

# Equality Impact Assessment Template – Policy, function or strategy

This document should be completed when a new policy, function or strategy is introduced or when a substantive change to an existing policy, function or strategy is recommended.

1. Policy, function or strategy		
a.	Name/description of the policy, function or strategy <sup>1</sup>	Inverclyde Anti-Bullying Policy
b.	Responsible organisation(s)/Lead Service	Education, Communities and Organisational development.
c.	Lead Officer	Michael Roach
d.	Date of Impact Assessment	16 <sup>th</sup> April 2025
e.	Partners/other Services involved in the development of the policy, function or strategy	Respect Me (Scottish Government's Anti-Bullying Agency)
f.	Is the policy, function or strategy?	<input type="checkbox"/> New
		<input type="checkbox"/> Reviewed/Revised X
g.	What is the purpose of the policy, function or strategy (include details of any new legislation which prompted the introduction of the policy, function or strategy or the substantive change to the policy, function or strategy)?	The Scottish Government published the document Respect for All in November 2024. This provides new guidance regarding expectations that local authorities have in respect of producing their anti-bullying policy. This version of policy is written to align with the new document.
h.	What are the intended outcomes of the policy, function or strategy?	To reduce instances of bullying behaviour and ensure that all staff engaging with anti-bullying investigations follow appropriate procedures.
i.	Geographical area (Inverclyde-wide or a specific location)	Inverclyde

<sup>1</sup> Please attach details of the policy, function or strategy to this Template

j.	Which parts of the Equality Duty will the policy, function or strategy impact on?	X	Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by The Equality Act 2010
		X	Advance equality of opportunity between people of different groups
		X	Foster good relations between people from different groups
k.	Will those who may be directly or indirectly affected by the policy, function or strategy be involved in its development?	Yes	

2. Does the policy, function or strategy impact on:		
	Yes	No
a. Protected Characteristics under The Equality Act 2010: Age; Care experienced; Disability; Gender Reassignment; Marriage and Civil Partnership; Pregnancy and Maternity; Race; Religion and Belief; Sex; Sexual Orientation <b>(see Section 3)</b>	X	
b. Reducing inequalities of outcome caused by socio-economic disadvantage – Fairer Scotland Duty <sup>2</sup> <b>(see Section 6)</b>	X	
c. Inverclyde Alliance Partnership Plan 2023/33 <sup>3</sup> <b>(see Section 7)</b>	X	
d. Council Plan 2023/28 <sup>4</sup> <b>(see Section 8)</b>	X	

<sup>2</sup> [Fairer Scotland Duty: guidance for public bodies](#)  
<sup>3</sup> [Inverclyde Alliance Partnership Plan 2023/33](#)  
<sup>4</sup> [Council Plan 2023/28](#)

<b>3. If 'Yes' is selected for any part of Section 2, please populate the other relevant Sections of this Template.</b>	
<b>4. If 'No' is selected for <u>every part</u> of Section 2, please state the reasons for this.</b>	
 <b>Please sign below and email a copy of this Template to Karen Barclay, Corporate Policy and Performance Officer:</b>  <b><u><a href="mailto:karen.barclay@inverclyde.gov.uk">karen.barclay@inverclyde.gov.uk</a></u></b>	
Signature: Laurence Reilly	Date: 16/04/25

3. Impact – Protected Characteristics						
Which of the Protected Characteristics will the policy, function or strategy have an impact upon?						
	Impact					
Protected Characteristic	Positive		Neutral	Negative		Reasons/Comments
	High	Low		High	Low	
Age			x			The policy specifically references this Protected Characteristic and recommends that schools tackle discrimination that can lead to bullying behaviour in this area.
Care experienced	x					The policy specifically references this Protected Characteristic and recommends that schools tackle discrimination that can lead to bullying behaviour in this area.
Disability	x					The policy specifically references this Protected Characteristic and recommends that schools tackle discrimination that can lead to bullying behaviour in this area.
Gender Reassignment	x					The policy specifically references this Protected Characteristic and recommends that schools tackle discrimination that can lead to bullying behaviour in this area.
Marriage and Civil Partnership			x			
Pregnancy and Maternity			x			
Race	x					The policy specifically references this Protected Characteristic and recommends that schools tackle discrimination that can lead to bullying behaviour in this area.

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Religion and Belief	x					The policy specifically references this Protected Characteristic and recommends that schools tackle discrimination that can lead to bullying behaviour in this area.
Sex	x					The policy specifically references this Protected Characteristic and recommends that schools tackle discrimination that can lead to bullying behaviour in this area.
Sexual Orientation	x					The policy specifically references this Protected Characteristic and recommends that schools tackle discrimination that can lead to bullying behaviour in this area.
Other groups to consider <ul style="list-style-type: none"><li>Carers</li><li>The Armed Forces Covenant Duty</li></ul>	x					The policy specifically references these groups and recommends that schools tackle discrimination that can lead to bullying behaviour in this area.

<b>4. Which parts of the Equality Duty will the policy, function or strategy have an impact upon?</b>	
X	Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by The Equality Act 2010
X	Advance equality of opportunity between people from different groups
X	Foster good relations between people from different groups

<b>5. Impact – Groups</b>	
From the information you have highlighted above, describe the positive and negative impacts and the groups affected under The Equality Act 2010.	
<p><b>Positive impact</b> + (Describe groups affected.)</p> <p><i>The policy recommends that schools act to prevent bullying behaviour through their processes and practices in relation to the equalities agenda. The groups affected are those highlighted above. The policy also expands on these groups in line with the Respect for All (2024) document.</i></p>	<p><b>Negative impact</b> - (Describe groups affected.)</p>

6. Impact – Fairer Scotland Duty

What impact will the policy, function or strategy have on reducing inequalities of outcome caused by socio-economic disadvantage?

Positive impact +	Neutral impact =	Negative impact -
X		
<p><b>Briefly describe how the policy, function or strategy will impact on reducing inequalities of outcome.</b></p> <p>The policy will create education environments in which children continue to feel safe and secure in order to achieve their full potential.</p>		

7. Impact – Inverclyde Alliance Partnership Plan 2023/33

Which Themes from the Inverclyde Alliance Partnership Plan 2023/33 will the policy, function or strategy impact on?

X	<p><b>Theme 1: Empowered people</b></p> <ul style="list-style-type: none"><li>• Communities can have their voices heard, and influence the places and services that affect them</li><li>• Gaps in outcomes linked to poverty are reduced</li></ul>
<input type="checkbox"/>	<p><b>Theme 2: Working people</b></p> <ul style="list-style-type: none"><li>• More people will be in sustained employment, with fair pay and conditions</li><li>• Poverty related gaps are addressed, so young people can have the skills for learning, life and work</li><li>• Businesses are supported and encouraged to reduce their carbon footprint and develop green jobs</li></ul>

X	<b>Theme 3: Healthy people and places</b> <ul style="list-style-type: none"><li>• People live longer and healthier lives</li><li>• Supportive systems are in place to prevent alcohol and drug misuse</li><li>• Our natural capital is looked after, and we are effectively adapting and mitigating the effects of climate change</li></ul>
X	<b>Theme 4: A supportive place</b> <ul style="list-style-type: none"><li>• Vulnerable adults and children are protected and supported, ensuring they can live safely and independently</li><li>• We recognise where people are affected by trauma, and respond in ways that prevent further harm and support recovery</li><li>• Public protection and community safety are improved through targeting our resources to reduce the risk of offending and harm</li></ul>
<input type="checkbox"/>	<b>Theme 5: A thriving place</b> <ul style="list-style-type: none"><li>• Growth in our working age population by encouraging people to stay here, and attracting new people to settle here</li><li>• Development of strong community-based services that respond to local need</li><li>• Homes are energy efficient and fuel poverty is reduced</li><li>• Increased use of active travel and sustainable transport options</li><li>• Easy access to attractive and safe public spaces, and high-quality arts and cultural opportunities</li></ul>
<b>Briefly describe how the policy, function or strategy will impact on the Inverclyde Alliance Partnership Plan 2023/22 Themes.</b> <p>Through continuing to foster a positive climate and ethos in schools we will continue to evolve supportive environments where children and young people feel safe and empowered.</p>	

8. Impact – Council Plan 2023/28

Which Themes from the Council Plan 2023/28 will the policy, function or strategy impact on?

X	<b>Theme 1: People</b> <ul style="list-style-type: none"><li>• Our young people have the best start in life through high quality support and education</li><li>• Gaps in outcomes linked to poverty are reduced</li></ul>
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	<ul style="list-style-type: none"><li>• People are supported to improve their health and wellbeing</li><li>• More people will be in employment, with fair pay and conditions</li><li>• Our most vulnerable families and residents are safeguarded and supported</li></ul>
□	<b>Theme 2: Place</b> <ul style="list-style-type: none"><li>• Communities are thriving, growing and sustainable</li><li>• Our strategic housing function is robust</li><li>• Our economy and skills base are developed</li><li>• We have a sufficient supply of business premises</li><li>• Our natural environment is protected</li></ul>
X	<b>Theme 3: Performance</b> <ul style="list-style-type: none"><li>• High quality and innovative services are provided, giving value for money</li><li>• Our employees are supported and developed</li></ul>
<b>Briefly describe how the policy, function or strategy will impact on the Council Plan 2023/28 Themes.</b>  The policy will continue to foster positive climates in schools that support all including the most vulnerable.	

9. Evidence

What evidence do you have to help identify any potential impacts of the policy, function or strategy?

Note: Evidence could include information from consultations, surveys, the Citizens’ Panel, focus groups, interviews, projects, user feedback, complaints, Officers’ knowledge and experience, equalities monitoring data, publications, research, reports, and local and national groups.

Evidence	Details
Consultation/engagement (including any carried out while developing the policy, function or strategy)	Consultations took place with children, young people, parents, carers and staff to support the development of the policy.
Research	The policy is based on the Scottish Government document Respect for All (2024), which is based on national and international research.
Officers’ knowledge and experience (including feedback from frontline staff)	The Policy was completed in collaboration with the Inverclyde link to the Respect Me organisation.
Equalities monitoring data	Schools use the current policy to examine areas of concern and act in accordance with these. Tis will continue.
User feedback (including complaints)	Complaints received about the current policy were examined to help shape this new version of it.
Stakeholders  Other	As cited above all stakeholders were given the opportunity to contribute to policy.

Are there information gaps and, if so, what are these?	None
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10. Consequences of Analysis

What steps will you take in response to the findings of your analysis? Please select at least one of the following and provide a brief explanation.

a.	Continue development with no changes	<input type="checkbox"/>	
b.	Continue development with minor alterations	<input checked="" type="checkbox"/>	
c.	Continue development with major changes	<input type="checkbox"/>	
d.	Discontinue development and consider alternatives (where relevant)	<input type="checkbox"/>	

How will the effect of the policy, function or strategy be monitored following implementation?

Via the central education ‘dashboard’, that records patterns of reporting of bullying behaviour.

When is the policy, function or strategy due to be implemented?

August 2025

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When will the policy, function or strategy be reviewed?  August 2028
What resources are available for the implementation of the policy, function or strategy? Have these resources changed? Access to training via Respect Me.

<b>11. Please use the space below to detail any other matters arising from the Equality Impact Assessment process, including what action could be taken to mitigate the impact of the policy, function or strategy.</b>
None

<b>Details of the Person(s) who completed the Assessment:</b>	
Name:	Laurence Reilly
Position:	Principal Educational Psychologist
Date:	16 <sup>th</sup> April 2025
<b>Authorised by:</b>	
Name:	
Position:	
Date:	

**Please send a copy of the completed Template to Karen Barclay, Corporate Policy and Performance Officer at [karen.barclay@inverclyde.gov.uk](mailto:karen.barclay@inverclyde.gov.uk).**