

Integrated Impact Assessment (IIA)

Stage 1 Scoping and Assessing for Relevance

Section 1 Details of the Proposal

A. Title of Proposal:	Scottish Borders Council Revised School Attendance Policy
B. What is it?	A new Policy/Strategy/Practice/Project <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>The revised Attendance Policy sets out the positive approaches, partnerships, and expectations to promote engagement and attendance in Scottish Borders schools. It details the procedures for responding to attendance concerns and provides guidance on flexible attendance arrangements to ensure the council is getting it right for every child. The policy aims to:</p> <ul style="list-style-type: none"> • Support schools to build an inclusive and nurturing environment that encourages children and young people to attend school willingly. • Ensure a commitment to maintaining open communication between schools, parents/carers, and children and young people regarding attendance matters. • Ensure that all children and young people attend school regularly. • Provide support to children and young people and their families to improve and maintain good attendance. • Address the potential impact of external factors on attendance, such as transportation issues, health concerns, or socio-economic challenges. • Ensure clarity and consistency for all stakeholders in matters related to school attendance. • Identify and address the reasons why children and young people are absent from school. • Reduce the number of children and young people who are persistently absent from school.

D. Service Area: Department:	People Education and Children's Services
E. Lead Officer: (Name and job title)	Scott Watson Equity and Inclusion Lead Officer
F. Other Officers/Partners involved: (List names, job titles and organisations)	Primary and Secondary Headteachers and Depute Headteachers Pastoral School Leaders Attainment Advisor, Education Scotland Educational Psychologist Home School Link Workers and Attendance Officers Business Support Inclusion and Wellbeing Children and Families Social Work Senior Leaders Early Years Education Team
G. Date(s) IIA completed:	1 st April 2024

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:

The revised Attendance Policy is closely linked to and supported by other SBC policies and frameworks, including:

- SBC Child's Planning Manual
- SBC Inclusion Framework and Policy
- SBC Partnership with Parents Framework
- SBC Nurturing Approaches Guidelines
- SBC Respectful Relationships and Anti-Bullying Policy

There may be impacts on these policies in terms of aligning practices and procedures to support good attendance.

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.)

Yes

Equality Duty

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

Reasoning:

Elimination of discrimination (both direct & indirect), victimisation and harassment. The revised Attendance Policy aims to eliminate discrimination by ensuring a consistent, supportive approach to promoting attendance for all children and young people, with

	particular emphasis on understanding and addressing barriers for vulnerable groups.
B. Promotion of equality of opportunity? <i>(Will your proposal help or hinder the Council with this)</i>	The policy promotes equality of opportunity by aiming to ensure all children and young people can access education through regular attendance. It includes guidance on providing additional support and flexible arrangements to meet individual needs.
C. Foster good relations? <i>(Will your proposal help to foster or encourage good relations between those who have different equality characteristics?)</i>	The policy emphasises the importance of positive relationships and communication between schools, children and young people, parents/carers, and partners in promoting good attendance. This helps to foster good relations and understanding.

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"/>		The policy applies equally to all school-aged children and young people.
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"/>		The policy recognises that children and young people with disabilities or additional support needs may require extra support or flexibilities to maintain good attendance. It includes guidance on providing additional support and modifications.
Gender Reassignment anybody who is proposing to undergo, is undergoing, or has undergone a process (or part of a process) for	<input checked="" type="checkbox"/>			

the purpose of reassigning the person's sex by changing physiological or other attributes of sex.				
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: including colour, nationality, ethnic origins, including minorities (e.g. gypsy travellers, refugees, migrants and asylum seekers)		<input checked="" type="checkbox"/>		The policy recognises the need to consider cultural factors that may impact attendance for some groups, such as Gypsy/Traveller communities. It provides guidance on authorised absences for these purposes.
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.		<input checked="" type="checkbox"/>		The policy allows for authorised absences for the purpose of religious or belief observances.
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>				

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 / No *(please delete as applicable)*

If No go to Section 4

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.		<input checked="" type="checkbox"/>		Positive Impact The policy recognizes that poverty can be a barrier to attendance. It promotes working with families and partners to address financial challenges and includes guidance on 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"/>		As above, the policy aims to reduce the impact of material deprivation on attendance by promoting supports for affected families.
Area Deprivation – where you live (e.g. rural areas), where you work (e.g. accessibility of transport), see rural proofing guidance	<input checked="" type="checkbox"/>			

Socio-economic Background – social class i.e. parents' education, employment and income		<input checked="" type="checkbox"/>		The policy recognises that socio-economic disadvantage can impact attendance. It promotes a supportive, non-stigmatizing approach to working with affected families.
Care experienced people		<input checked="" type="checkbox"/>		The policy notes that care experienced children and young people are more at risk of attendance issues. It includes guidance on providing extra support and monitoring during placement changes etc.
Carers paid and unpaid including family members		<input checked="" type="checkbox"/>		The policy allows for authorised absence for young carers when required.
Homelessness		<input checked="" type="checkbox"/>		The policy recognises that homelessness and housing issues can severely impact attendance. It promotes working with partners to support affected families maintain attendance where possible.
Addictions and substance use		<input checked="" type="checkbox"/>		The policy notes that substance use issues in the family can impact pupil attendance. It guides working with pupils and families to support attendance and address the underlying issues.
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:
<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 policy allows additional flexibility for families who have a parent employed in armed services in terms of authorising family holidays when taking leave.</p>
<p>The principle that it is desirable to remove disadvantages arising for Service people from membership, or former membership, of the armed forces;</p>	<p>The policy promotes awareness of the additional challenges that children from armed forces families may face in terms of mobility, parental separation, stress etc and the need to provide extra support.</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.

The above consideration of additional flexibilities and supports for armed forces families is an example of special provision made for service families.

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.

n/a

Signed by Lead Officer:



Designation:	Equity and Inclusion Lead Officer
Date:	1st April 2024
Counter Signature Director:	
Date:	