

## Equality, Fairness and Rights Impact Assessment

The purpose of this assessment is to consider how your policy could impact on the needs of those protected by the Public Sector Equality Duty, the Fairer Scotland Duty and the UN Convention of the Rights of the Child.

- [Public Sector Equality Duty](#)
- [Fairer Scotland Duty](#)
- [United Nations Convention of the Rights of the Child](#)

In making the assessment you must consider relevant evidence, including evidence received from equality groups. Having considered all of these elements, you must take account of the results of such assessments. This requires you to consider taking action to address any issues identified, such as removing or mitigating any negative impacts, where possible, and exploiting any potential for positive impact. If any adverse impact amounts to unlawful discrimination, the policy must be amended to avert this.

<b>Name of policy*:</b>	<b>REDUCTION IN CENTRALLY BASED SUPPORT POSTS IN THE EDUCATION DEPARTMENT</b>
<b>Completion date:</b>	26.11.24
<b>Completed by:</b>	Marilyn Brennan
<b>Lead officer:</b>	Janice Collins
<b>Department:</b>	Education

*\*The term 'policy' should be understood as activity of East Renfrewshire Council i.e. all policies, provisions, criteria, functions, practices and activities including the delivery of services; essentially everything we do.*

**You should complete the Screening Section (1) to establish if a full assessment is required.**

## 1. Screening

<b>1.1 What is the nature of this policy?</b>
<input type="checkbox"/> Policy or Strategy <input type="checkbox"/> Programme or Plan <input type="checkbox"/> Project <input type="checkbox"/> Service or Function <input checked="" type="checkbox"/> Budget proposal <input type="checkbox"/> Another decision. Please state: <a href="#">Click or tap here to enter text.</a>
<input type="checkbox"/> New <input checked="" type="checkbox"/> Review or change to existing <input type="checkbox"/> Other. Please state: <a href="#">Click or tap here to enter text.</a>
<b>1.2 What would happen as a result of this policy? Select all that apply</b>
<input type="checkbox"/> Change to charging arrangements (including introduction, removal, increase or decrease) <input checked="" type="checkbox"/> Change to how a service is delivered (including addition, change or removal of practice/procedures/processes) <input type="checkbox"/> Change to options or entitlements <input type="checkbox"/> Change to priorities or criteria <input type="checkbox"/> Other. Please detail:
<b>1.3 How relevant is this policy to impact assessment?</b>
<input checked="" type="checkbox"/> The policy would have consequences for people (positive/neutral/negative) <input type="checkbox"/> The policy has potential to advance equality for people <input checked="" type="checkbox"/> The policy will affect children and young people up to the age of 18 <input type="checkbox"/> The policy has no impact on people
<b>1.4 What people would be affected?</b>
<input checked="" type="checkbox"/> East Renfrewshire Council employees <input type="checkbox"/> Organisations or individuals carrying out a service on behalf of the Council

- Voluntary sector groups/organisations
- People living in a specific area of East Renfrewshire. Please detail: [Click or tap here to enter text.](#)
- Everyone living in East Renfrewshire
- People working, studying or volunteering in East Renfrewshire
- Visitors to East Renfrewshire
- A group of people with a shared interest:
  - Experiencing socioeconomic disadvantage (this includes low/no wealth, low income, area deprivation or material deprivation)
  - Being in a particular age category
  - Being from a black or minority ethnic group e.g. Gypsy/Travellers
  - Speaking a language other than English
  - Women/girls
  - Identifying as Lesbian, Gay Bisexual or Transgender
  - Belonging to a particular religion or belief
  - Pregnant women or those on maternity/paternity leave
  - Having a long term limiting health condition or disability
  - Providing unpaid care for others
  - Another group e.g. those experiencing homelessness, offenders/ex-offenders. Please detail: [Click or tap here to enter text.](#)
- X Children and young people living in East Renfrewshire
- X Children and young people using East Renfrewshire Council services
- Children and young people visiting East Renfrewshire
- None of the above

Review your answers above.

- If the policy has no impact on people, an impact assessment is not required. **GO TO SECTION 9**
- If the policy will have an impact on people, you should complete the full assessment. **GO TO SECTION 2**

## 2. The Assessment: Your scoping

<b>2.1 How long will this policy be in place and when is it scheduled for review?</b>
Permanent change
<b>2.2 Are there known inequalities within the subject matter(s) of the policy?</b> For example: access to transport; organisational pay and composition; or bullying in schools.
No
<b>2.3 Are there known impacts on children and young people within the subject matter of the policy?</b> For example, changes to education services, employment support for parents, playparks.
Yes
<b>2.4 How have people who might be affected been consulted and involved in the development of the policy ?</b> Please provide dates and information
Consultation with school staff, central staff and stakeholders throughout November 2022 via an online consultation process led by ERC. HTs were consulted at HT meetings. Parents were invited to stakeholder focus groups on 14/11/22 and 28/11/22 in Barrhead High School. It was also an agenda item at a PC Chairs meeting 12/10/2022.
<b>2.5 Where children and young people will be affected, how have they been consulted and involved in the development of the policy?</b> Please provide dates and information
Pupils took part in consultation focus groups on 14/11 and 28/11/22 in Barrhead High School.

## 3. Impact on Equalities

In order to impact assess any new or existing policy it's important to consider the evidence about how it may affect people. Log information about the experiences and needs of people on the basis of different characteristics/circumstances, and whether the proposed policy could have a positive or adverse impact on that.

You may wish to refer to the following sources:

- Input from local Councillors

- Findings from engagement or involvement activities
- Information or feedback from groups of people, such as equality interest organisations and 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

**Is it possible to collect new evidence that you don't have but think will be relevant?** For example: speaking to colleagues; adapting engagement approaches; setting up meetings or focus groups; and consulting interest organisations.

Characteristics/circumstances	Experience and needs (include sources)	Impact category (positive/neutral/negative) and assessment of impact
Socioeconomic disadvantage	There is a gap between the attainment of the most and least disadvantaged children and young people. Children and young people experiencing poverty are supported directly and indirectly to participate and attain, by central officers working to reduce the poverty-related attainment gap. Permanent removal of central officers will dilute the quality of service provided and may impact on the professional learning offer available to schools.	Negative
Age		
Disability or long term health condition		
Ethnicity		
Gender (including gender reassignment)		
Marriage/Civil Partnership (only applicable to Council employment policy)		

Pregnancy / Maternity		
Religion / Belief		
Sexual orientation		
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.		

#### 4. Impact on socio-economic disadvantage

Socio-economic disadvantage means living on a low income compared to others in Scotland, with little or no accumulated wealth, leading to greater material deprivation, restricting the ability to access basic goods and services. Socio-economic disadvantage can be experienced in both places and communities of interest. East Renfrewshire communities where people are at greater risk of experiencing socioeconomic disadvantage and where resources must be targeted to meet needs are the localities of:

- Barrhead – Dunterlie, East Arthurlie and Dovecothall (ADD2)
- Auchenback
- Neilston
- Thornliebank

Consider the policy itself and the way it will be implemented. How may this result in different experiences for people in East Renfrewshire.

##### **4.1 In what way would the policy alleviate or entrench inequalities from socioeconomic disadvantage?**

*Guidance note*

*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 policy has the potential to further entrench inequality. As there is no capacity to absorb all duties into the remainder of the team, permanent removal of central officers is likely to reduce the ability for wider partnership working to support children and young people experiencing disadvantage. It is noted that the posts are currently vacant.

**4.2 What opportunities are there within this policy and the way it will be implemented to promote inclusion, participation, dignity and empowerment of people experiencing socioeconomic disadvantage?**

None

**4.3 What will be done differently to focus on addressing the multiple inequalities experienced by some people in Auchenback, Barrhead, Neilston and Thornliebank?**

As this is a budget saving proposal, there are no plans to introduce alternative support. Staff recruited through the Strategic Equity Fund (SEF) have a specific focus on reducing inequality and are funded until 2026.

## 5. Impact on Children's Rights

**This section must be completed if any potential impact on children and young people up to the age of 18 has been identified in sections 1-3.**

**If there are no impacts on children and young people GO TO SECTION 6**

<p><b>Which General Principles of UNCRC are relevant to this policy/measure?</b> Tick all that apply.</p>	<p><b>Which additional articles are relevant to this policy/measure?</b> List all that apply</p>	<p><b>Which particular groups of children and young people are affected by this policy/measure?</b> (e.g. young children, disabled children, children living in poverty, children in care, young people who offend).</p>
<p><b>Article 2</b> <b>Non-discrimination</b> 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).</p>	<input type="checkbox"/>	<p>All children are impacted by this policy. Although the policy has the potential to impact children and young people with ASN and those experiencing socioeconomic disadvantage more greatly than others, there is no discrimination in the policy itself. Rather, it is the permanent removal of existing capacity within the team to mitigate against disadvantage. The remaining team would need to prioritise and focus on key activities/services that school/centre staff would have</p>

			difficulty in undertaking.
<b>Article 3</b> <b>Best interests of the child</b> 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.	<input type="checkbox"/>		
<b>Article 6</b> <b>Life, survival and development</b> Every child has a right to life and to develop to their full potential.	<input type="checkbox"/>		
<b>Article 12</b> <b>Respect for the views of the child</b> 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.	<input type="checkbox"/>		

In relation to the articles identified above, please 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/measure might impact differently on different groups of children and young people affected).
<b>Article 2</b> <b>Non-discrimination</b>	Negative	Children experiencing poverty and children with additional support needs are likely to be more significantly impacted by the permanent removal of officers supporting quality in learning and



		teaching. Staff recruited through the Strategic Equity Fund (SEF) have a specific focus on reducing inequality and are funded until 2026.

## 6. Your results

Considering the evidence logged above, complete the following questions where possible.

<b>6.1 In what ways, if any, would this policy help to eliminate discrimination or undermine it?</b> Consider any potential adverse impact identified above.
N/A
<b>6.2 In what ways, if any, would this policy advance or undermine equality of opportunity?</b>
The policy will not advance equality of opportunity. The policy has the potential to undermine equality of opportunity for children experiencing poverty and children with additional support needs, for example if partnership opportunities are reduced.
<b>6.3 In what ways, if any, would this policy foster or undermine good relations between groups of people?</b> Consider aspects that may tackle prejudice or promote understanding between different groups.
N/A
<b>6.4 In what ways, if any, will this policy advance or undermine the rights of children and young people?</b>
Although the policy may affect some groups of young people more than others, the policy itself does not damage children's rights.
<b>6.5 In what ways, if any, will this policy protect and promote the wellbeing of children and young people?</b>
N/A
<b>6.6 How will you communicate information about this policy to people who have: hearing and/or sight loss; English as a second language; are digitally excluded; have literacy/numeracy barriers?</b>

Translation and interpretation will be available on request.

**6.7 Is this policy to be carried out wholly or partly by contractors?** If yes, how will you incorporate equality expectations into the contract?

No

## 7. Your Outcome

**7.1 Select the most appropriate**

- No major change
- Adjust the policy
- Continue 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?**

No

**7.3 What, in brief, does the evidence base underpinning the policy say about its potential impacts on inequalities of outcome?**

The policy has the potential to increase inequalities of outcome. The proposed saving is made in the context of the extent of savings required, the cumulative impact of savings already taken and the considered impact of the proposal on support for head teachers, school staff and the Education Department's reputation, and ultimately the influence on learners' experiences.

**7.4 What, in brief, does the evidence base underpinning the policy say about its potential impacts on the rights of children and young people?**

The policy does not directly damage children's rights.

**7.5 Consider all evidence and findings of your assessment and complete this short action plan for addressing any potential adverse impact on people, including children and young people, in the policy itself, and in the way it is communicated/ implemented.**

Identified adverse impact	Mitigating circumstances	Mitigating actions	Timeline	Responsible person
Children and young people experiencing poverty are supported directly and indirectly in a range of ways by central officers working to reduce the poverty-related attainment gap. Permanent removal of central officers is likely to have an impact on progress to reduce the poverty-related attainment gap.	Scottish Government has allocated Strategic Equity Funding (SEF) to central education departments to support interventions to reduce the poverty-related attainment gap, until 2026.  Posts currently vacant.	Work with central team and schools to ensure prioritisation of children and young people at risk of poorer outcomes. This will involve limiting other aspects of support for schools.	From January 2025	Janice Collins
Children and young people with additional support needs are likely to be more negatively impacted than others by the removal of officers supporting quality in learning and teaching.	As above	As above	From January 2025	Janice Collins

## 8. Approval

<b>Name of policy/proposal:</b>	<b>REDUCTION IN CENTRALLY BASED SUPPORT POSTS IN THE EDUCATION DEPARTMENT</b>
<b>Approval date:</b>	24 December 2024
<b>Approved by:</b>	Janice Collins
<b>Department:</b>	Education

9. No assessment required

Policy/Decision Title	
Department/ Service	
Responsible officer for taking decision	
Rationale for decision	
<b>Declaration:</b> I confirm that the decision <u>not</u> to carry out an Equality, Fairness and Rights Impact Assessment has been authorised by:  <b>Name and Job Title:</b> <b>Date Authorisation given:</b>	