

# Integrated Impact Assessment



The Integrated Impact Assessment (IAA) supersedes the previous Equality and Human Rights Impact Assessment (EHRIA) form.

**Note:** This form should be completed using the guidance contained in the document: 'Guide to Completing an Integrated Impact Assessment'.

- **Essential Information**

## 1.1 Purpose

Aberdeen City Council wants Aberdeen to be a place where all people can prosper. We want everyone in Aberdeen to have fair opportunities regardless of their background and circumstances. The aim of this assessment is to allow you to critically assess:

- the impact a proposal will have on different communities.
- whether Aberdeen City Council is meeting its legal requirements in terms of [Public Sector Equality Duty](#), [Equality Outcomes](#) and [Human Rights](#);
- whether [Children’s Rights](#) have been impacted;
- whether [Socio-economic disadvantage](#) is reduced;
- whether any measures need to be put in place to ensure any negative impacts are eliminated or minimised.

## 1.2 Background / Essential Information

<b>Title*</b> Name your business case, policy, strategy or proposal (including budget proposals)	Reduce funding to Sistema, and work with them to increase the value of donations they receive from other organisations (from £738k to £627k)
<b>Function*</b>	Customer
<b>Cluster*</b>	Early Intervention and Community Empowerment

Date of assessment*	21.01.21
Date of committee	02.03.21
Lead Officer 1*	Fiona Clark
Lead Officer 2	
Chief Officer*	Derek McGowan

Brief description of proposal (including intended outcomes and purposes) *	Reduce funding to Sistema, and work with them to increase the value of donations they receive from other organisations (from £738k to £627k)
State who is, or may be affected by this proposal and how*	<p>Big Noise Torry is commissioned for a six year period from 1 April 2020 and continues for six years until 31 March 2026 (noting that Sistema Scotland's financial year runs from 1 July to 30 June) as agreed by SCC on 30th January 2020.</p> <p>Big Noise Torry is an up-stream early intervention programme, backed by independent evaluation evidence, which uses the experience of learning to play an instrument and being in a community orchestra to transform the lives of children and young people living in one of Aberdeen City Council's priority locality areas.</p> <p>Big Noise Torry delivers a programme within the Torry community for all age groups: Baby and toddler sessions; in school sessions in 2 primary schools and at Lochside Academy; after school programme 4 days a week; adult orchestra; focused work with priority families; city wide holiday activity programme; volunteer programme; and is a key partner in the Family Wellbeing hubs.</p> <p>Reduction in the funding will impact on the sustainability of several of the wider programme including work with adults and in development of city wide programme's. It may also limit the ability for introduction of woodwind, brass and percussion instruments thereby reducing the</p>

	<p>opportunities for children and young people in school and after school and for development of BNT orchestra.</p> <p>Partial funding (for example 80% of ask) would result in a required re-design of the Big Noise Torry programme. The planned expansion to woodwind, brass and percussion (full Big Noise model) would not be able to be implemented as additional staffing could not be recruited. It would also require a reduction in the strings staff already in place and / or reduction in the expenditure on items such as instruments, trips, catering and transport currently offered to families. Projected participation numbers quoted above may not be able to be supported into the programme, therefore impacting on the inclusive nature of the model.</p> <p>This would be unprecedented among Big Noise centres so it is unknown how such a change would impact on the projected outcomes for children, families and the community. (from Business Case)</p>
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• **Human Rights**

**Human Rights**

Does the proposal have an impact on [Human Rights](#)? Select all that apply, then record relevant impacts.

	<b>Positive impact</b>	<b>Negative impact</b>	<b>Neutral impact</b>
<b>Article 6</b> Right to a fair and public hearing			✓
<b>Article 7</b> No punishment without law			✓
<b>Article 8</b>			

Right to respect for private and family life, home and correspondence			✓
<b>Article 9</b> Freedom of thought, conscience and religion			✓
<b>Article 10</b> Freedom of expression			✓
<b>Article 11</b> Freedom of assembly and association			✓
<b>Article 12</b> Right to marry and to found a family			✓
<b>Article 14</b> Right not to be subject to discrimination			
<b>Article 1 of Protocol 1</b> Protection of property			✓

<b>Article 2 of Protocol 1</b> Right to education			✓
<b>Article 3 of Protocol 1</b> Right to free elections			✓
<b>For each negative impact identified above, please state your mitigating actions below</b>			
<p>We will seek to:</p> <ul style="list-style-type: none"> <li>• develop alternative methods of delivery – online and outreach</li> <li>• extend opening hours of remaining libraries including use of lock and leave technology</li> <li>• extend the development of online services.</li> <li>• strengthen the reach and widen application criteria for Home Library Service.</li> <li>• investigate shared service opportunities.</li> <li>• Provide digital Champions/IT Buddy Volunteers to work with individuals to increase knowledge/skills/confidence in accessing online services.</li> </ul>			

## • Children’s Rights

The United Nations Convention has 54 articles that cover all aspects of a child’s life and set out the civil, political, economic, social and cultural rights that all children everywhere are entitled to. It also explains how adults and governments must work together to make sure all children can enjoy all their rights.

Children’s rights apply to every child/young person under the age of 18 and to adults still eligible to receive a “children’s service” (e.g. care leavers aged 18 – 25 years old).

Identify all Articles of the United Nations Convention on the Rights of the Child ([UNCRC](#)) and [Optional Protocols](#) which are relevant to your proposal.

	<b>Positive impact</b>	<b>Negative impact</b>	<b>Neutral impact</b>
<b>Article 1</b> definition of the child			
<b>Article 2</b> non-discrimination			
<b>Article 3</b> best interests of the child			
<b>Article 4</b> implementation of the convention			
<b>Article 5</b> parental guidance and a child's evolving capacities			
<b>Article 6</b> life, survival and development			
<b>Article 7</b>			

birth registration, name, nationality, care			
<b>Article 8</b> protection and preservation of identity			
<b>Article 9</b> separation from parents			
<b>Article 10</b> family reunification			
<b>Article 11</b> abduction and non-return of children			
<b>Article 12</b> respect for the views of the child			
<b>Article 13</b> freedom of expression			
<b>Article 14</b>			



freedom of thought, belief and religion			
<b>Article 15</b> freedom of association			
<b>Article 16</b> right to privacy			
<b>Article 17</b> access to information from the media		Children and Young People living in poverty are negatively impacted if they have less access to digital connectivity and at times fewer digital skills to make the best of the access they may have.	
<b>Article 18</b> parental responsibilities and state assistance			
<b>Article 19</b> protection from violence, abuse and neglect			

<p><b>Article 20</b> children unable to live with their family</p>		<p>Care Experienced Young People may be more disadvantaged than their peers by library closures. They may encounter a range of issues including social isolation, lack of digital connectivity and other poverty related challenges.</p>	
<p><b>Article 21</b> adoption</p>			
<p><b>Article 22</b> refugee children</p>			
<p><b>Article 23</b> children with a disability</p>			
<p><b>Article 24</b> health and health services</p>			
<p><b>Article 25</b> review of treatment in care</p>			
<p><b>Article 26</b> social security</p>			

<b>Article 27</b> adequate standard of living		Reduced support for families with complex needs. Reduced support for people in food poverty.	
<b>Article 28</b> right to education			
<b>Article 29</b> goals of education		Reducing opportunities to access learning to support curriculum delivery has a potential impact on educational attainment,	
<b>Article 30</b> children from minority or indigenous groups			
<b>Article 31</b> leisure, play and culture		Lack of access to library buildings, resources and services including early years sessions has potential impact on children and young people's ability to undertake informal leisure activities in safe spaces.	
<b>Article 32</b> child labour			
<b>Article 33</b> drug abuse			

<b>Article 34</b> sexual exploitation			
<b>Article 35</b> abduction, sale and trafficking			
<b>Article 36</b> other forms of exploitation			
<b>Article 37</b> inhumane treatment and detention			
<b>Article 38</b> war and armed conflicts			
<b>Article 39</b> recovery from trauma and reintegration			
<b>Article 40</b> juvenile justice			

<b>Article 41</b> respect for higher national standards			
<b>Article 42</b> knowledge of rights			
<b>Optional</b> Protocol on a Communications Procedure			
<b>For each negative impact identified above, please state your mitigating actions below</b>			
<p><a href="#">Add info here:</a>  Sistema Scotland is committed to the community of Torry, therefore the organisation would continue to fundraise to see if we could maintain the planned expansion of the programme with funding from other sources, however the likelihood of success of this is unknown. The need to undertake a programme model redesign and major additional fundraising would also draw unbudgeted central management resource into supporting the teams, resulting in the likelihood that none of the added value work, in looking at how Sistema Scotland's learning can contribute to wider service redesign in Aberdeen, could be delivered throughout this period.</p>			

**• Protected Characteristics**

Aberdeen City Council wants to ensure everyone is treated fairly. Explain what the positive and/or negative impacts of the proposal are on the [protected characteristics](#)

	<b>Positive impact</b>	<b>Negative impact</b>	<b>Neutral impact</b>
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<p><b>Age</b> A person belonging to a particular age (for example 32-year olds) or range of ages (for example 18 to 30year olds).</p>		<p>Reduced focus on child poverty, education and attainment, child protection and childcare services, and also reduced support/activities for younger and older people, families and wider community.</p>	
<p><b>Disability</b> people with disabilities / long standing conditions</p>		<p>Reduced inclusion and wellbeing support to disabled service users and carers. Poverty is linked to mental health and health inequality.</p>	
<p><b>Race (including Gypsy / Travellers)</b> people from minority ethnic communities and different racial backgrounds</p>		<p>Reduced support for minority groups and inclusion activities</p>	
<p><b>Religion or belief</b> people with different religion and belief to include those with no beliefs</p>			<p>Impact has been considered and is believed to minimal</p>
<p><b>Sex - Gender identity</b></p>		<p>Potentially all are impacted by reduction to localised</p>	

men or women, boys and girls		delivery programme or alternatively by increased demand which may limit their opportunity to access.	
<b>Pregnancy and maternity</b> women who are pregnant and / or on maternity leave			Impact has been considered and is believed to minimal
<b>Sexual orientation</b> lesbian, gay, bisexual, heterosexual / straight			Impact has been considered and is believed to minimal
<b>Gender reassignment - Trans/Transgender</b> anybody whose gender identity / expression is different to the sex assigned to them at birth			Impact has been considered and is believed to minimal
<b>Marriage and civil partnership</b> people who are married or in a civil partnership			Impact has been considered and is believed to minimal

**For each negative impact identified above, please state your mitigating actions below**

Big Noise represents a significant regeneration programme within the Torry area. If support to Sistema for the Big Noise programme is reduced, then additional Council resources will need to be directed towards people with protected characteristics.

**How does this proposal contribute to the [Public Sector Equality Duty](#) to eliminate discrimination, harassment and victimisation, advance equality of opportunity and foster good relations?**

The Big Noise programme is a long term programme, so the focus (and theory of change) is on maximising engagement through the length of engagement in the programme leading to increased confidence and engagement of young people within school and their community, diversionary activity for young people, increased exposure to positive role models, opportunities to achieve therefore leading to improved positive outcomes as adults, and ultimately less demand on interventions and support in the future.

**How does this proposal contribute to the Council's [Equality Outcomes](#) ?**

Activities contribute to EO1, EO3 and EO8. Reduction in funding, leading to a reduction in services, could negatively impact this contribution.

**• Consultation**

**5.1 Consultation**

Have you undertaken any of form of consultation with any of the affected groups?

**No**



Describe the consultation processes/methods undertaken and the number of participants/respondents	
What impact(s) has the consultation had upon your proposal?	
<b>5.2 Evidence</b> List below the evidence that has been used in this assessment.	
<p><b>Internal data:</b>  This can be from customer satisfaction surveys, equality monitoring data, customer complaints and cluster specific data</p>	<p>The data is collated and analysed quarterly and annually by the organisation and includes:</p> <p><b>Quarterly Monitoring:</b> includes:</p> <ul style="list-style-type: none"> <li>• Number of children attending the different strands of the programme.</li> <li>• Attendance levels and analysis (including percentage of attendance)</li> <li>• Gender Balance</li> <li>• Breakdown of participants based on SIMD levels</li> <li>• No of hours of delivery</li> <li>• Progression through the curriculum levels</li> <li>• Priority Children engagement and progress</li> </ul> <p><b>Annual Monitoring:</b>  An overview of the year's input (participant engagement and additional opportunities within and out with the community)</p> <ul style="list-style-type: none"> <li>• Qualitative evaluation via case Studies from children and family measuring the range and impact</li> <li>• School attendance of children who attend Big Noise</li> <li>• Socio-demographic profile of children attending</li> <li>• an annual review of attainment and qualifications gained</li> <li>• young people who have achieved other awards (such as Saltire Awards / Youth Achievement Awards)</li> </ul>

	<ul style="list-style-type: none"> <li>• Update on attendance for participants staying on at S4 and beyond</li> <li>• School leaver destinations</li> <li>• Number of healthy snacks provided</li> <li>• Number of volunteers</li> <li>• Number of employment opportunities</li> </ul> <p>In addition:</p> <ul style="list-style-type: none"> <li>• report on priority families' work</li> <li>• Wellbeing feedback (collated annually for children who are new to the after-school club at P3 and P5)</li> <li>• enhanced support work in school</li> <li>• review of benefits and plan for next steps.</li> </ul>
<p>Consultations with officers or partner organisations:</p>	
<p>External data: E.g. Available statistics, census or research data</p>	<p>Big Noise Torry is supported by extensive independent evaluation evidence demonstrating the positive outcomes achieved through long-term engagement with the programme. The most recent evaluation confirmed the seven principles of design and delivery inherent in the Big Noise Torry model which link to the expected outcome and impact mapping.</p> <p>The Glasgow Centre for Population Health has done extensive work on evaluating impact to date, and creating eight logic models and key impact pathways for the model to understand the long term projection of impact and outcomes. These impact pathways cover:</p> <ul style="list-style-type: none"> <li>• Respite and Protection</li> <li>• Developing Social Skills and Networks</li> <li>• Developing and Building Life Skills</li> <li>• Encouraging Healthy Behaviours</li> <li>• Boosting Engagement with Education and Learning</li> <li>• Securing Emotional Well Being</li> <li>• Developing as a Musician</li> <li>• Directly Improving Physical Health</li> </ul>

Other (please state)	

**Fairer Scotland Duty (Socio- economic disadvantage)**

Will this proposal have an impact on the socio-economic inequalities? (For strategic proposals)

		<b>Mitigation</b> If a negative impact has been identified, what options have you considered to modify the proposal or mitigate the impact?
6.1 Low income / income poverty – those who cannot afford regular bills, food, clothing payments.	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Alternative services and Council resources directed to further support for vulnerable individuals and priority neighbourhoods
6.2 Low and/or no wealth – those who can meet basic living costs but have no savings for unexpected spend or provision for the future	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Alternative services and Council resources directed to further support for vulnerable individuals and priority neighbourhoods
6.3 Material deprivation – those who cannot access basic goods and services, unable to	Yes <input checked="" type="checkbox"/>	Alternative services and Council resources directed to further support for

repair/replace broken electrical goods, heat their homes or access to leisure or hobbies	No <input type="checkbox"/>	vulnerable individuals and priority neighbourhoods
6.4 Area deprivation – consider where people live (rural areas) and where they work (accessibility of transport)	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	
6.5 Socio-economic background – social class, parents’ education, employment, income.	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Alternative services and Council resources directed to further support for vulnerable individuals and priority neighbourhoods
6.6 You might not be discriminating, but could your proposal offer a better advantage to those in need?	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	

**• Approval**

<b>Signed off by (Chief Officer):</b>	
<b>Date:</b>	

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[http://www.aberdeencity.gov.uk/xeq\\_EHRIA\\_Search.asp](http://www.aberdeencity.gov.uk/xeq_EHRIA_Search.asp)

Please send this IIA in an electronic format to: [equality\\_and\\_diversity@aberdeencity.gov.uk](mailto:equality_and_diversity@aberdeencity.gov.uk)