

Integrated Impact Assessment (IIA)

Stage 1 Scoping and Assessing for Relevance

Section 1 Details of the Proposal

A. Title of Proposal: Scottish Borders Council Updated School Exclusion 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) The updated School Exclusion Policy aligns with national guidance and sets out procedures to manage school exclusions effectively while promoting inclusivity and mitigating the impact of exclusions on affected learners. It outlines steps for ensuring exclusions are only used as a last resort and that decisions are proportionate, considering individual circumstances, protected characteristics, and socio-economic factors. The policy operates as an appendix to the Scottish Borders Council Inclusion Policy.	
D. Service Area: People, Department: Education, and Children's Services	
E. Lead Officer: Scott Watson, Equity & Inclusion Lead Officer (Name and job title)	

F. Other Officers/Partners involved: (List names, job titles and organisations)	
G. Date(s) IIA completed: 24th January 2025	

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: This policy is closely related to the SBC Inclusion Policy, SBC Attendance Policy, and other frameworks focused on ensuring inclusive education and positive outcomes for all learners.

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.) YES</i>	
Equality Duty	Reasoning:
A. Elimination of discrimination (both direct & indirect), victimisation and harassment. <i>(Will the proposal discriminate? Or help eliminate discrimination?)</i>	The policy ensures decisions to exclude are proportionate, fair, and non-discriminatory, and considers factors such as disability, care experience, and socio-economic disadvantage.

B. Promotion of equality of opportunity? <i>(Will your proposal help or hinder the Council with this)</i>	By prioritising early interventions and supports, the policy promotes equitable access to education, particularly for children at risk of exclusion.
C. Foster good relations? <i>(Will your proposal help to foster or encourage good relations between those who have different equality characteristics?)</i>	The emphasis on stakeholder engagement and understanding behaviour as communication fosters positive relationships and trust between schools, families, and communities.

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		✓		The policy applies to all school-aged children and young people, promoting tailored support.
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.		✓		Recognises additional needs and provides reasonable adjustments to avoid exclusion.
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.		✓		Ensures non-discriminatory practices for all learners.

Marriage or Civil Partnership people who are married or in a civil partnership	✓			Not directly relevant to the policy
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),		✓		Supports flexibility for learners during pregnancy/maternity.
Race: including colour, nationality, ethnic origins, including minorities (e.g. gypsy travellers, refugees, migrants and asylum seekers)		✓		Acknowledges cultural factors and aims to address disproportionality in exclusions.
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.		✓		Respects observances and ensures fairness across diverse groups.
Sex women and men (girls and boys)		✓		Promotes inclusivity and avoids gender-based exclusions.
Sexual Orientation , e.g. Lesbian, Gay, Bisexual, Heterosexual		✓		Ensures equal treatment and consideration of all learners.
<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? Yes / No (<i>please delete as applicable</i>) 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	
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.		✓		The policy recognises the challenges faced by low-income families and aims to mitigate barriers.
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		✓		Provides guidance on addressing issues like lack of resources affecting education.
Area Deprivation – where you live (e.g. rural areas), where you work (e.g. accessibility of transport), see rural proofing guidance		✓		Ensures rural proofing and access to education regardless of location.
Socio-economic Background – social class i.e. parents' education, employment and income		✓		Emphasises support for families facing socio-economic challenges.
Care experienced people		✓		Prioritises avoiding exclusions for care-experienced children and provides additional support.

Carers paid and unpaid including family members		✓		Recognises and supports young carers to maintain their education.
Homelessness		✓		Addresses the educational needs of homeless or housing-insecure families.
Addictions and substance use		✓		Recognises the impact of substance use on attendance and supports learners and families.
Those involved within the criminal justice system		✓		Provides tailored support to ensure education continuity for learners in the 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

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 <u>MOD Statutory Guidance</u> gives the following examples:	

<ul style="list-style-type: none"> • Danger • Geographical Mobility • Separation from Family • Service Law • Unfamiliarity with Civilian Life • Hours of Work • Stress 	
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.

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.

Signed by Lead Officer:	
Designation:	Scott Watson, Equity & Inclusion Lead Officer
Date:	24th January 2025
Counter Signature Director:	
Date:	