

Integrated Impact Assessment Form

Promoting Equality, Human Rights and Sustainability

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| Title of Policy/ Proposal | Children, Young People and Partnerships Service Plan 2021-2022 |
| Completion Date | 22 June 2021 |
| Completed by | Fiona Robertson |
| Lead officer | Fiona Robertson |

Type of Initiative:

Policy/Strategy

Programme/Plan ✓ New or Proposed

Project Changing/Updated ✓

Service ✓ Review or existing

Function Other

Statement of Intent

1. Briefly describe the policy/proposal you are assessing.

Set out a clear understanding of the purpose of the policy being developed or reviewed (e.g. objectives, aims) including the context within which it will operate.

The Children, Young People and Partnerships Service Plan offers a clear picture of the services planned activities for the period 2021-22. This clearly states the strategic direction of the Children Young People and Partnership Division and provides clarity about what we are doing and why, the overview of our work and direction to those within and out with the service. The education priorities link directly to the National Improvement Framework, the Single Midlothian Plan (SMP) and the Getting it right for Every Midlothian Child (GIRFEMC) section of the SMP. The Children's Services and Communities and Lifelong Learning priorities also link to the Single Midlothian Plan and GIRFEMC plan. There are also clear targets set in order to measure success to enable clear reporting back.

What will change as a result of this policy?

It is an overarching plan which supports the link between individual staff performance and development plans, individual service area plans, school plans, Council and partner priorities and national guidance.

2. Do I need to undertake a Combined Impact Assessment? No

| High Relevance | Yes/no |
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| The policy/ proposal has consequences for or affects people | Yes |
| The policy/proposal has potential to make a significant impact on equality | Yes |
| The policy/ proposal has the potential to make a significant impact on the economy and the delivery of economic outcomes | Yes |
| The policy/proposal is likely to have a significant environmental impact | No |
| Low Relevance | |
| The policy/proposal has little relevance to equality | No |
| The policy/proposal has negligible impact on the economy | No |
| The policy/proposal has no/ minimal impact on the environment | Yes |
| If you have identified low relevance please give a brief description of your | |

reasoning here and send it to your Head of Service to record.

The plan has no significant environmental impact.

If you have answered yes to high relevance above, please proceed to complete the Integrated Impact Assessment.

3. What information/data/ consultation have you used to inform the policy to date?

| Evidence | Comments: what does the evidence tell you? |
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| Data on populations in need | <p>The plan links to the Single Midlothian Plan, the priorities of which arose from a major public consultation exercise. The plan is based on careful consultation, within the immediate team and further beyond. The evidence is used as part of our self-evaluation which informs next steps for improvement.</p> <p>Over 400 children and young people responded to a recent survey which helped to inform the Getting it Right for Every Midlothian Child actions. Children and young people across Midlothian told us that they want to feel safe in their homes and communities.</p> <p>Education evidence tells us that we have to improve attainment outcomes for children and young people with ASN and care experienced learners.</p> <p>Children's Services evidence tells us that children and young people want to be safe and remain with their families wherever possible. The recent child protection and looked after children data demonstrates an increase in children moving to kinship placements, which is in keeping with our policy direction. The Family Group Decision Making project was developed and implemented as a result of the data.</p> <p>Recent data suggests that care experienced young people were in homelessness accommodation in Midlothian. We have taken steps to address this through our Continuing Care policy, which has increased the average age of those leaving care by approximately 3 years. We also entered into a partnership with the National House Project to provide</p> |

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| | <p>wraparound, holistic care to vulnerable care leavers when they move on.</p> <p>Our domestic abuse data showed an increase in instances of domestic abuse in Midlothian. As a result of this we have commissioned a 'safe and together' training programme for all children's services staff and will review its impact at a later date. Communities and Lifelong Learning evidence tells us that there is a growing number of older people and younger people across the county and during Covid less of these have engaged with CLL than in previous years.</p> |
| Data on service uptake/access | <p>Children's Services, Children & Families & Communities and Lifelong Learning regularly consult with children, young people and families on services and policies. This is done via the young champions, Midlothian youth platform and other young people groups.</p> <p>See above for the priorities identified through our consultations.</p> |
| Data on quality/outcomes | <p>The service plan is outcomes driven. The data tells us that we have an improving trend in national measures but need to focus on improving breadth and depth measures, outcomes for care experienced learners with additional Support needs and complex needs and Curriculum for Excellence levels across the broad general education. We also use the child protection and looked after data, Scottish Index of Multiple Deprivation (SIMD), Children's Looked After Statistics (CLAS) monitoring and pupil related performance data.</p> |
| Research/literature evidence | <p>Our local data and performance reports; covalent, CLAS, SIMD has informed the plan. National and local drivers such as the United Nations Convention on the Rights of the Child (UNCRC) and The Promise has also informed the actions. Both The Promise and UNCRC are fairly new pieces of planned legislation and policy that all service areas are currently using to develop a shared understanding of parent and learner engagement and voice in decision-making. A new Parent and Learner Engagement Officer post has been created to support our links with parents and learners.</p> |
| Service user experience information | <p>Stakeholder surveys have been used in the self-evaluation exercise which tells us that we need to further improve our service areas, these are actioned</p> |

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| | within each service area and across service areas. |
| Consultation and involvement findings | As above |
| Good practice guidelines | We would always seek to be informed by good practice guidelines in line with our governance structures and continuous improvement. We adhere to all national policy and are informed by external regulation. |
| Other (please specify) | N/A |
| Is any further information required? How will you gather this? | We are on a continuous path of improvement with regards to our data. We will be looking to benchmark with other neighbouring authorities to ensure our approach is robust. |

4. How does the policy meet the different needs of and impact on groups in the community?

| Equality Groups | Comments – positive/ negative impact |
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| Older people, people in the middle years, | Children services have positively targeted kinship carers and have invested generously in this resource. The service is also involved in the national debate concerning kinship. |
| Young people and children | The underpinning legislation and rationale for the service plan is specific to children and young people. |
| Women, men and transgender people (includes issues relating to pregnancy and maternity) | Gender issues form part of the Curriculum for Excellence. Children's service has close links with the health & the 3 rd sector who can provide more bespoke supports. Provision is also made to support teenage parents. |
| Disabled people (included physical disability; learning disability; sensory Impairment; long term medical conditions; mental health problem) | The Directorate vision is premised on equity and inclusion. This means when required children and young people are provided with the appropriate supports to maximise their chances for success. |

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| Minority ethnic people (includes Gypsy/Travellers migrant workers non-English) | Education have a dedicated teacher to support Gypsy/Travellers. The Council also employ equality officers to ensure compliance. |
| Refugees and asylum seekers | <p>We have a small population of asylum seekers and there is a programme in place to support these families.</p> <p>Any unaccompanied young people arriving in Midlothian are regarded as looked after and accommodated and subject to all the associated statutory regulations for support and review.</p> |
| People with different religions or beliefs (included people with no religion or belief. | All Directorate staff are trained in diversity and to welcome and embrace differences. |
| Lesbian; gay bisexual and heterosexual people | We are working towards ensuring that the voices of all gender groups and LGBTQ+ are reflected in policies and plans. We commission services to promote awareness of the issues and experiences of these groups. |
| People who are unmarried; married or in a civil partnership | As above |
| Those vulnerable to falling into poverty | |
| Unemployed | The ethos of the Directorate is predicated on attainment and achievement and reducing the gaps in learning. Positive destinations planning is beginning to have an impact on this group but still requires improvement. |
| People on Benefits | We have employed incomes maximisation officers to utilise income. Families involved in child protection or the looked after process are automatically referred. |
| Single Parents and vulnerable families | Many of our services provide support to the most vulnerable and disadvantaged in society. This will have a positive impact on a number of the protected characteristic groups and those falling into poverty. |

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| Pensioners | Our positive relationships with kinship carers has led to an increase in the resource available to kinship carers who are older. |
| Looked after Children | The plan has specific targets to address the needs of our looked after population, those leaving care and young people who may be at risk of becoming homeless. |
| Those leaving care settings ((including children and young people and those with illness) | The plan has specific targets to address the needs of those leaving care and young people who may be at risk of becoming homeless. |
| Homeless People | As above |
| Carers (including young carers) | Provision has been made to review the current data with a view to identifying young carers within the protected characteristics. |
| Those involved in the criminal justice system | Children's service have targeted provision to divert young people away from the criminal justice system. |
| Those living in the most deprived communities (bottom 20% SIMD areas) | In addition to funding other services we employ GIRFEMC development officers to build capacity for all children. These officers work alongside universal services, Communities and Lifelong Learning and the 3rd Sector to develop capacity within communities. |
| People misusing services | The Directorate funds and works alongside a number of agencies to ensure young people who misuse substances are provided with appropriate resources. |
| People with low literacy/numeracy | The ethos and vision of the plan developed by the Directorate is to reduce inequalities in learning. |
| Others e.g. veterans, students | Partnership working with local colleges and third sector organisations to support students post-school and veterans enables Communities and Lifelong Learning staff to provide employability support as and when |

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| | required. |
| Geographical Communities | |
| Rural/ semi rural Communities | Our schools are arranged within 6 associated schools groups linking closely with the communities within which they are located. |
| Urban Communities | Services are designed to make sure that those living in rural and urban areas experience the same service. |
| Costal Communities | N/A |

5. Is any part of this policy/ service to be carried out wholly or partly by contractors?

If yes, how have you included equality and human rights considerations into the contract?

The Directorate may when appropriate provide or award small grant funding allocations to 3rd Sector groups to deliver targeted services and interventions.

The Directorate administers Council Grants to 3rd Sector groups to deliver targeted services and interventions. Appropriate criteria and Service Level Agreements (SLAs) are put in place to address inequalities. In future, some employability services may be commissioned and these will also have SLAs to address inequality and support those from protected characteristic groups into employment.

6. Have you considered how you will communicate information about this policy or policy change to those affected e.g. to those with hearing loss, speech impairment or English as a second language?

We would take into account how to ensure we communicate the aims of the plan to as many groups as possible. This would involve using a variety of communication methods and interpreters. Where appropriate, we will access the specialty officers or resources within the Council.

7. Please consider how your policy will impact on each of the following?

| Objectives | Comments |
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| Equality and Human Rights | |
| Promotes / advances equality of opportunity e.g. improves access to and quality of services, status | The plan is predicated on equity and inclusion and reducing the gaps in inequality. The plan has a positive impact on all children, young people, families and communities. |
| Promotes good relations within and between people with protected characteristics and tackles harassment | The plan is founded on equity and inclusion. We will continue to monitor and improve our data on children and young people who are within the protected characteristics population. |
| Promotes participation, inclusion, dignity and self- control over decisions | The ethos of the plan alongside the need to demonstrate our commitment to the United Nations Convention on the Rights of the Child will strengthen this approach. |
| Builds family support networks, resilience and community capacity | A key driver underpinning the plan is The Promise which is concerned with scaffolding and supporting families and communities |
| Reduces crime and fear of crime | The plan is aligned with the Criminal Justice plan. The intent is to reduce levels of crime and do so by diverting children from the criminal justice system. |
| Promotes healthier lifestyles including Diet and nutrition Sexual Health Substance Misuse Exercise and physical activity Life Skills | These areas are covered in the actions throughout the plan. The Curriculum for Excellence makes universal provision. |
| Environmental | |
| Reduce greenhouse gas (GHG) emissions in Midlothian (including carbon management) | The Curriculum for Excellence has a key role in positively educating students at the appropriate age and stage. |
| Plan for future climate change | As above |
| Pollution: air/ water/ soil/ noise | As above |
| Protect coastal and inland waters | N/A |
| Enhance biodiversity | The Curriculum for Excellence has a key focus on sciences |

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| Public Safety: Minimise waste generation/ infection control/ accidental injury /fire risk | N/A |
| Reduce need to travel / promote sustainable forms of transport | there is regular debates and studies within all service |
| Improves the physical environment e.g. housing quality, public and green space | N/A |
| Economic | |
| Maximises income and /or reduces income inequality | Positive impact – use of income maximisation officers |
| Helps young people into positive destinations | There is a concerted focus for positive destinations throughout the plan e.g. developing young workforce, increase attainment and achievement. |
| Supports local business | There is engagement with local business to ensure there is a sufficient stream of employment opportunities for our senior learners |
| Helps people to access jobs (both paid and unpaid) | Please see above. The services also has positive links with Midlothian Voluntary Services |
| Improving literacy and numeracy | This is linked to reducing inequalities. |
| Improves working conditions, including equal pay | The services is governed by the Councils HR policies and therefore compliant with all pay and conditions |
| Improves local employment opportunities | This is improving attainment and achievements across universal services. |

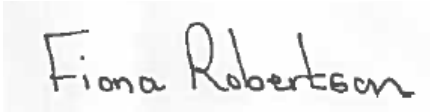
8. Is the policy a qualifying Policy, Programme or Strategy as defined by The Environmental Impact Assessment (Scotland) Act 2005?

No

9. Action Plan

| Identified negative impact | Mitigating circumstances | Mitigating actions | Timeline | Responsible person |
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| Need for rigorous Benchmarking data | Work with neighbouring authorities | Develop a consistent suite of data | 31/3/22 | Marc Bedwell |
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10. Sign off by Head of Service/ NHS Project Lead

Signature 

Name Fiona Robertson

Date 22 June 2021