



# 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>
Behaviour Action Plan
<b>1.2 What does this policy seek to achieve?</b>
To realign services to set up an early intervention resource within Riverbank school.
<b>1.3 Is this a new or existing policy?</b>
New
<b>1.4 Is this report going to a committee?</b>
Yes
<b>1.5 Committee name and date:</b>
Education and Children's Services Committee 26 November 2024
<b>1.6 Report no and / or Budget proposal number and / or Business Case reference number:</b>
F&C/24/322

## 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?

Age - The realignment of resource will support early intervention for our youngest learners providing consistency of support  
 Disability - Learners with disabilities in the early years will receive early intervention support.  
 No specific implications - Gender reassignment  
 No specific implications - Marriage and civil partnership  
 No specific implications - Pregnancy and Maternity  
 No specific implications - Race  
 No specific implications - Religion or Belief  
 No specific implications - Sex  
 No specific implications - 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 school profiles and pupil specific data held by the service. Data gathered through interview and questionnaire by Educational Psychology services as part of a systemic review of the support offered to schools.

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

Consultation with additional support needs support groups, head teachers, trade unions, teachers

### 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)?

Consultation with parents, children and young people, head teachers, and teachers.

2.4 What mitigations can be put in place?

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

No negative impacts as the service will be able to offer children the opportunity to come to a bespoke setting .

**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

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	X
Socio-economic background – social class, parents' education, employment, income.				X	

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

Children will be provided with transport to the setting so no additional cost will be incurred for families. No family will be excluded from accepting a place due to financial situation.

#### 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?**

Cost of the school day guidance issued to schools

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

Consultation with additional support needs support groups, head teachers, trade unions, teachers, young people and parents.

**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?**

Young people and parents.

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

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

N/A

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

The policy will support the right to education through supporting young learners to access support to attend school full time

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

<b>What mitigations are there against any negative impacts (if applicable)?</b>	
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
<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?

**Best interests of the child**

This will support children who have specific difficulties

**Parent guidance and child’s evolving capacity**

Development of the support materials for parents will support greater understanding

**Respect for the views of the child**

The views of the child are gathered as part of the child’s plan and would be taken into account

**Protection from violence, abuse and neglect**

Improving support for Young people with Additional support needs

**Parental responsibilities and state assistance**

Parental support available through online portal

**Right to education**

Supports children to attend fulltime education and provides strategies to support learning

**Goals of education**

Provide support for children with additional

**recovery from trauma and reintegration**

Children will be supported to return to mainstream education through interventions

### 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

<b>Any further positive or negative impacts on individuals or groups that have been considered?</b>
No further impact to be considered as part of this impact assessment
<b>Overall summary of changes made as a result of impact assessment.</b>
<b>Outline of how impact of policy will be monitored.</b>
<b>If there are any remaining negative impacts after mitigation, what is the justification for why this policy should proceed.</b>

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<b>Date</b>	23.10.24