



Equality Impact Assessment

The purpose of an Equality Impact Assessment (EqIA) is to improve the work of Orkney Islands Council by making sure it promotes equality and does not discriminate. This assessment records the likely impact of any changes to a function, policy or plan by anticipating the consequences, and making sure that any negative impacts are eliminated or minimised and positive impacts are maximised.

1. Identification of Function, Policy or Plan	
Name of function / policy / plan to be assessed.	Anti-Bullying Policy for our Children and Young People.
Service / service area responsible.	Education, Leisure and Housing.
Name of person carrying out the assessment and contact details.	Morag Miller, Service Improvement Officer, Education, Leisure and Housing. Morag.miller@orkney.gov.uk
Date of assessment.	
Is the function / policy / plan new or existing? (Please indicate also if the service is to be deleted, reduced or changed significantly).	New policy.

2. Initial Screening	
What are the intended outcomes of the function / policy / plan?	The Anti-bullying policy sets out a strategic approach to addressing bullying within Schools and establishments run by Education, Leisure and Housing. It brings together guidance from the <i>Respectme</i> and <i>Respect for All</i> frameworks to create a unified local approach to deliver the outcomes set at national level. It seeks to ensure prevention of all forms of bullying among children and young people. It also sets out the aim to have all environments where children and young people are treated with dignity and respect and equality is promoted and diversity valued.
State who is, or may be affected by this function /	Those who deliver the services as well as users of schools and all establishments run by Education,

policy / plan, and how.	Leisure and Housing. This includes afterschool clubs and sports clubs promoted and controlled by Education, Leisure and Housing.
How have stakeholders been involved in the development of this function / policy / plan?	Feedback has been sought by interested parties and the summary report is attached. Specific feedback from young people has informed ongoing development of this policy.
<p>Is there any existing data and / or research relating to equalities issues in this policy area? Please summarise. E.g. consultations, national surveys, performance data, complaints, service user feedback, academic / consultants' reports, benchmarking (see equalities resources on OIC information portal).</p>	<p>The Council is committed to meeting the requirements of the public sector equality duty as detailed in the Equality Act (2010) that is to:</p> <ul style="list-style-type: none"> • Eliminate discrimination, harassment and victimisation or other prohibited conduct. • Advance equality of opportunity between people who share protected characteristic and those who do not. • Foster good relations between people who share a protected characteristic and those who do not, by tackling prejudice and promoting understanding. <p>The policy will help to eliminate discrimination, victimisation and harassment by encouraging individuals to tackle any unacceptable behaviour. It will promote good relations by encouraging understanding and acceptance of diversity.</p> <p>Recent national statistics highlight the prevalence of prejudice based bullying in schools in Scotland:</p> <ul style="list-style-type: none"> • 59% of girls aged 13 to 21 stating that they had faced some form of sexual harassment at school or college in the past year. (Girlguiding Scotland). • Teachers have reported that bullying based on race is the number one type of prejudice-based bullying. (Coalition for Racial Equality and Rights). • Half of gay, bisexual and trans young people in Scotland (48%) are bullied for being LGBT at school. (Stonewall Scotland). • 71% of trans young people are reported to be bullied for being LGBT at school. (Stonewall Scotland). • Two-thirds of young people who have learning disabilities and/or autism spectrum disorders have been bullied. (Enable Scotland). <p>There is some evidence to suggest that existing</p>

	<p>problems of faith based prejudice are being compounded by suspicion and stigma generated by media coverage of the refugee crisis or terrorism. Scotland Against Criminalising Communities highlight:</p> <ul style="list-style-type: none"> • 55% of Muslim children in high schools in Edinburgh encountered verbal Islamophobia. • 53% of Muslim children in primary schools in Edinburgh encountered verbal Islamophobia. <p>Current collated figures for Orkney Schools (who replied to a request for figures) show that in 2016-2017, 47 incidents of bullying were officially recorded and in 2017-2018, 51 incidents of bullying have been recorded so far. This does not cover any incidences out with schools into other areas of Education, Leisure and Housing.</p> <p>It could be expected that the number of recorded incidences are likely to increase with the new definition of bullying being that of 'both behaviour and impact' which widens the previous definition.</p> <p>Another factor leading to a possible increase is collecting records and data from across all areas of Education, Leisure and Housing. Eg Youth Clubs, Papdale Halls of Residence.</p>
<p>Could the function / policy have a differential impact on any of the following equality strands?</p>	<p>(Please provide any evidence – positive impacts / benefits, negative impacts and reasons).</p>
<p>1. Race: this includes ethnic or national groups, colour and nationality.</p>	<p>This policy seeks to eliminate discrimination, victimisation and harassment and to foster good relations by promoting inclusion for all. The policy specifically recognises race related bullying and encourages and makes provision for reporting such incidences. The policy also seeks to establish an ethos of anti-bullying in day to day practices.</p>
<p>2. Sex: a man or a woman.</p>	<p>This policy seeks to eliminate discrimination, victimisation and harassment and to foster good relations by promoting inclusion for all. The policy specifically recognises bullying relating to sex and encourages and makes provision for reporting such incidences. The policy also seeks to establish an ethos of anti-bullying in day to day</p>

	practices.
3. Sexual Orientation: whether a person's sexual attraction is towards their own sex, the opposite sex or to both sexes.	This policy seeks to eliminate discrimination, victimisation and harassment and to foster good relations by promoting inclusion for all. The policy specifically recognises bullying relating to sexual orientation and encourages and makes provision for reporting such incidences. The policy also seeks to establish an ethos of anti-bullying in day to day practices.
4. Gender Reassignment: the process of transitioning from one gender to another.	This policy seeks to eliminate discrimination, victimisation and harassment and to foster good relations by promoting inclusion for all. The policy specifically recognises bullying relating to gender identity and encourages and makes provision for reporting such incidences. The policy also seeks to establish an ethos of anti-bullying in day to day practices.
5. Pregnancy and maternity.	This policy seeks to eliminate discrimination, victimisation and harassment and to foster good relations by promoting inclusion for all. The policy specifically recognises bullying relating to pregnancy and maternity and encourages and makes provision for reporting such incidences. The policy also seeks to establish an ethos of anti-bullying in day to day practices.
6. Age: people of different ages.	This policy seeks to eliminate discrimination, victimisation and harassment and to foster good relations by promoting inclusion for all. The policy specifically recognises bullying relating to age and encourages and makes provision for reporting such incidences. The policy also seeks to establish an ethos of anti-bullying in day to day practices.
7. Religion or beliefs or none (atheists).	This policy seeks to eliminate discrimination, victimisation and harassment and to foster good relations by promoting inclusion for all. The policy specifically recognises bullying relating to religion or belief and encourages and makes provision for reporting such incidences. The policy also seeks to establish an ethos of anti-bullying in day to day practices.
8. Caring responsibilities.	This policy seeks to eliminate discrimination, victimisation and harassment and to foster good relations by promoting inclusion for all. The policy specifically recognises bullying relating to caring responsibilities and encourages and makes provision for reporting such incidences. The policy also seeks to establish an ethos of anti-bullying in day to day practices.

9. Marriage and Civil Partnerships.	This policy seeks to eliminate discrimination, victimisation and harassment and to foster good relations by promoting inclusion for all. Whilst this policy may not be specifically related to an age group identifying with this characteristic, any reference to marriage and civil partnerships when promoting or raising awareness of the policy, will be inclusive.
10. Disability: people with disabilities (whether registered or not).	This policy seeks to eliminate discrimination, victimisation and harassment and to foster good relations by promoting inclusion for all. The policy specifically recognises bullying relating to disability and encourages and makes provision for reporting such incidences. The policy also seeks to establish an ethos of anti-bullying in day to day practices. Accessibility of reporting mechanisms will need to be inclusive of differing communication needs.

3. Impact Assessment

Does the analysis above identify any differential impacts which need to be addressed?	Yes – the assessment has identified differential impact for disability relating to the accessibility of reporting mechanisms.
How could you minimise or remove any potential negative impacts?	Provision of template guidance and EqIA for implementation within Schools and Settings to ensure that reporting mechanisms are accessible for differing communication requirements.
Do you have enough information to make a judgement? If no, what information do you require?	Yes.

4. Conclusions and Planned Action

Is further work required?	No.
What action is to be taken?	Schools and settings will now review and update their policies in accordance with the principles set out in this strategic policy. This EqIA will be sent out with a template guidance for application within each area.
Who will undertake it?	Head Teachers and Senior Managers.
When will it be done?	July 2019.
How will it be monitored? (e.g. through service plans).	Initial implementation will be monitored by Officer engagement with Schools and Settings. Evidence

	within Service Improvement Plans and annual data reporting requirements. There will be ongoing monitoring of bullying incidences by type against protected characteristics.
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Signature: 

Date: (BLOCK CAPITALS).

Name: MORAG MILLER

Please sign and date this form, keep one copy and send a copy to HR and Performance. A Word version should also be emailed to HR and Performance at hrsupport@orkney.gov.uk