

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.

Name of policy*:	IMS Extended School Day Changes
Completion date:	4/2/22 – Updated 3/4/2023, Updated 24 October 2024
Completed by:	Marilyn Brennan/Siobhan McColgan
Lead officer:	Siobhan McColgan
Department:	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

1.1 What is the nature of this policy?
<input type="checkbox"/> Policy or Strategy <input type="checkbox"/> Programme or Plan <input type="checkbox"/> Project <input type="checkbox"/> Service or Function <input type="checkbox"/> xBudget proposal <input type="checkbox"/> Another decision. Please state: Click or tap here to enter text.
<input type="checkbox"/> New <input type="checkbox"/> Review or change to existing <input type="checkbox"/> Other. Please state: Click or tap here to enter text.
1.2 What would happen as a result of this policy? Select all that apply
<input type="checkbox"/> Change to charging arrangements (including introduction, removal, increase or decrease) <input type="checkbox"/> xChange 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: Click or tap here to enter text.
1.3 How relevant is this policy to impact assessment?
x The policy would have consequences for people (positive/neutral/negative) <input type="checkbox"/> 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
1.4 What people would be affected?
<input type="checkbox"/> East Renfrewshire Council employees x 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.](#)
- Children and young people living in East Renfrewshire
- 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

2.1 How long will this policy be in place and when is it scheduled for review?
Permanent end to OSC provided by the school. Results of survey highlight parents across ERC wish a specialist ASN OSC provision based in one of our specialist provisions that runs to 6pm in line with other OSCs. ERC will engage with private/3 rd sector providers to support parents to try and develop a specialist OSC provision.
2.2 Are there known inequalities within the subject matter(s) of the policy? For example: access to transport; organisational pay and composition; or bullying in schools.
No – should a specialist provision be established, children will be transported to it. Parents will be responsible for taking children home at the end of the OSC. If no alternative provision is sourced, transport will be accessed as usual.
2.3 Are there known impacts on children and young people within the subject matter of the policy? For example, changes to education services, employment support for parents, playparks.
Yes – if an alternative provision is sourced it will increase access to OSC provision for children with complex additional support needs. If no alternative is sourced, a small number of children and young people will no longer have access to OSC.
2.4 How have people who might be affected been consulted and involved in the development of the policy ? Please provide dates and information
HT IMS consulted with parents 2021 Public consultation 23 January 2023 to the 17 February 2023, which was open to parents/carers, child friendly ASN adapted survey carried out with children and young people attending IMS and CCC.
2.5 Where children and young people will be affected, how have they been consulted and involved in the development of the policy? Please provide dates and information
Survey was adapted using pictures and technology to make it accessible for children and young people with additional support needs. Staff in CCC and IMS meet with pupils and supported them to complete the survey. Their responses are included in the consultation report.

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	Families need accessible childcare to attend work; lower paid jobs typically offer less flexibility; there is correlation between ASN and social deprivation.	Negative - Families may experience further socioeconomic disadvantage without access to childcare on site. Cost of childcare for children with complex needs is significantly more expensive. Positive – hours offered may potentially be longer if a private provider is introduced and capacity will increase. Parents of children attending CCC and WCSS will be able to access.

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?
<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>
Currently parents of children in CCC and WCSS do not have access to childcare. If successful in sourcing a specialist ASN childcare provision, this will increase OSC provision enabling parents to access work. The cost of this will be significantly more than a mainstream provision due to higher ratios of adults required.
IMS pupils reside in all areas of ERC, some of the pupils will live in areas of social disadvantage. The cost of OSC may be prohibitive to some families.
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?
N/A
4.3 What will be done differently to focus on addressing the multiple inequalities experienced by some people in Auchenback, Barrhead, Neilston and Thornliebank?
N/A

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

Which General Principles of UNCRC are relevant to this policy/measure? Tick all that apply.	Which additional articles are relevant to this policy/measure? List all that apply	Which particular groups of children and young people are affected by this policy/measure? (e.g. young children, disabled children, children living in poverty,
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			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).	<input type="checkbox"/>		
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.	<input type="checkbox"/>		
Article 6 Life, survival and development Every child has a right to life and to develop to their full potential.	<input type="checkbox"/>		
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. Children should be provided with the opportunity to be heard, either directly or through a representative or appropriate body.	<input checked="" 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).

6. Your results

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

6.1 In what ways, if any, would this policy help to eliminate discrimination or undermine it? Consider any potential adverse impact identified above.
N/A – not all schools in ERC are supported by an OSC provision. There is no legislative requirement to provide OSC.
6.2 In what ways, if any, would this policy advance or undermine equality of opportunity?
There is a potential for some children to have fewer opportunities as a result of the provision being removed. Should a this service be provided by a 3 rd sector partner or private provider, it will enable a service to be provided which meets needs in terms of numbers who can attend and hours of operation.
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.
Parents/Carers at IMS have accessed a service delivered by the school at reduced cost for a number of years. The ending of this service and move engage with private providers will not be welcomed by most parents and as a result will have the potential to damage relationships.
6.4 In what ways, if any, will this policy advance or undermine the rights of children and young people?
N/A
6.5 In what ways, if any, will this policy protect and promote the wellbeing of children and young people?
N/A
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?
Via skilled school staff
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?
There is potential to engage with private providers to provide this service, if this is not possible the service will end.

7. Your Outcome

7.1 Select the most appropriate
<input checked="" type="checkbox"/> No major change <input type="checkbox"/> Adjust the policy <input type="checkbox"/> Continue the policy <input type="checkbox"/> Stop the policy
7.2 Are there any significant and relevant information gaps that have not been filled during the development of this policy?
If there is a 3 rd sector or private provider able to provide service and what the actual cost of this will be- should the service continue.
7.3 What, in brief, does the evidence base underpinning the policy say about its potential impacts on inequalities of outcome?
This policy has the potential to have a negative impact on equality, however it also has the potential to have a positive impact if an appropriate alternative is identified.
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?
It does not have an impact on 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
Negative impact on families living with deprivation	It may be possible to establish a more suitable provision which increases access to suitable childcare for all families including those living with deprivation	ERC to engage with 3 rd sector and private providers to explore possibility of establishing an ASN OSC Should another provider be able to provide this that cost is likely to be more expensive, families with children with complex additional support needs have access to disability living allowance and increased childcare tax relief.	May – August 2023	S McColgan
Potential negative impact on access to appropriate provision for children with ASN	As above Parents and carers of children with complex additional support needs have access to SDS funding which could be used to support a PA	As above	SMcColgan	

8. Approval

Name of policy/proposal:	IMS Extended School Day Changes
Approval date:	3/4/2023

Approved by:	Siobhan McColgan
Department:	Education

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>Declaration: I confirm that 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>	

