

INTEGRATED IMPACT ASSESSMENT COVERING

- **EQUALITIES & SOCIO ECONOMIC DUTIES**
- **HUMAN RIGHTS AND RIGHTS OF THE CHILD**

STAGE 1 - DO I NEED AN INTEGRATED IMPACT ASSESSMENT?

Name of policy or proposal: A2-6 Primary DSM – Option 1 to change the linear formula so that increase in no of pupils for 1 teacher from 19 to 25	
Is this a	Mark X below
New activity, programme or policy?	
Change to an existing activity, programme or policy?	
Budget proposal?	x

Duties: tick the boxes you think apply	No	Maybe	Yes
Equalities: Will your proposal have an impact on groups with protected characteristics? <i>Consider the impact of your proposal on people and how they access your services and information without barriers.</i>		x	
Socio-economic <i>Not every person/family has access to regular income or savings. Will your proposal have an adverse impact on them</i>	x		
Does your proposal impact on the human rights of people?	x		
Does your proposal impact on the rights of children and young people		x	

Reasoning
 Briefly describe your reasoning for the responses given above:

The number of children in a one teacher school will increase to 25 from 19 so that a second teacher will not be employed until there are 26 children in the school. A teacher teaches a variety of children with a diverse range of need and some of these may be from disadvantaged backgrounds. There are an increasing number of children with Additional Support Needs (ASN) and so increasing the number of children to one teacher could have a negative impact on support provided to children with ASN.

If you have answered “maybe” or “yes” to any of the Stage 1 questions above then proceed to complete the Stage 2 Integrated Impact Assessment questions below.

If you have answered “no” to the Stage 1 questions above then provide the details below and submit to [email]

Lead Officer for developing the contract	Vivienne Cross
Other people involved in the screening (this may be council staff, partners or others i.e. contractor or community)	
Date	09/10/23

STAGE 2: INTEGRATED IMPACT ASSESSMENT

Brief description of the affected service

1. Describe what the service does:	Provides Education to children in primary school settings						
2. Who are your main stakeholders?	Children, parents and carers						
3. What changes as a result of the proposals? Is the service reduced or removed?	The service will remain the same ie still delivering education however the number of children in a one teacher school will increase from maximum of 19 to 25. This has the potential to affect 2 schools only.						
4. How will this affect your customers?	<p>As school rolls increase if either school's roll increases to 20 they would not be entitled to another teacher which is current formula. They would have to wait til roll increases to 26 to gain a second teacher.</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;">School</td> <td style="padding: 5px;">Roll at September 2023</td> </tr> <tr> <td style="padding: 5px;">Botriphnie</td> <td style="padding: 5px;">18</td> </tr> <tr> <td style="padding: 5px;">Glenlivet</td> <td style="padding: 5px;">16</td> </tr> </table> <p>The roll at Glenlivet is forecast to remain constant over the next 5 years. The roll at Botriphnie although forecast to increase, is lower than the roll forecast.</p>	School	Roll at September 2023	Botriphnie	18	Glenlivet	16
School	Roll at September 2023						
Botriphnie	18						
Glenlivet	16						
5. Impact on staff providing the service	<p>If the number of children in a one teacher school were to increase over 20 then the workload of the teacher would increase with more children to plan learning, teaching and assessment, increase in tracking and monitoring and also an increase in the number of children to report on their progress. Parents' interviews would be greater also.</p> <p>Impact on children – may impact on time spent with individual children and whether an increase in the number of children in the class will impact on getting it right for every child.</p>						

6. Please indicate if these apply to any of the protected characteristics	
Protected groups	Potential impacts and considerations
Race	X – a higher proportion of children with ASN come from ethnic minority groups with language barriers.

Disability	X – A proportion of children iht ASN are viewed as having a disability in terms of the Equalities Act
Carers (for elderly, disabled or minors)	
Sex	
Pregnancy and maternity (including breastfeeding)	
Sexual orientation	
Age (include children, young people, midlife and older people)	The service is specifically for children aged 5-12
Religion, and or belief	
Gender reassignment	
Inequalities arising from socio-economic differences	X – there is a higher proportion of ASN children from poorer socio economic backgrounds

Human rights

List of convention rights	Describe, where applicable, if and how specific rights are engaged
Article 5: Right to liberty and security	
Article 6: Right to a fair trial	
Article 8: Right to respect for private and family life, correspondence and the home	X – Potential to put additional pressure onto parents/families of children with ASN
<i>Article 10: Freedom of expression</i>	
<i>Article 11: Freedom of assembly and association</i>	
<i>Article 12: Right to marry</i>	
<i>Article 14: Prohibition of discrimination (in relation to the convention rights)</i>	X – potential to put additional pressure onto parents/families of children with ASN
<i>Article 1 of Protocol 1: Protection of property</i>	
<i>Article 2 of Protocol 1: Right to education</i>	
<i>Article 3 of Protocol 1: Right to free elections by secret ballot</i>	

Children's Rights and Wellbeing

Relevant articles – UNCRC	
Article 2 – Non discrimination	
Article 12 – Respect of the views of the child	

Article 3.1 – Best interest of the child	X – potential to affect outcomes for children
Article 6.2 – Right to survival and development	

7. Evidence. What information have you used to make your assessment?

Performance data	
Internal consultation	
Consultation with affected groups	No consultation has taken place
Local statistics	Achievement of Curriculum for Excellence levels School census data
National statistics	
Other	

8. Evidence gaps

Do you need additional information in order to complete the information in the previous questions?

Consultation with service users will evidence the impact on those currently using the service – although school roll data does not evidence any significant increase in roll in either school

9. Mitigating action

Can the impact of the proposed policy/activity be mitigated? Please explain

It is unlikely given roll data that this will have an impact. Due to lone working each school with one teacher has one classroom assistant.

10. Justification

If nothing can be done to reduce the negative impact(s) but the proposed policy/activity must go ahead, what justification is there to continue with the change?

Resources are a critical issue for the Council with a pressing need to reduce operating costs.

SECTION 3 CONCLUDING THE IIA

Concluding the IIA

1. No potential negative impacts on any of the protected groups were found.	
2. Some potential negative impacts have been identified. The impacts relate to:	
Reducing discrimination, harassment, victimisation or other conduct prohibited under the Equality Act 2010	
Promoting equality of opportunity	x
Fostering good relations	
3. The proposals interfere with human rights and/or the rights of the child	x
4. Negative impacts can be mitigated the proposals as outlined in question 8	
5. The negative impacts cannot be fully mitigated but are justified as outlined in question 9.	
6. Further consultation with affected groups is needed.	
7. It is advised not to go ahead with the proposals.	

Decision

Set out the rationale for deciding whether or not to proceed with the proposed actions:

Date of Decision: 9/10/23

Sign off and authorisation:

Service	Education, Communities and Organisational Development
Department	Education
Policy/activity subject to IIA	Budget Proposal Learning Technologists
We have completed the integrated impact assessment for this policy/activity.	Name: Vivienne Cross Position: Head of Education Date: 9/10/23
Authorisation by head of service	Name: Vivienne Cross Position: Head of Education Date: 9/10/23
Permission to publish on website - Yes	
Please return this form to the Equal Opportunities Officer, Chief Executive's Office.	