

Equality Scoping Template

This form will help you decide if you need to undertake a full Equality Impact Assessment. In using the form, please read the guidance document '**Issues you will need to consider when undertaking an Equality Impact Assessment**'. Equality Impact Assessments need to consider the needs for people covered by the equality strands of Age, Disability, Gender, Race, Religion or Belief and Sexual Orientation.

Title: Proposal to move to the asymmetric week for schools

1. Who does the proposed piece of work/policy/proposal affect?

Staff	Service Users/Carers	Communities/Voluntary Groups	Public
Y	Y	Y	Y

2. What are the aims and objectives of the work/policy/proposal being assessed?

To enable the council to plan a service that best meets the needs of children and young people at a time when the financial resource are going to be reduced.

		Yes	No
3.	Will the proposal have any impact on equality of opportunity, discrimination between groups or relations between groups?	Y	
4.	Is the proposal controversial in any way in terms of equality and diversity (including media, academic, voluntary or sector specific interest)?		N
5.	Will the workforce or users of the service be disadvantaged as a result of the proposed work?	Y	
6.	Is there doubt about answers to any of the above questions (e.g. there is not enough information to draw a conclusion)?		N

If the answer to any of the above questions is yes or you are unsure of your answers to any of the above a full impact assessment is recommended.

7.	Given the above statement, do you recommend a full impact assessment is completed?	Y	
8.	If a full impact assessment is not required briefly explain why and provide evidence for the decision.		

Completed By

Name	Amanda Cronin	Dept.	Policy, Performance & Planning
Post	Early Years Collaborative Programme manager	Date	10 March 2014

For your records, keep one copy of this rapid impact assessment along with plus any

supporting documentation to evidence your decision .



Please complete this form in conjunction with the guidance provided. If you have any questions, please contact the Equality and Diversity Officer on 01835 824000 x 5604. (Please note that your policy or function should also be rural proofed. Please refer to Scottish Borders Council’s Rural Proofing Guidance).

Record of Equality Impact Assessment (EIA)

Section One:

Details of Service	
1.1	<p>Name and brief description of the service, policy or function:</p> <p>Proposal to move to an asymmetric week for schools</p> <p>The proposal is to move schools within the Scottish Borders to a four and a half day asymmetric week from August 2014.</p>
1.2	<p>What are the aims and purpose of the service, policy or function? (<i>consider explicit and implicit aims and outcomes</i>)</p> <p>To introduce a four and a half day asymmetric week; which will have multiple implications for the Scottish Borders. Changes will enable Scottish Borders Council to meet the challenges of resource allocation in the face of diminishing funds. It will support an alignment of timetabling enabling courses to be delivered on a shared basis, especially in the senior phase. A more effective use of teacher time, ensuring a breath of pupil course choices.</p>
1.3	<p>Which groups or individuals have you involved or consulted with about your service, policy or function? (<i>see guidance: Issues you will need to consider when undertaking an Equality Impact Assessment.</i>)</p> <p>In December 2013 council agreed to hold consultation events for all key stakeholders, these events ranged for on-line consultations via the council’s website that targeted parents, staff, pupils, employers and other stakeholders. A series of seven public meetings were held across the Scottish Borders and two specific sessions were held with chairs of parent councils. A pupil consultation programme was held in which 3267 pupils responded. Responses to the report were also sent directly to Education and Life long learning.</p>

Section 2: Assessing the Equality Impact of the Service Change

Please use the table below to assess the impact of the service, policy or function on different equality groups. Please mark negative or positive impacts for each equality group.

Equality Groups	Nature of Impact			Please set out details of negative and positive impacts		
	Negative	Positive	No Impact			
Age: Effects on children, young people and older people	low	Med X	high			Extension of the school day may have an initial impact on younger children's physical and emotional well being, however proposed plans appear to have little impact on the overall length of the school day for primary aged children.
Disability e.g. Effects on people with mental, physical, sensory impairment, learning disability, visible/invisible, progressive or recurring	low X	med	high			Extended days may have an impact on young people with Disabilities putting additional demands on the physical and emotional well being. However CSP's are created by all professionals in the child's life to ensure their individual needs are met.
Gender: Effects on Male, Female, Transgender and Transsexual people	low	med	high		X	

Equality Groups	Nature of Impact			Positive	No impact	Please set out details of positive and negative impacts
	Negative					
Effects on Race Groups: including colour, nationality, ethnic origins, including minorities (e.g. gypsy travellers, refugees, migrants and asylum seekers)	low	med	high		X	
Effects on people with Religious or other Beliefs: different beliefs, customs (including atheists and those with no aligned belief)	low	med	high		X	
Effects on Sexual Orientation, e.g. Lesbian, Gay, Bisexual, Heterosexual	low	med	high		X	

Equality Groups	Nature of Impact					Please set out details of positive and negative impacts
	Negative	Positive	No Impact			
Effects on Poverty Groups: (including impacts on communities in rural areas, people on low wages, who have literacy and other difficulties etc.)	Low	Med X	high			<p>Families who are in more rural locations may not be able to access appropriate childcare.</p> <p>Families on low incomes may not be able to afford additional child care costs.</p> <p>Families working in employment that is not flexible may struggle to amend work patterns to accommodate their childcare needs.</p>
Effects on people with health problems/issues or needs (including those with recognised medical and mental health conditions). The effects on public health and the general health of the population caused by the service change should also be assessed here.	low	med	high		X	
Effects on staff including full time, part time, permanent temporary, job share etc.	low	Med X	high			<p>Families working in employment that is not flexible may struggle to amend work patterns to accommodate their childcare needs.</p> <p>Families who are able to adjust working patterns or who are currently available on a Friday afternoon will be able to spend more family time with children during the day that supports extra curricula activities.</p>

Section 3: Summary Findings of Equality Impact Assessment

3.1	<p>Please summarise the general impact of the service, policy or function and its impact on the equality groups:</p> <p>Evidence shows an initial adjustment period for children, families and staff, however no significant detriment can be seen from the assessment. Clear benefits for older students with access to the Curriculum for Excellence can be seen.</p>
3.2	<p>Please summarise mitigation actions to deal with negative impacts of the service, policy or function:</p> <p>Review of child care provision in all areas must be undertaken Care should be taken to ensure the primary day is not extended beyond the currently discussed timings.</p>

Section 4: Signing off your Equality Impact Assessment

<p>I confirm that this report is an accurate and correct account of the EIA findings for this service change and I am satisfied with the conclusion and outcome of the impact assessment: <input type="checkbox"/></p>	
<p>Agreed by Manager or Head of Service</p>	<p>Name/Job Title: Colin Easton, Policy and Planning Manager</p> <p>Date: 20/3/14</p>

**Equality Impact Assessment (EIA)
SUMMARY (Publishing Form)**

Title of Policy/Function/Service:	Proposal to move to the asymmetric week for schools	
Directorate/Department: Head of Service:	Education and Lifelong Learning	
Telephone No: Email Address:	01835824000	
Names/ Job titles of Assessors	Amanda Cronin	
Summary of Policy / Service /Function aims:		
Strands Impacted: Please note: If you leave any box blank in this section you will have decided that your proposed service or function has no impact on that particular strand.	Age x Disability x Gender <input type="checkbox"/> Race <input type="checkbox"/> Religion or Belief <input type="checkbox"/> Sexual Orientation <input type="checkbox"/> Poverty/Social Exclusion x Health <input type="checkbox"/>	
Summary of key issues arising and decisions made		
Summary of key recommendations	Review of child care provision in all areas must be undertaken Care should be taken to ensure the primary day is not extended beyond the currently discussed timings.	
Agreed by Head of Service	Name: Glenn Rodger	Date: 21 March 2014

**For further information, a copy of the full assessment or if you require this information in an alternative format or language please contact:
Equality & Diversity Officer, Business Consultancy Unit, Scottish Borders Council HQ,
Newtown St Boswells, TD6 0SA.**

Tel: 01835 824000

