

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

1: Policy or function details

Name of policy or function	Service Choices, Psychology Services – EDUCO12a, EDUCO12b
Lead officer/person	Roslyn Redpath, Principal Educational Psychologist
Supporting team (names/job titles)	Ann Marie Knowles, Head of Service Eilidh Petro, Principal Accountant Susan Tyre, School Services Support Manager
What are the main aims of the policy? <i>Plan and Service Plans</i>	<p>The main aim of the Psychology 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 £105K, with a further saving of £6K in 2017/2018 (a cumulative saving of £111K) – a reduction of 0. 6 FTE posts.</p> <p>Savings proposals:</p> <p>EDUCO12a – reduce Educational Psychology Service by 7% .</p> <p>EDUCO12b – reduce budget for Residential Schools by 7%</p>
Who will benefit?	This Service Choices option will not benefit any specific equality group.

Is the policy intended to increase equality of opportunity by permitting positive action or action to redress disadvantage?	This Service Choices package function 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 whole population of Argyll and Bute.</p> <p>Removal or reduction of the services identified within this aspect of the Service choices package may have a slight direct negative impact for school age children across Argyll and Bute who use the service.</p> <p>The proposed reduction in staffing levels in the Educational Psychology Service will have a slight negative impact on the current service delivery. Potential slight impact for children and young people affected by disability, as defined within the Additional Support for Learning Act. There will be a small (0.6 FTE) proposed reduction in the overall number of centrally deployed Education Psychologists bringing a risk of potential redundancy. 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 redeployment process.</p>
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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.

Protected characteristic	Positive and/or negative impacts
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	None
Disability: relating to people with either mental or physical disability	Potential slight impact for children and young people affected by disability, as defined within the Additional Support for Learning Act and who use the Psychology service or the residential service.
Age: relating to different age groups e.g. older people or children and young people	Children under the age of nineteen may be slightly adversely impacted as a consequence of these proposed Service Choice options.
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>Involvement and consultation</p> <p>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 members of the Education Psychology Service 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. 57% disagreed or strongly disagreed with the reduction in Psychology services savings option, whilst 28% strongly agreed or agreed.</p> <p>27% disagreed or strongly disagreed with the reduced budget for outside schools, whilst 50% agreed or strongly agreed with the proposed saving.</p> <p>Consultation with the affected staff, Trade Unions and HR have taken place on several occasions between October 2015 and January 2016 to consider all options for those affected by the Service Choices package.</p>
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<p>Data and research</p> <p>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?</p>	<p>As a core part of the Service Choices process Services were required to complete Stage 2 Option Review Templates.</p> <p>EDUCO12a – reduce Educational Psychology Service by 7%. Review of current service delivery arrangements, including time allocations to individual schools, meeting attendance, case reviews to assist in identifying revised approaches to service delivery.</p> <p>EDUCO12b – reduce budget for Residential Schools by 7%. Assessment of impact of further reductions to the residential schools placements for children and young people. Review of alternative models/approaches utilised by other authorities.</p>
<p>Partners' data and research</p> <p>What evidence has been provided by partners? Please specify partners.</p>	
<p>Gaps and uncertainties</p> <p>Have any gaps or uncertainties been identified in your understanding of the issues or impacts that need to be further explored?</p>	None.

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

No	Action	Responsible Officer(s)	Timescale
1	Framework for the prioritisation of need for the service will be reviewed	Roslyn Redpath	May 2016
2	Discussions with affected young people and parents to advise of new arrangements	Roslyn Redpath	May-June 2016

3	Action plan prepared to manage changeover from existing to new arrangements	Roslyn Redpath	May-June 2016
4	Affected staff will be consulted with on a one to one basis	Line managers/Head teachers	March-May 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?	Proposed changes will be implemented with effect in 2016/2017.
When will the policy be reviewed?	No planned review date at this stage.
Who is responsible for reviewing the policy?	Roslyn Redpath Principal Educational Psychologist

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:

<p>Eliminate discrimination State how the policy will eliminate discrimination</p> <p>The proposal will not specifically eliminate discrimination, but there are identified mitigating actions for the impacts that have been highlighted.</p>
<p>Advance equality of opportunity State how the policy will advance equality of opportunity</p> <p>The proposal will not specifically advance equality of opportunity, but there are identified mitigating actions for the impacts that have been highlighted.</p>

Foster good relations

State how the policy will affect good relations

The proposal will not specifically foster good relations, but there are identified mitigating actions for the impacts that have been highlighted.

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

Signed:
Lead Officer



Date: 2/2/2016



Signed:
Head of Service

Date: 2/2/2016

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