

Integrated Impact Assessment (IIA)

Stage 1 Scoping and Assessing for Relevance

Section 1 Details of the Proposal

<p>A. Title of Proposal:</p>	<p>Digital Citizenship: Safe use of mobile technology in schools</p>
<p>B. What is it?</p>	<p>A new Policy/Strategy/Practice <input checked="" type="checkbox"/></p> <p>A revised Policy/Strategy/Practice <input type="checkbox"/></p>
<p>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>	<p>The purpose of this guidance is to provide school cluster Borders with advice on how to develop a local cluster policy that encourages safe and responsible use of personal mobile technology in school, and beyond. These policies should be designed to protect staff and children and young people from harassment and abuse which can arise from the misuse of such technology.</p> <p>Historically, ‘acceptable use’ policies have had a focus on managing and controlling online behaviour. More recently there has been a move towards the promotion of positive relationships and behaviour in a digital context. This shift recognises the important role of educators in preparing young people to become ‘digital citizens’. It takes into</p>

	account the fact that young people have extensive access to the internet through mobile devices outwith the school.
D. Service Area: Department:	Education
E. Lead Officer: (Name and job title)	Catherine Thomson
F. Other Officers/Partners involved: (List names, job titles and organisations)	Lesley Munro – Director of Lifelong Learning Paul Graham – Inspire Development Officer Nine Cluster head teachers Justin Sinclair – Chief Officer of School
G. Date(s) IIA completed:	9 th May 2023

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

No
If yes, - please state here:

Section 3 Legislative Requirements

3.1 Relevance to the Equality Duty:	
<p>Do you believe your proposal has any relevance under the Equality Act 2010? NO <i>(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.)</i></p>	
Equality Duty	Reasoning:
A. Elimination of discrimination (both direct & indirect), victimisation and harassment. <i>(Will the proposal discriminate? Or help eliminate discrimination?)</i>	
B. Promotion of equality of opportunity? <i>(Will your proposal help or hinder the Council with this)</i>	N/A
C. Foster good relations? <i>(Will your proposal help to foster or encourage good relations between those who have different equality characteristics?)</i>	N/A

**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	✓			
Disability e.g. Effects on people with mental, physical, sensory impairment, learning disability, visible/invisible, progressive or recurring		✓		
Gender Reassignment/ Gender Identity anybody whose gender identity or gender expression is different to the sex assigned to them at birth		✓		
Marriage or Civil Partnership people who are married or in a civil partnership	✓			
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),	✓			

Race Groups: including colour, nationality, ethnic origins, including minorities (e.g. gypsy travellers, refugees, migrants and asylum seekers)		✓		
Religion or Belief: different beliefs, customs (including atheists and those with no aligned belief)		✓		
Sex women and men (girls and boys)		✓		
Sexual Orientation, e.g. Lesbian, Gay, Bisexual, Heterosexual		✓		
<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?</p> <p>Yes</p> <p>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 savings to deal with any unexpected spends and no provision for the future.		✓		No need for children and young people to require a personal mobile device for learning in school
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		✓		No need for children and young people to require a personal mobile device for learning in school
Area Deprivation – where you live (e.g. rural areas), where you work (e.g. accessibility of transport)	✓			
Socio-economic Background – social class i.e. parents' education, employment and income		✓		No need for children and young people to require a personal mobile device for learning in school
Looked after and accommodated children and young people	✓			
Carers paid and unpaid including family members	✓			
Homelessness	✓			
Addictions and substance use	✓			
Those involved within the criminal justice system	✓			

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? No

	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;	
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.

Signed by Lead Officer:	Catherine Thomson
Designation:	Quality Improvement Officer
Date:	9th May 2023
Counter Signature Director:	
Date:	