

Equality, Fairness and Rights Impact Assessment (EFRIA)

The Equality, Fairness and Rights Impact Assessment (EFRIA) is one of our specific duties to [assess the impact](#) of applying a new or revised policy or practice against the needs of the General Equality Duty. This means East Renfrewshire Council must be mindful when assessing impact against these needs to:

- ensure the policy does not discriminate unlawfully
- consider how the policy might better advance equality of opportunity
- consider whether the policy will affect good relations between different groups

The Fairer Scotland Duty places a legal responsibility on particular public bodies in Scotland to actively consider ('pay due regard' to) how they can reduce inequalities of outcome caused by socioeconomic disadvantage, when making strategic decisions. The UN Convention of the Rights of the Child (UNCRC) is an international human rights treaty which sets out the rights every child has and has been incorporated into Scottish Law as the [United Nations Convention on the Rights of the Child \(Incorporation\) \(Scotland\) Act 2024](#).

The Equality, Fairness and Rights Impact assessment considers how a policy* could impact on the needs of individuals protected by the [Public Sector Equality Duty](#), [the Fairer Scotland Duty](#) and the [UN Convention of the Rights of the Child](#).

Please consult the [EFRIA guidance flowchart](#) to help you complete this assessment.

Name of policy*:	Local Improvement Plan 2025 - 2028
Description of policy:	This is the 3 year local improvement plan which identifies the key strategic priorities for the Education Department, settings and schools. It is produced following an extensive audit practice highlighting key strengths and areas for improvement.
Why is the policy required?	As an education department we have a duty to outline how we are going to realise the ambitious vision of 'Everyone Attaining, Everyone Achieving through Excellent Experiences'. This plan then informs schools in identifying the direction for their own improvement priorities and takes into account National Initiatives such as the National Improvement Framework, The Promise, GIRFEC.
Date EFIRA completed:	24.12.24
Completed by:	Siobhan McColgan
Lead officer for policy:	Janice Collins
Department:	Education

*The term 'policy' covers any work or function of East Renfrewshire Council i.e. customer and service delivery, staffing, criteria, practices, proposals, activities and decision-making

Guidance – please read

Section 1

This section enables you to determine if a full assessment is required. If a full assessment is not required, this must be clearly stated in **Section 9** of the form.

Section **2-8** is the full assessment covering the sections listed below:

2	Engagement and Consultation Give details of how different groups have been consulted about the policy.
3	Impact on individuals or groups with protected characteristics How will the policy impact individuals or groups who fall under one of the nine protected characteristics: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation?
4	Impact on socio-economic disadvantage How will the policy impact individuals or groups disadvantaged by poverty, low income, homelessness or lack of or low-level educational qualifications?
5	Impact on Children and Young People How will the policy impact on the rights and needs of children and young people?
6	Contractors and suppliers Will the policy be delivered by any contractors or suppliers in full or partially?
7	Outcome of assessment and action plan What is your decision based on the assessment and are there any mitigations or actions that need to be addressed?

8	Approval Details of when and who approved the policy.
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Section 9 should only be completed where the screening shows no assessment is required

When completing the assessment you must consider relevant evidence, including information received from equality groups. This evidence should inform the result of your impact assessment. You're required to take action to address any issues identified, such as removing or mitigating any negative impacts, where possible, and enhancing any potential for positive impact. If any adverse impact could result in unlawful discrimination, the policy must be fully reviewed and amended.

All impact assessments will be published on the Council website

1. Screening

This section should be completed to establish if a full assessment is required.

1.1 What is the nature of the work or activity?	
Select a category from below that explains the work or activity you are doing.	
<input type="checkbox"/> Policy or Strategy <input checked="" type="checkbox"/> Programme or Plan <input type="checkbox"/> Project delivery <input type="checkbox"/> Service or Function <input type="checkbox"/> Budget proposal <input type="checkbox"/> Other please state: Click or tap here to enter text.	Is this work or activity... <input checked="" type="checkbox"/> New <input type="checkbox"/> Change or review of existing <input type="checkbox"/> Other- Please state: Click or tap here to enter text.
1.2 What will happen as a result of this policy?	
What changes will come about for individuals and groups through this policy?- Select all that apply	

- Change to Council, Trust or HSCP charging arrangements (including introduction, removal, increase or decrease)
- Change to how a service is delivered (including addition, change or removal of practices/procedures/processes)
- Change to provision of services or staffing
- Change to entitlement or eligibility for service delivery or welfare/benefit access
- X Other. Please state: **Change to improvement priorities**

1.3 What groups of individuals are likely to be impacted by this policy?

Select which groups of individuals are likely to be impacted positively or negatively if this policy is implemented.

- x The policy has potential to impact **individuals with protected characteristics***
- x The policy has potential to impact **socioeconomic disadvantage** for individuals**
- x The policy has potential to impact **children and young people up to the age of 18**
- The policy has no impact on those specified above.

***Protected Characteristics** are age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

****Socio-economic disadvantage** is where an individual is disadvantaged by poverty, low income, homelessness or lack of or low-level educational qualifications

1.4 Is there any potential indication or evidence that the policy will discriminate unlawfully; affect equality of opportunity for different groups or affect good relations between different groups?

Will any individuals be treated less fairly than others if this policy is implemented? This includes employees, residents, community groups and visitors to the area.

- Yes
- X No - the policy will have no negative impact on any of the different groups. The aim is to improve outcomes for all whilst also having a clear focus on improved outcomes for key equity s and equality groups.
- Don't Know

Review your answers above.

- If the policy has **no impact on individuals**, and you have selected 'no' to section 1.3, an impact assessment is not required. **GO TO SECTION 9**
- If the policy will have an impact on individuals and/or you have selected 'yes or don't know' to section 1.3, complete the full assessment. **GO TO SECTION 2**

2. Engagement and Consultation

This section will assess how the policy is being communicated to certain groups and how you have consulted them.

2.1 How have individuals (incl. children & young people) who might be affected by the policy been consulted or involved?

This can include a summary of findings from recent consultations, surveys, user research or customer testing that has been carried out. Include dates and information.

Janice Collins attended a Parent Council Chairs meeting and gathered feedback from parents around what they feel the key priorities should be. It was included as an agenda item on the pupil council meetings and head pupil secondary meeting, again feedback was collated and helped inform the plan. The Director of Education included it as a theme during the director meetings with the following staff:

- Local Govt Early years, Primary and Secondary
- Teachers Early years, Primary and Secondary
- Central staff

Head Teachers had the opportunity to identify key priorities and give feedback during a primary and a secondary HT meeting. All of this information was analysed along with key performance data to inform the key priorities.

2.2 How will you communicate information about this policy to individuals who have: hearing and/or sight loss; English as an additional language; are digitally excluded; have literacy/numeracy barriers?

Think about how you will communicate information about the policy to the above individuals. This may include printed materials being accessible in other formats, e.g. Braille, easy to read, translated in other languages. More information can be found [here](#).

A child friendly version of the document has been developed. In addition to this, AI will be used to support developing the document in different languages for anyone who requests it.

3. Impact on groups with protected characteristics

This section will assess if the policy has potential to impact individuals with protected characteristics. You should consider any evidence or information you have on how it will affect different groups of individuals, both positively and negatively.

Below is a suggested list of sources:

- Input from local Councillors
- Findings from engagement exercise and consultations.
- Information or feedback from groups of individuals, such as equality interest organisations or groups who speak on behalf of others
- National, regional or local statistics
- Analysis of enquiries or complaints from customers
- Recommendations from inspections or audits
- National or regional research to identify similar issues
- Comparisons with similar policies in other departments or authorities to identify similar issues

You may want to consider collecting new evidence that you don't have but think will be relevant. For example: setting up meetings or focus groups, carrying out user research.

Please find other sources of evidence on page 9 of the [EFRIA guidance flowchart](#).

3.1 Use the table below to consider how the policy may impact on a particular group with protected characteristics through reviewing the evidence, experience and needs of this group

Characteristics/circumstances	Evidence, experience and needs- outline any data or research that shows how this group may be impacted (include sources)	Will the impact on this group be positive, neutral or negative and why?
Age	Inequality in education outcomes affects children and young people under 18. School education also has the potential to greatly reduce inequality of outcome.	N/A
Disability or long term health condition	The LIP includes priorities linking to pupils with Additional Support Needs, this includes working with parents, upskilling staff, developing policy and enhancing the specialist provision. This links to the ASN review undertaken in ERC in 2021 and subsequent action plan along with the national review of ASL. As listed in Social Justice Framework page 5. Significant evidence of poorer education outcomes for this group.	The work undertaken should have a positive impact.
Race	The LIP include priorities linked to social justice and in particular work that will be undertaken around racial literacy, supporting EAL learners and dealing with racism.	The work undertaken should have a positive impact.
Sex	The LIP include priorities linked to social justice and in particular work that will be undertaken around gender, this is a focus on	The work undertaken should have a positive impact.

	<p>curriculum and pedagogy to improve outcomes of boys in specific areas. As listed in Social Justice Framework page 5. Significant evidence of poorer education outcomes for this group.</p>	
Gender reassignment		
Marriage/Civil Partnership (only applicable to Council employment policy)		
Pregnancy / Maternity		
Religion / Belief		
Sexual orientation	<p>As listed in Social Justice Framework page 5. Significant evidence of poorer education outcomes for this group.</p>	

Providing unpaid care		
Any other relevant groups e.g. unemployed people, people experiencing homelessness, care leavers, people involved in the criminal justice system, people with literacy/numeracy barriers, people living in rural communities.	The Plan includes a specific focus on the Promise and how we will support our care experienced children and young people.	The work undertaken should have a positive impact.

3.2 Are there known inequalities within the policy?

For example: barriers to transport for some groups; opening hours and location, organisational pay, terms or conditions; how public information is provided?

Poverty; race inequality; gender inequality; disability; additional support needs; homophobia.

The policy will look at areas to specifically improve outcomes for some groups ie.

- GIRFEC Refresh – children with ASN, Care Experienced
- Social Justice – ethnic minority, ASN, gender equality, supporting transgender/sexual orientation, social deprivation
- Health and Wellbeing Tracking Tool
- Maths, literacy and digital strategy – all children and young people
- Developing the Young workforce – all children and young people

3.3 In what ways, if any, would this policy contribute to discrimination or help to eliminate it?

Discrimination means treating individuals differently from others. For example, not recruiting someone as they are deemed too old/young; or a support group running on an upper floor with no lift access will discriminate against people with mobility issues or wheelchair users

This plan will help eliminate discrimination through it's focus on Social Justice – this means that resources will be allocated through a socially just lense.

3.4 In what ways, if any, would this policy advance or undermine equality of opportunity?

This is when individuals from different backgrounds are treated fairly through providing an equal footing or level playfield to achieve outcomes. For example, children who have additional support needs are provided with teaching support to fully participate in the school curriculum or a deaf BSL user is provided with a BSL interpreter at health appointments.

This Plan highlights the key education department priorities which will then inform allocation of resources such as staffing, training and facilities.

The policy would advance equality of opportunity by improving equity of education outcomes, leading to more equal life chances.

3.5 In what ways, if any, would this policy foster or undermine good relations between groups of individuals?

Consider aspects that may tackle prejudice or promote understanding between different groups. For example, ensuring new arrivals and refugees are given supports to integrate within local communities or an LGBTQI+ youth group provide training on LGBTQI+ experiences to a local faith group.

The plan's focus on improving outcomes for all children and young people and enhancing parental involvement and engagement is likely to foster good relations between groups.

4. Impact on socio-economic disadvantage

This section will assess how the policy may impact socio-economic disadvantage for individuals.

Socio-economic disadvantage is where an individual is disadvantaged by poverty, low income, homelessness or lack of or low-level educational qualifications. Socio-economic disadvantage can be experienced in both geographical communities and communities of interest i.e. a group that share a common characteristic or circumstance. In East Renfrewshire there are a number of communities, known as locality planning areas, where people are at greater risk of experiencing socio-economic disadvantage including,

- Barrhead – Dunterlie, East Arthurlie and Dovecothall
- Auchinback
- Neilston
- Thornliebank

Consider the policy itself and the way it will be implemented. How will this deliver different experiences for individuals in East Renfrewshire?

4.1 In the section below consider how the policy may impact socio-economic disadvantage through reviewing the evidence, experience and needs of this group

Characteristics/circumstances	Evidence, experience and needs- outline any data or research that shows how this group may be impacted (include sources)	Will the impact on this group be positive, neutral or negative and why?
Socio-economic	There is a specific focus in raising the bar for all and closing the poverty related attainment gap. As listed in Social Justice Framework page 5. Significant evidence of poorer education outcomes for this group.	The Plan aims to reduce inequality of impact

4.2 Consider the impact outline in section 4.1, In what way would the policy alleviate or increase inequalities in socio-economic disadvantage?

Consider common inequalities such as poorer skills and attainment; lower paid and less secure work; greater chance of being a victim of crime; less chance of being treated with dignity and respect; lower healthy life expectancy; lower feeling of control over decisions that affect you.

The Local Improvement Plan outlines how the education department will collectively focus its activities on reducing the impact of inequality. The whole plan has a focus on closing the attainment gap between the most and least disadvantaged children and young people.

4.3 What opportunities are there within this policy and the way it will be implemented to promote inclusion, participation, dignity and empowerment of people experiencing socio-economic disadvantage?

For example, a new health centre is being built and considers affordability of public transport options for residents.

The plan empowers stakeholders, including children and young people, by promoting participatory approaches, partnership working and approaches to education that increase the representation and recognition of different groups of people. Evaluation of feedback from children, young people and parents is an integral feature of self-evaluation process.

4.4 Is there anything in particular that will be done to address the multiple inequalities experienced by some people in Auchenback, Barrhead, Neilston and Thornliebank?

The has a focus on social justice and our social justice strategy outlines a range of actions to support schools in working to reduce the negative educational impact on children from families experiencing multiple inequalities. It contains specific advice on intersectionality.

5. Impact on Children and Young People

This section must be completed if any potential impact on children and young individuals up to the age of 18 have been identified in sections 1-4.

United Nations Convention on the Rights of the Child (Scotland) Act 2024 places a legal duty on public authorities to respect and protect children's rights in the work they do.

There are a range of elements that the Council must consider in supporting these rights including:

- Ensuring that children and young people have a voice in decisions that affect them – both directly and indirectly;
- Undertaking assessments of how well the Council is protecting children, including children's rights and wellbeing impact assessments and considering how budget planning supports better outcomes for children and young people

5.1 Are there known impacts on children and young people within the subject matter of the policy?

For example, changes to out-of-school services, employment support for parents, play parks.

The whole plan should have a positive impact on children and young people eg. through the health and wellbeing tool, schools will be able to easily identify children who need additional support with their wellbeing, through the maths and literacy strategies teachers will be upskilled in delivering high quality, differentiated learning opportunities in order to improve outcomes and through the adult learning activities parents will be supported through family learning opportunities.

If there is no impact on children and young people GO TO SECTION 6

5.2 In the section below outline the UN Convention on the Rights of the Child (UNCRC) General principle that is relevant, the particular groups of children that will be affected and how this will impact them

Which [General Principles of UNCRC](#) are relevant to this policy/measure?

Tick all that apply

Which particular groups of children and young people are affected by this policy?

(e.g. young children, children with disabilities, children living in poverty, children in care, young people who offend).

**Article 2
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).

All Children including:
Children living with poverty
Children experiencing multiple inequalities
Children with additional support needs
Bilingual children
LGBT children, young people and parents
Children, young people and parents with disabilities
BAME children and parents

<p>Article 3 Best interests of the child Every decision and action taken relating to a child must be in their best interests. Governments must take all appropriate legislative and administrative measures to ensure that children have the protection and care necessary for their wellbeing - and that the institutions, services and facilities responsible for their care and protection conform with established standards.</p>	<input type="checkbox"/>	All Children including: Children living with poverty Children experiencing multiple inequalities Children with additional support needs Bilingual children LGBT children, young people and parents Children, young people and parents with disabilities BAME children and parents
<p>Article 6 Life, survival and development Every child has a right to life and to develop to their full potential.</p>	<input type="checkbox"/>	All Children including: Children living with poverty Children experiencing multiple inequalities Children with additional support needs Bilingual children LGBT children, young people and parents Children, young people and parents with disabilities BAME children and parents
<p>Article 12 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. This includes involving children in budget decisions that affect them. Children should be provided with the opportunity to be heard, either directly or through a representative or appropriate body.</p>	<input type="checkbox"/>	All Children including: Children living with poverty Children experiencing multiple inequalities Children with additional support needs Bilingual children LGBT children, young people and parents Children, young people and parents with disabilities BAME children and parents

Which additional articles are relevant to this policy/measure? List all that apply

Article 28

The plan is concerned with improving equity in education for children. All actions set out within the plan are intended to improve the quality of education for the groups of children identified above, and are also likely to have a positive impact for all children.

In relation to the articles identified above, explain how the impact will be positive, negative or neutral.

Relevant identified Article of UNCRC	Impact category (Positive/Negative/Neutral)	Assessment of impact (including consideration of whether the policy might impact different groups of children and young people in any other way).
Article 2	Positive	The plan is likely to reduce inequality of education outcomes for the groups of children identified above. Adherence to Article 12 will be important in ensuring and sustaining positive impact over time.
Article 3	Positive	The plan is likely to bring about improvements in the wellbeing and educational achievement of children, which is in their best interests.
Article 6	Positive	The plan is likely to have a positive impact on children's ability to grow and develop by supporting their physical and mental wellbeing.
Article 12	Positive	Opportunities for children to share their views, and for these to inform next steps, are integral to the aims set out within the plan. It will be important that the department, schools and services continue to involve children and young people in the evaluation of progress with the plan over time.

5.3 What opportunities are there within this policy to advance or undermine the rights of children and young people?

Explain how the policy can strengthen or weaken the rights of children and young individuals

The policy would advance the rights of children and young people by:

- Promoting inclusion of all children and young people
- Promoting the physical and mental wellbeing of all children and young people
- Reducing barriers to education resulting from socioeconomic disadvantage, discrimination and racism
- Reducing inequality of education outcomes for key equity groups
- Improving the overall quality of learning and teaching approaches
- Increasing meaningful opportunities for diverse children and young's people's views and parents' views about education to be heard and listened to.

5.4 What opportunities are there within this policy to protect and promote the wellbeing of children and young people?

For example promoting physical activity and healthy eating.

A focus on improving children and young people's wellbeing is integral to a number of the aims set out within the policy.

6. Contractors and suppliers

6.1 Will the policy be carried out by contractors or suppliers?

This includes fully or partially. If yes, how will you incorporate equality expectations into the contract?

No

7. Outcome of assessment and action plan

You have completed sections 1-6 above and assessed the impact of the policy on individuals with protected characteristics, those experiencing socio-economic disadvantage and children and young people. The following section outlines your decision based on this assessment, mitigations and actions that can be taken to reduce any negative impacts.

7.1 Having assessed the impact of the policy under sections 3,4 and 5 select the most appropriate outcome

Which option below best describes your next steps?

- Continue the policy as is
- Adjust the policy
- Stop the policy

7.2 Are there any significant and relevant information gaps that have not been filled during the development of this policy and how do you plan to address these during the life of the policy?

No

7.3 Briefly summarise how your evidence and assessment demonstrates any potential impacts, both positive and negative, on groups with protected characteristics from this policy?

This EFRIA highlights that the LIP should have a positive impact on children and young people with protected characteristics. The whole focus of the plan is to improve outcomes. Children's rights are embedded throughout it, as is a commitment to closing the attainment gap between the most and least disadvantaged children and young people.

7.4 Briefly summarise how your evidence and assessment demonstrates any potential impact, both positive and negative, on individuals and communities experiencing socio-economic disadvantage from this policy?

This EFRIA highlights that the LIP should have a positive impact on children and young people with protected characteristics. The whole focus of the plan is to improve outcomes. Children’s rights are embedded throughout it, as is a commitment to closing the attainment gap between the most and least disadvantaged children and young people.

7.5 Briefly summarise how your evidence and assessment demonstrates any potential impacts, both positive and negative, on the rights of children and young people from this policy?

This EFRIA highlights that the LIP should have a positive impact on children and young people with protected characteristics. The whole focus of the plan is to improve outcomes. Children’s rights are embedded throughout it, as is a commitment to closing the attainment gap between the most and least disadvantaged children and young people.

7.6 How long will this policy be in place and when is it scheduled for review?

Is this a temporary or permanent change and are there plans to review the policy?

The local improvement plan is reviewed and updated annually, the review is published in the form of the Standards and Quality Report.

7.7 Based on the findings from this impact assessment, outline any mitigating actions that will reduce the impact caused by the policy on individuals, including children and young people. The actions should also outline the communication and implementation of the policy.

Identified adverse impact	Mitigating actions	Timeline	Responsible person
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8. Approval

If the full impact assessment has been completed, complete below.

Name of policy:	Local Improvement Plan 2025-28
Date approved:	24/12/24
Approved by: (Head of Service/Director level)	Janice Collins
Department:	Education Department

9. No assessment required

If the screening has indicated a full assessment is not required, complete below.

Policy/Decision Title	
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Department/ Service	
Responsible officer for taking decision	
Rationale for decision	<p>Please record why an assessment is not required and what your justification is for making that decision. This must include confirmation that the policy has no relevance for people with protected characteristics or impact on human rights or socio-economic inequalities.</p>
<p>Declaration: I confirm the decision <u>not</u> to carry out an Equality, Fairness and Rights Impact Assessment has been authorised by:</p> <p>Name and Job Title:</p> <p>Date Authorisation given:</p>	

Version Control

Date of change	Amendment	Owner
Feb 2021	First publication	C Coburn
June 2023	Introduction and Guidance sections added and formatting changes throughout	C Coburn
Feb 2024	Updating UNCRC section following legislative change	J Breslin
October 2024	Refinements after reviewing	M McIntyre