

## Equality Impact Assessment (IA) form

### General Information

<b>Name of policy/proposal</b>	Information Technology (IT) Security Policy
<b>Responsible department</b>	Digital Services
<b>Date</b>	8 <sup>th</sup> June 2020

### Aims of the proposal

<b>What do you hope to achieve? Why is the policy/proposal needed, for example is there currently a gap in service delivery?</b>	The purpose of the IT Security policy is to minimise operational and reputational damage by reducing the impact of IT security incidents and ensure business continuity.
<b>How will it contribute to the SSSC's strategic objectives and/or priorities?</b>	The SSSC uses a large amount of information in order to operate effectively and the majority of this information is in digital format and held in IT systems. It is essential that this information is managed effectively so that it remains secure, accessible to authorised users and its integrity is protected This includes providing guidance to staff to strengthen passwords and multi-factor authentication. The IT Security Policy sets standards outlining the way digital

	information and IT systems should be managed and operated to ensure the SSSC complies with its obligations in relation to IT Security.
<ul style="list-style-type: none"> <li>• <b>Equality duties and protected groups</b> <b>Who will it affect (either positively or negatively)?</b></li> </ul>	The IT Security policy has been created to protect the organisation and individuals against IT security incidents.

### **Data and evidence gathering, involvement and consultation**

**(Please include any evidence or relevant information that has influenced the decisions contained in this IA)**

<b>Please include details of all evidence used (qualitative and quantitative) you have included. This should include, where relevant, numbers of children and young people and their views/experiences and how this will affect them.</b>	The IT Security policy is an internal policy. Consultation has taken place with all departments through their respective OMT member.
<b>Has the proposal been the subject of relevant engagement and/or consultation?</b>  <b>If yes, please say who with.</b>  <b>If no, please say why none took place.</b>	Yes – as set out above.
<b>Engagement and/or consultation carried out</b>	Draft policy distributed to staff for comment.
<b>What were the results? Please include any consultation report/engagement results</b>	Positive comments received which result in minor changes.

<b>Have you used best judgement (officer/practitioner knowledge and experience) in place of data/research/evidence?</b> <b>If yes, who provided this best judgement and what was this based on?</b>	Some parts of the policy are based on best practice.
<b>What gaps (if any) did you find in your data?</b>	No gaps were identified.
<b>Is further research necessary?</b> <b>If yes, what will you do, for example a further consultation, conduct a survey, engage with specific groups of people etc?</b>	No.

## ASSESSING THE IMPACTS AND IDENTIFYING OPPORTUNITIES TO PROMOTE EQUALITY

**Having considered the data and evidence you have gathered; you need to consider potential impacts – negative and positive that your proposal might have on each of the protected characteristics. It is important to remember the duty is also a positive one – this means we must explore whether the proposal offers the opportunity to promote quality and/or foster good relations. Under each protected characteristic please consider how your proposal achieves the following:**

- **eliminates discrimination, harassment, victimisation or any other prohibited conduct**
- **advances equality of opportunity by having due regard to:**
  - **removing or minimising disadvantage**
  - **meeting the needs of particular groups that are different from the needs of others**
  - **encouraging participation in public life**
- **fostering good relations – tackling prejudice, promoting understanding.**

**Gender – does the proposal take account of different roles and responsibilities? Does it assume, perhaps wrongly that men have no caring responsibilities? Is the proposal flexible enough to provide a service that everyone can access?**

Positive impact	Neutral impact	Negative impact	Reasons for your decision
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	It is not considered that the policy itself will impact on individuals with this protected characteristic.

**Ethnicity – have you covered all minority ethnic groups? Consider the impact your proposal has on someone from a minority ethnic group and remember this impact may differ depending on the gender, disability, faith, sexual orientation or ethnicity of the person as different cultures have different views on what is acceptable. Consider language and format.**

Positive impact	Neutral impact	Negative impact	Reasons for your decision
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	It is not considered that the policy itself or the implementation of it will impact on individuals with this protected characteristic.

**Disability – a person has a disability if they have a physical or mental impairment which has a substantial and long-term adverse effect on that person’s ability to carry out day-to-day activities. How does this proposal affect disabled people? Are there any impairment groups who are unfavourably affected by the policy?**

Positive impact	Neutral impact	Negative impact	Reasons for your decision
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	It is not considered that the policy itself will impact on individuals with this protected characteristic. We do acknowledge that different disabilities will require a tailored approach to elements of how we implement this policy, such as multi-factor authentication. Whilst we do not consider that the policy will have an impact, the intention is that the plans and projects that stem from the policy will have separate EIAs which will identify areas any positive or negative impact that may require mitigation.

**Sexual orientation – what are the issues for this group in terms of your proposal? Does it meet the needs of this group?**

Positive impact	Neutral impact	Negative impact	Reasons for your decision
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	It is not considered that the policy itself or the implementation of it will impact on individuals with this protected characteristic.

**Gender reassignment – does your proposal include people of different gender identities? Will your proposal impact transgender individuals in any way?**

Positive impact	Neutral impact	Negative impact	Reasons for your decision
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	It is not considered that the policy itself or the implementation of it will impact on individuals with this protected characteristic.

**Age – remember different age groups have different concerns. When considering age remember that some individuals are more vulnerable or have issues that may need additional consideration.**

Positive impact	Neutral impact	Negative impact	Reasons for your decision
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	It is not considered that the policy itself will impact on individuals with this protected characteristic. It is noted that people of

different ages will have mixed technical ability and to that end, the plans and projects that stem from the policy will have separate EIAs which will identify areas any positive or negative impact that may require mitigation.

**Marriage and civil partnership – it is unlawful discrimination for people who are married/civil partnership/same-sex couple to be treated less favourable in employment than those who are not married/civil partnership/mixed-sex couple.**

Positive impact	Neutral impact	Negative impact	Reasons for your decision
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	It is not considered that the policy itself will impact on individuals with this protected characteristic.

**Pregnancy and maternity – protection against maternity discrimination covers 26 weeks after giving birth – this includes treating a woman unfavourable because she is breastfeeding.**

Positive impact	Neutral impact	Negative impact	Reasons for your decision
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	It is not considered that the policy itself will impact on individuals with this protected characteristic.

**Religion/belief/non-belief – does your proposal take into account different festivals, holidays, religious days and traditions? Will the different faith beliefs impact on women from that group and exclude or prevent them from using the service?**

<b>Positive impact</b>	<b>Neutral impact</b>	<b>Negative impact</b>	<b>Reasons for your decision</b>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	It is not considered that the policy itself will impact on individuals with this protected characteristic.

**CHALLENGES AND OPPORTUNITIES FOR EQUALITIES GROUPS LIVING IN AN ISLAND COMMUNITY**

**This section considers the impact or effect of your proposal on an island community and whether this could be significantly different from its effect on other communities. Your proposal should be developed and delivered to improve or reduce any negative impact(s). Please consider each of the protected characteristics and complete the table below highlighting your evidence and justification for your response.**

Is the impact positive, negative or no impact? Give comments	Positive Impact	Neutral Impact	Negative Impact	Reasons for your decision
<b>Eliminating unlawful discrimination, harassment and victimisation</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	It is not considered that the policy itself will directly impact on individuals from island communities. However, the plans, initiatives and projects that are put in place under the policy will have separate EIAs that will identify whether there is an impact, and whether these plans etc. need to be adjusted in light of this.
<b>Advancing equality of opportunity</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
<b>Promoting good relations among and between</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

## CHILD RIGHTS AND WELLBEING

**This section considers the impact of your proposal on children and young people, or specific groups of children and young people, in Scotland. The UNCRC (The United Nations Convention on the Rights of the Child) has four general principles which you should consider as you develop your proposal.**

- 1. Non-discrimination children should not be discriminated against in the enjoyment of their rights. No child should be discriminated against because of the situation or status of their parent/carer(s).**
- 2. Best interests of the child every decision and action taken relating to a child must be in their best interests.**
- 3. Life, survival and development every child has a right to life and to develop to their full potential.**
- 4. Respect for the views of the child every child has a right to express their views and have them given due weight in accordance with their age and maturity. Children should be provided with the opportunity to be heard, either directly or through a representative or appropriate body.**

**Please identify the individual rights you consider most relevant to your proposal and highlight the potential impact.**

<b>Is the impact positive, negative or no impact? Give comments</b>	<b>Positive Impact</b>	<b>Neutral Impact</b>	<b>Negative Impact</b>	<b>Reason for your decision</b>
<b>Civil rights and freedoms (Children have a right to access and to move freely in public spaces, and to meet up and spend time with others. Children have a right to think and believe what they like, to access information</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	No impact identified.

<p><b>and to speak their mind, so long as this is not harmful to others. They have a right to keep personal matters and communications private.)</b></p>				
<p><b>Violence against children (Children have a right to be protected from inhuman or degrading treatment in every setting.)</b></p>	<p style="text-align: center;"><input type="checkbox"/></p>	<p style="text-align: center;"><input checked="" type="checkbox"/></p>	<p style="text-align: center;"><input type="checkbox"/></p>	<p>As above</p>
<p><b>Family environment and alternative care (Children have a right not to be separated from their parents, unless this is in their best interests. Where children must live apart from their families, they have a right to be well cared for. If the child's parents are living apart, the child has</b></p>	<p style="text-align: center;"><input type="checkbox"/></p>	<p style="text-align: center;"><input checked="" type="checkbox"/></p>	<p style="text-align: center;"><input type="checkbox"/></p>	<p>As above</p>

<p><b>the right to maintain contact with both, if that is safe and in their best interests. Children should have a say when adults make decisions about where they live and how they should be cared for, and those placements should be subject to regular review.)</b></p>				
<p><b>Disability, basic health and welfare (Disabled children are children first and have a right to the same opportunities as every child. That means removing the barriers - whether social, cultural, attitudinal or physical which impede their inclusion in education, play and recreation, and society, and providing whatever protective measures, health and</b></p>	<p style="text-align: center;"><input type="checkbox"/></p>	<p style="text-align: center;"><input checked="" type="checkbox"/></p>	<p style="text-align: center;"><input type="checkbox"/></p>	<p>As above</p>

<p><b>social care services they might need. It also means promoting their equal rights and protecting them from discrimination. To fully take part in these opportunities, disabled children and their families sometimes require special care and assistance which should, where possible, be delivered free of charge.)</b></p>				
<p><b>Education, leisure and cultural activities (All children, no matter what their ability, interests or background, have a right to an education that will help them achieve their potential without discrimination. Education should be child-centred and empowering. It should</b></p>	<p style="text-align: center;"><input type="checkbox"/></p>	<p style="text-align: center;"><input checked="" type="checkbox"/></p>	<p style="text-align: center;"><input type="checkbox"/></p>	<p>As above</p>

<p><b>strengthen their capacity to enjoy the full range of human rights as well as promote human rights values. Children should be able to express their views, and encouraged to participate in preschool, school and college life. Children have a right to learn about human rights. Children also have a right to play and recreational activities, to rest and leisure, and to take part in cultural life.)</b></p>				
<p><b>Special protection measures (There are groups of vulnerable and marginalised children who require special protection and these are often the children who are most at risk</b></p>	<p><input type="checkbox"/></p>	<p><input checked="" type="checkbox"/></p>	<p><input type="checkbox"/></p>	<p>As above</p>

<p><b>of having their rights ignored or infringed. They include asylum-seeking and refugee children, child victims of trafficking or exploitation, and children in trouble with the law. Asylum-seeking children and child refugees are entitled to special protection and all the other rights in the UNCRC. They must not be the victims of discrimination or stigmatisation. If they arrive unaccompanied by any parents or other family members, they should be well cared for. They should not be deprived of their liberty. Institutions where children are detained should treat them in a manner which takes into account their age,</b></p>				
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capacity and individual needs.)				
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### HEALTH AND WELLBEING AND HEALTH INEQUALITIES

**This is about physical, mental health and wellbeing and includes for example, participation, creativity and developing potential. It also covers all aspects of poverty including income and fuel poverty. The Fairer Scotland Duty requires us to actively consider how we can reduce inequalities in any major decision we make. Think about health and the different causes of health inequalities:**

- **fundamental causes like macro-economic position, societal values about fairness and equity**
- **wider environmental influences like availability of jobs, physical environment for example, availability of services**
- **individual experiences like mental health and wellbeing, family income, ability to navigate services, connectedness**
- **socio-economic disadvantage like low income, low wealth, material deprivation and area deprivation.**

**Think about the different causes and types of poverty.**

- **Will this proposal provide services that meet the needs of people experiencing poverty?**
- **Will the information and services be easy to access?**

<b>Is the impact positive, negative or no impact? Give comments</b>	<b>Positive Impact</b>	<b>Neutral Impact</b>	<b>Negative Impact</b>	<b>Comments</b>
<b>Remove inequalities and increase access to opportunities</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	No impact identified.

<b>for improving health and wellbeing</b>				
<b>Advance opportunities for increasing health and wellbeing across the sector</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	As above.
<b>Foster good practice for sector wide health and wellbeing</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	As above.

## ECONOMIC AND SOCIAL SUSTAINABILITY

**This is about pay, employment opportunities, valuing and supporting voluntary work. It also covers some areas of poverty including individual and community resilience. The Fairer Scotland Duty requires us to actively consider how we can reduce inequalities in any major decision we make.**

**How will your proposal impact on social status, employment (paid or unpaid), encourage investment in skills and training, assist people on low incomes or support other disadvantaged groups in any way, the impact of delivery of services for people living rurally?**

**How will your proposal work in rural areas where the existing infrastructure is typically less developed or where infrastructure does not exist, for example there's no fast broadband connections?**

Is the impact positive, negative or no impact? Give comments	Positive impact	Neutral impact	Negative impact	Reason for your decision
<b>Removes disadvantage of inequality</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	No impact identified.
<b>Advance opportunities for individuals</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	As above.
<b>Foster good relations and sustainability of communities</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	As above.

## DECISION MAKING

Which one of the following statements best matches your assessment of this proposal? Please give your reasons.

**No major change – proposal is robust, evidence shows no potential for discrimination, all opportunities to promote equality have been taken**



**The proposal needs to be adjusted to remove barriers or better promote equality**

**Proceed with proposal despite potential for adverse impact or missed opportunity to promote equality (not possible to remove all the risk protected characteristic groups)**

**Stop and remove the proposal – shows actual/potential unlawful discrimination/in breach of equality legislation**

## MONITORING AND REVIEWING

<b>How will you monitor the implementation of the proposal? For example, customer surveys.</b>	The policy will be formally reviewed on a three-yearly basis with regular reviews in line with changes in the IT Security threat landscape and feedback from staff in addition to analysis of the policy in practise will inform future changes.
<b>How will you use the results of the monitoring to develop the proposal? (This information will be useful when you review the policy.)</b>	As above.
<b>When and how will you review the proposal? (Please also give details of who is responsible.)</b>	The Digital team will review the policy regularly with a full review on a three-yearly basis.

## SIGN OFF

<b>Name</b>	Andrew Howe
<b>Title</b>	Head of Digital Services
<b>Date Approved</b>	19 <sup>th</sup> May 2020