

Integrated Impact Assessment

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
Active Travel to School
1.2 What does this policy seek to achieve?
This IIA is being developed to support a report to Committee on active travel routes around schools, with a recommendation that a School Streets pilot be progressed. Improving active travel routes around schools and implementing School Streets schemes supports children, young people and their families to make safe, healthy and environmentally friendly transport choices.
1.3 Is this a strategic programme/proposal/decision?
No
1.4 Is this a new or existing policy?
It is existing policy to facilitate and encourage active and sustainable travel to school.
1.5 Is this report going to a committee?
Yes
1.6 Committee name and date:
Net Zero, Environment and Transport Committee – 21st January 2025
1.7 Report no and / or Budget proposal number and / or Business Case reference number:
CR&E/25/008
1.8 Function and cluster:
Strategic Place Planning, City Regeneration and Environment

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					X
Disability					X
Gender Reassignment				X	
Marriage and Civil Partnership				X	
Pregnancy and Maternity			X		X
Race				X	
Religion or Belief				X	
Sex			X		X
Sexual Orientation				X	

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

Age: The proposals seek to support and encourage children, young people and their families to walk, wheel and cycle more for at least part of the journey to school. Regular physical activity is crucial to maintaining good health and healthy weight, therefore encouraging and supporting more physical activity as part of the daily journey to school will have particular benefits for children and young people. School Streets are proven to reduce volumes and speeds of traffic on roads around schools, and improve local air quality, helping children and young people to stay safe on the journey to school. Older and less mobile residents of affected streets may also benefit from improved active travel infrastructure and less and slower traffic, enabling them to, for example, cross roads with greater ease. Exemptions permits are typically available to mitigate any potentially negative impacts of School Streets on older residents.

Disability: Those with visual or mobility impairments could benefit from improved active travel infrastructure, should this make walking and wheeling more comfortable on affected streets. Furthermore, School Streets typically result in safer neighbourhoods, through which people can move with greater ease, as a result of lower traffic volumes and speeds. Exemption permits are typically available to mitigate any potentially negative impacts on disabled residents and members of the school community.

Pregnancy and Maternity: While expectant parents and those travelling with young children will enjoy the benefits of improved active travel infrastructure around schools and School Streets as identified above, School Streets could result in greater walking distances should parents require to use a car for part of their journey and accompany their children the rest of the way on foot, which could be more inconvenient for pregnant women, and those travelling with infants, pushchairs, etc.

Sex: Women are often (although obviously not exclusively) the primary caregivers of school-age children on the journey to school and do more ‘trip-chaining’ (i.e. dropping a child off at school before going on to travel to work, for shopping, to fulfil caring responsibilities, etc.). Therefore while women will enjoy the benefits of improved active travel infrastructure and School Streets noted above, School Streets could result in additional time having to be built into school journeys, possibly adding pressures in terms of fulfilling subsequent commitments.

No impacts (aside from general positives noted above) are anticipated for the following protected groups: gender reassignment, marriage and civil partnership, race, religion or 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?

Results from the [Hands Up Scotland Survey 2023](#) suggest that there has been a decline in active travel to school in Aberdeen in recent years, while the proportion of pupils being driven to school has remained fairly constant. 2023 saw the lowest proportion of pupils recorded walking to school in Aberdeen in the last 10 years

A literature review of monitoring and evaluation of School Streets schemes (a full list of sources is provided in the Committee Report), identified that:

- School Streets typically result in a reduction in car traffic and lower vehicle speeds around schools, leading to increased feelings of safety on the journey to school;
- Pupils in schools with School Streets report increased physical activity, with more pupils walking, wheeling and cycling to school;
- School Streets can improve air quality around schools;
- Exemptions for residents and other groups such as Blue Badge holders can mitigate potentially negative impacts of School Streets;
- Nevertheless, some residents do find their daily lives become harder as a result of School Streets therefore careful selection of schools and full consideration of the impacts and potential mitigations is required.

[Impacts of Air Pollution Across the Life Course – Evidence Highlight Note](#) – summarises the available evidence of the impacts of air pollution on health, and the disproportionate impact on vulnerable groups.

[CIVITAS Policy Note – Gender Equality and Mobility: Mind the Gap!](#) – provides evidence on how different genders use transport, with women identified as using transport for more short and complex tasks (they will generally do the school run, shops and work etc, whereas men often just travel to work).

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

The report has been prepared in partnership with the Council’s Traffic Management and Road Safety team.

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

Engagement was undertaken by Nestrans in summer 2024 to inform a Regional Active Travel Network. To ensure this reflected the views and needs of children and young people, efforts were made to target such groups during consultation on the draft network. A bespoke engagement platform was created with a focus on 10–13 year olds, with a short survey and the ability to leave comments on a map. Interactive face-to-face classroom workshops were also held with pupils of Braehead School and Bridge of Don Academy. These engagement outcomes have been used to finalise the Active Travel Network, ensuring journeys to school are afforded appropriate priority in the proposals.

Schools participating in existing behaviour change programmes are regularly asked for feedback to evaluate the success or otherwise of such programmes, and to inform future programme planning.

Should a School Streets project be identified, full consultation will be undertaken with the school community, local residents and other affected stakeholders.

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)?

School Streets should be developed in partnership with the school and the local community to shape a scheme that maximised the benefits and minimises disbenefits for all affected.

Typically, schemes allow for exemption permits to be issued to local residents and vulnerable groups such as Blue Badge holders.

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

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.		X	
Low/ no wealth – those who have no savings for unexpected spend or provision for the future.		X	
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.			X
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.			X
Socio-economic background – social class, parents’ education, employment, income.		X	

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

Active travel is generally much cheaper than car, bus or taxi travel, therefore measures to make it easier and more attractive to walk, wheel or cycle could reduce perceived need to transport pupils to school by car or public transport, potentially resulting in savings on household expenditure that may be needed to fulfil other priorities.

Encouraging more active travel for the school journey could reduce noise and pollution in neighbourhoods where schools cause heavy car traffic at peak times.

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?
See section 2.3.
What consultation and engagement has been undertaken with officers and partner organisations?
See section 2.3.
What consultation and engagement has been undertaken with people who may be impacted by this policy?
See section 2.3.

3.4 What mitigations can be put in place?

What can be done to 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		X	
Small businesses		X	

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

No impacts anticipated.

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		X	
Article 4: Prohibition of slavery and forced labour		X	
Article 5: Right to liberty and security		X	
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	

5.2 In what way will the policy impact Human Rights?

No impacts anticipated.

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).

There are 4 articles known as the “General Principles”. They help to interpret the other articles. 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)

For ease, the articles have been grouped in three categories to support assessments against the Convention, those most directly related to the **PROVISION** of services, those most directly related to the **PROTECTION** of children and young people, and those to encourage their active **PARTICIPATION in decision making**. 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		X	
Article 3: best interests of the child provision and protection			X
Article 5: parental guidance and a child's evolving capacities		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 22: refugee children		X	
Article 23: children with a disability		X	
Article 24: health and health services			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 39: recovery from trauma and reintegration		X	
Article 40: juvenile justice		X	
PROTECTION			
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 protection		X	
Article 11: abduction and non-return of children		X	
Article 15: freedom of association		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 25: review of treatment in care		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 32: child labour		X	
PARTICIPATION			
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 42: knowledge of rights		X	

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

Positive impacts are anticipated in terms of:

- *Article 3: best interests of the child provision and protection*, in that projects and proposals look to support children to be safe and healthy, and protected from the dangers of motor traffic, on the journey to school, and
- *Article 24: health and health services*, in that projects and proposals look to promote healthy life choices to children and their families, and to protect children from the negative physical and mental health impacts of motorised traffic.

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)?

No negative impacts anticipated.

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			X
Active and sustainable travel			X
Facilities for local living		X	
Resilience and adaptability to flooding and weather events		X	
Biodiversity improvement and wildlife/habitat connectivity		X	
Water consumption and drainage		X	
Pollution (air, water, noise, light and land contamination)			X
Impact on resource use and waste		X	
Sustainable procurement of goods and services		X	

7.2 In what way will the policy impact the environment?

The projects and proposals listed in the report look to support and encourage more pupils to walk, wheel and cycle to school more often and in a safe manner. Encouraging less car-based travel to school in favour of active and sustainable modes:

- Supports and enables more children, young people and their families to incorporate regular physical activity in their daily routines;
- Reduces the volume of carbon emissions resulting from school travel trips; and
- Reduces air pollution and noise around schools during drop-off and pick-up times.

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?

See section 2.3.

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.

See section 2.3.

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)?

No negative impacts identified.

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?
No.
Does the policy relate to the Council's Equality Outcomes? If yes, how:
No.
Overall summary of changes made to the policy as a result of impact assessment.
None.
Outline how the impact of policy will be monitored.
Should any School Streets pilots be implemented, monitoring and evaluation will be undertaken to understand the impacts on schools, pupils, their families, local residents, local businesses etc., and to consider ways of removing or mitigating these impacts. This IIA will remain a work in progress, updated as individual schemes come forward for consideration.
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	02/12/24
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Date	11/12/24