

# 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

### 1.1 Title

Reduce to statutory training and mandatory e-learning training only and only support statutory equalities work

### 1.2 What does this policy seek to achieve?

This budget option proposes to achieve £200k of savings by ceasing non-statutory work of the People Development and Equalities team and reducing the team by two G13 and one G12 employees. This Integrated Impact Assessment includes an assessment of the impact of reduction of training provision for the workforce, and the impact of reduction in posts on the individuals within the team.

This budget option would cut all spending on employee training and development, and only fund and provide support for statutory training, which is a requirement in law or otherwise a requirement of the Council to help ensure compliance with the law (for example health & Safety, professional registration), or to mitigate against areas of most significant risk to the council.

This means stopping all other face-to-face or live online/hybrid training or development interventions and support for employees and elected members. This includes corporate induction, employee development programme, leadership and management development, digital skills training, support for delivery of the Target Operating Model and transformation including re-skilling and retraining throughout transformation. Provision of mandatory training courses would be delivered by eLearning only.

This budget options also details stopping any work undertaken by the Equalities team that is not a requirement in law. This means stopping support for events that foster good relations with all protected characteristics, including Black History Month, Year of the \_\_\_\_ Worker, MELA, Grampian Pride, ElectHer, International Women’s Day, Holocaust Memorial Day and any other ad hoc community engagement events. Internally, it means ceasing the equalities working groups, work with other employers on equalities, removal of equalities action plan, no support for employee networks.

### 1.3 Is this a new or existing policy?

New

### 1.4 Is this report going to a committee?

Yes – as part of 2024 Budget Report.

<b>1.5 Committee name and date:</b>
Budget Meeting, Council, 6 March 2024
<b>1.6 Report no and / or Budget proposal number and / or Business Case reference number:</b>
POD1
<b>1.7 Function and cluster:</b>
Corporate Services, People & Citizen 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?			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?

The People Development team and Equalities team deliver a wide range of non-statutory services to and for the council that are in service of the Public Sector Equality Duty, in that they directly contribute towards the elimination of discrimination, they advance equality of opportunity, and foster good relations between people who share a protected characteristic and those who do not. Whilst much of the work undertaken is not statutory, such as community events and leadership development programmes, they help us to meet our Public Sector Equality Duty - so stopping non-statutory services and reducing the provision of these teams to statutory delivery only will impact our ability to deliver Fairer Scotland Duty and present a significant risk to our ability to meet our Public Sector Equality Duty.

Training and development play a significant role in this duty, as evidenced through our Equality Outcomes, Mainstreaming and Progress Reports, and workforce Equality, Diversity and Inclusion Action Plan. It ensures employees are equipped with the awareness of their responsibilities and provides them with the skills to competently navigate potentially difficult conversations. Removal of the non-statutory elements of training and development, like employee induction and leadership and management development, would pose the following risks:

- Reduced awareness and understanding of the rights and responsibilities of employees and employers under the Equality Act 2010 and other relevant legislation, policies, and codes of practice.

- Reduced quality of service delivery and customer satisfaction, as employees may not have the skills and knowledge to interact effectively with the public or indeed each other.
- Reduced ability to challenge and address any instances of harassment, bullying, victimisation, or unfair treatment that may occur in the workplace or affect their work performance or wellbeing.
- Reduced ability to meet the Public Sector Equality Duty and our commitments to challenging racism in employment as per [the recommendations](#) following the Scottish Parliament's Equalities and Human Rights Committee 2020 Public Sector Leadership Summit.
- Increased risk of grievances, complaints, and legal challenges, as leaders and managers may not have the skills and knowledge to handle sensitive and difficult issues, such as performance management, disciplinary procedures, equality and diversity, health and safety, and wellbeing.
- Potential discrimination and disadvantage for people with protected characteristics, who may have specific learning and development needs or preferences that are not met by the generic training offer.
- Lack of diversity and representation in our leadership ranks, as people with protected characteristics would have reduced access to learning opportunities that would enhance their personal and professional growth, career prospects, and job satisfaction.
- Reduced innovation and creativity, as leaders and managers may not have the skills and knowledge to foster a culture of learning, collaboration, and problem-solving among their staff and stakeholders that would enable them to meet the needs of our diverse community.

Provision of mandatory training by eLearning only would negatively impact the development, motivation and feeling of belonging for frontline operational employees, who have limited opportunity to use digital devices in their day-to-day role, and often need additional support with learning and development. Without this being available, it may result in issues of maintaining and sustaining employment for certain groups that are disproportionately represented in frontline operational roles, such as our older workforce, and people with disabilities.

Leadership and management development play an important role in recruiting, retaining and developing a diverse workforce. With restricted external recruitment at Aberdeen City Council, the ability to “grow our own” leaders that are able to tackle the challenging financial environment and support their teams to adapt to our transforming city and council is ever more important. Our current leadership and management programme includes a basic line management programme for new People Managers, an advanced programme for our Service Managers, and a fast-track programme for Aspiring Future Leaders. All these programmes, along with any ad hoc leadership opportunities that arise, include an “accelerator” scheme which targets and provides additional and / or adapted support to underrepresented groups in leadership - young people, disabled people, women and people from minority ethnic backgrounds. This enables us to address diversity gaps and occupational segregation in the workforce and provide training and development to ensure that people gain the skills, knowledge, experience and sometimes specific qualifications to be able to transition into a new role. This may not be possible with a reduced training and development budget, making it difficult to remove barriers to leadership progression for these groups of employees and means that addressing occupational segregation and diversity is more difficult.

Development is a driver for employee engagement and therefore retention, so it could be the case that employees who are not funded to attend training or development, may seek employers who will fund this for them, including other local authorities. This may negatively impact on Aberdeen City Council's workforce diversity as a whole – which could ultimately lead to poorer outcomes for diverse citizens, as evidenced through our Equality Outcomes, Mainstreaming and Progress Reports, and workforce Equality, Diversity and Inclusion Action Plan.

Occupational segregation, and access to opportunities, is an influencing factor in pay gaps including gender pay gap, disability pay gap and ethnicity pay gap. Occupational segregation refers to the uneven

distribution of different groups of people across different types of jobs, sectors, or industries. This can result in pay gaps when certain groups are overrepresented in low-paid or undervalued occupations or underrepresented in high-paid or valued occupations. For example, women tend to be concentrated in caring, cleaning, and clerical roles, which are often paid less than male-dominated roles in construction, engineering, or management. Similarly, disabled people and ethnic minorities may face barriers to accessing or progressing in certain occupations due to discrimination, lack of support, or limited opportunities. Therefore, by reducing the training and development budget, Aberdeen City Council will be less likely to address the root causes of occupational segregation and pay gaps and may even exacerbate them by limiting the potential of employees from underrepresented groups to advance their careers or enter new fields. This would have negative consequences for the council's reputation, performance, and legal obligations, as well as for the employees' wellbeing, motivation, and income.

Some Clusters undertake training and development on specific equality, diversity and inclusion topics to best support citizens. For example, Education and Children's Social Work have previously identified development around LGBT+ youth or anti-racism or additional support needs, which would not necessarily be classified as statutory. Therefore, being unable to upskill some of the workforce on these topics may have negative impact on citizens with protected characteristics.

It is worth noting that whilst having an equality and diversity eLearning module is mandatory, further equality, diversity and inclusion training is not. As an organisation, it is an ambition to provide progressive and robust development on these topics to ensure inclusion, belonging and to reduce risks of discrimination, harassment or victimisation in the workplace. Not being able to do this may see an increase in, or at least no improvement of, these types of incidents or a reduced sense of inclusion and belonging – which would be contradictory to our Equality Outcomes and Public Sector Equality Duty.

Furthermore, it is not just “training courses” that would be covered here, but also other types of employee activity for learning, development and engagement, such as Black History Month, Year of the Disabled Worker and Equality Working Groups. Cessation of these could lead to:

- Reduced participation and representation in decision-making processes, committees, networks, and other forums that can influence the culture and direction of the organisation.
- Reduced sense of belonging and inclusion in the organisation and its values, vision, and mission.
- Reduced trust and confidence in the organisation and its leadership and management, as well as their colleagues and stakeholders.
- Loss of diversity and inclusion in the workforce, as people with protected characteristics may feel less valued and supported by the organization and more likely to leave or disengage.
- Damage to the brand of Aberdeen City Council as an Employer of choice and less attractive for attracting a diverse and innovative workforce.

#### Specific impacts

##### **Age:**

- There would no longer be a staff working group for this protected characteristic, so their collective and individual needs, views and voices would not have the same direct line to influence change.
- Digital literacy may be lower for different age groups so presenting mandatory training as eLearning only this could impact on ability to access training and development.
- Some of our older workforce may need additional support with digital training and development. Without this being available, it may result in issues of maintaining and sustaining employment for certain groups.
- Younger workforce would be negatively impacted by a lack of skill and career development opportunities – which may result in them choosing to leave the organisation or being unable to secure employment with the council beyond fixed term internships, apprenticeships, work placements etc, which would contribute towards an aging workforce and lack of innovation.

##### **Disability:**

- There would no longer be a staff working group for this protected characteristic, so their collective and individual needs, views and voices would not have the same direct line to influence change.
- Digital-only training offerings may impact on certain disabilities and could result in training and development being less accessible for some employees.

#### Race

- There would no longer be a staff working group for this protected characteristic, so their collective and individual needs, views and voices would not have the same direct line to influence change.

#### Religion and Belief

- There would no longer be a staff working group for this protected characteristic, so their collective and individual needs, views and voices would not have the same direct line to influence change.

#### Sexual Orientation

- There would no longer be a staff working group for this protected characteristic, so their collective and individual needs, views and voices would not have the same direct line to influence change.

#### Sex

- There would no longer be a staff working group for this protected characteristic, so their collective and individual needs, views and voices would not have the same direct line to influence change.
- Like many other HR teams across the country, the makeup of the People Development team at Aberdeen City Council is predominantly female – 31 female and four males. Therefore, any reduction of the People Development will have a disproportionate impact on women.

### 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?

##### **Internal Data:**

The Council's [workforce diversity data](#) has been considered. This data shows that training is accessed consistently by all protected groups and these proposals would impact on most employees in the same way and proportionately to the diversity make-up of the organisation. It is worth noting, however, that females make up roughly 70% of the workforce, and female employees made up approximately 80% of training completion in 2022. Male employees made up roughly 30% of the workforce whilst accounting for 20% of training completion. Therefore, evidence points to more of an impact on women.

The Council's workforce equality, diversity and inclusion [action plan](#) is based on evidence and data presented in our [Equality Outcomes and Mainstreaming Progress Report - 2021-2023](#) - and includes corporate actions relating to training and development.

We are conscious that there are gaps in our workforce data and underrepresentation – see <https://grec.co.uk/hfines/internal-employment-data-aberdeen-city/> . There is good tracking for data on gender and age, but not for other characteristics. This will be partly due to gender and age data having been collected for decades, and also people's comfort with sharing this data. In comparison, data on other characteristics has not been systematically collected for as long, and some characteristics like disability and sexual orientation may be seen as more sensitive, with people more reluctant to disclose information they feel may be used to discriminate against them. As a result, while gender and age data is available for 100% of employees, between a quarter and a third were missing data for marital status (23%), ethnicity (25-27%), disability status (32-34%), religion (34-35%) and sexual orientation (36-37%). Data was not available on transgender identity.

With so much data missing, it is difficult to draw other firm conclusions about the diversity of the workforce and the People Development team specifically. Our ability to continuously improve our data collection, in line with legislative requirements, will be diminished by any reduction in our Equalities activity or workforce.

The People Development team undertake an annual training needs analysis of the organisation to understand the priority areas for development. The results from the last three years have been analysed and we consistently see requests for team or service specific training needs relating to Equalities generally and protected characteristics specifically, for example Equalities Awareness Training, British Sign Language training, Integrated Impact Assessment training, Neuro-Diversity Awareness, Care Experienced Young People, Digital Accessibility Guidance, LGBT+ Presenting as Homeless. This tells us that there is a real need for training in Equalities – outwith that which would be provided through free eLearning.

In 2023, proceedings for a judicial review were lodged against Aberdeen City Council for failing to have due regard to the public sector equality duty. The People Development team and Equalities team together play a significant role in mainstreaming equalities into the organisational culture, including by reducing unconscious bias in recruitment, taking positive action to increase representation of diversity in development programmes, improving consultation and engagement skills as part of decision making. Therefore, there is a risk of potential impact on the reputation of the council when considering reducing training and equalities provision.

#### **External Data:**

We have consulted external data available from the Chartered Institute of Personnel and Development (CIPD) to understand the impact of workplace training on fostering a culture of equality, diversity and inclusion (EDI) in any organisation. What we learn from this is that workplace training can help to:

- Raise awareness of the benefits of EDI and challenge stereotypes, biases and prejudices
- Develop the knowledge and skills needed to work effectively with people from different backgrounds, cultures and perspectives.
- Promote positive behaviours and attitudes that support EDI and prevent discrimination, harassment and bullying.
- Comply with legal and ethical obligations and demonstrate commitment to EDI principles and values.
- Enhance employee engagement, performance and well-being by creating an inclusive and respectful work environment.

A survey by Deloitte (2017) revealed that 80% of respondents who worked in organisations with a strong focus on EDI reported high levels of empowerment and innovation, compared to only 30% of those who worked in organisations with a low focus on EDI. The survey also found that 72% of respondents who worked in organisations with a strong focus on EDI felt highly valued at work, compared to only 28% of those who worked in organisations with a low focus on EDI.

A meta-analysis by Homan et al. (2015) showed that diversity training can have positive effects on cognitive outcomes (such as awareness, knowledge and attitudes), affective outcomes (such as motivation, satisfaction and commitment) and behavioural outcomes (such as cooperation, communication and performance) when it is designed and delivered effectively.

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

Informal conversations have taken place with the People Development & Equalities team members, on a one-to-one and collective basis. The team expressed concern about our ability to meet our equality outcomes, LOIP outcomes, transformation aims and need to shift demand towards early intervention and prevention. Specifically, the team commented that leadership and management development and interventions, such as

mediation and coaching, are critical to prevent the escalation of employee relations to formal grievances and disciplinarys.

An informal conversation has also taken place with our community partner Grampian Regional Equality Council on the impact of ceasing non-statutory Equalities work in the community, they commented:

*Our city and local communities are more diverse than ever, where many people have protected characteristics, which often overlap and intersect. A local workforce that is appropriately trained and confident in their understanding of systemic inequalities and inequities, and how to effectively talk about and address them is key. The last census in 2011 showed that one quarter of Aberdeen's population was born abroad, and we anticipate this has increased as we await relevant 2022 census data. We have seen significant resettlement of people from Syria, Afghanistan, and Ukraine in recent years, as well as "dispersal" of people seeking asylum in hotels in the city, and new international student communities, post-Brexit. These are all people with different needs, experiences, and eligibilities, and necessitate additional training and capacity building for decision-makers and support providers. It would also be a significant loss if Aberdeen City Council was no longer able to support events that celebrate diversity. The visible support of the local authority sends a clear message that Aberdeen respects and promotes equality and diversity. The third sector will not be able to fill the void, and the likelihood is that less such events will take place. We should celebrate and support the rich diversity of our city, to promote a just and welcoming Aberdeen.*

#### **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)?**

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.

As the primary impact of this budget option is on staff, the specifics of this budget option did not form part of the public consultation and as a result there is no feedback from the public consultation relating to specific impact of this budget option on people with protected characteristics in the city.

The option that was included within the public consultation was worded at a high level and drew together several individual options under the heading of 'council employee support' – therefore the individual equalities element of that would not have been immediately apparent to consultees in the public domain. Nevertheless, there are secondary impacts to people with protected characteristics in our city, should this option be taken (see section 2.3).

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

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

To mitigate against the inability to deliver training, access to free online training will still be made available to employees. Free or funded learning opportunities may also be promoted. Learning "on the job" will continue to be encouraged.

Delivery of cost-neutral learning and development can be implemented instead but it is acknowledged that this would not be of the same quality or deliver the same outcomes / experience. It would also be dependent on time and resource availability within People Development and within teams where there is subject matter expertise.

- Mandatory eLearning and free equality, diversity and inclusion training would still be offered to employees.

- Free personal and professional development could still be undertaken by employees where available.
- Employees may continue to create peer networks should they wish to do so.

<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?

Any employee who wishes to undertake any professional development, other than that which is required by law, would need to finance this themselves. This may create a situation where those who have the financial means to do so are able to develop and grow professionally, whilst those who are already at a socio-economic disadvantage may not be able to do this and this could create a gap between people. Furthermore, it is appreciated that socio-economic disadvantage is often also linked with protected characteristics such as age, disability and race, along with other factors such as being care-experienced, leaving the armed forces or having a history of offending, which means that these groups may also face financial barriers to development and career progression at Aberdeen City Council.

#### 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?**

##### Internal Data

See 2.3

##### External Data

- A report by the Social Mobility Commission (2019) that found that workplace training can help people from low socio-economic backgrounds to improve their skills, increase their earnings, and access better career opportunities.
- A survey by the Chartered Institute of Personnel and Development (CIPD, 2020) that revealed that employees from low socio-economic backgrounds are less likely to receive workplace training than those from higher socio-economic backgrounds, and that this gap has widened during the COVID-19 pandemic.
- A study by the Organisation for Economic Co-operation and Development (OECD, 2018) that showed that workplace training can reduce inequalities in income and employment outcomes across different socio-economic groups, and that it can also foster social inclusion and civic participation.

These data sources indicate that workplace training is a valuable tool for promoting social mobility and reducing socio-economic disparities, and that there is a need to ensure that it is accessible and inclusive for all employees, regardless of their background.

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

See 2.3

**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?**

See 2.3

3.4 What mitigations can be put in place?

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

There is a separate Integrated Impact Assessment for Changes to Organisational Design that provides more detail on the impacts and mitigations of workforce change.

**With mitigations in place, what is the new overall rating of the negative impact(s)?**

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?

Reduction of the training provision around equalities could have a potentially negative impact on people’s protection from discrimination as set out in 2.2.

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

<b>What mitigations are there against any negative impacts (if applicable)?</b>		
Mandatory elearning for employees and managers will remain in place.		
<b>If mitigations are in place, does this remove the negative impact?</b>	No – negative impact remains	
	Yes – negative impact reduced	X
	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		X	

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

Less relevant training for employees and reduction in events that educate citizens and celebrate diversity could indirectly impact on the protection and preservation of identity.

5.3 What mitigations can be put in place?

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

Communities could be empowered and encouraged to co-ordinate their own events.

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

No – negative impact remains

Yes – negative impact reduced

Yes - negative impact removed

X

## 6: Sign Off

### **Any further positive or negative impacts on individuals or groups that have been considered?**

It is appreciated that socio-economic disadvantage is often also linked with other factors than protected characteristics, such as being care-experienced, leaving the armed forces or having a history of offending, which means that these groups may also face financial barriers to development and career progression at Aberdeen City Council if this option is accepted.

### **Overall summary of changes made as a result of impact assessment.**

No changes made.

### **Outline of how impact of policy will be monitored.**

If this option is accepted, formal consultation will begin with the People Development team and Equalities team, following our consultation protocol as laid out in the Organisational Design IIA.

Communications will be shared with the Leadership Forum and wider workforce via the Intranet, with the ability for employees to share their feedback on an open forum and also anonymously via an online form.

The anticipated negative impact of this budget option on organisational culture will be monitored through levels of employee relations case work, dignity and respect at work claims, discrimination claims and grievances, diversity in leadership and occupational segregation, results of appraisals under the capability of 'Care' – and through workforce retention levels of employees with protected characteristics.

### **If there are any remaining negative impacts after mitigation, what is the justification for why this policy should proceed.**

Essential cost reduction in staffing and maintenance budgets

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<b>Date</b>	26/02/2024
<b>Chief Officer</b>	LINDSAY MACINNES
<b>Date</b>	29/02/2024