

1. Policy details

Policy Title : ES05 – Reduction in School Assistants	Lead Officer Douglas Hutchison
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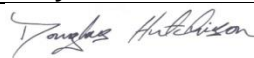
2. Which communities, groups of people, employees or thematic groups do you think will be, or potentially could be, impacted upon by the implementation of this policy? Please indicate whether these would be positive or negative impacts

Community, Groups of People or Themes	Negative Impacts	Positive impacts
The whole community of South Ayrshire	No	No
People from different racial groups, ethnic or national origin.	No	No
Women and/or men (boys and girls)	Yes	No
People with disabilities	No	No
People from particular age groups for example Older people, children and young people	Yes	No
Lesbian, gay, bisexual and heterosexual people	No	No
People who are proposing to undergo, are undergoing or have undergone a process to change sex	No	No
Pregnant women and new mothers	No	No
People who are married or in a civil partnership	No	No
People who share a particular religion or belief	No	No
Thematic Groups: Health, Human Rights, Rurality and Deprivation.	No	No

3. Do you have evidence or reason to believe that the policy will support the Council to:

General Duty and other Equality Themes	Level of Negative and/or Positive Impact (high, medium or low)
Eliminate discrimination and harassment faced by particular communities or groups	Medium Negative
Promote equality of opportunity between particular communities or groups	
Foster good relations between particular communities or groups	
Promote positive attitudes towards different communities or groups	
Increase participation of particular communities or groups in public life	
Improve the health and wellbeing of particular communities or groups	Medium Negative
Promote the human rights of particular communities or groups	Medium Negative
Tackle deprivation faced by particular communities or groups	

4. Summary Assessment

Is a full Equality Impact Assessment required? (A full EIA must be carried out on all high and medium impact policies)		YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
Rationale for decision: A full assessment is required due to the fact that this is a predominantly female workforce therefore there is likely to be greater disadvantage to females than males. The impact of this saving may also directly impact on the duty of care to some of South Ayrshire’s most vulnerable pupils in terms of deprivation, health and wellbeing and inability to promote equality of opportunity.			
Signed : Director			
Date: 27 January 2016		Copy to equalities@south-ayrshire.gov.uk	

**SOUTH AYRSHIRE COUNCIL
EQUALITY AND DIVERSITY IMPACT ASSESSMENT**

Section One: Policy Details*

Name of Policy	Educational Services Efficiency/Savings Proposals E5 – Reduction in Secondary School Assistants
Lead Officer (Name/Position)	Douglas Hutchison, Director of Educational Services
Policy Development Team (Names/Positions)	Carmen Douglas, Senior Education Manager
Critical friend (s)	

*Policy could include strategy, project or application: see guidance attached.

What are the main aims of the policy?	To reduce the number of School Assistants employed in secondary schools by 13 posts
What are the intended outcomes of the policy	To achieve £200,000 savings in financial year 2016/17

Section Two: What are the Likely Impacts of the Policy?

Will the policy impact upon the whole population of South Ayrshire <i>or</i> particular groups within the population (please specify)	The Report will impact directly on pupils with additional support needs and on teaching staff who will have a reduction in administration support.
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Considering the following Protected Characteristics and themes, what likely impacts or issues does the policy have for the group or community.

List any likely positive and/or negative impacts

Protected Characteristics	Positive and/or Negative Impacts
<p>Race: Issues relating to people of any racial group, ethnic or national origin, including gypsy travellers and migrant workers</p>	<p>The majority of Council employees have identified themselves as white Scottish therefore unsurprisingly the employees directly affected by this review have identified themselves as white Scottish. Any increase or reduction in posts may have an indirect impact positively or negatively on this group and similarly on the minority of employees affected who have not identified themselves as white Scottish. However, the Council's managing change arrangements ensure that there can be no discrimination in its restructuring processes.</p>
<p>Sex: Issues specific to women or men</p>	<p>The School Assistant workforce is predominantly female therefore the risk of negative impact through potential redundancy is higher for this gender.</p>
<p>Disability: Issues relating to disabled people</p>	<p>The reduction of School Assistants may have an impact on secondary school pupils who have been identified as having additional support needs. This reduction may also impact on the Council's ability to meet its duties in relation to accessibility.</p>
<p>Age: Issues relating to a particular age group e.g. older people or children and young people</p>	<p>It is not anticipated that there will be any direct or indirect impact on this protected characteristic</p> <p>Any indirect positive or negative impact will be reduced through the use of the Councils managing change policy and through monitored through a fair, robust and objective competency based selection process where appropriate.</p>
<p>Religion or Belief: issues relating to a person's religion or belief (including non-belief)</p>	<p>It is not anticipated that there will be any direct or indirect impact on this protected characteristic</p>
<p>Sexual Orientation: Issues relating to a person's sexual orientation i.e. lesbian, gay , bi-sexual, heterosexual</p>	<p>It is not anticipated that there will be any direct or indirect impact on this protected characteristic</p>
<p>Marriage and Civil Partnership: Issues relating to people who are married or are in a civil partnership.</p>	<p>It is not anticipated that there will be any direct or indirect impact on this protected characteristic</p>

<p>Gender Reassignment: Issues relating to people who have proposed, started or completed a process to change his or her sex.</p>	<p>It is not anticipated that there will be any direct or indirect impact on this protected characteristic</p>
<p>Pregnancy and Maternity: Issues relating to the condition of being pregnant or expecting a baby and the period after the birth.</p>	<p>It is not anticipated that there will be any direct or indirect impact on this protected characteristic</p>
<p>Multiple / Cross Cutting Equality Issues Issues relating to multiple protected characteristics.</p>	<p>No identified cross cutting issues</p>
<p>Equality and Diversity Themes Particularly Relevant to South Ayrshire Council</p>	
<p>Health Issues and impacts affecting people's health</p>	<p>No anticipated impact.</p>
<p>Human Rights: Issues and impacts affecting people's human rights such as being treated with dignity and respect, the right to education, the right to respect for private and family life, and the right to free elections.</p>	<p>There may be a negative impact on the rights to education for pupils with additional support needs due to reduction of staff available to allow them to participate in certain activities.</p>
<p>Rurality Impacts relating to living and working in a rural community</p>	<p>No anticipated impact</p>
<p>Deprivation Issues relating to poverty and social exclusion, and the disadvantage that results from it.</p>	<p>No anticipated impact</p>

Section Three: Evidence Used in Developing the Policy

<p>Involvement and Consultation In assessing the impact(s) set out above what evidence has been collected from involvement, engagement or consultation? Who did you involve, when and how?</p>	<p>There has been no consultation with Trades Unions or affected staff groups at this time.</p>
<p>Data and Research In assessing the impact set out above what evidence has been collected from research or other data. Please specify <i>what</i> research was carried out or data collected, <i>when</i> and <i>how</i> this was done.</p>	<p>N/A</p>
<p>Partners data and research In assessing the impact set out above what evidence has been provided by partners. Please specify partners</p>	<p>N/A</p>
<p>Gaps and Uncertainties Have you identified any gaps or uncertainties in your understanding of the issues or impacts that need to be explored further?</p>	<p>The Council does not hold information on every protected characteristic however based on the information which is available no gaps or uncertainties have been identified.</p>

Section Four: Detailed Action Plan to address identified gaps in:

- a) evidence and
- b) to mitigate negative impacts

No	Action	Lead Officer(s)	Timescale
1	Managing Change Policy will apply to staff directly affected. Implementation will be monitored to identify any equality issues	Douglas Hutchison/ Carmen Douglas	2016/17

Section Five - Performance monitoring and reporting

Considering the policy as a whole, including its equality and diversity implications:

When is the policy intended to come into effect?	August 2016
When will the policy be reviewed?	N/A
Which Scrutiny Panel will have oversight of the policy?	N/A

Summary Equality Impact Assessment Implications & Mitigating Actions

Name of Policy: E5 Educational Services Efficiency/Savings – School Assistants

This policy will assist or inhibit the Council's ability to eliminate discrimination; advance equality of opportunity; and foster good relations as follows:

Eliminate discrimination

This savings may inhibit the Council's ability to eliminate discrimination in relation to the educational experience of children identified as having additional support needs.

Advance equality of opportunity

The reduction in school assistants does not foster equality of opportunity as the cuts will impact predominantly on female employees who as a result may lose their employment.

Foster good relations

This saving may have a detrimental impact on relations with parents of pupils with additional support needs and may also result in a breakdown in relations with trade unions of both the directly affected employees and the teachers they support.

Summary of Action Plan to Mitigate Negative Impacts

Actions	Timescale
n/a	

Signed: Director of Educational Services

Date: 25 January 2016