

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

I Bike Schools Contract Extension

1.2 What does this policy seek to achieve?

The I Bike Schools project is run by Sustrans Scotland. It provides an embedded officer for Aberdeen City Council, employed by Sustrans, who works with the pupils and teachers in a school cluster, made up of a secondary school and its feeder primary schools. The officer teaches the children cycling skills along with a series of active travel related activities to encourage them to walk and cycle more often and feel confident in doing so. I Bike Schools also helps to give resources and information to the teachers and other support staff in the school so that they, in turn, can support the project. The I Bike Schools Officer recruits volunteers to help deliver the project.

The project works with an Aberdeen City school cluster intensively for up to two years before moving on to a different one. However, the I Bike Schools project continues to support its previous school cluster as well to ensure that momentum is not lost.

The idea of the I Bike Schools project is to give children the skills and confidence to want to walk and cycle more. With the I Bike Schools Officer acting as the perfect role model to inspire them and enable them and to make it a fun activity that can be enjoyed with friends and family. The I Bike Schools project aligns with the following Local Outcome Improvement Plan (LOIP) Stretch Outcomes:

- 5. By meeting the health and emotional wellbeing needs of our care experienced children and young people they will have the same levels of attainment in education and positive destinations as their peers by 2026.
- 6. 95% of children living in our priority neighbourhoods (Quintiles 1 & 2) will sustain a positive destination upon leaving school by 2026.
- 8. 100% of our children with additional support needs/disabilities will experience a positive destination.

- 13. Addressing climate change by reducing Aberdeen's carbon emissions by at least 61% by 2026 and adapting to the impacts of our changing climate.
- 14. Increase sustainable travel: 38% of people walking; 5% of people cycling and wheeling as main mode of travel and a 5% reduction in car miles by 2026.

The I Bike Schools Officer is currently funded entirely by external funding.

The I Bike Schools project is also complemented by the I Bike Communities Project where another embedded officer works with adults to ensure that they have the active travel skills and confidence, not just to help themselves, but to support the children of the I Bike Schools project.

1.3 Is this a new or existing policy?

The Council already has an existing I Bike Schools Officer in post and has done since 2017. This will allow the contract to be extended for a further 12 months.

1.4 Is this report going to a committee?

No, it will be presented to the Demand Management Control Board (DMCB) as a business case.

1.5 Committee name and date:

Demand Management Control Board – 25th March 2024.

1.6 Report no and / or Budget proposal number and / or Business Case reference number:

TBC

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?				
	High	Medium	Low	Neutral	Positive
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	

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

Age

Positive Impacts:

- The I Bike Schools project focuses on young people. By equipping them with the skills and confidence to travel actively it allows them to be more independent, confident and less reliant on their parents driving them to get around.
- The I Bike Schools project addresses the issue of cycling levels often dropping when children move from primary school to secondary school.

Disability:

Positive Impacts:

- By equipping children with the skills and confidence to travel actively this will help some people with disabilities to feel more confident and to become more independent.

Sex:

Positive Impacts:

- Evidence from the programme suggests that girls in particular are a group who traditionally engage less with cycling. The I Bike Schools project offers specific initiatives, such as the “And she cycles” project, which are designed to help girls cycle.

The I Bike Schools project was judged to have a neutral impact on gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief and sexual orientation.

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?

Data from the I Bike Schools Newsletters has been used to inform this proposal along with active travel data extracted from the Aberdeen Walking and Cycling Index, which gives insight into current behaviours and barriers to active travel amongst various groups. <https://www.sustrans.org.uk/the-walking-and-cycling-index/aberdeen-walking-and-cycling-index>.

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

Engagement has taken place with Transport Scotland and Nestrans, who have indicated they are supportive of continuing to fund I Bike Schools and also with Sustrans who employ the officer and are keen to continue working with Aberdeen City Council to provide the embedded officer.

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)?

As this I Bike Schools is not a new project, but rather the extension of an existing one, no new engagement has taken place with impacted groups. However, the feedback about the I Bike Schools project from children, parents and schools has been very positive for those who have taken part so far.

2.4 What mitigations can be put in place?

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

The only negative thing about the I Bike schools project is that it can only work intensively with one Associated Schools Group (a secondary school and its feeder primaries) at a time each school year. However, this is mitigated by moving to a different Associated Schools Group every 2 years and continuing to offer a level of support to the previous Associated Schools Group that it worked with.

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

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?

The I Bike Schools project will have a positive effect on four groups. By equipping children with greater skills and confidence to walk, wheel and cycle, they have access to a very cost effective way of getting around. This can potentially mean that less time and expense has to be spent by parents on running them places in the car. This can therefore reduce the financial burden for those families who cannot afford regular bills, food, clothing payments, who have low and/ or no wealth and material deprivation. I Bike Schools can also help to reduce the issues around area deprivation if access to other forms of transport in their area is lower than average in the city.

I Bike Schools will have a neutral effect on socio-economic background as it will not change this.

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?

Sustrans' study into Transport Poverty in Scotland notes that, for 38% of high risk areas, commuting by cycle exceeds the national median.

https://www.sustrans.org.uk/media/2880/transport_poverty_in_scotland_2016.pdf.

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

See section 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 section 2.3.

3.4 What mitigations can be put in place?

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

N/A – no negative impacts identified at this stage.

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

High
Medium
Low
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
Article 6: Right to a fair trial		X	
Article 7: No punishment without law		X	
Article 8: Right to respect for private and family life, home and correspondence		X	
Article 9: Freedom of thought, belief and religion		X	
Article 10: Freedom of expression		X	
Article 11: Freedom of assembly and association		X	
Article 12: Right to marry and start a family		X	
Article 14: Protection from discrimination in respect of these rights and freedoms		X	
Article 1 of Protocol 1: Right to peaceful enjoyment of your property		X	
Article 2 of Protocol 1: Right to education		X	
Article 3 of Protocol 1: Right to participate in free elections		X	

4.2 In what way will the policy impact Human Rights?

No impacts identified at this stage.

4.3 What mitigations can be put in place?

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

N/A

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

No – negative impact remains
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
Article 1: definition of the child		X	
Article 2: non-discrimination		X	
Article 3: best interests of the child			X
Article 4: implementation of the convention			X
Article 5: parental guidance and a child's evolving capacities		X	
Article 6: life, survival and development			X
Article 7: birth registration, name, nationality, care		X	
Article 8: protection and preservation of identity		X	
Article 9: separation from parents		X	
Article 10: family reunification		X	
Article 11: abduction and non-return of children		X	
Article 12: respect for the views of the child		X	
Article 13: freedom of expression			X
Article 14: freedom of thought, belief and religion			X
Article 15: freedom of association			X
Article 16: right to privacy		X	
Article 17: access to information from the media			X
Article 18: parental responsibilities and state assistance			X
Article 19: protection from violence, abuse and neglect		X	
Article 20: children unable to live with their family		X	
Article 21: adoption		X	
Article 22: refugee children			X
Article 23: children with a disability			X
Article 24: health and health services			X
Article 25: review of treatment in care		X	
Article 26: social security		X	
Article 27: adequate standard of living			X

Article 28: right to education		X	
Article 29: goals of education			X
Article 30: children from minority or indigenous groups		X	
Article 31: leisure, play and culture			X
Article 32: child labour		X	
Article 33: drug abuse		X	
Article 34: sexual exploitation		X	
Article 35: abduction, sale and trafficking		X	
Article 36: other forms of exploitation		X	
Article 37: inhumane treatment and detention		X	
Article 38: war and armed conflicts		X	
Article 39: recovery from trauma and reintegration		X	
Article 40: juvenile justice		X	
Article 41: respect for higher national standards		X	
Article 42: knowledge of rights		X	
Optional Protocol on a Communications Procedure		X	

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

The I Bike Schools project will either impact positively on the rights of Children and Young People or have a neutral impact. In the case of positive impacts:

- Article 3: best interests of the child – Giving children access to opportunities to gain greater skills and confidence in active travel is in their best interests as it helps their development.
- Article 4: implementation of the convention – The I Bike Schools project is a system put in place which can help a child enjoy their rights.
- Article 6: life, survival and development – By gaining skills and confidence around how to enjoy active travel safely, the I Bike Schools project helps ensure that children survive and develop to their full potential.
- Article 13: freedom of expression – Teaching them greater skills and confidence in active travel can help children access all kinds of information, not just about the benefits of active travel but also by giving them a means of travelling independently to access further information – e.g. walk or cycle to a library without needing a parent to give them a lift.
- Article 14: freedom of thought, belief and religion – Teaching them greater skills and confidence in active travel can help children to practise their religion as it helps enable them to travel to a place of worship independently.
- Article 15: freedom of association – Teaching them greater skills and confidence in active travel can help enable children to meet with other children and to join groups and organisations by helping give them the ability to travel independently.
- Article 17: access to information from the media – Teaching them greater skills and confidence in active travel can help children access information, not just about the benefits of active travel but also by giving them a means of travelling independently to access further information – e.g. walk or cycle to a library without needing a parent to give them a lift.
- Article 18: parental responsibilities and state assistance – Having a project which teaches young people skills and confidence in using active travel support parents by creating support services for children and giving parents the help they need to raise their children.
- Article 22: refugee children – As many refugee children can end up in local schools, this project is an example of something which provides them with assistance to help them enjoy all the rights in the convention.

- Article 23: children with a disability – Teaching them greater skills and confidence in active travel can help a child with a disability live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community.
- Article 24: health and health services – Teaching them greater skills and confidence in active travel can help give children the best possible health. Furthermore, the I Bike Schools project will help local governments provide good quality health care, a clean environment and education on health and well-being so that children can stay healthy.
- Article 27: adequate standard of living – Teaching them greater skills and confidence in active travel helps contribute to a standard of living for children that is good enough to meet their physical and social needs and support their development.
- Article 29: goals of education – Teaching them greater skills and confidence in active travel can help develop every child’s personality, talents and abilities to the full.
- Article 31: leisure, play and culture – Teaching them greater skills and confidence in active travel can help children to relax, play and take part in a wide range of cultural and artistic activities.

5.3 What mitigations can be put in place?

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

6: Sign Off

Any further positive or negative impacts on individuals or groups that have been considered?
No further impacts anticipated.
Overall summary of changes made as a result of impact assessment.
No changes have been made at this stage.
Outline of how impact of policy will be monitored.
Documents will continue to evolve as the project moves further down the development pipeline and the IIA will be revisited at key intervals to understand and monitor the evolving impacts.
If there are any remaining negative impacts after mitigation, what is the justification for why this policy should proceed.
N/A

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