

The purpose of an Integrated Impact Assessment is to evidence that Aberdeen City Council is meeting its legislative duties by assessing the potential impacts of its policies and decisions on different groups of people and the environment. The legislation considered within this assessment is:

- Section 2 [Equality Act 2010 protected characteristics](#)
- Section 3 [Socio-Economic](#)
- Section 4 [Consumer Duty](#)
- Section 5 [Human Rights](#)
- Section 6 [Children and Young People’s Rights](#)
- Section 7 [Environmental impacts](#)

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	Transfer of Business & Community Support Officer (BCSO) role via Transfer of Undertakings - Protection of Employment (TUPE) to Aberdeen City Council Staff
1.2 What does this policy seek to achieve?	This is a committee report seeking to transfer the roles for two BCSOs from Bucksburn and St. Machar Academies across from being employed on a 32 month contract by <i>The Wood Foundation</i> to being employed full time by Aberdeen City Council.
1.3 Is this a strategic programme/proposal/decision?	No
1.4 Is this a new or existing policy?	New Committee Report
1.5 Is this report going to a committee?	Yes, 05.11.24
1.6 Committee name and date:	Finance Committee, 05.11.24
1.7 Report no and / or Budget proposal number and / or Business Case reference number:	F&C/24/298
1.8 Function and Cluster:	Education and Lifelong Learning, Families and Communities

Impacts

Aberdeen City Council has a legal requirement as a public sector organisation to assess the impact of its work on equality groups and assess against human rights, children’s rights and our socio-economic duty. This is our Public Sector Equality Duty (PSED). The PSED has three key parts:

- Eliminate unlawful discrimination, harassment, victimisation or any other prohibited conduct.
- Advance equality of opportunity.
- Foster good relations by tackling prejudice, promoting understanding.

This following five sections in the Integrated Impact Assessment demonstrate that these considerations that have been made in the policy, that the impact of proposals made is understood and accepted, and what mitigating steps can be taken to reduce any negative impact of the policy.

2: Equality Act 2010 - Protected Characteristics

Aberdeen City Council wants to ensure everyone is treated fairly. This section identifies what impact the policy may have on people with [protected characteristics](#).

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

Protected Characteristic	Negative			Neutral	Positive
	High	Medium	Low		
Age				<input checked="" type="checkbox"/>	
Disability				<input checked="" type="checkbox"/>	
Gender Reassignment				<input checked="" type="checkbox"/>	
Marriage and Civil Partnership				<input checked="" type="checkbox"/>	
Pregnancy and Maternity				<input checked="" type="checkbox"/>	
Race				<input checked="" type="checkbox"/>	
Religion or Belief				<input checked="" type="checkbox"/>	
Sex				<input checked="" type="checkbox"/>	
Sexual Orientation				<input checked="" type="checkbox"/>	

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

This Committee Report relates to the transfer of two specific individuals via TUPE into employment with Aberdeen City Council. It will therefore not impact on people with these protected characteristics.

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?
N/A
What consultation and engagement has been undertaken with officers and partner organisations?
Discussions with the individuals concerned, with the Head Teachers of the schools to whom they are being transferred, with <i>The Wood Foundation</i> who currently employ them, and with both Eleanor Sheppard (Executive Director, Families and Communities), and Shona Milne (Chief Officer, Education and Lifelong Learning).
What consultation and engagement has been undertaken with people who may be impacted by this policy?
As above.

2.4 What mitigations can be put in place?

What can be done to remove or reduce any negative impacts of this policy (if applicable)?	
N/A	
With mitigations in place, what is the new overall rating of the negative impact(s)?	High
	Medium
	Low
	Negative Impact Removed

3: Socio-Economic Impacts

Aberdeen City Council has a duty to reduce the inequalities of outcome that can arise from socio-economic disadvantage. This section is used to consider what impact the policy may have on people experiencing socio-economic disadvantage – and how any inequalities of outcome arising from the policy can be reduced.

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 people who experience the following aspects of socio-economic disadvantage?

	Negative	Neutral	Positive
Low income – those who have insufficient earnings to meet basic needs, such as food, clothing, housing, or utilities.		<input checked="" type="checkbox"/>	
Low/ no wealth – those who have no savings for unexpected spend or provision for the future.		<input checked="" type="checkbox"/>	
Material deprivation – those who cannot afford or access goods or services that are considered essential or desirable for a decent quality of life, such as food, clothing, heating, transport, internet, cultural, recreational and social activities.		<input checked="" type="checkbox"/>	
Area deprivation – those who live in an area with poor living conditions, such as higher levels of crime, pollution, noise, congestion, or lack of infrastructure, amenities, or green spaces.		<input checked="" type="checkbox"/>	
Socio-economic background – social class, parents’ education, employment, income.		<input checked="" type="checkbox"/>	

3.2 In what way will the policy impact people experiencing socio-economic disadvantage?

This will not impact on people in these groups

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 Committee Report details the considerations that have been made in reaching the proposal to TUPE transfer these individuals, and the positive impact that will continue to be had should this be successful.

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

Described further above and replicated below:-

Discussions with the individuals concerned, with the Head Teachers of the schools to whom they are being transferred, with The Wood Foundation who currently employ them, and with both Eleanor Sheppard (Executive Director, Families and Communities), and Shona Milne (Chief Officer, Education and Lifelong Learning).

What consultation and engagement has been undertaken with people who may be impacted by this policy?

As above

3.4 What mitigations can be put in place?

What can be done to remove or reduce any negative impacts of this policy (if applicable)?

N/A

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

No – negative impact remains

Yes – negative impact reduced

Yes - negative impact removed

4: Consumer Impacts

The Consumer Scotland Act 2020 places a Consumer Duty on the public sector to put consumer interests at the heart of strategic decision-making, emphasising the need for accessible and affordable public services, especially during times of financial pressure. This person-centred approach is intended to result in better quality services and outcomes for the public as consumers of public services across Scotland.

This section of the IIA is used to consider the impact of the policy on consumers of any services that the policy is intended to change.

Use this guide to understand more on the consumer duty: [How to meet the consumer duty: guidance for public authorities](#)

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

	Negative	Neutral	Positive
Individuals		<input checked="" type="checkbox"/>	
Small businesses		<input checked="" type="checkbox"/>	

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

The content of this Committee Report will not impact on individuals or small businesses. It involves the transfer of an important role currently performed by a member of staff funded outwith Aberdeen City Council into a function within the school structures of two schools in Aberdeen City Council.

4.3 What mitigations can be put in place?

What can be done to remove or reduce any negative impacts of this policy (if applicable)?	
N/A	
If mitigations are in place, does this remove or reduce the negative impact?	No – negative impact remains
	Yes – negative impact reduced
	Yes - negative impact removed

5: 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](#).

5.1 What impact could this policy have on Human Rights?

Human Rights Article	Negative	Neutral	Positive
Article 2: Right to life		<input checked="" type="checkbox"/>	
Article 4: Prohibition of slavery and forced labour		<input checked="" type="checkbox"/>	
Article 5: Right to liberty and security		<input checked="" type="checkbox"/>	
Article 6: Right to a fair trial		<input checked="" type="checkbox"/>	
Article 7: No punishment without law		<input checked="" type="checkbox"/>	
Article 8: Right to respect for private and family life, home and correspondence		<input checked="" type="checkbox"/>	
Article 9: Freedom of thought, belief and religion		<input checked="" type="checkbox"/>	
Article 10: Freedom of expression		<input checked="" type="checkbox"/>	
Article 11: Freedom of assembly and association		<input checked="" type="checkbox"/>	
Article 12: Right to marry and start a family		<input checked="" type="checkbox"/>	
Article 14: Protection from discrimination in respect of these rights and freedoms		<input checked="" type="checkbox"/>	
Article 1 of Protocol 1: Right to peaceful enjoyment of your property		<input checked="" type="checkbox"/>	
Article 2 of Protocol 1: Right to education			<input checked="" type="checkbox"/>
Article 3 of Protocol 1: Right to participate in free elections		<input checked="" type="checkbox"/>	

5.2 In what way will the policy impact Human Rights?

The continuation of this role of BCSO, proposed through the Committee Report will continue to positively impact on **Article 2 of Protocol 1: Right to education** as this role is positively impacting on the experiences of young people and the extent to which they are prepared for the world beyond secondary education.

5.3 What mitigations can be put in place?

What can be done to remove or reduce any negative impacts of this policy (if applicable)?	
N/A	
If mitigations are in place, does this remove or reduce the negative impact?	No – negative impact remains
	Yes – negative impact reduced
	Yes - negative impact removed

6: 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 18-26 years old.

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

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

	Negative	Neutral	Positive
PROVISION			
Article 2: non-discrimination		<input checked="" type="checkbox"/>	
Article 3: best interests of the child provision and protection		<input checked="" type="checkbox"/>	
Article 5: parental guidance and a child's evolving capacities		<input checked="" type="checkbox"/>	
Article 16: right to privacy		<input checked="" type="checkbox"/>	
Article 17: access to information from the media		<input checked="" type="checkbox"/>	
Article 18: parental responsibilities and state assistance		<input checked="" type="checkbox"/>	
Article 22: refugee children		<input checked="" type="checkbox"/>	
Article 23: children with a disability		<input checked="" type="checkbox"/>	
Article 24: health and health services		<input checked="" type="checkbox"/>	
Article 26: social security		<input checked="" type="checkbox"/>	
Article 27: adequate standard of living		<input checked="" type="checkbox"/>	
Article 28: right to education			<input checked="" type="checkbox"/>
Article 29: goals of education			<input checked="" type="checkbox"/>
Article 30: children from minority or indigenous groups		<input checked="" type="checkbox"/>	
Article 31: leisure, play and culture		<input checked="" type="checkbox"/>	
Article 39: recovery from trauma and reintegration		<input checked="" type="checkbox"/>	
Article 40: juvenile justice		<input checked="" type="checkbox"/>	
PROTECTION			
Article 6: life, survival and development		<input checked="" type="checkbox"/>	
Article 7: birth registration, name, nationality, care		<input checked="" type="checkbox"/>	
Article 8: protection and preservation of identity		<input checked="" type="checkbox"/>	
Article 9: Separation from parents		<input checked="" type="checkbox"/>	
Article 10: family reunification protection		<input checked="" type="checkbox"/>	
Article 11: abduction and non-return of children		<input checked="" type="checkbox"/>	
Article 15: freedom of association		<input checked="" type="checkbox"/>	
Article 19: protection from violence, abuse and neglect		<input checked="" type="checkbox"/>	
Article 20: children unable to live with their family		<input checked="" type="checkbox"/>	
Article 21: adoption		<input checked="" type="checkbox"/>	
Article 25: review of treatment in care		<input checked="" type="checkbox"/>	
Article 33: drug abuse		<input checked="" type="checkbox"/>	
Article 34: sexual exploitation		<input checked="" type="checkbox"/>	
Article 35: abduction, sale and trafficking		<input checked="" type="checkbox"/>	
Article 36: other forms of exploitation		<input checked="" type="checkbox"/>	
Article 37: inhumane treatment and detention		<input checked="" type="checkbox"/>	
Article 38: war and armed conflicts		<input checked="" type="checkbox"/>	

Article 32: child labour		<input checked="" type="checkbox"/>	
PARTICIPATION			
Article 12: respect for the views of the child		<input checked="" type="checkbox"/>	
Article 13: freedom of expression		<input checked="" type="checkbox"/>	
Article 14: freedom of thought, belief and religion		<input checked="" type="checkbox"/>	
Article 42: knowledge of rights		<input checked="" type="checkbox"/>	

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

The continuation of this role of BCSO, proposed through the Committee Report will continue to positively impact on Articles 28 and 29 of the UNCRC as this role is positively impacting on the experiences of young people and the extent to which they are prepared for the world beyond secondary education.

6.3 What mitigations can be put in place?

What can be done to remove or reduce any negative impacts of this policy (if applicable)?

N/A

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

No – negative impact remains

Yes – negative impact reduced

Yes - negative impact removed

7: Environmental Impacts

Aberdeen City Council has a duty to meet its legal environmental responsibilities by working towards Net Zero emissions, adapting to climate change, and acting in a way it considers most sustainable. We must also fulfil the [biodiversity duty](#) and [sustainable procurement duty](#).

This section in the Integrated Impact Assessment demonstrates that these considerations that have been made in the policy, that the impact of proposals made is understood and accepted, and what mitigating steps can be taken to reduce any negative impact of the policy.

Use this guide to understand more on the legal climate change duty: [Climate change - gov.scot \(www.gov.scot\)](#) and find out more about how Aberdeen is adapting to Climate Change: [Aberdeen Adapts | Aberdeen City Council](#)

7.1 What is the impact of this policy on any of the below climate, environmental and waste considerations?

	Negative	Neutral	Positive
Council or City-wide carbon emissions		<input checked="" type="checkbox"/>	
Active and sustainable travel		<input checked="" type="checkbox"/>	
Facilities for local living		<input checked="" type="checkbox"/>	
Resilience and adaptability to flooding and weather events		<input checked="" type="checkbox"/>	
Biodiversity improvement and wildlife/habitat connectivity		<input checked="" type="checkbox"/>	
Water consumption and drainage		<input checked="" type="checkbox"/>	
Pollution (air, water, noise, light and land contamination)		<input checked="" type="checkbox"/>	
Impact on resource use and waste		<input checked="" type="checkbox"/>	
Sustainable procurement of goods and services		<input checked="" type="checkbox"/>	

7.2 In what way will the policy impact the environment?

The proposals contained in this Committee Report do not have an impact other than involving the work of transferring a school-based role from being funded externally to being part of the school staff team. As such. There is no impact on the environment.

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

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

N/A

What consultation and engagement has been undertaken with local groups, partner organisations, experts etc? Where required, identify any other environmental assessments that have been completed.

N/A

7.4 What mitigations can be put in place?

What can be done to remove or reduce any negative impacts of this policy (if applicable)?

N/A

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

No – negative impact remains

Yes – negative impact reduced

Yes - negative impact removed

8: Sign Off

Any further positive or negative impacts on individuals or groups that have been considered?
N/A
Does the policy relate to the Council's <u>Equality Outcomes</u>? If yes, how.
No
Overall summary of changes made to the policy as a result of impact assessment.
N/A
Outline how the impact of policy will be monitored.
The BCSO role will be line managed as part of school staffing directly by the relevant Depute Head Teacher.
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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Date	20.09.24
Chief Officer	Shona Milne
Date	01.11.2024