

Integrated Impact Assessment (IIA)

Stage 1 Scoping and Assessing for Relevance

Section 1 Details of the Proposal

<p>A. Title of Proposal:</p>	<p>Proposal to approve the School Dog Policy, Agreement between Owner/ handler of the School dog and Risk Assessment- all for use and guidance within Scottish Borders Council School Settings.</p>
<p>B. What is it?</p>	<p>A new Policy/Strategy/Practice/Project <input checked="" type="checkbox"/> 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>1. The proposal is to adopt clear guidance, a Policy and a clear regulatory framework of standards and controls, for having designated school dogs within our school settings. This is to assist schools to mitigate the risks inherent with having a live dog within a school setting. Although there are risks and concerns associated with school dogs, if these can be identified, controlled, and mitigated as per the policy and by the appropriate methods in terms of guidelines which must be strictly adhered to, then the educational benefits to pupils of having a school dog are</p>

	comprehensive, and enduring enough to make the role of a school dog very worthwhile.
D. Service Area: Department:	Education and Lifelong Learning
E. Lead Officer: (Name and job title)	Lesley Munro
F. Other Officers/Partners involved: (List names, job titles and organisations)	Marina Urie Solicitor, Legal Services
G. Date(s) IIA completed:	March 2024

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






Yes / No	NO
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? 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>	
Equality Duty	Reasoning:
A. Elimination of discrimination (both direct & indirect), victimisation and harassment. <i>(Will the proposal discriminate? Or help eliminate discrimination?)</i>	Potential consideration to discriminate against those who have an allergy or fear of dogs and who could be sidelined/ left out of any time with the school dog. Due cognisance should be given to ensure that any concerns about this are addressed and eliminated or reduced to nil or negligible.
B. Promotion of equality of opportunity? <i>(Will your proposal help or hinder the Council with this)</i>	Help equality of opportunity- Adoption of the School Dogs policy aims to increase (amongst other things) attendance in school settings and help bridge the attainment gap through more novel ways to increase learning opportunities. This can only serve to aid inclusion and good relations within school settings amongst children and foster good relations between those who have different equality characteristics in terms of working together and nurturing developing empathy etc. Positive impact in terms of allowing school children to have contact with a school dog to foster care and nurturing behaviour/ promote positive relationships with animals, assist with learning environments and to help promote inclusive practices consistent with the growth mindset, safety and wellbeing approach in schools.
C. Foster good relations? <i>(Will your proposal help to foster or encourage good relations between those who have different equality characteristics?)</i>	As above

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 in terms of allowing school children to have contact with a school dog to foster care and nurturing behaviour/ promote positive inclusive relationships with animals and with each other, assist with learning environments and to help promote attendance.
Disability A physical or mental impairment that has a substantial and long term adverse effect on a person's ability to carry out normal day to day activities. This may be visible or invisible, progressive or recurring.		<input checked="" type="checkbox"/>		Positive impact in terms of encouraging school children to have contact with a school dog to foster care and nurturing behaviour/ promote positive inclusive relationships with animals and with each other to help with inclusion.
Gender Reassignment anybody who is proposing to undergo, is undergoing, or has undergone a process (or part of a process) for the purpose of reassigning the person's sex by changing physiological or other attributes of sex.	<input checked="" type="checkbox"/>			

<p>Marriage or Civil Partnership people who are married or in a civil partnership</p>				
<p>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),</p>				
<p>Race: including colour, nationality, ethnic origins, including minorities (e.g. gypsy travellers, refugees, migrants and asylum seekers)</p>				
<p>Religion or Belief: different religious or philosophical beliefs, customs (including atheists and those with no aligned belief) e.g. Christianity, Islam, Hindu, pacifism, vegetarianism, gender critical.</p>				
<p>Sex women and men (girls and boys)</p>				

<p>Sexual Orientation, e.g. Lesbian, Gay, Bisexual, Heterosexual</p>				
<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? NO</p> <p>Yes / No (<i>please delete as applicable</i>)</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	
<p>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.</p>				

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				
Area Deprivation – where you live (e.g. rural areas), where you work (e.g. accessibility of transport), see rural proofing guidance				
Socio-economic Background – social class i.e. parents' education, employment and income				
Care experienced 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?

Yes/ No

NO

If “Yes”, please complete below

Covenant Duty	How this has been considered and any specific provision made:
<p>The unique obligations of, and sacrifices made by, the armed forces;</p> <p>The <u>MOD Statutory Guidance</u> gives the following examples:</p> <ul style="list-style-type: none"> • Danger • Geographical Mobility • Separation from Family • Service Law • Unfamiliarity with Civilian Life • Hours of Work • Stress 	
<p>The principle that it is desirable to remove disadvantages arising for Service people from membership, or former membership, of the armed forces;</p>	

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.	
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Section 4 Full Integrated Impact Assessment Required

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

Yes / No *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.

School Dogs Policy can impact school settings in a mostly positive way- although there maybe concerns with risks inherent with having a live animal in a school setting, as long as those are identified and reduced to the lowest level reasonably practicable via adequate training and following the rules set down, then any drawbacks can be mitigated with the benefits outweighing the risks. There will be some staff, children and visitors who may not be able to engage with a school dog due to allergies/ fear or other health conditions and these staff/ children visitors could perhaps fall into the category of falling within the protected characteristics in terms of the Equality Act, however this could be perceived to be low risk, with such consideration being given to same on an individual risk assessment basis to mitigate any negative impacts and to ensure that the positive effects of having a school dog significantly outweigh the drawbacks.

Signed by Lead Officer:	
Designation:	Marina Urie
Date:	6.3.24
Counter Signature Director:	
Date:	