

## **Integrated Impact Screening Template**

The purpose of undertaking an Integrated Impact Assessment (IIA) is to consider the impact of proposed strategies, policies, or service reviews and developments against the full range of our statutory obligations:

- Equality Act (2010)
- Well-being of Future Generations Act (2015)
- Welsh Language Act

IAs are an important tool that can be used to improve equality and diversity; sustainable development and the use of the Welsh language by ensuring impacts are considered collectively and not in isolation.

IAs need to be completed as early as possible during any policy development or service review process. The IIA screening template has been designed to help you consider whether a policy, for example, has a positive or negative impact on specific groups of people. It also aims to help assess whether there are any negative impacts and whether their significance is low or high. If negative impacts with a high significance are identified, then a full Integrated Impact Assessment is required to identify how these impacts can be minimised by introducing any mitigating measures or options.

The IIA Screening Template consists of 2 parts:

- Part I: Screening exercise to identify positive or negative impacts
- Part II: Integrated Impact Assessment required – Guidance note

Finally, the outcome of your IIA Screening Exercise needs to be briefly noted in Section 6.9b of the Corporate Report template and attached as an appendix to your report. Similarly, if a full IIA is undertaken then the key findings need to be summarised in section 6.9b of the Corporate Report template, along with the outcome of the assessment, and the full IIA needs to be attached as an appendix to your report.

## **PART 1: SCREENING EXERCISE TO IDENTIFY POSITIVE OR NEGATIVE IMPACTS**

**Description of Assessment** *(Briefly provide details of the policy development or service review being assessed and the option being presented)*

Corporate Overview and Performance Scrutiny Committee

People Scrutiny Committee

Place Scrutiny Committee

Partnership Scrutiny Committee

Timing of Meetings Survey for all the above Scrutiny Committee meetings

**Responsible Directorate** *(Please specify)*

Corporate Services

**Responsible Officer** *(Please specify)*

Elizabeth Thomas

**Assessment Date** *(Please specify)*

24<sup>th</sup> August 2022

**Staff Involved in Assessment** *(Please specify)*

<p><b>Does this 'Option' have a <u>positive or a negative impact</u> on any of the following protected characteristics?</b></p> <p><i>Please complete as applicable</i></p>		<p><b>Please describe what the impact will be?</b></p>	<p><b>What is the significance of the impact?</b></p> <p><i>For example, a 'high' negative impact would have a significant disproportionate impact on a specific group</i></p>	<p><b>Negative impacts identified</b></p> <p><i>If 'low' please explain the reason for this significance rating.</i></p> <p><i>If 'high' please state 'Integrated Impact Assessment' required and refer to Part II</i></p>	
<p><b>Race</b> <i>(people from black, Asian and minority ethnic communities and different racial backgrounds)</i></p>	<p>Positive X</p> <p>Negative <input type="checkbox"/></p>	<p>→</p>	<p><u>Positive</u> All persons can participate in democratic meetings.</p> <p><u>Negative</u></p>	<p><input type="checkbox"/>High <input type="checkbox"/>Low</p> <p><input type="checkbox"/>High <input type="checkbox"/>Low</p>	
<p><b>Disability</b> <i>(people with disabilities/ long term conditions)</i></p>	<p>Positive X</p> <p>Negative <input type="checkbox"/></p>	<p>→</p>	<p><u>Positive</u> As above</p> <p><u>Negative</u></p>	<p><input type="checkbox"/>High <input type="checkbox"/>Low</p> <p><input type="checkbox"/>High <input type="checkbox"/>Low</p>	
<p><b>Sex</b> <i>(women and men, girls and boys and those who self-identify their gender)</i></p>	<p>Positive X</p> <p>Negative <input type="checkbox"/></p>	<p>→</p>	<p><u>Positive</u> As above</p> <p><u>Negative</u></p>	<p><input type="checkbox"/>High <input type="checkbox"/>Low</p> <p><input type="checkbox"/>High <input type="checkbox"/>Low</p>	

Does this 'Option' have a <u>positive or a negative impact</u> on any of the following protected characteristics?  <i>Please complete as applicable</i>			Please describe what the impact will be?	What is the significance of the impact?  <i>For example, a 'high' negative impact would have a significant disproportionate impact on a specific group</i>	Negative impacts identified  <i>If 'low' please explain the reason for this significance rating.  If 'high' please state 'Integrated Impact Assessment' required and refer to Part II</i>
<b>Age</b> <i>(people of all ages)</i>	Positive <input type="checkbox"/>	Negative X	→  <u>Positive</u>  <u>Negative</u> The proposed time of scrutiny committee meetings could impact on a young person being able to take part in the meetings.	<input type="checkbox"/> High <input type="checkbox"/> Low  <input type="checkbox"/> High X Low	Reasonable adjustment: The report gives options to ensure young people can attend meetings alongside their educational needs, in discussion with the Participation Team.
<b>Sexual Orientation</b> <i>(lesbian, gay, bisexual, heterosexual, other)</i>	Positive X	Negative <input type="checkbox"/>	→  <u>Positive</u> All persons can participate in democratic meetings.  <u>Negative</u>	<input type="checkbox"/> High <input type="checkbox"/> Low  <input type="checkbox"/> High <input type="checkbox"/> Low	

<b>Religion and Belief</b> <i>(people with different religions and beliefs including people with no beliefs)</i>	Positive X	Negative <input type="checkbox"/>	→	<u>Positive</u> As above  <u>Negative</u>	<input type="checkbox"/> High <input type="checkbox"/> Low  <input type="checkbox"/> High <input type="checkbox"/> Low
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Does this 'Option' have a <u>positive or a negative impact</u> on any of the following protected characteristics?  <i>Please complete as applicable</i>			Please describe what the impact will be?	What is the significance of the impact?  <i>For example, a 'high' negative impact would have a significant disproportionate impact on a specific group</i>	Negative impacts identified  <i>If 'low' please explain the reason for this significance rating.  If 'high' please state 'Integrated Impact Assessment' required and refer to Part II</i>
<b>Gender</b> <i>(anybody who's gender identity or gender expression is different to the sex they were assigned at birth)</i>	Positive X                  Negative <input type="checkbox"/>	→	<u>Positive</u> All persons can participate in democratic meetings.  <u>Negative</u>	<input type="checkbox"/> High <input type="checkbox"/> Low  <input type="checkbox"/> High <input type="checkbox"/> Low	
<b>Marriage and Civil Partnership</b> <i>(people who are married or in a civil partnership)</i>	Positive X                  Negative <input type="checkbox"/>	→	<u>Positive</u> All persons can participate in democratic meetings.  <u>Negative</u>	<input type="checkbox"/> High <input type="checkbox"/> Low  <input type="checkbox"/> High <input type="checkbox"/> Low	
<b>Pregnancy and Maternity</b> <i>(women who are pregnant and/or on maternity leave)</i>	Positive X                  Negative <input type="checkbox"/>	→	<u>Positive</u> Democratic meetings can be attended in person or via MS Teams. Meetings are also recorded and uploaded to the	<input type="checkbox"/> High <input type="checkbox"/> Low  <input type="checkbox"/> High <input type="checkbox"/> Low	

			BGCBC website to view following the meeting.  <u>Negative</u>		
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### Welsh Language

The Welsh Language Act 1993 places a legal duty on public authorities to promote the use of the Welsh Language and to treat the Welsh and English languages equally. It offers the public the right to choose which language to use in their dealings with the Council. It recognises that Members of the public can express their views and needs better in their preferred language. It recognises that enabling the public to use their preferred language is a matter of good practice, not a concession. It sets out how the Council will implement that principle in the provision of bilingual services to the public in Wales, taking account of the developing linguistic nature of the County Borough.

<b>Does this 'Option' have a <u>positive or a negative impact</u> ?</b>		<b>Please describe what the impact will be?</b>	<b>What is the significance of the impact?</b>	<b>Negative impacts identified</b>
<i>Please complete as applicable</i>			<i>For example, a 'high' negative impact would have a significant disproportionate impact on a specific group</i>	<i>If 'low' please explain the reason for this significance rating.  If 'high' please state 'Integrated Impact Assessment' required and refer to Part II</i>
<b>Welsh Language</b> <i>The Welsh Language Measure 2011 and the <a href="#">Welsh Language Standards</a> require the</i>	Positive X      Negative <input type="checkbox"/>	→	<u>Positive</u> Simultaneous translation is available on request 3 days prior for all democratic meetings.	<input type="checkbox"/> High <input type="checkbox"/> Low

<p><i>Council to have 'due regard' for any positive or negative impacts that proposal may have on opportunities to use the Welsh language.</i></p>			<p><u>Negative</u></p>	<p><input type="checkbox"/> High <input type="checkbox"/> Low</p>	
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**Socio-economic Duty (Strategic Decisions Only)**

The [Socio-economic Duty](#) provides a framework in order to ensure tackling inequality is at the forefront of decision making. The duty requires the Council, when making strategic decisions, to consider how decisions can help reduce inequality of outcomes.

The duty defines **socio-economic disadvantage** as “living in less favourable social and economic circumstances than others living in the same society”.

The duty generally defines **strategic decisions** as “decisions which effect how the Council fulfils its intended statutory purpose over a significant period of time and not routine day-to-day decisions”. Examples of strategic decisions includes those which are statutory; happen over a significant time; not routine; have strategic intent; strategies or the setting of strategic objectives; service delivery and improvement plans;



medium to long-term plans etc. **Please consider these additional vulnerable group and the impact your proposal may or may not have on them:**

- *Single parents and vulnerable families*
- *People with low literacy/numeracy*
- *Pensioners*
- *Looked after children*
- *Homeless people*
- *Carers*
- *Armed Forces Community*
- *Students*
- *Single adult households*
- *People misusing substances*
- *People who have experienced the asylum system*
- *People of all ages leaving a care setting*
- *People living in the most deprived areas in Wales (WIMD)*
- *People involved in the criminal justice system*

<b>Does this 'Option' have a <u>positive or a negative impact</u> on any of the following themes?</b>		<b>Please describe what the impact will be?</b>	<b>What is the significance of the impact?</b>	<b>Negative impacts identified</b>
<p><i>Please complete as applicable</i></p>			<p><i>For example, a 'high' negative impact would have a significant disproportionate impact on a specific group</i></p>	<p><i>If 'low' please explain the reason for this significance rating.</i></p> <p><i>If 'high' please state 'Integrated Impact Assessment' required and refer to Part II</i></p>

<b>SED-Education</b> The capability to be knowledgeable	Positive <input type="checkbox"/> Negative <input type="checkbox"/>	→	<u>Positive</u>  <u>Negative</u>	<input type="checkbox"/> High <input type="checkbox"/> Low  <input type="checkbox"/> High <input type="checkbox"/> Low	
<b>Does this ‘Option’ have a <u>positive or a negative impact</u> on any of the following themes?</b>  <i>Please complete as applicable</i>			<b>Please describe what the impact will be?</b>	<b>What is the significance of the impact?</b>  <i>For example, a ‘high’ negative impact would have a significant disproportionate impact on a specific group</i>	<b>Negative impacts identified</b>  <i>If ‘low’ please explain the reason for this significance rating.</i>  <i>If ‘high’ please state ‘Integrated Impact Assessment’ required and refer to Part II</i>
<b>SED-Work</b> The capability to work in just and favourable conditions	Positive <input type="checkbox"/> Negative <input type="checkbox"/>	→	<u>Positive</u>  <u>Negative</u>	<input type="checkbox"/> High <input type="checkbox"/> Low  <input type="checkbox"/> High <input type="checkbox"/> Low	
<b>SED-Living Standards</b> The capability to enjoy a comfortable standard of living	Positive <input type="checkbox"/> Negative <input type="checkbox"/>	→	<u>Positive</u>  <u>Negative</u>	<input type="checkbox"/> High <input type="checkbox"/> Low  <input type="checkbox"/> High <input type="checkbox"/> Low	
<b>SED-Health</b> The capability to be healthy, physically, and mentally	Positive <input type="checkbox"/> Negative <input type="checkbox"/>	→	<u>Positive</u>  <u>Negative</u>	<input type="checkbox"/> High <input type="checkbox"/> Low  <input type="checkbox"/> High <input type="checkbox"/> Low	

<b>SED-Justice &amp; Security</b> The capability to avoid premature mortality	Positive <input type="checkbox"/> Negative <input type="checkbox"/>	→	<u>Positive</u>  <u>Negative</u>	<input type="checkbox"/> High <input type="checkbox"/> Low  <input type="checkbox"/> High <input type="checkbox"/> Low	
<b>Does this 'Option' have a <u>positive or a negative impact</u> on any of the following themes?</b>  <i>Please complete as applicable</i>			<b>Please describe what the impact will be?</b>	<b>What is the significance of the impact?</b>  <i>For example, a 'high' negative impact would have a significant disproportionate impact on a specific group</i>	<b>Negative impacts identified</b>  <i>If 'low' please explain the reason for this significance rating.</i>  <i>If 'high' please state 'Integrated Impact Assessment' required and refer to Part II</i>
<b>SED-Participation</b> The capability to participate in decision making and in communities, accessing services	Positive <input type="checkbox"/> Negative <input type="checkbox"/>	→	<u>Positive</u>  <u>Negative</u>	<input type="checkbox"/> High <input type="checkbox"/> Low  <input type="checkbox"/> High <input type="checkbox"/> Low	

**Children’s Rights Approach - [The Right Way](#)**

The Children’s Rights Approach – The Right Way is a framework for working with children, grounded in the UN Convention on the Rights of the Child (UNCRC). It places the UNCRC at the core of planning and service delivery and integrates children’s rights into every aspect of decision-making, policy and practice. The Right Way focuses on three main them Participation, Provision and Protection.

<p><b>Does this ‘Option’ have a <u>positive</u> or a <u>negative</u> impact on children &amp; people’s participation, provision or protection.</b></p> <p><i>Please complete as applicable</i></p>		<p><b>Please describe what the impact will be?</b></p>	<p><b>What is the significance of the impact?</b></p> <p><i>For example, a ‘high’ negative impact would have a significant disproportionate impact on a specific group</i></p>	<p><b>Negative impacts identified</b></p> <p><i>If ‘low’ please explain the reason for this significance rating.</i></p> <p><i>If ‘high’ please state ‘Integrated Impact Assessment’ required and refer to Part II</i></p>	
<p><b>Participation</b> (child or young person as someone who actively contributes to society as a citizen)</p>	<p>Positive <input type="checkbox"/></p> <p>Negative <input type="checkbox"/></p>	<p>→</p>	<p><u>Positive</u></p> <p><u>Negative</u></p>	<p><input type="checkbox"/>High <input type="checkbox"/>Low</p> <p><input type="checkbox"/>High <input type="checkbox"/>Low</p>	
<p><b>Provision</b> (the basic rights of children and young people to survive and develop)</p>	<p>Positive <input type="checkbox"/></p> <p>Negative <input type="checkbox"/></p>	<p>→</p>	<p><u>Positive</u></p> <p><u>Negative</u></p>	<p><input type="checkbox"/>High <input type="checkbox"/>Low</p> <p><input type="checkbox"/>High <input type="checkbox"/>Low</p>	
<p><b>Protection</b> (children and young people are protected against exploitation, abuse or discrimination)</p>	<p>Positive <input type="checkbox"/></p> <p>Negative <input type="checkbox"/></p>	<p>→</p>	<p><u>Positive</u></p> <p><u>Negative</u></p>	<p><input type="checkbox"/>High <input type="checkbox"/>Low</p> <p><input type="checkbox"/>High <input type="checkbox"/>Low</p>	

## **PART2: INTEGRATED IMPACT ASSESSMENT REQUIRED – GUIDANCE NOTE**

Where any negative impacts of 'high' significance have been identified as part of the screening exercise then an IIA needs to be undertaken. The IIA consists of 7 sections and a series of questions to help further understand the impacts in more depth through a thorough examination of evidence and available research which will help you to identify how any detrimental impacts can be mitigated:

Section 1 – Protected Characteristics

Section 2 – Welsh Language

Section 3 – Socio-economic Duty (Strategic Decisions Only)

Section 4 - Children's Rights Approach – The Right Way

Section 5 – Data

Section 6 – Consultation

Section 7 - Decision

You are only required to complete Section 1, 2, 3 or 4, if relevant, and it is appropriate to do so.

You must complete sections 5,6 & 7 as they are mandatory.