



**North Ayrshire Council  
Equality Impact Assessment Form**

**Equality Impact Assessment**

This form will assist in carrying out an equality impact assessment of new, revised and existing policies and practices. Guidance on how to complete assessments is given in the Council's **Equality Impact Assessment Toolkit**. The form is mandatory and must be published on the Council website once the policy or practice has been approved.

**Section 1 - Details**

1.1. **Service**  **Section**

1.2. **Name of Policy or Practice being assessed:**

Is it new  Existing

1.3. **List of participants in Equality Impact Assessment**

1.4. **Manager responsible for impact assessment**  
Name:   
Designation:

1.5. **Timetable**  
Date assessment started:  (dd/mm/yyyy)  
Completion date:  (dd/mm/yyyy)

**Section 2 – Aim and Relevance**

2.1. **What is the purpose of the policy or practice?**

2.2. **What are the anticipated notable outcomes (positive and negative)?**  

- Teaching and learning
- Curriculum delivery and development
- Staff supervision and support
- Quality assurance and improvement
- Development of new initiatives





North Ayrshire Council  
Equality Impact Assessment Form

**2.3. Who is affected by the policy or practice as an internal or external service user?**

Children and young people  
Employees

**2.4. Please indicate the equality groups likely to be affected by the policy:**

Age (children and young people)  
Other (poverty)

**2.5 Which aspects of the policy eliminate unlawful discrimination, harassment and victimisation?**

This budget proposal should not result in unlawful discrimination, harassment and victimisation.

**2.6 Which aspects of the policy advance equality of opportunity between people which share a relevant protected characteristic and those who do not?**

This budget proposal will not advance equality of opportunity between people which share a relevant protected characteristic and those who do not.

**2.7 Which aspects of the policy foster good relations between people who share a protected characteristic and those who do not?**

This budget proposal will not have a direct impact on fostering good relations between people who share a protected characteristic and those who do not.

**2.8 Have any cross cutting impacts been identified from other Council Services or Partner Agencies (multiple discrimination or **accumulated effects of multiple proposals on a protected characteristic**)?**

No

**2.9 If Crosscutting issues identified with other Services, what discussion/interaction has taken place to mitigate any potential negative impacts of accumulated proposals?**





**North Ayrshire Council  
Equality Impact Assessment Form**

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**Section 3 – Collecting Information**

**3.1. What evidence is available about the needs of relevant groups?**

**Source of Evidence**

Demographic data,  
including Census

SIMD data

Research

Attainment reports (tracking and monitoring)  
How Good is Our School reports

Consultation &  
survey reports

Equality Monitoring  
Data

Inspection & audit  
reports

Service user  
feedback &  
complaints

Ombudsman reports  
& case law

Legislation and guidance on equalities

Officer knowledge &  
experience

Head Teacher feedback

**3.2. Are there any gaps in evidence?**

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**North Ayrshire Council  
Equality Impact Assessment Form**

No

**Section 4 – Impacts**

**4.1. Could the proposed policy or practice have an impact on any of the following protected characteristics? (Positive or negative)**

<b>Protected Characteristic</b>	<b>Yes</b>	<b>No</b>	<b>Please explain</b>
Age (Older people, children and young people)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Children and young people.
Disability (Physical and Learning)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	There is a possibility that young people with additional support needs could feel the impact of this reduction more than others.
Gender reassignment (Where a person is living as the opposite gender to their birth)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Pregnancy and Maternity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Race, ethnicity, colour, nationality or national origins (including gypsy/ travellers, refugees and asylum seekers)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Religion or belief	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Sex (Women and Men)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	





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Sexual Orientation  
(Lesbian, gay and bisexual people)

Other (Poverty, homelessness, ex offenders, isolated rural communities, carers, part-time workers, or people in a marriage/civil partnership)

There is a possibility that young people from more deprived backgrounds could feel the impact of this reduction more than others.

**Section 5 – Assessment**

- 5.1. Is there any evidence that the policy:**
- may result in less favourable treatment for particular groups?
  - may give rise to direct or indirect discrimination?
  - may give rise to unlawful harassment or victimisation?

Yes                       No                       No evidence

**If yes, give details**

Children and young people would experience a negative impact from the loss of this support.

- 5.2. If you have identified a negative impact, how will you modify this?**

It will be difficult to modify the negative impact of this proposal.

- 5.3. Is the policy or practice intended to promote equality by permitting positive action or action to remove or minimise disadvantage?**

Yes                       No

**If yes, please give details**

**Section 6 – Consultation & Recommendations**

- 6.1. Describe the consultation undertaken with equality groups, including details of the groups involved and the methods used.**

As the specific impact on individual equalities groups or individuals is hard to quantify there has been no specific consultation with equalities groups.





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Equality Impact Assessment Form**

**Section 7 – Outcome of Assessment**

- 7.1. Please detail the outcome of the assessment:**
- |  |                                     |
|--|-------------------------------------|
| No major alterations to policy assessed, EIA shows policy is robust  | <input type="checkbox"/>            |
| Adjust the policy to remove barriers or better promote equality  | <input type="checkbox"/>            |
| Continue the policy – there are justifications to continue the policy despite potential for adverse impact | <input checked="" type="checkbox"/> |
| Stop and remove the policy as there is actual or potential; unlawful discrimination                        | <input type="checkbox"/>            |

**7.2. Please detail recommendations, including any action required to address negative impacts identified**

Education and Youth Employment will closely monitor and review the impact through attainment and achievement levels in our schools. There is little or no action that could be taken to negate the impact of this proposal.

**7.3. Is a more detailed impact assessment needed?**

No

**Section 8 – Monitoring**

**8.1. Describe how you will monitor the impact of this policy e.g. performance indicators used, other monitoring arrangements, who will monitor progress, criteria used to measure if outcomes are achieved.**

The equalities impacts of this proposal will be monitored during its implementation and annually as part of the budget setting process.

**8.2. Describe how you will publish the results of monitoring arrangements?**

Attainment results and reports are published annually, along with budget setting information. How Good is Our School report results would be monitored to assess the affect of reduced management time.

**8.3. When is the policy or practice due to be reviewed?**

There will be consultation with the Council Administration, thereafter all Elected Members. After that the proposals will be scrutinised by Council though the budget process.

**8.4. Head of Service who has approved impact assessment  
Please insert name and title of the Head of Service who has approved this assessment**

Name:	John Butcher
Title	Executive Director (Education and Youth Employment)
Date:	





**Section 9 – Publication**

**9.1 All Equality Impact Assessments must be published on the Council website. Please forward to Andrew Hale (ahale@north-ayrshire.gov.uk)**

**Useful Guidance**

Equality and Human Rights Commission: Assessing impact and the public sector duty: A guide for public authorities (Scotland) (2012)

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**Section 1 - Details**

1.1. **Service**  **Section**

1.2. **Name of Policy or Practice being assessed:**  
  
Is it new  Existing

1.3. **List of participants in Equality Impact Assessment**

1.4. **Manager responsible for impact assessment**  
Name:   
Designation:

1.5. **Timetable**  
Date assessment started:  (dd/mm/yyyy)  
Completion date:  (dd/mm/yyyy)

**Section 2 – Aim and Relevance**

2.1. **What is the purpose of the policy or practice?**

2.2. **What are the anticipated notable outcomes (positive and negative)?**

2.3. **Who is affected by the policy or practice as an internal or external service user?**  

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Children and young people  
Employees

**2.4. Please indicate the equality groups likely to be affected by the policy:**

Age (children and young people)  
Disability (physical and learning)  
Other (poverty)

**2.5 Which aspects of the policy eliminate unlawful discrimination, harassment and victimisation?**

This budget proposal should not result in unlawful discrimination, harassment and victimisation.

**2.6 Which aspects of the policy advance equality of opportunity between people which share a relevant protected characteristic and those who do not?**

This budget proposal will not advance equality of opportunity between people which share a relevant protected characteristic and those who do not.

**2.7 Which aspects of the policy foster good relations between people who share a protected characteristic and those who do not?**

This budget proposal will not have a direct impact on fostering good relations between people who share a protected characteristic and those who do not.

**2.8 Have any cross cutting impacts been identified from other Council Services or Partner Agencies (multiple discrimination or **accumulated effects of multiple proposals on a protected characteristic**)?**

No

**2.9 If Crosscutting issues identified with other Services, what discussion/interaction has taken place to mitigate any potential negative impacts of accumulated proposals?**

**Section 3 – Collecting Information**





**North Ayrshire Council  
Equality Impact Assessment Form**

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**3.1. What evidence is available about the needs of relevant groups?**

**Source of Evidence**

Demographic data, including Census	SIMD data
Research	Attainment reports (tracking and monitoring) How Good is Our School reports
Consultation & survey reports	
Equality Monitoring Data	
Inspection & audit reports	
Service user feedback & complaints	
Ombudsman reports & case law	Legislation and guidance on equalities
Officer knowledge & experience	Head Teacher feedback

**3.2. Are there any gaps in evidence?**

No
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North Ayrshire Council  
Equality Impact Assessment Form

**Section 4 – Impacts**

**4.1. Could the proposed policy or practice have an impact on any of the following protected characteristics? (Positive or negative)**

<b>Protected Characteristic</b>	<b>Yes</b>	<b>No</b>	<b>Please explain</b>
Age (Older people, children and young people)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Children and young people.
Disability (Physical and Learning)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	There is a possibility that young people from more deprived backgrounds could feel the impact of this reduction more than others.
Gender reassignment (Where a person is living as the opposite gender to their birth)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Pregnancy and Maternity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Race, ethnicity, colour, nationality or national origins (including gypsy/ travellers, refugees and asylum seekers)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Religion or belief	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Sex (Women and Men)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Sexual Orientation (Lesbian, gay and bisexual people)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	





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Other (Poverty, homelessness, ex offenders, isolated rural communities, carers, part-time workers, or people in a marriage/civil partnership)

There is a possibility that young people from more deprived backgrounds could feel the impact of this reduction more than others.

**Section 5 – Assessment**

**5.1. Is there any evidence that the policy:**

- may result in less favourable treatment for particular groups?
- may give rise to direct or indirect discrimination?
- may give rise to unlawful harassment or victimisation?

Yes  No  No evidence

**If yes, give details**

Children and young people would experience a negative impact as increased class sizes mean less teacher time per pupil.

**5.2. If you have identified a negative impact, how will you modify this?**

It would be difficult to modify the negative impact that creating larger class sizes at stage P1-P3.

**5.3. Is the policy or practice intended to promote equality by permitting positive action or action to remove or minimise disadvantage?**

Yes  No

**If yes, please give details**

**Section 6 – Consultation & Recommendations**

**6.1. Describe the consultation undertaken with equality groups, including details of the groups involved and the methods used.**

As the specific impact on individual equalities groups or individuals is hard to quantify there has been no specific consultation with equalities groups.

**Section 7 – Outcome of Assessment**

**7.1. Please detail the outcome of the assessment:**

- No major alterations to policy assessed, EIA shows policy is robust
- Adjust the policy to remove barriers or better promote equality





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Equality Impact Assessment Form**

- Continue the policy – there are justifications to continue the policy despite potential for adverse impact
- Stop and remove the policy as there is actual or potential; unlawful discrimination

**7.2. Please detail recommendations, including any action required to address negative impacts identified**

Education and Youth Employment will closely monitor and review the impact through attainment and achievement levels in our schools. There is little or no action that could be taken to negate the impact of this proposal.

**7.3. Is a more detailed impact assessment needed?**

No

**Section 8 – Monitoring**

**8.1. Describe how you will monitor the impact of this policy e.g. performance indicators used, other monitoring arrangements, who will monitor progress, criteria used to measure if outcomes are achieved.**

The equalities impacts of this proposal will be monitored during its implementation and annually as part of the budget setting process.

**8.2. Describe how you will publish the results of monitoring arrangements?**

Attainment results and reports are published annually, along with budget setting information. How Good is Our School report results would be monitored to assess the affect of reduced management time.

**8.3. When is the policy or practice due to be reviewed?**

There will be consultation with the Council Administration, thereafter all Elected Members. After that the proposals will be scrutinised by Council though the budget process.

**8.4. Head of Service who has approved impact assessment  
Please insert name and title of the Head of Service who has approved this assessment**

Name:

Title:

Date:





**Section 9 – Publication**

**9.1 All Equality Impact Assessments must be published on the Council website. Please forward to Andrew Hale (ahale@north-ayrshire.gov.uk)**

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**Section 1 - Details**

1.1. **Service**  **Section**

1.2. **Name of Policy or Practice being assessed:**

Is it new  Existing

1.3. **List of participants in Equality Impact Assessment**

1.4. **Manager responsible for impact assessment**  
Name:   
Designation:

1.5. **Timetable**  
Date assessment started:  (dd/mm/yyyy)  
Completion date:  (dd/mm/yyyy)

**Section 2 – Aim and Relevance**

2.1. **What is the purpose of the policy or practice?**

2.2. **What are the anticipated notable outcomes (positive and negative)?**





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**2.3. Who is affected by the policy or practice as an internal or external service user?**

Children and young people  
Employees

**2.4. Please indicate the equality groups likely to be affected by the policy:**

Age (children and young people)  
Disability (physical and learning)  
Other (poverty)

**2.5 Which aspects of the policy eliminate unlawful discrimination, harassment and victimisation?**

This budget proposal should not result in unlawful discrimination, harassment and victimisation.

**2.6 Which aspects of the policy advance equality of opportunity between people which share a relevant protected characteristic and those who do not?**

This budget proposal will not advance equality of opportunity between people which share a relevant protected characteristic and those who do not.

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**2.8 Have any cross cutting impacts been identified from other Council Services or Partner Agencies (multiple discrimination or **accumulated effects of multiple proposals on a protected characteristic**)?**

No

**2.9 If Crosscutting issues identified with other Services, what discussion/interaction has taken place to mitigate any potential negative impacts of accumulated proposals?**





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Equality Impact Assessment Form**

**Section 3 – Collecting Information**

**3.1. What evidence is available about the needs of relevant groups?**

**Source of Evidence**

Demographic data,  
including Census

SIMD data

Research

Early Years Inspections

Consultation &  
survey reports

Equality Monitoring  
Data

Inspection & audit  
reports

Service user  
feedback &  
complaints

Ombudsman reports  
& case law

Legislation and guidance on equalities

Officer knowledge &  
experience





**North Ayrshire Council  
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**3.2. Are there any gaps in evidence?**

No
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**Section 4 – Impacts**

**4.1. Could the proposed policy or practice have an impact on any of the following protected characteristics? (Positive or negative)**

<b>Protected Characteristic</b>	<b>Yes</b>	<b>No</b>	<b>Please explain</b>
Age (Older people, children and young people)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Children and young people.
Disability (Physical and Learning)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	There is a possibility that young people with additional support needs could feel the impact of this reduction more than others.
Gender reassignment (Where a person is living as the opposite gender to their birth)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Pregnancy and Maternity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Race, ethnicity, colour, nationality or national origins (including gypsy/ travellers, refugees and asylum seekers)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Religion or belief	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Sex (Women and Men)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	





**North Ayrshire Council  
Equality Impact Assessment Form**

Sexual Orientation  
(Lesbian, gay and bisexual  
people)

Other (Poverty,  
homelessness, ex  
offenders, isolated rural  
communities, carers, part-  
time workers, or people in a  
marriage/civil partnership)

There is a possibility that young people from more deprived backgrounds could feel the impact of this reduction more than others.

**Section 5 – Assessment**

- 5.1. Is there any evidence that the policy:**
- may result in less favourable treatment for particular groups?
  - may give rise to direct or indirect discrimination?
  - may give rise to unlawful harassment or victimisation?

Yes                       No                       No evidence

**If yes, give details**

Our youngest children could experience a negative impact on their progress as the number of teachers would reduce significantly in this sector.

- 5.2. If you have identified a negative impact, how will you modify this?**

The impact will be reduced by replacing the teachers with Early Years Practitioners to maintain ratios.

- 5.3. Is the policy or practice intended to promote equality by permitting positive action or action to remove or minimise disadvantage?**

Yes                       No

**If yes, please give details**

**Section 6 – Consultation & Recommendations**

- 6.1. Describe the consultation undertaken with equality groups, including details of the groups involved and the methods used.**

As the specific impact on individual equalities groups or individuals is hard to quantify there has been no specific consultation with equalities groups.





**North Ayrshire Council  
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**Section 7 – Outcome of Assessment**

**7.1. Please detail the outcome of the assessment:**

- No major alterations to policy assessed, EIA shows policy is robust
- Adjust the policy to remove barriers or better promote equality
- Continue the policy – there are justifications to continue the policy despite potential for adverse impact
- Stop and remove the policy as there is actual or potential; unlawful discrimination

**7.2. Please detail recommendations, including any action required to address negative impacts identified**

Education and Youth Employment will closely monitor and review the impact of progress for young children. Consideration would then be given to other ways to support young children who have been adversely affected by this proposal, the employment of Early Years Practitioners to replace the loss of teachers in this sector.

**7.3. Is a more detailed impact assessment needed?**

No

**Section 8 – Monitoring**

**8.1. Describe how you will monitor the impact of this policy e.g. performance indicators used, other monitoring arrangements, who will monitor progress, criteria used to measure if outcomes are achieved.**

The equalities impacts of this proposal will be monitored during its implementation and annually as part of the budget setting process.

**8.2. Describe how you will publish the results of monitoring arrangements?**

Inspection reports would be monitored to assess the impact.

**8.3. When is the policy or practice due to be reviewed?**

There will be consultation with the Council Administration, thereafter all Elected Members. After that the proposals will be scrutinised by Council through the budget process.

**8.4. Head of Service who has approved impact assessment  
Please insert name and title of the Head of Service who has approved this assessment**

Name:





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Title	<input type="text" value="Executive Director (Education and Youth Employment)"/>
Date:	<input type="text"/>

**Section 9 – Publication**

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Is it new  Existing

**1.3. List of participants in Equality Impact Assessment**

**1.4. Manager responsible for impact assessment**

Name:

Designation:

**1.5. Timetable**

Date assessment started:  (dd/mm/yyyy)

Completion date:  (dd/mm/yyyy)

**Section 2 – Aim and Relevance**

**2.1. What is the purpose of the policy or practice?**

**2.2. What are the anticipated notable outcomes (positive and negative)?**





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Equality Impact Assessment Form**

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**2.3. Who is affected by the policy or practice as an internal or external service user?**

Children and young people  
Employees

**2.4. Please indicate the equality groups likely to be affected by the policy:**

Age (children and young people)  
Disability (physical and learning)

**2.5 Which aspects of the policy eliminate unlawful discrimination, harassment and victimisation?**

This budget proposal should not result in unlawful discrimination, harassment and victimisation.

**2.6 Which aspects of the policy advance equality of opportunity between people which share a relevant protected characteristic and those who do not?**

This budget proposal will not advance equality of opportunity between people which share a relevant protected characteristic and those who do not.

**2.7 Which aspects of the policy foster good relations between people who share a protected characteristic and those who do not?**

This budget proposal will not have a direct impact on fostering good relations between people who share a protected characteristic and those who do not.

**2.8 Have any cross cutting impacts been identified from other Council Services or Partner Agencies (multiple discrimination or accumulated effects of multiple proposals on a protected characteristic)?**

No

**2.9 If Crosscutting issues identified with other Services, what discussion/interaction has taken place to mitigate any potential negative impacts of accumulated proposals?**





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**Section 3 – Collecting Information**

**3.1. What evidence is available about the needs of relevant groups?**

**Source of Evidence**

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Data

Inspection & audit  
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Service user  
feedback &  
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Ombudsman reports  
& case law

Legislation and guidance on equalities

Officer knowledge &  
experience

**3.2. Are there any gaps in evidence?**

No





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**Section 4 – Impacts**

**4.1. Could the proposed policy or practice have an impact on any of the following protected characteristics? (Positive or negative)**

<b>Protected Characteristic</b>	<b>Yes</b>	<b>No</b>	<b>Please explain</b>
Age (Older people, children and young people)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	There is a possibility that that children and young people who require support for learning could feel the impact of this reduction more than others.
Disability (Physical and Learning)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	There is a possibility that young people with additional support needs could feel the impact of this reduction more than others.
Gender reassignment (Where a person is living as the opposite gender to their birth)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Pregnancy and Maternity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Race, ethnicity, colour, nationality or national origins (including gypsy/ travellers, refugees and asylum seekers)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Religion or belief	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Sex (Women and Men)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Sexual Orientation (Lesbian, gay and bisexual people)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Other (Poverty, homelessness, ex offenders, isolated rural communities, carers, part-	<input type="checkbox"/>	<input checked="" type="checkbox"/>	There is a possibility that young people from more deprived backgrounds could feel the impact of this reduction more than others.





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Equality Impact Assessment Form**

time workers, or people in a marriage/civil partnership)

**Section 5 – Assessment**

**5.1. Is there any evidence that the policy:**

- may result in less favourable treatment for particular groups?
- may give rise to direct or indirect discrimination?
- may give rise to unlawful harassment or victimisation?

Yes

No

No evidence

**If yes, give details**

Children and young people who require support for learning could experience a negative impact from the loss of this additional support.

**5.2. If you have identified a negative impact, how will you modify this?**

The impact will be monitored and consideration given to other strategies to support pupils.

**5.3. Is the policy or practice intended to promote equality by permitting positive action or action to remove or minimise disadvantage?**

Yes

No

**If yes, please give details**

**Section 6 – Consultation & Recommendations**

**6.1. Describe the consultation undertaken with equality groups, including details of the groups involved and the methods used.**

As the specific impact on individual equalities groups or individuals is hard to quantify there has been no specific consultation with equalities groups.

**Section 7 – Outcome of Assessment**

**7.1. Please detail the outcome of the assessment:**

- No major alterations to policy assessed, EIA shows policy is robust
- Adjust the policy to remove barriers or better promote equality
- Continue the policy – there are justifications to continue the policy despite potential for adverse impact
- Stop and remove the policy as there is actual or potential; unlawful discrimination





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Equality Impact Assessment Form**

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**7.2. Please detail recommendations, including any action required to address negative impacts identified**

Education and Youth Employment will closely monitor and review the impact through attainment and achievement levels in our schools. Consideration would then be given to other ways to support pupils who have been adversely affected by this proposal.

**7.3. Is a more detailed impact assessment needed?**

No

**Section 8 – Monitoring**

**8.1. Describe how you will monitor the impact of this policy e.g. performance indicators used, other monitoring arrangements, who will monitor progress, criteria used to measure if outcomes are achieved.**

The equalities impacts of this proposal will be monitored during its implementation and annually as part of the budget setting process.

**8.2. Describe how you will publish the results of monitoring arrangements?**

Attainment results and positive destinations reports are published annually, along with budget setting information.

**8.3. When is the policy or practice due to be reviewed?**

There will be consultation with the Council Administration, thereafter all Elected Members. After that the proposals will be scrutinised by Council through the budget process.

**8.4. Head of Service who has approved impact assessment  
Please insert name and title of the Head of Service who has approved this assessment**

Name:

Title:

Date:





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### Section 9 – Publication

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1.1. **Service**  **Section**

1.2. **Name of Policy or Practice being assessed:**

Is it new  Existing

1.3. **List of participants in Equality Impact Assessment**

1.4. **Manager responsible for impact assessment**

Name:

Designation:

1.5. **Timetable**

Date assessment started:  (dd/mm/yyyy)

Completion date:  (dd/mm/yyyy)

**Section 2 – Aim and Relevance**

2.1. **What is the purpose of the policy or practice?**

2.2. **What are the anticipated notable outcomes (positive and negative)?**





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**2.3. Who is affected by the policy or practice as an internal or external service user?**

Children and young people  
Employees  
Parents

**2.4. Please indicate the equality groups likely to be affected by the policy:**

Age (children and young people)

**2.5 Which aspects of the policy eliminate unlawful discrimination, harassment and victimisation?**

This budget proposal should not result in unlawful discrimination, harassment and victimisation.

**2.6 Which aspects of the policy advance equality of opportunity between people which share a relevant protected characteristic and those who do not?**

This budget proposal will not advance equality of opportunity between people which share a relevant protected characteristic and those who do not.

**2.7 Which aspects of the policy foster good relations between people who share a protected characteristic and those who do not?**

This budget proposal will not have a direct impact on fostering good relations between people who share a protected characteristic and those who do not.

**2.8 Have any cross cutting impacts been identified from other Council Services or Partner Agencies (multiple discrimination or accumulated effects of multiple proposals on a protected characteristic)?**

No

**2.9 If Crosscutting issues identified with other Services, what discussion/interaction has taken place to mitigate any potential negative impacts of accumulated proposals?**





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**Section 3 – Collecting Information**

**3.1. What evidence is available about the needs of relevant groups?**

**Source of Evidence**

Demographic data,  
including Census

SIMD Data

Research

Consultation &  
survey reports

Equality Monitoring  
Data

Inspection & audit  
reports

A robust quality management framework has been developed which supports schools and their improvement plans to achieve successful inspections, monitored through HT team.

Service user  
feedback &  
complaints

Head Teacher feedback outlining significant benefits of having a strong central support team.

Ombudsman reports  
& case law

Legislation and guidance on equalities

Officer knowledge &  
experience

Directorate view on likely impact of proposal.

**3.2. Are there any gaps in evidence?**

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No
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**Section 4 – Impacts**

**4.1. Could the proposed policy or practice have an impact on any of the following protected characteristics? (Positive or negative)**

Protected Characteristic	Yes	No	Please explain
Age (Older people, children and young people)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Children and young people
Disability (Physical and Learning)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	There is a possibility that young people with additional support needs could feel the impact of this reduction more than others.
Gender reassignment (Where a person is living as the opposite gender to their birth)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Pregnancy and Maternity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Race, ethnicity, colour, nationality or national origins (including gypsy/ travellers, refugees and asylum seekers)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Religion or belief	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Sex (Women and Men)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	



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Sexual Orientation  
(Lesbian, gay and bisexual people)

Other (Poverty, homelessness, ex offenders, isolated rural communities, carers, part-time workers, or people in a marriage/civil partnership)

There is a possibility that young people from more deprived backgrounds could feel the impact of this reduction more than others.

**Section 5 – Assessment**

**5.1. Is there any evidence that the policy:**

- may result in less favourable treatment for particular groups?
- may give rise to direct or indirect discrimination?
- may give rise to unlawful harassment or victimisation?

Yes                       No                       No evidence

**If yes, give details**

Children and young people could experience an indirect negative impact from this reduction in staff.

**5.2. If you have identified a negative impact, how will you modify this?**

It would be difficult to modify the negative impact of the loss of these key staff.

**5.3. Is the policy or practice intended to promote equality by permitting positive action or action to remove or minimise disadvantage?**

Yes                       No

**If yes, please give details**

**Section 6 – Consultation & Recommendations**

**6.1. Describe the consultation undertaken with equality groups, including details of the groups involved and the methods used.**

As the specific impact on individual equalities groups or individuals is hard to quantify there has been no specific consultation with equalities groups.

**Section 7 – Outcome of Assessment**

**7.1. Please detail the outcome of the assessment:**





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- No major alterations to policy assessed, EIA shows policy is robust
- Adjust the policy to remove barriers or better promote equality
- Continue the policy – there are justifications to continue the policy despite potential for adverse impact
- Stop and remove the policy as there is actual or potential; unlawful discrimination

**7.2. Please detail recommendations, including any action required to address negative impacts identified**

The loss of these key staff would result in no support and challenge for Head Teachers, this is likely to result in an inconsistent approach across schools in terms of quality and standards. There is little or no action that could be taken to negate the impact of this proposal.

**7.3. Is a more detailed impact assessment needed?**

No

**Section 8 – Monitoring**

**8.1. Describe how you will monitor the impact of this policy e.g. performance indicators used, other monitoring arrangements, who will monitor progress, criteria used to measure if outcomes are achieved.**

The equalities impacts of this proposal will be monitored during its implementation and annually as part of the budget setting process.

**8.2. Describe how you will publish the results of monitoring arrangements?**

Performance Management Reports are published annually, along with budget setting information.

**8.3. When is the policy or practice due to be reviewed?**

There will be consultation with the Council Administration, thereafter all Elected Members. After that the proposals will be scrutinised by Council through the budget process.

**8.4. Head of Service who has approved impact assessment  
Please insert name and title of the Head of Service who has approved this assessment**

Name:

Title:





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Date:

**Section 9 – Publication**

**9.1 All Equality Impact Assessments must be published on the Council website. Please forward to Andrew Hale (ahale@north-ayrshire.gov.uk)**

**Useful Guidance**

Equality and Human Rights Commission: Assessing impact and the public sector duty: A guide for public authorities (Scotland) (2012)  
<http://www.equalityhumanrights.com>

