

# Aberdeenshire Council

## Integrated Impact Assessment

### FY25-26: Budget saving proposal: Secondary devolved budget allocation approach

Assessment ID	IIA-002626
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# 1. Overview

This document has been generated from information entered into the Integrated Impact Assessment system.

FY 25/26 devolved budgets will be allocated to core secondary teacher staffing formula and related management uplift only. There will be no related supply uplift or other additionalities but this will be mitigated by reduction in efficiency charges against devolved secondary school budgets, from 3.5% (FY24/25) to 0.5% (FY25/26). This budget allocation methodology was developed and agreed in collaboration with Aberdeenshire Secondary Headteacher Association (ASHTA) and cluster business managers.

During screening 1 of 11 questions indicated that detailed assessments were required, the screening questions and their answers are listed in the next section. This led to 1 out of 5 detailed impact assessments being completed. The assessments required are:

- Equalities and Fairer Scotland Duty

In total there are 0 positive impacts as part of this activity. There are 0 negative impacts, all impacts have been mitigated.

A detailed action plan with 0 points has been provided.

This assessment has been approved by [laurence.findlay@aberdeenshire.gov.uk](mailto:laurence.findlay@aberdeenshire.gov.uk).

The remainder of this document sets out the details of all completed impact assessments.

## 2. Screening

Could your activity / proposal / policy cause an impact in one (or more) of the identified town centres?	No
Would this activity / proposal / policy have consequences for the health and wellbeing of the population in the affected communities?	No
Does the activity / proposal / policy have the potential to affect greenhouse gas emissions (CO2e) in the Council or community and / or the procurement, use or disposal of physical resources?	No
Does the activity / proposal / policy have the potential to affect the resilience to extreme weather events and/or a changing climate of Aberdeenshire Council or community?	No
Does the activity / proposal / policy have the potential to affect the environment, wildlife or biodiversity?	No
Does the activity / proposal / policy have an impact on people and / or groups with protected characteristics?	No
Is this activity / proposal / policy of strategic importance for the council?	No
Does this activity / proposal / policy impact on inequality of outcome?	No
Does this activity / proposal / policy have an impact on children / young people's rights?	No
Does this activity / proposal / policy have an impact on children / young people's wellbeing?	No
Does the activity / proposal / policy relate to budget proposals?	Yes

## 3. Impact Assessments

Children's Rights and Wellbeing	Not Required
Climate Change and Sustainability	Not Required
Equalities and Fairer Scotland Duty	No Negative Impacts Identified
Health Inequalities	Not Required
Town Centre's First	Not Required

## 4. Equalities and Fairer Scotland Duty Impact Assessment

### 4.1. Protected Groups

Indicator	Positive	Neutral	Negative	Unknown
Age (Younger)		Yes		
Age (Older)		Yes		
Disability		Yes		
Race		Yes		
Religion or Belief		Yes		
Sex		Yes		
Pregnancy and Maternity		Yes		
Sexual Orientation		Yes		
Gender Reassignment		Yes		
Marriage or Civil Partnership		Yes		

### 4.2. Socio-economic Groups

Indicator	Positive	Neutral	Negative	Unknown
Low income		Yes		
Low wealth		Yes		
Material deprivation		Yes		
Area deprivation		Yes		
Socioeconomic background		Yes		

### 4.3. Evidence

Type	Source	It says?	It Means?
Internal Consultation	Engagement workshop and consultation with ASHTA and cluster business managers	A workshop was held with ASHTA and cluster business managers. Following this engagement on different budget modelling options, an 'in principle' agreement was reached on a preferred model, working to eliminate efficiency charges altogether by stripping out additional and supply allocations from school devolved budgets.	In an empowered school system and in lines with the principles of DSM, it is appropriate to ensure secondary school headteachers inform and influence how resources are allocated out to the system.

### 4.4. Engagement with affected groups

Engagement workshops with secondary headteachers and cluster business managers

#### **4.5. Ensuring engagement with protected groups**

N/A

#### **4.6. Evidence of engagement**

N/A

#### **4.7. Overall Outcome**

No Negative Impacts Identified.

Any reduction of budget to 'core' budget/formula allocations will imply schools have decreasing levels of budget flexibility. However, budget modelling of this core budget/formula allocation with 0-1% efficiency charge demonstrates the budget quantum for schools remain the same.

#### **4.8. Improving Relations**

N/A

#### **4.9. Opportunities of Equality**

N/A