

Equalities, Fairness and Rights Impact Assessment (EFRIA) - full impact assessment (Template B)

Please ensure you have completed the [screening form](#) before completing this full impact assessment template.

Please read the [guidance document](#) before you begin. You should refer to this and the supporting materials while completing this form.

General information

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, strategy, practice, service or function 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, strategy, practice, service or function does not discriminate unlawfully
- consider how the policy, strategy, practice, service or function might better advance equality of opportunity
- consider whether the policy, strategy, practice, service or function 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, strategy, practice, service or function 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](#).

Before you start

Remember that impact assessments should be proportionate to the situation, considering for example:

- the size of the service or scope of the policy, strategy, practice, service or function
- the resources involved
- the numbers of people and stakeholders affected
- the scope of the likely impact
- the vulnerability of the people affected.

The greater the potential adverse impact of the proposed policy, strategy, practice, service or function on a protected group and/or the more vulnerable the group in the context being considered (e.g Disabled people), the more thorough an impact assessment should be.

Therefore, an assessment that identifies any potential **high impacts** (**positive or negative**) requires a more detailed and thorough evidence base (including consultation) and comprehensive assessment. **Low** (**positive or negative**) or neutral impacts still require an assessment but are not expected to be as in-depth.

Key:

Positive high	Long lasting or extensive positive impact
Positive low	Short term or limited positive impact
Neutral	No or neutral impact i.e. this group will not experience either a more negative or positive of an impact than anyone else
Negative low	Short term or limited negative impact
Negative high	Long lasting or severe negative impact

Contents

Please only complete the sections relevant to the groups identified in your screening as likely to be impacted by your policy, strategy, practice, service or function. The full assessment covers the sections listed below.

1	General information
---	----------------------------

	Give details of how different groups have been consulted about the policy, strategy, practice, service or function.
2	<p><u>Impact on individuals or groups with protected characteristics</u></p> <p>How will the policy, strategy, practice, service or function 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?</p>
3	<p><u>Impact on socio-economic disadvantage</u></p> <p>How will the policy, strategy, practice, service or function impact individuals or groups disadvantaged by poverty, low income, homelessness or lack of or low-level educational qualifications?</p>
4	<p><u>Impact on Children and Young People</u></p> <p>How will the policy, strategy, practice, service or function impact on the rights and needs of children and young people?</p>
5	<p><u>Overall assessment, actions, implementation and monitoring</u></p> <p>What is your decision based on the assessment and are there any mitigations or actions that need to be addressed?</p>
8	<p><u>Approval</u></p> <p>Details of when and who approved the policy, strategy, practice, service or function.</p>

1. General Information

Name of policy, strategy, practice, service or function:	Equality Outcomes 2025-2029
Description of policy, strategy, practice, service or function and why it is required:	<p>Equality outcomes should help us to meet our equality duties to:</p> <ul style="list-style-type: none"> • Eliminate unlawful discrimination, harassment and victimisation • Advance equality of opportunity between people who share a relevant protected characteristic and those who do not • Foster good relations between people who share a protected characteristic and those who do not.

	The Equality and Human Rights Commission (EHRC) provide guidance on outcome setting, and this has supported us to identify and develop our outcomes. Critical to this is understanding the experiences of people from different protected characteristic groups
Date EFIRA completed:	April 2025
Completed by:	Claire Coburn
Lead officer for policy, strategy, practice, service or function:	Julie Breslin
Department:	BOP

2. Engagement and Consultation

This section will assess how the policy, strategy, practice, service or function has been informed by the experiences of groups impacted by your work and how you have consulted them. See [page 9 of the guidance document](#).

2.1 How have individuals (incl. children & young people) who might be affected by the policy, strategy, practice, service or function 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.

The new outcomes have been guided and developed by an engagement and evidence gathering process between September 2024 and January 2025. This included:

- **Desk Based Research:** We reviewed existing research findings including Citizens Panel surveys, NHSGGC Health and Wellbeing survey, Nomis, Stat-Xplore, Census Data 2022 and others.
- **Community Event:** We hosted an event which looked at the desk-based research findings and whether they provided a good reflection of life in East Renfrewshire based on their own experiences. Community representatives, including members of the Equality Forum, attended this event
- **Focus groups:** We attended several existing community groups to better understand the issues which were important to them. This included groups representing minority ethnic, older people, different faiths, youths, neurodiversity and LGBTQ+
- **Survey:** Between November 2024 and January 2025, we ran a public online consultation to identify what was most important for local people in terms of equalities. The survey was hosted online, with paper copies available, and was promoted via social media, digital notice boards, flyers and posters. We received 146 responses.

We presented the findings from these sources at two workshops - one with officers from the Council and HSCP and the other our Elected Members, IJB and Corporate Management Team. Together we shaped the following outcomes that will help us deliver our equality duties

3. Impact on individuals or groups with protected characteristics

Guidance ([page 9 of guidance document](#))

This section will assess if the policy, strategy, practice, service or function 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 ([page 10 of guidance](#)):

- 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
- Input from local Councillors

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.

3.1 Which of the protected characteristic groups is your policy, strategy, practice, service or function is likely to have an impact on? Please mark all that apply.		What is the level of impact on this group? Please mark. (see key for guidance)				
		Positive		Neutral	Negative	
		High	Low		High	Low
Age	X	X				
Disability or long term health condition	X	X				
Race	X	X				
Sex	X	X				
Gender reassignment	X		X			
Marriage/civil partnership (<i>only applicable to Council employment policy, strategy, practice, service or function</i>)						
Pregnancy/maternity						
Religion/belief	X	X				
Sexual orientation	X	X				
Providing unpaid care						
Other relevant groups e.g care leavers, people with literacy/numeracy barriers, people involved in the criminal justice system						

None of the above (*leave this section blank and move onto the next*)

3.2. Please use the table below to consider how the policy, strategy, practice, service or function may impact on the groups selected in 3.1 through reviewing the evidence, experience and needs of this group.

Protected characteristic group	Please explain why you have selected this level of impact Explain the impacts (actual and potential) identified from evidence (e.g service information, demographic data, research) and feedback from consultation/engagement
Age	<p>In Scotland there are now over one million people aged 65 and over (1,091,000) that's an estimation of 20.06% of the total population. This is over a quarter of a million higher than the number of people aged under 15 (832,300). East Renfrewshire follows the same trend with 21.6% of its population are aged 65 and above an estimation of 20,923 residents (2022 Census)</p> <p>Through the research and engagement (noted in 2.1), older people highlighted that their access to services can be restricted by a lack of digital skills and/or having no available device as more services move online.</p> <p>Through the engagement (noted in 2.1), young people mentioned feeling like there were a lack of employment opportunities locally.</p> <p>The Equality Outcomes 2025-2029 will have a high positive impact on age across multiple outcomes and through actions such as enhancing inclusive and accessible communications including digital inclusion, improving awareness around the diversity and needs of our aging population. The Outcomes also aim to address employment concerns by directing and targeting employment support to young people</p>
Disabled and long term health conditions	<p>The 2022 Census, tells us that approximately 24% of Scotland's population reported that their day-to-day activities were limited to some extent either "a little" or "a lot" by a long-term health problem or disability. In East Renfrewshire, this proportion was slightly lower, with 18% of the population experiencing such limitations.</p> <p>Disabled people are less likely to be employed than people without a disability; 47.1% compared with 85.9%. Through the engagement (noted in 2.1) people told us that they felt there was a lack of good quality employment opportunities locally for Disabled people, particularly those with a learning disability.</p>

	<p>87% of disabled people feel it is important to them to influence decisions affecting their local area, but only 47% feel they could (Citizen's Panel 2024).</p> <p>The Equality Outcomes 2025-2029 will have a high positive impact on disability and long-term health conditions across multiple outcomes and through actions such as taking a more pro-active and consistent approach to engagement aligned to decision-making and removing barriers to employment through inclusive recruitment policies and specialist employability programmes.</p>
Sex	<p>According to the 2022 Census, Scotland is 52% Female and 48% Male. This is mirrored in East Renfrewshire which is 52% (50,353) Female and 48% (46,464) Male.</p> <p>Domestic abuse is a growing concern in East Renfrewshire. It is the main reason for referrals to Children and Families Social Work, making up a third of all referrals; and there is an increasing number of domestic abuse referrals to Adult Support and Protection Social Work. More than four out of five domestic abuse incidents reported to the police involved a female victim, and 99% of high-risk victims were female.</p> <p>The Equality Outcomes 2025-2029 will have a high positive impact on sex across multiple outcomes, but particularly through the outcome that aims to ensure domestic abuse survivors are protected from further harm and abuse. Other actions that will have a positive impact on this protected characteristic group include increasing access to career pathways and promoting community safety in the wider community.</p>
Race	<p>In 2022, the majority of East Renfrewshire's population identified their ethnicity within the White category, with 78.2% describing themselves as "Scottish" and 5.7% as "Other British." Together, these groups accounted for 83.9% of the population, down from 91.1% in 2011. The remaining 16.1% of the population now belongs to minority ethnic groups, a significant increase from 8.9% in 2011. This growth highlights East Renfrewshire's increasing diversity, positioning it as the area with the fifth-highest proportion of residents from minority ethnic backgrounds in Scotland (2022 Census).</p> <p>Our research and engagement (noted in 2.1) highlighted some issues around employment. Some minority ethnic respondents felt they faced barriers to finding employment locally, particularly permanent contracts. It was also noted that the East Renfrewshire Council workforce diversity does not reflect the local population; with less than 6% employees from minority ethnic backgrounds.</p> <p>The engagement also raised issues around community cohesion between different groups, representation of minority groups in decision-making bodies and the need for increased cultural awareness amongst those frontline staff working with different groups.</p>

	<p>The Equality Outcomes 2025-2029 will have a high positive impact on race across multiple outcomes and through actions such as increasing knowledge and awareness of diversity issues to employees, managers and communities, inclusive recruitment and retention policies for minority ethnic groups and removing barriers that prevent people from this group having their voice heard in community networks and forums.</p>
Gender reassignment	<p>Regarding Trans-status or history, a new question introduced in the 2022 Census, 0.45% of the over-16 population in East Renfrewshire, 346 individuals identified as Trans or reported having a history of being a Trans-person. However, 5,487 individuals, or 7.1%, did not answer this question. This data provides new insights into the gender identity and sexual orientation landscape within the region, highlighting both the prevalence and the areas where respondents were less forthcoming (2022 Census)</p> <p>The Equality Outcomes 2025-2029 do not have a specific action relating to gender reassignment. However, the actions to increase staff awareness, promote community cohesion and work to make people feel safe and included will all have a positive impact on gender reassignment.</p>
Religion and belief	<p>East Renfrewshire is home to 13 faith groups, with the largest group now being those who identify with no religion, reflecting a broader trend across Scotland. This group saw a 53% increase, adding 12,770 individuals. The Muslim population also grew significantly by 76%, making up 5.5% of the local population, the second-highest proportion in Scotland.</p> <p>The Hindu population saw the second-largest growth rate, increasing by 24.2%, particularly among younger age groups. East Renfrewshire has the highest proportion of people following Judaism in Scotland at 1.6%, and is home to 25.8% of the country's Jewish population. But the Jewish population has declined by 37%, nearly 900 people, with the most significant drop among those aged 16 to 24. The Church of Scotland also experienced a 33% decrease in followers, mirroring a nationwide trend, though it remains the largest religious group in the area. Meanwhile, the Roman Catholic population has remained relatively stable, with only a 1% decrease overall, but an increase in followers aged 50 and above (Scotland Census)</p> <p>The engagement (noted in 2.1) highlighted some issues around different faith groups feeling connected and safe within the wider community and lack of religious facilities.</p> <p>The Equality Outcomes 2025-2029 will have a high positive impact on religion across multiple outcomes and through actions such as enhancing interfaith dialogue, positive promotion of community safety, and improving awareness of frontline employees of different cultures and religions.</p>

Sexual orientation	<p>The Census revealed that 68,808 people in East Renfrewshire identified as straight or heterosexual, representing 88.8% of the population aged 16 and over. A further 7,175 individuals, or 9.3%, did not respond to this question. The Census also identified 1,474 people as LGBTQ+, making up 1.9% of the population aged 16 and over, which is the second-lowest percentage among all local authorities in Scotland (Scotland Census 2022)</p> <p>The Equality Outcomes 2025-2029 will have a high positive impact on religion across multiple outcomes and through actions such as encouraging diverse representation across communities and forums, increasing knowledge of equality, diversity and inclusion issues amongst managers, and improving community awareness of the diversity of our population.</p>
---------------------------	--

3.3 (a) Which part(s) of the public sector equalities duty will the policy, strategy, practice, service or function have an impact on? Please mark all that apply.	
Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act 2010 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	X
Advance equality of opportunity between people from different groups 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.	X
Foster good relations between people from different groups 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 provides training on LGBTQI+ experiences to a local faith group	X

b) If you have ticked any of the above, please provide a brief explanation why.
By their nature, the Equality Outcomes are designed to address the three main principles of the Public Sector Equality Duty. Each outcome highlights which principle it relates to. Below is a summary of these:

Eliminate unlawful discrimination

- There is equitable access to information and meaningful participation for all: removing access barriers which could discriminate
- People are supported to age well with dignity: ensuring services are open to all and do not discriminate
- Domestic abuse survivors are protected from further harm: ensuring survivors do not experience further harassment and victimisation
- Our workforce, at all levels, better reflects the diversity of the local population, and our employees are culturally aware and competent: ensuring recruitment policies do not discriminate
- There is strong community cohesion among our diverse communities and people feel safe and included: ensuring different communities do not experience harassment or victimisation
- Individuals facing barriers have access to meaningful employment: ensuring recruitment practices do not discriminate against particular groups

Advance equality of opportunity

- There is equitable access to information and meaningful participation for all: removing barriers and ensuring all groups have equal access to information and can participate
- People are supported to age well with dignity: ensuring intersectionality is recognised and our employees support all older people equally
- Our workforce, at all levels, better reflects the diversity of the local population, and our employees are culturally aware and competent: supporting employment and promotion opportunities for all groups
- Individuals facing barriers have access to meaningful employment: supporting Disabled people and younger people into good quality employment

Foster good relations

- People are supported to age well with dignity: ensuring older people from different backgrounds are supported through local networks
- There is strong community cohesion among our diverse communities and people feel safe and included: encouraging diverse representation from different communities and celebrating our diversity

4. Impact on socioeconomic disadvantage

Guidance ([page 10 of guidance document](#))

This section will assess how the policy, strategy, practice, service or function 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
- Auchenback
- Neilston
- Thornliebank

Consider the policy, strategy, practice, service or function itself and the way it will be implemented. How will this deliver different experiences for individuals in East Renfrewshire?

4.1 Which groups is your policy, strategy, practice, service or function likely to have an impact on? Please mark all that apply.		What is the level of impact on this group? Please mark. (see key for guidance)				
		Positive		Neutral	Negative	
		High	Low		High	Low
People in locality planning areas (<i>Barrhead- Dunterlie, East Arthurlie and Dovecothall, Auchenback, Neilston and Thornliebank</i>)						
More vulnerable types of households (<i>lone parents, large families, pensioner households</i>) or vulnerable groups (<i>offenders and ex offenders; care experiencing children, young people or adults; carers</i>)	X	X				
Anyone experiencing any of the following issues (<i>unskilled or unemployed of working age; serious and enduring mental health problems; homelessness; drug and/or alcohol problems</i>)	X	X				
None of the above (<i>leave this section blank and move onto the next</i>)						

4.2. Please use the table below to consider how the policy, strategy, practice, service or function may impact on the groups selected in 4.1 through reviewing the evidence, experience and needs of this group.	
Identified group	<p>Please explain why you have selected this level of impact</p> <p>Explain the impacts (actual and potential) identified from evidence (e.g service information, demographic data, research) and feedback from consultation/engagement</p>
Unemployed working age	<p>In June 2024, the claimant count in East Renfrewshire rose to 1,050, marking an increase of 70 claimants from May 2024. Compared to June 2023, when the claimant count was 1,045, the numbers have remained almost unchanged. As of February 2024, one quarter of claimants are 16-21 years old. (Nomis- Labour Market Profile)</p> <p>As of February 2024, the number of households receiving Universal Credit in East Renfrewshire has increased to 4,215, covering 4,805 individuals. This represents a steady rise from February 2023, when 3,681 households, comprising 4,187 individuals, were receiving support (Universal Credit Statistics, Department for Work and Pensions)</p> <p>The Equality Outcomes for 2025-2029 will have a high positive impact on unemployed people of working age, particularly disabled people, minority ethnic groups and young people through actions that are aimed at addressing barriers people face to access good quality employment including the organisations recruitment and retention practices.</p>
More vulnerable types of households	<p>Domestic abuse is a growing concern in East Renfrewshire. It is the main reason for referrals to Children and Families Social Work, making up a third of all referrals; and there is an increasing number of domestic abuse referrals to Adult Support and Protection Social Work. More than four out of five domestic abuse incidents reported to the police involved a female victim, and 99% of high-risk victims were female.</p> <p>The Equality Outcomes for 2025-2029 will have a high positive socio-economic impact on survivors of domestic abuse through the targeting of money advice and rights support for this group.</p>

5. Impact on Children and Young People

Guidance ([page 11 of guidance document](#))

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

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 Which General Principles of UNCRC are relevant to this policy, strategy, practice, service or function? Please mark all that apply.		What is the level of impact on this group? Please mark. (see key for guidance)				
		Positive		Neutral	Negative	
		High	Low		High	Low
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).	X	X				
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	X	X				

institutions, services and facilities responsible for their care and protection conform with established standards.						
Article 6: Life, survival and development Every child has a right to life and to develop to their full potential.	X	X				
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.	X	X				
Are there any additional articles relevant to this policy, strategy, practice, service or function? Please list all that apply.						
None of the above (<i>leave this section blank and move onto the next</i>)						

5.2 Are any particular groups of children or young people affected by this policy, strategy, practice, service or function? E.g children with disabilities, young carers or young people with protected characteristics

This plan will impact positively on children with disabilities and additional support needs

5.3. Please use the table below to consider how the policy, strategy, practice, service or function may impact on the articles selected in 5.1 through reviewing the evidence, experience and needs of children and young people.

Relevant identified article of UNCRC	Please explain why you have selected this level of impact
--------------------------------------	---

	Explain the impacts (actual and potential) identified from evidence (e.g service information, demographic data, research) and feedback from consultation/engagement
Article 2: Non-discrimination	<p>In July 2023, East Renfrewshire was home to 90 looked after children, constituting approximately 0.50% of the population aged 0-17 in the region. This figure stands remarkably below to the Scottish average of 1.21% for the same age group.</p> <p>Over half of East Renfrewshire's looked-after children were boys (57%), while 43% were female. Among these children, 11% were under the age of 5.</p> <p>Additionally, 29% of all looked-after children in East Renfrewshire were reported to have a known disability. East Renfrewshire has the smallest population of looked after children among mainland Scotland, ranking as the fourth lowest local authority in comparison to both Scotland and England.</p> <p>Despite experiencing a peak of 117 looked-after children in 2020, the figure swiftly receded to 90 by 2023, marking a significant decrease. This downward trend is reflected in the rate per 1,000 population aged 0-17, which decreased from 4.3 in 2022 to 4.2 in 2023. East Renfrewshire rate falls below the Scottish average rate of 12.3 (Scottish Government)</p> <p>The Equality Outcomes for 2025-2029 will have a high positive impact on Article 2 Non-Discrimination, across several of the outcomes and through actions such as delivering specialist employability programmes to young people, improving access to participation and decision-making through a Children's Rights based approach and tackling early intervention and prevention of domestic abuse through schools.</p>
Article 3 : Best interests of the child	<p>As of Census day East Renfrewshire was home to 26,421 children and young people aged 0-21, comprising 27.3% of the total population (2022 Census)</p> <p>In 2023, 20.6% of primary school pupils, amounting to 1,922 children, required additional support. The primary reasons for this support were social, emotional, and behavioural difficulties (19.77%), followed by English as an additional language (18.57%), and Autism Spectrum Disorder (17.77%)</p> <p>In secondary schools, 29.8% of pupils, or 2,472 students, required additional support. The predominant reason for support in this group was Dyslexia, affecting 36.6% of these pupils. The support provided to secondary school pupils</p>

	<p>with additional needs was mainly delivered by classroom teachers, with 1,491 instances recorded. This was followed by additional specialist teaching support, with 977 instances, and additional specialist non-teaching support, with 821 instances (Scottish Government Pupil Census)</p> <p>In East Renfrewshire, 25.2% of pupils, totalling 4,485 children come from ethnic minority backgrounds, a figure that has nearly doubled over the past 11 years. Among these pupils, 1,776 speak a primary home language other than English, Gaelic, Scots, Doric, or Sign Language. In fact, 63 different languages are spoken in East Renfrewshire schools, with the top five being Urdu, Cantonese, Punjabi, Arabic, and Mandarin (Scottish Government Pupil Census)</p> <p>The Equality Outcomes for 2025-2029 will have a high positive impact on Article 3 Best Interests of the Child, across several of the outcomes and through actions that target community safety and promote meaningful participation.</p>
<p>Article 6: Life, survival and development</p>	<p>Achievement of expected levels varies significantly by deprivation in East Renfrewshire. There is a stark contrast between the achievements of students residing in the most deprived areas (bottom 20% as per SIMD 2020) and those living in the least deprived areas. For instance, the gap in expected achievement levels for students in East Renfrewshire is 19.8% in reading and 18.6% in writing. The disparity in listening and talking is somewhat smaller at 15.3%. In literacy, the gap widens to 18%. However, the most significant disparity is seen in numeracy, where pupils from the most deprived areas have an expected achievement level of only 57.8%, which is below the Scottish average of 63% and a substantial 32.6% lower than that of pupils residing in the least deprived areas in East Renfrewshire (Achievement of Curriculum for Excellence Levels)</p> <p>The participation of Disabled young people has shown variability over the years, reflecting changes whenever data is available. In 2023, the participation rate for Disabled young people was 87.7%, which is slightly below the Scottish average of 89.9% and below the rate of participation of non-disabled young people in East Renfrewshire (Annual Participation Measure, Skills Development Scotland)</p> <p>The Equality Outcomes for 2025-2029 will have a high positive impact on Article 3 Life, survival and development through several of the outcomes and actions that are targeted at supporting young people to achieve positive post school destinations, access good quality employment opportunities and protecting domestic abuse survivors and their families from further abuse.</p>

Article 12: Respect for the views of the child	<p>As of Census day East Renfrewshire was home to 26,421 children and young people aged 0-21, comprising 27.3% of the total population (Scottish Government).</p> <p>In 2023, 20.6% of primary school pupils, amounting to 1,922 children, required additional support. The primary reasons for this support were social, emotional, and 1 Source: National Records of Scotland East Renfrewshire Population time series, and Scottish Government Pupils Census, supplementary statistics, 2023 behavioural difficulties (19.77%), followed by English as an additional language (18.57%), and Autism Spectrum Disorder (17.77%). In secondary schools, 29.8% of pupils, or 2,472 students, required additional support. The predominant reason for support in this group was Dyslexia, affecting 36.6% of these pupils. The support provided to secondary school pupils with additional needs was mainly delivered by classroom teachers, with 1,491 instances recorded [5]. This was followed by additional specialist teaching support, with 977 instances, and additional specialist non-teaching support, with 821 instances (Pupil census Supplementary Statistics).</p> <p>In East Renfrewshire, 25.2% of pupils, totalling 4,485 children come from ethnic minority backgrounds, a figure that has nearly doubled over the past 11 years. Among these pupils, 1,776 speak a primary home language other than English, Gaelic, Scots, Doric, or Sign Language. In fact, 63 different languages are spoken in East Renfrewshire schools, with the top five being Urdu, Cantonese, Punjabi, Arabic, and Mandarin (Pupil census Supplementary Statistics).</p> <p>The Equality Outcomes for 2025-2029 will have a high positive impact on Article 12 Respecting the Views of the Child across the various outcomes and through actions that use a rights-based approach to engagement with young people in decision making processes and across various community forums.</p>
---	---

6. Assessment

You have completed sections 1-5 above and assessed the impact of the policy, strategy, practice, service or function 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. See [page 12 of the guidance](#).

6.1 Assessment of impacts on protected characteristics

In this section please:

- total the number of positive (high/low) and negative (high/low) impacts identified in [3.2](#)
- briefly summarise how this policy, strategy, practice, service or function will impact protected characteristic groups and the public sector equality duties (both positively and negatively) identified in [3.1/3.2/3.3](#)

There are 6 high positive and 1 low positive impact in our Equality Outcomes for 2025-2029 for protected characteristic groups. These outcomes will specifically have high impacts on age, disability or long-term health conditions, race, sex, religion or belief and sexual orientation. The outcomes will have a low positive impact on gender reassignment. The outcomes and their actions have been designed to eliminate discrimination, advance equality of opportunity and foster good relations across the protected characteristic groups.

6.2 Assessment of impacts on socio-economic disadvantage

In this section please:

- total the number of positive (high/low) and negative (high/low) impacts (identified in [4.2](#))
- briefly summarise the impact this activity/proposal/policy, strategy, practice, service or function will have and how it will alleviate or increase socio-economic disadvantage

There are 2 high positive impacts in our Equality Outcomes for 2025-2029 on socioeconomic disadvantage, particularly for survivors of domestic abuse and disabled, minority ethnic or young people experiencing barriers to employment or progression through the Council into leadership and managerial roles.

6.3 Assessment of impacts on children and young people

In this section please:

- total the number of positive (high/low) and negative (high/low) impacts (identified in [5.3](#))
- briefly summarise the impact this activity/proposal/policy, strategy, practice, service or function will have

There are 4 high positive impacts on children and young people covering Articles 2, 3, 6 and 12. The outcomes will have a positive impact for children and young people through improving access to information, targeting community safety, improving access to employment and implementing a rights-based approach to drive meaningful participation.

6.4 Overall assessment. Having assessed the impact of the policy, strategy, practice, service or function sections 3, 4 and 5, which option best describes your next steps? Please select the most appropriate outcome.

☒ Continue the policy, strategy, practice, service or function as is

☐ Adjust the policy, strategy, practice, service or function

☐ Stop the policy, strategy, practice, service or function

7. Implementation, actions and monitoring

7.1 How will you communicate information about this policy, strategy, practice, service or function 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, strategy, practice, service or function 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](#).

The Equality Outcomes have been presented in an illustrated version. The document will be presented in an Easy Read version and will be translated into BSL. Translated versions will be available on request.

7.2 Action plan

Based on the information gathered in section 3.1, 4.1 and 5.1 please outline a detailed action plan to:

a) address identified gaps in evidence or

b) to mitigate negative impacts		
Action	Responsible officer(s)	Timescale

7.3 Monitoring	
When is the policy, strategy, practice, service or function intended to come into effect?	April 2025
When will the policy, strategy, practice, service or function be reviewed?	Equality outcomes will be reviewed again in 2029 with progress being reported in 2027
If any committees/partnerships/working groups have oversight of this policy, strategy, practice, service or function please state here	The Equality Officer Working Group will monitor ongoing progress of the outcomes through their regular meeting cycle. Any delays, issues or changes identified will require a review of the EFRIA and consideration of any mitigating action required. A progress report will be published in 2027 and again in 2029.

8. Approval

Name of policy, strategy, practice, service or function:	EFRIA - Equality Outcomes 2025-2029
Date approved:	4 April 2025
Approved by:	L.Pringle, Director of Business Operations & Partnerships

(Senior Manager)	
Department:	Business Operations & Partnerships