to business planning support to mitigate reduction in funding	Susan Tyre	March 2016

Note: Please add extra rows as required.

**5: Performance monitoring and reporting**

Please describe how the policy will be taken forward. This will act as a record for future reviews and the monitoring of the policy.

When is the policy intended to come into effect?  <i>Insert the date and name of the Committee meeting that will approve the policy.</i>	Proposed changes will be implemented with effect in 2016/2017.  Decisions on the savings will be made at the council's budget meeting on 11 February 2016
When will the policy be reviewed?	No planned review date at this stage.
Who is responsible for reviewing the policy?	Susan Tyre, School Services Support Manager.

## 6: Summary

### Name of policy:

This policy will help the council to meet the general equality duty to eliminate discrimination; advance equality of opportunity; and foster good relations by:

#### **Eliminate discrimination**

State how the policy will eliminate discrimination

The savings proposals are not designed to eliminate discrimination, but seek to manage reductions in the education revenue budget with minimal impact on equality groups, ensuring that the overall education service is sufficiently resourced to deliver quality education.

The impacts identified have associated mitigating actions.

#### **Advance equality of opportunity**

State how the policy will advance equality of opportunity

The proposal will result in savings to the education service, which will allow it to operate within budget and deliver equality of opportunity to all pupils across Argyll and Bute.



### **Foster good relations**

State how the policy will affect good relations

The proposal will result in savings to the education service, which will allow it to operate within budget and ensure that it continues to foster good relations to all pupils across Argyll and Bute

When completed, the assessment must be signed off by the lead officer and by the relevant Head of Service.

Signed:  
Lead Officer



Date: 27.1.16

Signed:  
Head of Service



Date: 28 January 2016

Completed assessments must be sent to: [equality@argyll-bute.gov.uk](mailto:equality@argyll-bute.gov.uk) or Stephen Colligan, Improvement and Organisational Development, for quality control, recording and publishing on the council's website.