

Integrated Impact Assessment (IIA)

Part 1 Scoping

1 Details of the Proposal

Title of Proposal:	Respectful Relationships And Anti-Bullying Policy
What is it?	A new Policy/Strategy/Practice <input type="checkbox"/> A revised Policy/Strategy/Practice <input checked="" type="checkbox"/>
Description of the proposal: (Set out a clear understanding of the purpose of the proposal being developed or reviewed (what are the aims, objectives and intended outcomes, including the context within which it will operate)).	<p>Aims: To support learning settings with a revised policy which covers Respectful Relationships and Anti-Bullying.</p> <p>Intended Outcomes: The policy and supporting documents are to ensure positive outcomes for children and young people across the Scottish Borders. The overall intended outcome is to increase respectful relationships across our learning settings and reduce the number of incidents of bullying behaviour, however if bullying behaviour does occur, the policy aims to address it in a consistent way.</p> <p>Context: Respectful Relationships are required in every situation, every day, therefore it is important we all work to ensure this is the case. On the occasions when relationships are not respectful, and bullying behaviour occurs, it is important this is addressed in a consistent way with the necessary recording of the incidents in place.</p>

	The policy contributes to the council plan, under Fulfilling Our Potential. It is one of the actions after undertaking the Health and Wellbeing Census 2022.
Service Area: Department:	People Education and Lifelong Learning
Lead Officer: (Name and job title)	Christine Brown Quality Improvement Officer
Other Officers/Partners involved: (List names, job titles and organisations)	L Munro, Service Director, Education and Lifelong Learning J Sinclair, Chief Education Officer Quality Improvement Officer team Yvonne Wilson – Health and Wellbeing Support Officer Educational Psychology Service Headteachers and senior leaders in schools/settings Education Practitioners Early Years Officers Education Scotland Respect Me – national anti-bullying organisation Youth Borders and 3 rd Sector colleagues Parents Children and young people Elected members NHS Joint Health Improvement Team Social Work
Date(s) IIA completed:	17 th April 2023

2 Will there be any cumulative impacts as a result of the relationship between this proposal and other policies?

Yes / No (please delete as applicable)

If yes, - please state here: It is anticipated that the policy will have positive impacts on education services, policies and practices across all learning settings. Wider positive impact is possible through working closely with other council services such as children and families social work, CLD and 3rd sector partners to improve outcomes for children and young people. Any workload concerns in other council services and 3rd sector partners are not further impacted by the policy but awareness raising as outlined in the implementation plan will ensure a knowledge of the policy and will bring benefit in a consistency of key messages and approaches taken. .

3 Legislative Requirements

3.1 Relevance to the Equality Duty: Age – help opportunities

Do you believe your proposal has any relevance under the Equality Act 2010? Yes

(If you believe that your proposal may have some relevance – however small please indicate yes. If there is no effect, please enter “No” and go to Section 3.2.)

Equality Duty - Age

Reasoning: Positive impact on children and young people

Elimination of discrimination (both direct & indirect), victimisation and harassment. *(Will the proposal discriminate? Or help eliminate discrimination?)*

Positive impact on children and young people by focussing respectful relationships and anti-bullying leading to improved outcomes if this is in place.

Promotion of equality of opportunity?
(Will your proposal help or hinder the Council with this)

The policy will support equality of opportunity by ensure respectful relationships is promoted within learning setting and any bullying which might take place is dealt with effectively ensuring nobody is disadvantaged.

Foster good relations? <i>(Will your proposal help or hinder the council's relationships with those who have equality characteristics?)</i>	The policy is based on the Inclusion Policy and Framework and is focused on ensuring good relationships being critical.
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3.2 Which groups of people do you think will be or potentially could be, impacted by the implementation of this proposal? (You should consider employees, clients, customers / service users, and any other relevant groups)				
Please tick below as appropriate, outlining any potential impacts on the undernoted equality groups this proposal may have and how you know this.				
	Impact			Please explain the potential impacts and how you know this
	No Impact	Positive Impact	Negative Impact	
Age Older or younger people or a specific age grouping		X		Positive impact on children and young people by focussing ensuring respectful relationships and anti-bullying.
Disability e.g. Effects on people with mental, physical, sensory impairment, learning disability, visible/invisible, progressive or recurring		X		Positive impact on children and young people by focussing ensuring respectful relationships and anti-bullying.
Gender Reassignment/ Gender Identity anybody whose gender identity or gender expression is different to the sex assigned to them at birth		X		Positive impact on children and young people by focussing ensuring respectful relationships and anti-bullying.
Marriage or Civil Partnership people who are married or in a civil partnership	X			
Pregnancy and Maternity (refers to the period after the birth, and is linked to maternity leave in the employment context. In the non-work context, protection against maternity discrimination is for 26 weeks after giving birth),	X			

Race Groups: including colour, nationality, ethnic origins, including minorities (e.g. gypsy travellers, refugees, migrants and asylum seekers)		X		Positive impact on children and young people by focussing ensuring respectful relationships and anti-bullying.
Religion or Belief: different beliefs, customs (including atheists and those with no aligned belief)		X		Positive impact on children and young people by focussing ensuring respectful relationships and anti-bullying.
Sex women and men (girls and boys)		X		Positive impact on children and young people by focussing ensuring respectful relationships and anti-bullying.
Sexual Orientation, e.g. Lesbian, Gay, Bisexual, Heterosexual		X		Positive impact on children and young people by focussing ensuring respectful relationships and anti-bullying.
<p>3.3 Fairer Scotland Duty</p> <p>This duty places a legal responsibility on Scottish Borders Council (SBC) to actively consider (give due regard) to how we can reduce inequalities of outcome caused by socioeconomic disadvantage when making <u>strategic</u> decisions.</p> <p>The duty is set at a strategic level - these are the key, high level decisions that SBC will take. This would normally include strategy documents, decisions about setting priorities, allocating resources and commissioning services.</p>				
<p>Is the proposal strategic?</p> <p>Yes / No <i>(please delete as applicable)</i></p> <p>If No go to Section 4</p>				
<p>If yes, please indicate any potential impact on the undernoted groups this proposal may have and how you know this:</p>				
	Impact			State here how you know this
	No Impact	Positive Impact	Negative Impact	

Low and/or No Wealth – enough money to meet basic living costs and pay bills but have no savings to deal with any unexpected spends and no provision for the future.	X			
Material Deprivation – being unable to access basic goods and services i.e. financial products like life insurance, repair/replace broken electrical goods, warm home, leisure and hobbies	X			
Area Deprivation – where you live (e.g. rural areas), where you work (e.g. accessibility of transport)	X			
Socio-economic Background – social class i.e. parents' education, employment and income	X			
Looked after and accommodated children and young people		X		The Respectful Relationship and Anti-Bullying policy will have positive outcomes for care experienced children and young people – supporting respectful relationships and challenging bullying if it occurs.
Carers paid and unpaid including family members	X			
Homelessness	X			
Addictions and substance use	X			
Those involved within the criminal justice system	X			

4 Full Integrated Impact Assessment Required

Select No if you have answered “No” to all of Sections 3.1 – 3.3.

Yes / No *(please delete as applicable)*

If a full impact assessment is not required briefly explain why there are no effects and provide justification for the decision.

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Signed by Lead Officer:	
Designation:	
Date:	
Counter Signature Director	
Date:	

Part 2 Full Integrated Impact Assessment

5 Data and Information

What evidence has been used to inform this proposal?

(Information can include, for example, surveys, databases, focus groups, in-depth interviews, pilot projects, reviews of complaints made, user feedback, academic publications and consultants' reports).

Please state your answer here

Focus Groups – children and young people, parents, cluster Head Teachers, teachers, 3rd sector colleagues, NHS Joint Health Improvement Team, Social Work.

Education Scotland – website and consultation

Respect Me – National Anti-bullying organisation – website and consultation

Health and Wellbeing Census Data

1:1 meetings with parents

Consultation and examples of good practice from within and out with the Scottish Borders

Describe any gaps in the available evidence,-then record this within the improvement plan together with all of the actions you are taking in relation to this (e.g. new research, further analysis, and when this is planned)

Please state your answer here

None

We are aware Scottish Government are reviewing the Respect for All policy 2017 and as yet there is not a date when this will be released.

When up-dated – amendments in line with the revised Respect for All policy will be required.

6 Consultation and Involvement

Which groups are involved in this process and describe their involvement

Please state your answer here

The following have been consulted in the development of the Respectful Relationship and Anti-Bullying Policy and amendments made based on their feedback, support and challenge:

Chief Education Officer, Quality Improvement Manager, Quality Improvement Officers, Education Scotland officer, Principal Educational Psychologist, Headteachers, Children and Young People, Parents, 3rd Sector colleagues, NHS Joint Health Improvement Team, Social Work.

Describe any planned involvement saying when this will take place and who is responsible for managing the process

Please state your answer here

Within the policy it outlines it should be reviewed again in 3 years (2026).

If Scottish Government release an updates Respect for All policy with the next 12-18 months – then amendments will need to be made sooner.

Data from SEEMIS from the Bullying and Equalities Module – will allow the tracking and monitoring of data, identifying trends and any areas where additional action is required.

The Chief Officer Schools will allocate the review/any actions linked to the policy within the team of officers available.

Describe the results of any involvement and how you have taken this into account.

Please state your answer here

The Health and Wellbeing Census 2022 data was taken into consideration in the development of the policy. It is hoped to undertake the Health and Wellbeing census again in the year 2023/24 – which will allow us to compare the bullying data.

What have you learned from the evidence you have and the involvement undertaken? Does the initial assessment remain valid?

What new (if any) impacts have become evident?

(Describe the conclusion(s) you have reached from the evidence, and state where the information can be found.)

Please state your answer here

Learning regarding consulting widely, seeking out effective practice, using our own context in SBC, intersecting data appropriately. We have learned that significant gaps remain for those impacted by poverty and an accelerated approach, outlined in the Equity Strategy is needed to reduce these. Evidence can be found in data on the National Improvement Framework Evidence Report and Primary/Secondary Dashboards.

7 Mitigating Actions and Recommendations

Consider whether: *No Mitigating actions are required as the strategy is focussed on reducing poverty and socioeconomic disadvantage.*

Could you modify the proposal to eliminate discrimination or reduce any identified negative impacts?
(If necessary, consider other ways in which you could meet the aims and objectives of the proposal.)

Could you modify the proposal to increase equality and, if relevant, reduce poverty and socioeconomic disadvantage?

Describe any modifications which you can make without further delay (e.g. easy, few resource implications)

Mitigation Please summarise all mitigations for approval by the decision makers who will approve your proposal			
Equality Characteristic/Socio economic factor	Mitigation	Resource Implications (financial, people, health, property etc)	Approved Yes/No

8 Recommendation and Reasoning *(select which applies)*

- Implement proposal with no amendments X
- Implement proposal taking account of mitigating actions (as outlined above)
- Reject proposal due to disproportionate impact on equality, poverty, health and Socio-economic disadvantage

Reason for recommendation:

The Respectful Relationship And Anti-Bullying Policy is required to up-date a previous policy from 2012. This new policy has progressed to include a definition for bullying and how, if bullying occurs, it will be addressed.

Signed by Lead Officer:	Christine Brown
Designation:	Quality Improvement Officer
Date:	17th April 2023
Counter Signature Director	
Date:	

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This assessment should be presented to those making a decision about the progression of your proposal.

If it is agreed that your proposal will progress, you must send an electronic copy to corporate communications to publish on the webpage within 3 weeks of the decision.

Complete the below two sections. For your records, please keep a copy of this Integrated Impact Assessment form.

Action Plan (complete if required)

Actioner Name:	Action Date:
What is the issue?	
What action will be taken?	
Progress against the action:	
Action completed:	Date completed:

Monitoring and Review

State how the implementation and impact of the proposal will be monitored, including implementation of any amendments? For example what type of monitoring will there be? How frequent?

Please state your answer here

What are the practical arrangements for monitoring? For example who will put this in place? When will it start?

Please state your answer here

When is the proposal due for review?

Please state your answer here

Who is responsible for ensuring that this happens?

Please state your answer here