



Integrated Impact Assessment Pre-screening Stage 1

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

The pre-screening (Stage 1) will determine if your proposal requires a full impact assessment (Stage 2). Stage 2 will look at details of your proposals, the impact and any mitigations in place.

Note: This form should be completed using the guidance contained in the document: 'Guide to Completing an Integrated Impact Assessment'. Please read the guidance before completing this form.

This assessment and accompanying guidance use the term 'policy' for any activity within Aberdeen City Council. Therefore 'policy' should be understood broadly to embrace the full range of your policies, provisions, criteria, functions, practices and activities including the delivery of services - essentially everything you do.

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 of the policy / proposal 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 which will be covered in Stage 2.

Title* Name your business case, policy, strategy or proposal (including budget proposals)	Remove funding from recurring education recovery funding in order to protect core staffing budgets made available through the DEM scheme.							
Is this a new or existing policy/ proposal?	New							
Brief description of policy / proposal (including intended outcomes and purposes)	Reduce the number of teacher and PSA posts being recruited to as a result of the recovery grant funding in order to protect the core funding available through the DEM scheme. In real terms this means that we propose to recruit only 24 of the possible 33 additional teachers and 10 of the possible additional 25 PSAs in order to prevent a reduction of 9 teachers and 15PSAs from the agreed DEM scheme.							
Do you consider this proposal to have an impact on the:								
a. Human Rights of people?	Yes	No			Unsure			
b. Rights of Children and Young people?	Yes	No			Unsure			
What is your assessment of the impact on groups with: a. Protected characteristics b. Children and young people c. Other For example -consider the impact of your policy on people and how they will be able to access goods, services and information with no barriers.	H	High negative impact	H	M	L	N	P	U
	M	Medium negative impact						
	L	Low negative impact						
	N	No impact						
	P	Positive impact						
	U	Unsure						
	Age						X	
	Disability						X	
	Gender Reassignment					X		
	Marriage and Civil partnership					X		
	Pregnancy and Maternity					X		
	Race					X		
	Religion or Belief					X		
	Sex					X		
Sexual Orientation					X			
Children and young people						X		
Other								
Socio-Economic Inequalities Not every person / family has access to regular income or savings. Will your proposal have an adverse or high impact on them?	Yes	No			Unsure			
What considerations did you have when making the above selection?								
Internal or existing data Please detail your sources	The agreed DEM scheme ensures that all children can access education and enables those with additional support needs to							

	<p>access support with a weighting for those living in our priority areas. The education recovery funding we propose to recruit to (24 teachers and 10 PSAs) will support children with a range of needs. The resource being proposed as a saving is that which would have been added to school DSM schemes as additionality and is being proposed as a saving to help protect the allocations already made in the DEM scheme.</p> <p>Implementing this proposal helps ensure that allocations within the school DSM scheme are maintained as these are critical for core delivery of services to children. This approach also limits any impact on staff already in post and on-going work to address the poverty related attainment gap.</p>		
<p>Consultations with officers or partner organisations Please list your sources</p>	<p>Consultation with the central education team Consultation with finance colleagues</p>		
<p>Other: Please list your sources</p>			
<p>Does this proposal contribute to the Public Sector Equality Duty to eliminate discrimination, harassment and victimisation, advance equality of opportunity and foster good relations?</p>	<p>Yes - please explain</p> <p>The 24 teachers and 10 PSAs we propose to appoint will support children and young people with a range of additional support needs.</p>	No	Unsure
<p>Does this proposal contribute to the Council's Equality Outcomes 2021-25?</p>	<p>Yes - please explain</p> <p>The 24 teachers and 10 PSAs we propose to appoint will support children and young people with a range of additional support needs.</p>	No	Unsure
<p>Please note for any high negative or medium negative impacts identified (red or amber), a full Integrated Impact Assessment will be required (stage 2).</p>			
<p>Please provide a brief high-level summary that your policy will bring about:</p> <p>This policy will help protect the integrity of the DSM scheme whilst continuing to provide support for children and young people.</p>			
<p>Will a full assessment be required?</p>	Yes	No	Unsure
<p>Assessment completed by: Name and job title</p>	<p>Caroline Johnstone Quality Improvement Manager</p>		

Date:	14 th January 2022
Signed and approved by Chief Officer (Name and signature)	Eleanor Sheppard

If you have any queries or require this form in an alternative format, please contact equality_and_diveristy@aberdeencity.gov.uk

A fully completed and signed form should be mailed as a PDF to the above email address for publishing your assessment.



Integrated Impact Assessment Stage 2

This stage should be completed following Stage 1 of the Integrated Impact Assessment where required.

In this stage, focus is on assessments that have a high or medium negative impact and the proposed mitigations. Please tick which areas it might affect and provide a summary of your mitigating actions for the negative impacts identified. You do not need to give a mitigation for each article.

Human Rights

Does the proposal have an impact on [Human Rights](#)? Identify the relevant Article and record the relevant impact and describe as a summary the mitigating steps proposed.

	High / Medium Negative impact	Mitigations Please state/summarise your mitigating actions for the negative impact(s) identified in stage 1
Article 6 Right to a fair and public hearing		
Article 7 No punishment without law		
Article 8 Right to respect for private and family life, home and correspondence		
Article 9 Freedom of thought, conscience and religion		
Article 10 Freedom of expression		
Article 11 Freedom of assembly and association		
Article 12 Right to marry and to found a family		
Article 14 Right not to be subject to discrimination		
Article 1 of Protocol 1 Protection of property		
Article 2 of Protocol 1 Right to education		
Article 3 of Protocol 1 Right to free elections		

Children and Young People’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 and record the relevant impact and describe the mitigating steps.

Please tick which areas it might affect and provide a summary of your mitigating actions. You do not need to give a mitigating step for each article.

	High / Medium Negative impact	Mitigations Please state/summarise your mitigating actions for the negative impact(s) identified in stage 1
Article 1 definition of the child		
Article 2 non-discrimination		
Article 3 best interests of the child		
Article 4 implementation of the convention		
Article 5 parental guidance and a child's evolving capacities		
Article 6 life, survival and development		
Article 7 birth registration, name, nationality, care		
Article 8		

protection and preservation of identity		
Article 9 separation from parents		
Article 10 family reunification		
Article 11 abduction and non-return of children		
Article 12 respect for the views of the child		
Article 13 freedom of expression		
Article 14 freedom of thought, belief and religion		
Article 15 freedom of association		
Article 16 right to privacy		
Article 17 access to information from the media		
Article 18 parental responsibilities and state assistance		
Article 19 protection from violence, abuse and neglect		
Article 20 children unable to live with their family		
Article 21 adoption		

Article 22 refugee children		
Article 23 children with a disability		
Article 24 health and health services		
Article 25 review of treatment in care		
Article 26 social security		
Article 27 adequate standard of living		
Article 28 right to education		
Article 29 goals of education		
Article 30 children from minority or indigenous groups		
Article 31 leisure, play and culture		
Article 32 child labour		
Article 33 drug abuse		
Article 34 sexual exploitation		
Article 35 abduction, sale and trafficking		
Article 36		

other forms of exploitation			
Article 37 inhumane treatment and detention			
Article 38 war and armed conflicts			
Article 39 recovery from trauma and reintegration			
Article 40 juvenile justice			
Article 41 respect for higher national standards			
Article 42 knowledge of rights			
Optional Protocol on a Communications Procedure			

Protected Characteristics

Aberdeen City Council wants to ensure everyone is treated fairly. Identify the [protected characteristics](#) that your policy/ proposal affects and record the relevant impact and describe the mitigating steps.

	High / Medium Negative impact	Mitigations Please state/summarise your mitigating actions for the negative impact(s) identified in stage 1
Age A person belonging to a particular age (for example 32-year-olds) or range of ages (for example 18 to 30year olds).		
Disability		

people with disabilities / long standing conditions		
Race (including Gypsy / Travellers) people from minority ethnic communities and different racial backgrounds		
Religion or belief people with different religion and belief to include those with no beliefs		
Sex - Gender identity men or women, boys and girls		
Pregnancy and maternity women who are pregnant and / or on maternity leave		
Sexual orientation lesbian, gay, bisexual, heterosexual / straight		
Gender reassignment anybody whose gender identity / expression is different to the sex assigned to them at birth		
Marriage and civil partnership people who are married or in a civil partnership		

Socio-Economic Inequalities

Not every person / family has access to regular income or savings. You should therefore consider the impact of your proposal on people who might be unemployed, single parents, people with

lower education or literacy, looked after children, those with protected characteristics are just some examples.

Identify the group that your policy/ proposal affects and record the relevant impact and describe the mitigating steps.

	High / Medium Negative impact	Mitigations Please state/summarise your mitigating actions for the negative impact(s) identified in stage 1
Low income / income poverty - those who cannot afford regular bills, food, clothing payments.		
Low and/or no wealth - those who can meet basic living costs but have no savings for unexpected spend or provision for the future		
Material deprivation - those who cannot access basic goods and services, unable to repair/replace broken electrical goods, heat their homes or access to leisure or hobbies		
Area deprivation - consider where people live and where they work (accessibility and cost of transport)		
Socio-economic background - social class, parents' education, employment, income.		

Consultation and monitoring

Have you undertaken any of form of consultation with any of the affected groups?	Yes	No
--	------------	-----------

Describe the consultation processes/methods undertaken and the number of participants/respondents	
Summarise the changes or improvements that have been made to the policy because of the consultation.	
Set out what suggested changes or improvements that have not been made and why	
What impact(s) has the consultation had upon your proposal?	
How will this policy be monitored	
Use this section to justify why your proposal should go ahead despite the negative impacts identified.	

Authorisation and sign off: for Stage 2:

Title of Policy / proposal:		
Directorate and Cluster:		
Policy and assessment author (s)	Name: Job title: Date:	Name: Job title: Date:
Authorised and approved by Director or Chief Officer	Name: Job title: Date:	Name: Job title: Date:

Following completion and approval, please email your completed assessment to:
equality_and_diveristy@aberdeencity.gov.uk