

Integrated Impact Assessment (IIA)

Stage 1 Scoping and Assessing for Relevance

Section 1 Details of the Proposal

A. Title of Proposal:	Quintile 1 School Reviews
B. What is it?	A new Policy/Strategy/Practice <input type="checkbox"/> A revised Policy/Strategy/Practice <input checked="" type="checkbox"/>
C. Description of the proposal: (Set out a clear understanding of the purpose of the proposal being developed or reviewed (what are the aims, objectives and intended outcomes, including the context within which it will operate)	<p>In Scottish Borders, there was a significant gap between the attainment of those living in areas of high deprivation (Quintile 1) and those in areas of low deprivation (Quintile 5). Following the refreshed Scottish Attainment Challenged and development of Local Authority Stretch Aims, a customised review process was devised to support, challenge and share practice amongst SBC schools that contribute towards SIMD Quintile 1 attainment data. These reviews have taken place over the 2022/23 academic session with 3 secondary schools and 7 primary schools in the Hawick, Selkirk and Galashiels clusters. The proposal seeks to gain the approval of the Education Sub Committee to support the identified next steps set out by the Quality Improvement Team for next school session of:</p> <ul style="list-style-type: none"> a) Review school progress with individual recommendations within 12 months of review date b) Hold Sharing Effective Practice sessions for all schools

	<p>c) Agree bespoke support plans for each of the 10 schools to ensure the poverty related attainment gap continues to narrow and close</p> <p>d) Consider how we can make best use of the Strategic Equity Fund (SEF) to further reduce the impact of poverty on the outcomes of children and young people in our local authority.</p>
D. Service Area: Department:	People Education and Lifelong Learning
E. Lead Officer: (Name and job title)	Christian Robertson, Quality Improvement Manager
F. Other Officers/Partners involved: (List names, job titles and organisations)	<p>Justin Sinclair, Chief Education Officer</p> <p>Scott Watson, Equity and Inclusion Lead Officer</p> <p>Quality Improvement Officers</p> <p>SBC Headteachers</p> <p>SEIC Associates</p> <p>Attainment Advisors, Education Scotland</p> <p>Educational Psychologists</p> <p>Early Years Improvement Team</p>
G. Date(s) IIA completed:	3 May 2023

Section 2 Will there be any impacts as a result of the relationship between this proposal and other policies?

Yes / No (please delete as applicable)

If yes, - please state here:

Section 3 Legislative Requirements

3.1 Relevance to the Equality Duty:

Do you believe your proposal has any relevance under the Equality Act 2010?

(If you believe that your proposal may have some relevance – however small please indicate yes. If there is no effect, please enter “No” and go to Section 3.2.)

Equality Duty

Reasoning:

A. Elimination of discrimination (both direct & indirect), victimisation and harassment. *(Will the proposal discriminate? Or help eliminate discrimination?)*

Positive impact on children and young people by focussing on closing the poverty related attainment gap.

B. Promotion of equality of opportunity?
(Will your proposal help or hinder the Council with this)

No

C. Foster good relations?
(Will your proposal help to foster or encourage good relations between those who have different equality characteristics?)

No

3.2 Which groups of people do you think will be or potentially could be, impacted by the implementation of this proposal? (You should consider employees, clients, customers / service users, and any other relevant groups)				
Please tick below as appropriate, outlining any potential impacts on the undernoted equality groups this proposal may have and how you know this.				
	Impact			Please explain the potential impacts and how you know this
	No Impact	Positive Impact	Negative Impact	
Age Older or younger people or a specific age grouping		<input checked="" type="checkbox"/>		Positive impact on children and young people by focussing on closing the poverty related attainment gap
Disability e.g. Effects on people with mental, physical, sensory impairment, learning disability, visible/invisible, progressive or recurring	<input checked="" type="checkbox"/>			
Gender Reassignment/ Gender Identity anybody whose gender identity or gender expression is different to the sex assigned to them at birth	<input checked="" type="checkbox"/>			
Marriage or Civil Partnership people who are married or in a civil partnership	<input checked="" type="checkbox"/>			
Pregnancy and Maternity (refers to the period after the birth, and is linked to maternity leave in the employment context. In the non-work context, protection against maternity discrimination is for 26 weeks after giving birth),	<input checked="" type="checkbox"/>			
Race Groups: including colour, nationality, ethnic origins, including minorities (e.g. gypsy travellers, refugees, migrants and asylum seekers)	<input checked="" type="checkbox"/>			

Religion or Belief: different beliefs, customs (including atheists and those with no aligned belief)	<input checked="" type="checkbox"/>			
Sex women and men (girls and boys)	<input checked="" type="checkbox"/>			
Sexual Orientation , e.g. Lesbian, Gay, Bisexual, Heterosexual	<input checked="" type="checkbox"/>			
<p>3.3 Fairer Scotland Duty</p> <p>This duty places a legal responsibility on Scottish Borders Council (SBC) to actively consider (give due regard) to how we can reduce inequalities of outcome caused by socioeconomic disadvantage when making <u>strategic</u> decisions.</p> <p>The duty is set at a strategic level - these are the key, high level decisions that SBC will take. This would normally include strategy documents, decisions about setting priorities, allocating resources and commissioning services.</p>				
<p>Is the proposal strategic? Yes / No <i>(please delete as applicable)</i> If No go to Section 4</p>				
<p>If yes, please indicate any potential impact on the undernoted groups this proposal may have and how you know this:</p>				
	Impact			State here how you know this
	No Impact	Positive Impact	Negative Impact	
Low and/or No Wealth – enough money to meet basic living costs and pay bills but have no		<input checked="" type="checkbox"/>		Ensuring the use of attainment Scotland funding is appropriate and impactful is part of the review process.

savings to deal with any unexpected spends and no provision for the future.				Schools may use this to go towards cost of the school day.
Material Deprivation – being unable to access basic goods and services i.e. financial products like life insurance, repair/replace broken electrical goods, warm home, leisure and hobbies		<input checked="" type="checkbox"/>		Ensuring the use of attainment Scotland funding is appropriate and impactful is part of the review process. Schools may use this to go towards cost of the school day.
Area Deprivation – where you live (e.g. rural areas), where you work (e.g. accessibility of transport)		<input checked="" type="checkbox"/>		A focus in the reviews on working effectively with families and communities impacted by poverty/in Quintile 1 areas. Impactful use of funding to support schools and excellent professional learning are central to this
Socio-economic Background – social class i.e. parents' education, employment and income		<input checked="" type="checkbox"/>		Ensuring the use of attainment Scotland funding is appropriate and impactful is part of the review process.
Looked after and accommodated children and young people		<input checked="" type="checkbox"/>		Tracking and monitoring procedures of equity groups, including care experienced children and young people is included in the reviews
Carers paid and unpaid including family members		<input checked="" type="checkbox"/>		Tracking and monitoring procedures of equity groups, including young carers is included in the reviews
Homelessness	<input checked="" type="checkbox"/>			
Addictions and substance use	<input checked="" type="checkbox"/>			
Those involved within the criminal justice system	<input checked="" type="checkbox"/>			

3.4 Armed Forces Covenant Duty (*Education and Housing/ Homelessness proposals only*)

This duty places a legal responsibility on Scottish Borders Council (SBC) to actively consider (give due regard) to the three matters listed below in Education and Housing/ Homelessness matters.
This relates to current and former armed forces personnel (regular or reserve) and their families.

Is the Armed Forces Covenant Duty applicable?

Yes/ No

If “Yes”, please complete below

Covenant Duty	How this has been considered and any specific provision made:
The unique obligations of, and sacrifices made by, the armed forces;	
The principle that it is desirable to remove disadvantages arising for Service people from membership, or former membership, of the armed forces;	Tracking the attainment and wellbeing of children from armed forces families is included in the reviews.
The principle that special provision for Service people may be justified by the effects on such people of membership, or former membership, of the armed forces.	

Section 4 Full Integrated Impact Assessment Required

Select No if you have answered “No” to all of Sections 3.1 – 3.3.

Yes / No *(please delete as applicable)*

If yes, please proceed to Stage 2 and complete a full Integrated Impact Assessment

If a full impact assessment is not required briefly explain why there are no effects and provide justification for the decision.

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Signed by Lead Officer:	
Designation:	
Date:	
Counter Signature Director:	
Date:	