

## 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>	Social Justice Framework and Strategy
<b>Completion date:</b>	18/4/23
<b>Completed by:</b>	Marilyn Brennan
<b>Lead officer:</b>	Siobhan McColgan
<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 x Programme or Plan <input type="checkbox"/> Project <input type="checkbox"/> Service or Function <input type="checkbox"/> Budget proposal <input type="checkbox"/> Another decision. Please state: <a href="#">Click or tap here to enter text.</a>
x New <input 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) x 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: <a href="#">Click or tap here to enter text.</a>
<b>1.3 How relevant is this policy to impact assessment?</b>
x The policy would have consequences for people (positive/neutral/negative) x The policy has potential to advance equality for people x 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>
x 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:
  - x Experiencing socioeconomic disadvantage (this includes low/no wealth, low income, area deprivation or material deprivation)
  - Being in a particular age category
  - x Being from a black or minority ethnic group e.g. Gypsy/Travellers
  - x Speaking a language other than English
  - x Women/girls
  - x Identifying as Lesbian, Gay Bisexual or Transgender
  - x Belonging to a particular religion or belief
  - Pregnant women or those on maternity/paternity leave
  - x Having a long term limiting health condition or disability
  - Providing unpaid care for others
  - x Another group e.g. those experiencing homelessness, offenders/ex-offenders. Please detail: [Care experienced children and young people](#)
- 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>
3 years, with 1-year action plan to be reviewed annually
<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.
Poverty; race inequality; gender inequality; disability; additional support needs; homophobia.
<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
Primary & secondary children & young people, teachers, senior school staff and parents were consulted prior to and during development of the plan.
<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
March 2022 pupils from Braidbar PS/Woodfarm HS and teaching staff members consulted in focus groups May 2022 Children and young people across primary and secondary schools consulted via questionnaires May 2022 Senior school staff consulted via Equalities Coordinators Network September 2022 Parents consulted via Parent Equalities Forum

### 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	As listed in framework page 5. Significant evidence of poorer education outcomes for this group.	Positive Strategy aims to reduce inequality of impact
Age	Inequality in education outcomes affects children and young people under 18. School education also has the potential to greatly reduce inequality of outcome.	Positive Strategy focuses on improving education for children and young people under 18
Disability or long term health condition	As listed in framework page 5. Significant evidence of poorer education outcomes for this group.	Positive Strategy aims to reduce inequality of impact
Ethnicity	As listed in framework page 5. Significant evidence of poorer education outcomes for this	Positive

	group.	
Gender (including gender reassignment)	As listed in framework page 5. Significant evidence of poorer education outcomes for this group.	Positive
Marriage/Civil Partnership (only applicable to Council employment policy)		
Pregnancy / Maternity		
Religion / Belief	As listed in framework page 5. Significant evidence of poorer education outcomes for this group.	Positive
Sexual orientation	As listed in framework page 5. Significant evidence of poorer education outcomes for this group.	Positive
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.

<p><b>4.1 In what way would the policy alleviate or entrench inequalities from socioeconomic disadvantage?</b></p> <p><i>Guidance note</i>  <i>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.</i></p>
<p>The Social Justice Strategy outlines how the education department will collectively focus its activities on reducing the impact of inequality. It is entirely aimed at alleviating inequalities entrenched by socioeconomic disadvantage, discrimination and racism.</p>
<p><b>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?</b></p>
<p>The policy 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 the aims and critical indicators of the strategy.</p>
<p><b>4.3 What will be done differently to focus on addressing the multiple inequalities experienced by some people in Auchenback, Barrhead, Neilston and Thornliebank?</b></p>
<p>The plan 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.</p>

## 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,</p>
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			children in care, young people who offend).
<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>	x	<p><b>Article 28</b> <b>Right to education</b> Children and young people have the right to education no matter who they are: regardless of race, gender or disability; if they're in detention, or if they're a refugee.</p>	<p>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>
<p><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.</p>	x		<p>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>
<p><b>Article 6</b> <b>Life, survival and development</b> Every child has a right to life and to develop to their full potential.</p>	x		<p>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>
<p><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</p>	x		<p>Children living with poverty Children experiencing multiple inequalities Children with additional support needs Bilingual children LGBT children, young people and parents</p>



directly or through a representative or appropriate body.		Children, young people and parents with disabilities BAME children and parents
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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).
Article 2	Positive	The policy 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 policy is likely to bring about improvements in the wellbeing and educational achievement of children, which is in their best interests.
Article 6	Positive	The policy 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 policy. 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.
Article 28	Positive	The policy is concerned with improving equity in education for children. All actions set out within the policy 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.

## 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? Consider any potential adverse impact identified above.</b>
The policy is likely to undermine discrimination through its focus on removing barriers to equal participation and increasing the inclusivity of education.
<b>6.2 In what ways, if any, would this policy advance or undermine equality of opportunity?</b>
The policy would advance equality of opportunity by improving equity of education outcomes, leading to more equal life chances.
<b>6.3 In what ways, if any, would this policy foster or undermine good relations between groups of people? Consider aspects that may tackle prejudice or promote understanding between different groups.</b>
The policy's clear focus on promoting inclusion of all individuals and groups is likely to foster good relations between groups.
<b>6.4 In what ways, if any, will this policy advance or undermine the rights of children and young people?</b>
<p><b>The policy would advance the rights of children and young people by:</b></p> <ul style="list-style-type: none"> <li>• Promoting inclusion of all children and young people</li> <li>• Promoting the physical and mental wellbeing of all children and young people</li> <li>• Reducing barriers to education resulting from socioeconomic disadvantage, discrimination and racism</li> <li>• Reducing inequality of education outcomes for key equity groups</li> <li>• Improving the overall quality of learning and teaching approaches</li> <li>• Increasing meaningful opportunities for diverse children and young's people's views and parents' views about education to be heard and listened to.</li> </ul>
<b>6.5 In what ways, if any, will this policy protect and promote the wellbeing of children and young people?</b>
A focus on improving children and young people's wellbeing is integral to a number of the aims set out within the policy.
<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/interpreting 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 is based on data and other evidence from our own self-evaluation as well as research on what is effective in improving outcomes for children and young people experiencing disadvantage. A range of supporting evidence can be found via Appendix 1 in the Strategy.

**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 is likely to have a positive impact on all children and young people's ability to enjoy their rights equally.

**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
None				

## 8. Approval

<b>Name of policy/proposal:</b>	Social Justice Framework and Strategy
<b>Approval date:</b>	18/4/23
<b>Approved by:</b>	Siobhan McColgan
<b>Department:</b>	Education Department

## 9. No assessment required

Policy/Decision Title	
Department/ Service	
Responsible officer for taking decision	

Rationale for decision	Please record why an assessment is not required and what your justification is for making that decision. This must include confirmation that the policy/programme concerned does not constitute a strategic decision and/or has no relevance re protected characteristics, human rights or socio-economic inequalities.
<p><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:</p> <p><b>Name and Job Title:</b></p> <p><b>Date Authorisation given:</b></p>	