

# Integrated Impact Assessment Form

Promoting Equality, Human Rights and Sustainability



# Integrated Impact Assessment Form

## Promoting Equality, Human Rights and Sustainability

|                                  |                           |
|----------------------------------|---------------------------|
| <b>Title of Policy/ Proposal</b> | Out of School Care Policy |
| <b>Completion Date</b>           | 26/11/18                  |
| <b>Completed by</b>              | M Inglis                  |
| <b>Lead officer</b>              | M Smith                   |

### Type of Initiative:

Policy/Strategy ☒

Programme/Plan ☐

Project ☐

Service ☐

Function ☐

Other .....

New or Proposed ☒

Changing/Updated ☐

Review or existing ☐

### 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.

Out of school care services have been operating within Midlothian Council premises, particularly schools and pavilions, for many years. Charitable and voluntary providers were granted a discount from let charges when the council harmonised charges in 2014. As a result of a savings proposal made to Council in February 2018 elected members instructed officers to develop an out of school care policy. The paper Development of an Out of School Care Policy to be presented to Council in December 2018 sets out the work undertaken in preparing the policy and presents it to elected members for review. The policy aims to:

*Work with parents and out of school care providers to establish and support the development of high quality, accessible, affordable and sustainable out of school care in Midlothian Council establishments where there is sufficient parental demand.*

## 2. What will change as a result of this policy?

## 3. Do I need to undertake an Integrated Impact Assessment?

| High Relevance  | Yes/no |
|---|--------|
| 1. The policy/ proposal has consequences for or affects people  | Yes    |
| 2. The policy/proposal has potential to make a significant impact on equality   | No     |
| 3. The policy/ proposal has the potential to make a significant impact on the economy and the delivery of economic outcomes | No     |
| 4. The policy/proposal is likely to have a significant environmental impact   | No     |
| Low Relevance   |        |

The policy sets out the relationship between the council and out of school care providers, including the support provided, a template accommodation agreement and the requirements in new or refurbished schools.

|   |     |
|---|-----|
| 5. The policy/proposal has little relevance to equality   | Yes |
| 6. The policy/proposal has negligible impact on the economy   | Yes |
| 7. The policy/proposal has no/ minimal impact on the environment  | Yes |
| <b>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.</b> |     |

**If you have answered yes to 1, 2, or 3 above, please proceed to complete the Integrated Impact Assessment.**

**If you have identified that your project will have a significant environmental impact (4), you will need to consider whether you need to complete a Strategic Environmental Assessment.**

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

| <b>Evidence</b>                                   | <b>Comments: what does the evidence tell you?</b>   |
|---|---|
| Data on populations in need                       | Around 1,500 children in Midlothian are registered with one of the 8 out of school care (OSC) providers operating within council premises.  |
| Data on service uptake/access                     | Around 1,500 children in Midlothian are registered with one of the 8 providers operating within council premises.   |
| Data on quality/outcomes                          | All these OSC services are registered with the Care Inspectorate, who carry out inspections of service quality.   |
| Research/literature evidence                      | Research has found that children from more deprived backgrounds may experience greater benefit from the resources, learning support and further stimulating activities available at after-school care centres (Felfe, 2013). As a result, the provision of quality, affordable out of school care particularly supports the reduction of inequalities in learning outcomes. |
| Service user experience information               | Midlothian Voluntary Action was commissioned to carry out a survey of families. 70% of respondents stated the OSC was vital in enabling them to work or study.  |
| Consultation <b>and involvement</b> findings      | In addition to the survey described above, head teachers were engaged in the drafting of the policy.  |
| Good practice guidelines                          | The Scottish Government is currently reviewing its guidance on out of school care   |
| Other (please specify)                            |   |
| Is any further information required? How will you | No  |

|              |  |
|--------------|--|
| gather this? |  |
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## 5. How does the policy meet the different needs of groups in the community?

|   | Issues identified and how the strategy addresses these   |
|---|--|
| <b>Equality Groups</b> <ul style="list-style-type: none"> <li>• Older people, people in the middle years,</li> <li>• Young people and children</li> <li>• Women, men and transgender people (includes issues relating to pregnancy and maternity)</li> <li>• Disabled people (includes physical disability, learning disability, sensory impairment, long-term medical conditions, mental health problems)</li> <li>• Minority ethnic people (includes Gypsy/Travellers, migrant workers, non-English speakers)</li> <li>• Refugees and asylum seekers</li> <li>• People with different religions or beliefs (includes people with no religion or belief)</li> <li>• Lesbian, gay, bisexual and heterosexual people</li> <li>• People who are unmarried, married or in a civil partnership</li> </ul> | <p>By strengthening the relationship between the council and OSC there will be a benefit to the children and young people accessing the clubs.</p> <p>No disproportionate impact on the other groups identified.</p> |
| <b>Those vulnerable to falling into poverty</b> <ul style="list-style-type: none"> <li>• Unemployed</li> </ul>  | <p>The strengthening of the relationship between the council and OSC will benefit families needing to access flexible and affordable out of school</p>   |

|   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• People on benefits</li> <li>• Single Parents and vulnerable families</li> <li>• Pensioners</li> <li>• Looked after children</li> <li>• Those leaving care settings (including children and young people and those with illness)</li> <li>• Homeless people</li> <li>• Carers (including young carers)</li> <li>• Those involved in the community justice system</li> <li>• Those living in the most deprived communities (bottom 20% SIMD areas)</li> <li>• People misusing services</li> <li>• People with low literacy/numeracy</li> <li>• Others e.g. veterans, students</li> </ul> | <p>care, such as those undertaking training or qualifications, or enabling them to work more hours.</p> <p>As stated earlier research has found that children from more deprived backgrounds may experience greater benefit from out of school care.</p> |
| <p><b>Geographical communities</b></p> <ul style="list-style-type: none"> <li>• Rural/ semi rural communities</li> <li>• Urban Communities</li> <li>• Coastal communities</li> </ul>  | <p>OSC are only financially viable where there are sufficient pupils to sustain them. This is more of a challenge at smaller schools and many of the OSC provide pick up and drop off services at these schools.</p>                                     |

## 6. Are there any other factors which will affect the way this policy impacts on the community or staff groups?

The revised accommodation agreement should help to clarify the working relationship between head teachers/staff at premises and the OSC, assisting them in working in partnership.

**7. 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?

There will be a fair, open, transparent and robust process put in place to decide on providers of new or expanded out of school care services within council buildings. The process will take into account the Council's Procurement policies in line with EU regulations and standing orders and look to ensure that all Out of School Care services being delivered in Council buildings offer best value for money, meet good quality standards and will be accessible and affordable to parents and families.

**8. 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?**

This policy sets out the relationship between the council and OSC providers. It will be published on the council's website where it can be read through text-to-speech, translated etc.

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

| Objectives   | Comments   |
|--|--|
| <b>Equality and Human rights</b>   |  |
| Promotes / advances equality of opportunity e.g. improves access to and quality of | As discussed earlier, the provision of quality, flexible and affordable out of school care promotes and advances equality of opportunity for families. |

|   |   |
|---|---|
| services, status  |   |
| Promotes good relations within and between people with protected characteristics and tackles harassment   | <p>According to the NHS report (Scott, Scobie 2015) a number of studies have highlighted the perceived social benefits of out of school care for children, by children, parents and staff. These include:</p> <ul style="list-style-type: none"> <li>• the ability to make new friendships across different ethnic and cultural groups</li> <li>• the chance to develop relationships with play workers as adult role models</li> <li>• increased opportunities for play in a safe environment</li> <li>• increased social skills, confidence and self-esteem, promotion of diversity and multicultural inclusion.</li> </ul> |
| Promotes participation, inclusion, dignity and self control over decisions  | As above.   |
| Builds family support networks, resilience and community capacity   | Positive impact through providing quality, flexible and affordable out of school care.  |
| Reduces crime and fear of crime   | OSC provides safe care for children while their parents/carers are training, studying or working, reducing their potential exposure to crime.   |
| <p>Promotes healthier lifestyles including</p> <ul style="list-style-type: none"> <li>• diet and nutrition,</li> <li>• sexual health,</li> <li>• substance misuse</li> <li>• Exercise and physical activity.</li> <li>• Lifeskills</li> </ul> | High quality OSC promotes healthier lifestyles.   |
| <b>Environmental</b>  |   |
| Reduce greenhouse gas (GHG) emissions in East Lothian/Midlothian (including carbon management)  | No significant environmental impact identified.   |
| Plan for future climate change  |   |
| Pollution: air/ water/ soil/ noise  |   |



|   |   |
|---|---|
| Protect coastal and inland waters   |   |
| Enhance biodiversity  |   |
| Encourage resource efficiency (energy, water, materials and minerals)                     |   |
| Public Safety: Minimise waste generation/ infection control/ accidental injury /fire risk |   |
| Reduce need to travel / promote sustainable forms of transport                            |   |
| Improves the physical environment e.g. housing quality, public and green space            |   |
| <b>Economic</b>   |   |
| Maximises income and /or reduces income inequality  | <p>As discussed earlier, the provision of quality, flexible and affordable out of school care promotes and advances equality of opportunity for families by way of study, training and access to employment, allowing them to maximise their income and reduce income inequality.</p> <p>7 out of the 8 OSC operating from council premises are local charitable and voluntary organisations, the 8<sup>th</sup> is still within the Edinburgh and the Lothians area. Although no data is held, it is anticipated that the majority of OSC staff are from the local area.</p> |
| Helps young people into positive destinations   |   |
| Supports local business   |   |
| Helps people to access jobs (both paid and unpaid)  |   |
| Improving literacy and numeracy   |   |
| Improves working conditions, including equal pay  |   |
| Improves local employment opportunities   |   |

## 10. Action Plan

| Identified negative impact | Mitigating circumstances | Mitigating actions | Timeline | Responsible person |
|----------------------------|--------------------------|--------------------|----------|--------------------|
| None identified            |                          |                    |          |                    |
|                            |                          |                    |          |                    |

|  |  |  |  |  |
|--|--|--|--|--|
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**11. Sign off by Head of Service**

Name Mary Smith

Date 26/11/18