

## INTEGRATED IMPACT ASSESSMENT COVERING

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

### STAGE 1 - DO I NEED AN INTEGRATED IMPACT ASSESSMENT?

<b>Name of policy or proposal: A3-8 Secondary DSM Option 3 – reduction of £300k from secondary schools on a pro-rata basis based on pupil numbers.</b>	
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
<b>Equalities:</b> 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		
<b>Socio-economic</b>  <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 <b>human rights</b> of people?	x		
Does your proposal impact on the <b>rights of children</b> and young people	x		

<b>Reasoning</b> Briefly describe your reasoning for the responses given above:
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**Secondary schools received budget in June 2023 for Grade 1 Principal Teacher post however they were unable to advertise the posts given the time of year. The proposal above means that their budgets will reduce but now by the amount of funding already gained.**

**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:
2. Who are your main stakeholders?
3. What changes as a result of the proposals? Is the service reduced or removed?
4. How will this affect your customers?  The time to get support will take longer and it will have an impact on time to complete DPIAs for new pieces of software/apps.
5. Impact on staff providing the service  Will have to prioritise workload more.

<b>6. Please indicate if these apply to any of the protected characteristics</b>	
<b>Protected groups</b>	<b>Potential impacts and considerations</b>
Race	
Disability	
Carers (for elderly, disabled or minors)	
Sex	
Pregnancy and maternity (including breastfeeding)	
Sexual orientation	
Age (include children, young people, midlife and older people)	
Religion, and or belief	
Gender reassignment	
Inequalities arising from socio-economic differences	Could have an impact on wages if the postholder is not able to secure another position However if they were to be successful in gaining a teaching post, there would be a positive impact as salary is greater than current salary

### Human rights

<b>List of convention rights</b>	<b>Describe, where applicable, if and how specific rights are engaged</b>

<b>List of convention rights</b>	<b>Describe, where applicable, if and how specific rights are engaged</b>
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	
<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>	
<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**

<b>Relevant articles – UNCRC</b>	
Article 2 – Non discrimination	
Article 12 – Respect of the views of the child	
Article 3.1 – Best interest of the child	
Article 6.2 – Right to survival and development	

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

<b>Performance data</b>	
<b>Internal consultation</b>	
<b>Consultation with affected groups</b>	
<b>Local statistics</b>	
<b>National statistics</b>	
<b>Other</b>	

**8. Evidence gaps**

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

**9. Mitigating action**

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

**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?

STAGED

## 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	
Fostering good relations	
3. The proposals interfere with human rights and/or the rights of the child	
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:**

**Sign off and authorisation:**

<b>Service</b>	Education, Communities and Organisational Development
<b>Department</b>	Education
<b>Policy/activity subject to IIA</b>	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.	