

Integrated Impact Assessment (IIA)

Stage 1 Scoping and Assessing for Relevance

Section 1 Details of the Proposal

A. Title of Proposal: Children’s Rights	
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))	Part 1 of the Children and Young People (Scotland) Act 2014 requires Public Authorities to report, “as soon as practicable” after the end of each 3-year period, on the steps they have taken to secure better or further effect of the requirements of the United Nations Convention on the Rights of the Child (UNCRC). This report sets out actions implemented in the past 3 years (2020-2023) and an action plan of the proposals planned for 2023-2026.
D. Service Area: Department:	Education and Lifelong Learning
E. Lead Officer: (Name and job title)	Sylvia Mendham Senior Business Services Officer
F. Other Officers/Partners involved: (List names, job titles and organisations)	Multiple SBC and NHS Borders partners involved

G. Date(s) IIA completed:	August 2023 September 2023
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Section 2 Will there be any impacts as a result of the relationship between this proposal and other policies?

Yes
If yes, - please state here: Children & Young People's Services Plan 2023-26 Local Child Poverty Report 2023-24 Community Learning and Development Plan Education Improvement Plan 2023-24 Equity Strategy

Section 3 Legislative Requirements

3.1 Relevance to the Equality Duty:
Do you believe your proposal has any relevance under the Equality Act 2010? <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>
YES

Equality Duty	Reasoning:
A. Elimination of discrimination (both direct & indirect), victimisation and harassment. <i>(Will the proposal discriminate? Or help eliminate discrimination?)</i>	Our approach to Children's Rights has the potential to positively impact on the whole child population and their families in the Scottish Borders. Work done to date, as outlined in the Report, shows the elimination of discrimination through engagement with children, and proposals for the 3 years ahead show initiatives which will further this.
B. Promotion of equality of opportunity? <i>(Will your proposal help or hinder the Council with this)</i>	This report promotes equality of opportunity and outlines the wide range of audiences that participate in our actions.
C. Foster good relations? <i>(Will your proposal help to foster or encourage good relations between those who have different equality characteristics?)</i>	This report sets out a key role for partners in linking their work and plans to achieve and encourage good relations for all our children and young people regardless of different equality characteristics.

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		X		Children's rights, and the actions shown in this report are inclusive to all children, young people and their families regardless of age.
Disability e.g. Effects on people with mental, physical, sensory impairment, learning disability, visible/invisible, progressive or recurring		X		Leader Valley School work with the South East Improvement Collaborative to create UNCRC training scenarios which are relevant to children and young people with complex needs.

Gender Reassignment/Gender Identity anybody whose gender identity or gender expression is different to the sex assigned to them at birth		X		Children's rights, and the actions shown in this report are inclusive to all children, young people and their families regardless of gender reassignment/gender identity.
Marriage or Civil Partnership people who are married or in a civil partnership	X			There are no specific references to this protected characteristic within the report.
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),		X		This report is respectful of protection against maternity discrimination. NHS Borders carries out specific positive initiatives to support pregnant mothers such as work to recognise and respond appropriately to unborn children and planning a care pathway. Other work includes supporting neonatal development and health assessment processes and pathways.
Race Groups: including colour, nationality, ethnic origins, including minorities (e.g. gypsy travellers, refugees, migrants and asylum seekers)		X		The report applies fairly to people of all racial groups. Translations, alternative formats and interpreters are provided upon request as per current Council and NHS Policy. Migrant families are supported by health visitors and school nurses to ensure access to health care, and provision of immunisations in line with UK requirements.
Religion or Belief: different beliefs, customs (including atheists and those with no aligned belief)		X		The report is fully inclusive to all religions and beliefs (including non-belief)
Sex women and men (girls and boys)		X		The report is fully inclusive to all genders
Sexual Orientation , e.g. Lesbian, Gay, Bisexual, Heterosexual		X		The report is fully inclusive to all irrespective of their sexual orientation.

3.3 Fairer Scotland Duty

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 strategic decisions.

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.

Is the proposal strategic?

YES

If yes, please indicate any potential impact on the undernoted groups this proposal may have and how you know this:

	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.		X		The Community Planning Partnership aims to reduce inequalities through the Child Poverty and Anti-Poverty work done in the Scottish Borders. The Children & Young People’s Partnership contributes to tackling child poverty through their ‘Good Childhood’ Network.
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		X		Projects outlined in the Report refer to the digital programme and the provision of devices for those in need to enable them to connect online. The Inspire Learning Programme has also made a big contribution to alleviating material deprivation.
Area Deprivation – where you live (e.g. rural areas), where you work (e.g. accessibility of transport)		X		Our schools support children and young people to update their Young Scot Cards so that they can access U22 free bus travel.

Socio-economic Background – social class i.e. parents' education, employment and income	X			There is no specific impact on social class identified within this report
Looked after and accommodated children and young people		X		The champions board approach has been implemented to enable care experienced children and young people to have a forum that is flexible, accessible and has young people's voice at the heart of its design and development. The virtual headteacher acts as the local authority champion to promote the educational achievement, attainment and experience of our looked after and care experienced children and young people.
Carers paid and unpaid including family members		X		Current procedures are being updated to encompass directions for children and young people identified as young carers to offer plans or statements quickly when they are a young carer of someone with a terminal illness. Current regulations can only set timescales once an offer is accepted. The guidance from Scottish Government will therefore help to achieve the original policy intention of timescales running from when the authority was first aware of a young carer of someone who is terminally ill.
Homelessness	X			There is no specific impact on homelessness identified within this report.
Addictions and substance use	X			There is no specific impact on addictions and substance use identified within this report.
Those involved within the criminal justice system	X			There is no specific impact on those involved within the criminal justice system identified within this report.

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

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;	
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.

No

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.

Whilst the information supplied above outlines an effect on the Equality Duty and the Fairer Scotland Duty, we believe that stages 2 and 3 are not necessary to demonstrate our commitment towards Children’s Rights. The Children’s Rights Report is a collection of activities undertaken and show the commitment made by Scottish Borders Council, NHS Borders and partners to further children’s rights in the last three years and the intentions to continue in the next three years. Engagement, consultation and participation are key elements of ensuring that children’s rights are met, as well as many of the other initiatives.

Signed by Lead Officer:	Janice Robertson Sylvia Mendham
Designation:	Strategic Planning & Policy Manager Senior Business Services Officer
Date:	September 2023
Counter Signature Director:	Lesley Munro
Date:	September 2023