

# Integrated Impact Assessment

The purpose of Aberdeen City Council is to protect the people and the place of Aberdeen from harm, enabling them to prosper and supporting them in the event of harm happening.

The purpose of an Integrated Impact Assessment is to evidence that Aberdeen City Council are making decisions in an informed way, and that the impact of decisions made is understood and accepted. The legislation that is considered within this assessment are:

- Section 2 [Equality Act 2010 protected characteristics](#)
- Section 3 [Socio-Economic](#)
- Section 4 [Human Rights](#)
- Section 5 [Children and Young People’s Rights](#)

The term ‘policy’ is used throughout this document and applies to policies, proposals, strategies, provision, criteria, functions, practice, budget savings and activities that includes delivery of our services.

## 1. About the Policy

<b>1.1 Title</b>
Reduce the length of the school week
<b>1.2 What does this policy seek to achieve?</b>
Primary school currently provide 25 hours to pupils this would reduce to 22.5hrs Secondary School currently provide 27.5 hours to pupils and this would reduce to 25hrs This will reduce the numbers of staff required in both sectors
<b>1.3 Is this a new or existing policy?</b>
This would be a new policy
<b>1.4 Is this report going to a committee?</b>
Yes
<b>1.5 Committee name and date:</b>
Full Council – 6 <sup>th</sup> March 2024
<b>1.6 Report no and / or Budget proposal number and / or Business Case reference number:</b>
ED 03
<b>1.7 Function and Cluster:</b>
Education - Education and children’s services

## Impacts

This section demonstrates the considerations that have been made in relation to the policy - and that the impact of proposals made is understood and accepted.

## 2: Equality Act 2010 - Protected Characteristics

Aberdeen City Council wants to ensure everyone is treated fairly. This section identifies the [protected characteristics](#) that the policy potentially affects and records the impact and mitigating steps.

2.1 What impact could this policy have on any of the below groups?

Protected Characteristic	What is the impact?				
	Negative			Neutral	Positive
	High	Medium	Low		
<a href="#">Age</a>			X		
<a href="#">Disability</a>			X		
<a href="#">Gender Reassignment</a>				X	
<a href="#">Marriage and Civil Partnership</a>				X	
<a href="#">Pregnancy and Maternity</a>				X	
<a href="#">Race</a>				X	
<a href="#">Religion or Belief</a>			X		
<a href="#">Sex</a>			X		
<a href="#">Sexual Orientation</a>				X	

2.2 In what way will the policy impact people with these protected characteristics?

Children will be impacted as the length of the school week would be reduced potentially impacting on the curriculum on offer  
 Children and parents with disabilities would be impacted as if working they would require to find additional child care . Changes to routine would impact on children and parents with disabilities  
 Females are likely to be impacted more as they are likely to be or be expected to be the main carer and this would result in additional planning and potentially the need to alter working hours to accommodate the change  
 Religion this would reduce the time spent in school for RC children and may impact on the curriculum

2.3 What considerations have been made in reaching the above assessment?

### What internal or external data has been considered? What does this data tell us?

The number of staff employed across the city  
 The number of class contact hours each teacher has as part of their agreed conditions  
 The roll of our schools and the availability of out of school care

### What consultation and engagement and has been undertaken with officers and partner organisations?

Aberdeen City Council launched a three-part public consultation around the 2024/25 Budget and future spending plans from July 2023 to January 2024. In part 1, which ran throughout July 2023, people were asked to award points across different service areas to indicate where they thought the council's spending priorities should be. In part 2, the public could either increase, decrease or not change the level of expenditure in areas listed. In part 3, which took place throughout January 2024, there were two face to face sessions for the public to attend and an online consultation. There were 3,179 responses to part 1, 2,564 responses to part 2 and 285 responses to part 3. Included in all parts of the consultation was a specific question regarding reducing the length of the school week. The consultation highlighted that the groups most impacted by this policy change would be children , those with disabilities and females in the role of main care giver.

### What consultation and engagement and has been undertaken with people who may be impacted by this policy (e.g. citizens, community groups, or other people/groups)?

Open consultation session with representatives of those with protected characteristics

2.4 What mitigations can be put in place?

<b>What mitigations are there against any negative impacts (if applicable)?</b>		
Partner organisations being able to support out of school care and increase this to match the change in hours		
<b>With mitigations in place, what is the new overall rating of the negative impact(s)?</b>	High	
	Medium	
	Low	x
	Negative Impact Removed	

### 3: Socio-Economic Impacts

This section is used to consider the impact of the policy on people who might be **unemployed, single parents**, people with lower **education** or **literacy**, **looked after children**, those with **protected characteristics** as examples.

Use this guide to understand more on socio-economic inequalities: [The Fairer Scotland Duty: Guidance for Public Bodies \(www.gov.scot\)](http://www.gov.scot)

3.1 What impact could this policy have on any of the below groups?

Group	Negative			Neutral	Positive
	High	Medium	Low		
Low income / income poverty – those who cannot afford regular bills, food, clothing payments.			X		
Low and/or no wealth – those who can meet basic living costs but have no savings for unexpected spend or provision for the future			X		
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			X		
Area deprivation – consider where people live and where they work (accessibility and cost of transport)			X		
Socio-economic background – social class, parents' education, employment, income.			X		

3.2 In what way will the policy impact people in these groups?

**If in employment the additional need for child care will put pressure on these families and may result in the main care giver having to reduce hours or stop work to manage the change in school hours.  
This may remove any cash used for family leisure pursuits**

3.3 What considerations have been made in reaching the above assessment?

**What internal or external data has been considered? What does this data tell us?**

The number of staff in our schools and the number of young people. We are able to reduce staff and continue to provide

**What consultation and engagement and has been undertaken with officers and partner organisations?**

**Engagement with the staff who provide the play in the city schemes and our out of school care**

**What consultation and engagement and has been undertaken with people who may be impacted by this policy? citizens, community groups, or other people/groups impacted by this policy?**

Consultation as part of the whole city consultation exercise

3.4 What mitigations can be put in place?

**What mitigations are there against any negative impacts (if applicable)?**

The number of hours per week (2.5) minimises the impact

<b>With mitigations in place, what is the new overall rating of the negative impact(s)?</b>	High	
	Medium	
	Low	X
	Negative Impact Removed	

#### 4: Human Rights Impacts

The Human Rights Act 1998 sets out the fundamental rights and freedoms that everyone in the UK is entitled to. It incorporates the rights set out in the European Convention on Human Rights (ECHR) into domestic British law. The Human Rights Act came into force in the UK in October 2000

The Act sets out our human rights in a series of 'Articles'. Each Article deals with a different right.

Use this guide to understand more about [Human Rights](#).

##### 4.1 What impact could this policy have on Human Rights?

Human Rights Article	Negative	Neutral	Positive
<b>Article 6:</b> <a href="#">Right to a fair trial</a>		X	
<b>Article 7:</b> <a href="#">No punishment without law</a>		X	
<b>Article 8:</b> <a href="#">Right to respect for private and family life, home and correspondence</a>		X	
<b>Article 9:</b> <a href="#">Freedom of thought, belief and religion</a>		X	
<b>Article 10:</b> <a href="#">Freedom of expression</a>		X	
<b>Article 11:</b> <a href="#">Freedom of assembly and association</a>		X	
<b>Article 12:</b> <a href="#">Right to marry and start a family</a>		X	
<b>Article 14:</b> <a href="#">Protection from discrimination in respect of these rights and freedoms</a>		X	
<b>Article 1 of Protocol 1:</b> <a href="#">Right to peaceful enjoyment of your property</a>		x	
<b>Article 2 of Protocol 1:</b> <a href="#">Right to education</a>	X		
<b>Article 3 of Protocol 1:</b> <a href="#">Right to participate in free elections</a>		x	

##### 4.2 In what way will the policy impact Human Rights?

**It will reduce the number of hours of education a child will have access to**

##### 4.3 What mitigations can be put in place?

<b>What mitigations are there against any negative impacts (if applicable)?</b>		
<b>If mitigations are in place, does this remove the negative impact?</b>	No – negative impact remains	X
	Yes – negative impact reduced	
	Yes - negative impact removed	

## 5: Children and Young People’s Rights Impacts

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).

The Conventions are also known as the “General Principles” and they help to interpret all the other articles and play a fundamental role in realising all the rights in the Convention for all children. They are:

1. Non-discrimination (Article 2)
2. Best interest of the child (Article 3)
3. Right to life survival and development (Article 6)
4. Right to be heard (Article 12)

You can [read the full UN Convention \(pdf\)](#), or [just a summary \(pdf\)](#), to find out more about the rights that are included.

### 5.1 What impact could this policy have on the rights of Children and Young People?

UNCRC and Optional Protocols	Negative	Neutral	Positive
<b>Article 1:</b> definition of the child		X	
<b>Article 2:</b> non-discrimination		X	
<b>Article 3:</b> best interests of the child		X	
<b>Article 4:</b> implementation of the convention		X	
<b>Article 5:</b> parental guidance and a child's evolving capacities		X	
<b>Article 6:</b> life, survival and development		X	
<b>Article 7:</b> birth registration, name, nationality, care		X	
<b>Article 8:</b> protection and preservation of identity		X	
<b>Article 9:</b> separation from parents		X	
<b>Article 10:</b> family reunification		X	
<b>Article 11:</b> abduction and non-return of children		X	
<b>Article 12:</b> respect for the views of the child		X	
<b>Article 13:</b> freedom of expression		X	
<b>Article 14:</b> freedom of thought, belief and religion		X	
<b>Article 15:</b> freedom of association		X	
<b>Article 16:</b> right to privacy		X	
<b>Article 17:</b> access to information from the media		X	
<b>Article 18:</b> parental responsibilities and state assistance		X	
<b>Article 19:</b> protection from violence, abuse and neglect		X	
<b>Article 20:</b> children unable to live with their family		X	
<b>Article 21:</b> adoption		X	
<b>Article 22:</b> refugee children		X	
<b>Article 23:</b> children with a disability	X		
<b>Article 24:</b> health and health services		X	
<b>Article 25:</b> review of treatment in care		X	
<b>Article 26:</b> social security		X	
<b>Article 27:</b> adequate standard of living		X	
<b>Article 28:</b> right to education	X		
<b>Article 29:</b> goals of education		X	
<b>Article 30:</b> children from minority or indigenous groups		X	

<b>Article 31:</b> leisure, play and culture		X	
<b>Article 32:</b> child labour		X	
<b>Article 33:</b> drug abuse		X	
<b>Article 34:</b> sexual exploitation		X	
<b>Article 35:</b> abduction, sale and trafficking		X	
<b>Article 36:</b> other forms of exploitation		X	
<b>Article 37:</b> inhumane treatment and detention		X	
<b>Article 38:</b> war and armed conflicts		X	
<b>Article 39:</b> recovery from trauma and reintegration		X	
<b>Article 40:</b> juvenile justice		X	
<b>Article 41:</b> respect for higher national standards		X	
<b>Article 42:</b> knowledge of rights		X	
<b>Optional</b> Protocol on a Communications Procedure			

5.2 In what way will the policy impact the rights of Children and Young People?

**This will reduce access to education by (2.5) hours per week**

5.3 What mitigations can be put in place?

**What mitigations are there against any negative impacts (if applicable)?**

**If mitigations are in place, does this remove the negative impact?**

No – negative impact remains

x

Yes – negative impact reduced

Yes - negative impact removed

## 6: Sign Off

<b>Any further positive or negative impacts on individuals or groups that have been considered?</b>
<b>Overall summary of changes made as a result of impact assessment.</b>
<b>Outline of how impact of policy will be monitored.</b>
The policy would be monitored through attendance for staff and learners, attainment reviews at school, levels of uptake of after school activities
<b>If there are any remaining negative impacts after mitigation, what is the justification for why this policy should proceed.</b>
The council requires to present a balanced budget. This option provides the opportunity to reduce the teaching budget with minimum impact on learners. If this option is taken there would have to be negotiation with Scottish Government as it is reducing a statutory service.

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<b>Date</b>	21/02/2024