

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 ¹	Inverclyde Promoting Positive Relationships Policy 2025
b.	Responsible organisation(s)/Lead Service	Education Service
c.	Lead Officer	Michael Roach, Head of Education
d.	Date of Impact Assessment	12 th August 2025
e.	Partners/other Services involved in the development of the policy, function or strategy	Educational Psychology, Inverclyde Council
f.	Is the policy, function or strategy?	<input type="checkbox"/> New
		<input checked="" type="checkbox"/> Reviewed/Revised
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 new guidance relating to behaviour in schools in spring 2025. This provides new guidance regarding expectations that local authorities and education establishments revise and producing their own policies relating to this. This version of policy is written to align with the new guidance.
h.	What are the intended outcomes of the policy, function or strategy?	To reduce instances of challenging behaviour and ensure that all pupils, staff and families are clear on roles and responsibilities. Ensure that systems and processes are in place relating to risk assessment relating to contexts where challenging, violent and aggressive behaviour have been experienced.

¹ Please attach details of the policy, function or strategy to this Template

		Ensure that policy and practice relating to exclusions and seclusion are in line with national policy and legislation.	
i.	Geographical area (Inverclyde-wide or a specific location)	The policy will apply to all education establishments in Inverclyde.	
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 (see Section 3)	X	
b. Reducing inequalities of outcome caused by socio-economic disadvantage – Fairer Scotland Duty ² (see Section 6)	X	
c. Inverclyde Alliance Partnership Plan 2023/33 ³ (see Section 7)	X	

² [Fairer Scotland Duty: guidance for public bodies](#)

³ [Inverclyde Alliance Partnership Plan 2023/33](#)

d. Council Plan 2023/28 ⁴ (see Section 8)	X	
3. If 'Yes' is selected for any part of Section 2, please populate the other relevant Sections of this Template.		
4. If 'No' is selected for <u>every part</u> of Section 2, please state the reasons for this.		
<p>Please sign below and email a copy of this Template to Karen Barclay, Corporate Policy and Performance Officer:</p> <p><u>karen.barclay@inverclyde.gov.uk</u></p>		
Signature:	Date:	

⁴ Council Plan 2023/28

3. Impact – Protected Characteristics						
Which of the Protected Characteristics will the policy, function or strategy have an impact upon?						
Protected Characteristic	Impact					Reasons/Comments
	Positive High	Low	Neutral	Negative High	Low	
Age	x					The policy specifically references this Protected Characteristic and recommends that establishments support and plan for pupils experiencing difficulties in managing their behaviour or who are affected by the behaviour of others.
Care experienced	x					The policy specifically references this Protected Characteristic and recommends that establishments support and plan for pupils experiencing difficulties in managing their behaviour or who are affected by the behaviour of others.
Disability	x					The policy specifically references this Protected Characteristic and recommends that establishments support and plan for pupils experiencing difficulties in managing their behaviour or who are affected by the behaviour of others.
Gender Reassignment	x					Whilst the policy doesn't specifically reference this Protected Characteristic it does recommend that establishments support and plan for pupils experiencing difficulties in managing their behaviour or who are affected by the behaviour of others.
Marriage and Civil Partnership			x			
Pregnancy and Maternity	x					Whilst the policy doesn't specifically reference this Protected Characteristic it does recommend that establishments support and plan

						for pupils experiencing difficulties in managing their behaviour or who are affected by the behaviour of others. This includes risk assessments for those staff who may be pregnant and working with pupils affected.
Race	x					The policy specifically references this Protected Characteristic and recommends that establishments support and plan for pupils experiencing difficulties in managing their behaviour or who are affected by the behaviour of others.
Religion and Belief	x					Whilst the policy doesn't specifically reference this Protected Characteristic it does recommend that establishments support and plan for pupils experiencing difficulties in managing their behaviour or who are affected by the behaviour of others.
Sex	x					Whilst the policy doesn't specifically reference this Protected Characteristic it does recommend that establishments support and plan for pupils experiencing difficulties in managing their behaviour or who are affected by the behaviour of others.
Sexual Orientation	x					Whilst the policy doesn't specifically reference this Protected Characteristic it does recommends that establishments support and plan for pupils experiencing difficulties in managing their behaviour or who are affected by the behaviour of others.
Other groups to consider <ul style="list-style-type: none">CarersThe Armed Forces Covenant Duty	x		x			Whilst the policy doesn't specifically reference this Protected Characteristic it does recommends that establishments support and plan for pupils experiencing difficulties in managing their behaviour or who are affected by the behaviour of others.

4. Which parts of the Equality Duty will the policy, function or strategy have an impact upon?	
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
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5. Impact – Groups	
From the information you have highlighted above, describe the positive and negative impacts and the groups affected under The Equality Act 2010.	
<div>Positive impact + (Describe groups affected.)</div> <div><u>Age; Care experienced; Disability; Gender Reassignment; Pregnancy and Maternity; Race; Religion and Belief; Sex; Sexual Orientation; Carers</u>: The policy recommends that schools act to prevent escalation in challenging behaviours which can affect those around the pupils experiencing challenges. The groups affected are those highlighted in Section 3, above.</div>	<div>Negative impact - (Describe groups affected.)</div>

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
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+	=	-
X		
<p>Briefly describe how the policy, function or strategy will impact on reducing inequalities of outcome.</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>Theme 1: Empowered people</p> <ul style="list-style-type: none">• Communities can have their voices heard, and influence the places and services that affect them• Gaps in outcomes linked to poverty are reduced
<input type="checkbox"/>	<p>Theme 2: Working people</p> <ul style="list-style-type: none">• More people will be in sustained employment, with fair pay and conditions• Poverty related gaps are addressed, so young people can have the skills for learning, life and work• Businesses are supported and encouraged to reduce their carbon footprint and develop green jobs
X	<p>Theme 3: Healthy people and places</p> <ul style="list-style-type: none">• People live longer and healthier lives• Supportive systems are in place to prevent alcohol and drug misuse• Our natural capital is looked after, and we are effectively adapting and mitigating the effects of climate change
X	<p>Theme 4: A supportive place</p> <ul style="list-style-type: none">• Vulnerable adults and children are protected and supported, ensuring they can live safely and independently• We recognise where people are affected by trauma, and respond in ways that prevent further harm and support recovery• Public protection and community safety are improved through targeting our resources to reduce the risk of offending and harm

<input type="checkbox"/>	Theme 5: A thriving place <ul style="list-style-type: none">• Growth in our working age population by encouraging people to stay here, and attracting new people to settle here• Development of strong community-based services that respond to local need• Homes are energy efficient and fuel poverty is reduced• Increased use of active travel and sustainable transport options• Easy access to attractive and safe public spaces, and high-quality arts and cultural opportunities
Briefly describe how the policy, function or strategy will impact on the Inverclyde Alliance Partnership Plan 2023/33 Themes. <u>Themes 1, 3 and 4:</u> 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.	

8. Impact – Council Plan 2023/28

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

X	Theme 1: People <ul style="list-style-type: none">• Our young people have the best start in life through high quality support and education• Gaps in outcomes linked to poverty are reduced• People are supported to improve their health and wellbeing• More people will be in employment, with fair pay and conditions• Our most vulnerable families and residents are safeguarded and supported
<input type="checkbox"/>	Theme 2: Place <ul style="list-style-type: none">• Communities are thriving, growing and sustainable• Our strategic housing function is robust• Our economy and skills base are developed• We have a sufficient supply of business premises• Our natural environment is protected

X	Theme 3: Performance <ul style="list-style-type: none">• High quality and innovative services are provided, giving value for money• Our employees are supported and developed
Briefly describe how the policy, function or strategy will impact on the Council Plan 2023/28 Themes. <u>Themes 1 and 3:</u> 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 teaching unions and senior leaders who were supportive of the changes to the policy. This was a revision to existing policy, which had already been fully developed with a wider range of partners including pupils and families.
Research	The policy is in line with national guidance has been published on: Schools - fostering a positive, inclusive and safe environment: guidance - gov.scot.
Officers’ knowledge and experience (including feedback from frontline staff)	The policy was reviewed by officers with specific remits in this area.

Equalities monitoring data	Schools use the current and revised policies to examine areas of concern and act in accordance with these. This will continue.
User feedback (including complaints)	Officers' detailed knowledge of both complaints and referrals to the central team were examined to help shape the new version of the policy.
Stakeholders Other	As cited above all stakeholders were given the opportunity to contribute to the original policy.
Are there information gaps and, if so, what are these?	None.

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	X	All educational establishments now must take note of the new guidance and work with pupils, parents and staff to review or generate their own version of a Positive Relationships Policy.
c.	Continue development with major changes	<input type="checkbox"/>	
d.	Discontinue development and consider alternatives (where relevant)	<input type="checkbox"/>	

<p>How will the effect of the policy, function or strategy be monitored following implementation?</p> <p>Via the central education team reviewing key data linked to the policy e.g. exclusion and critical incident rates and via ongoing reviews of all establishments as well as external inspection feedback.</p>
<p>When is the policy, function or strategy due to be implemented?</p> <p>Following approval by the Education and Communities Committee at its meeting on 2 September 2025.</p>
<p>When will the policy, function or strategy be reviewed?</p> <p>September 2028.</p>
<p>What resources are available for the implementation of the policy, function or strategy?</p> <p>Various resource links to both Inverclyde produced resources, as well as those from the Scottish Government and Education Scotland are embedded in the policy or attached as appendices.</p>

<p>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.</p>
<p>The Scottish Government has published interim guidance on addressing racism and racist incidents in schools. The document is the first stage in the development of a wider Whole School Approach to preventing and responding to racism and racist incidents in schools, which will be published in early 2026. All educational establishments are expected to follow the interim guidance in the meantime.</p>

Details of the Person(s) who completed the Assessment:	
Name:	Laurence Riley
Position:	Principal Educational Psychologist
Date:	11 th August 2025
Authorised by:	
Name:	Ruth Binks
Position:	Corporate Director – Education, Communities and Organisational Development
Date:	13 th August 2025

Please send a copy of the completed Template to Karen Barclay, Corporate Policy and Performance Officer at karen.barclay@inverclyde.gov.uk.