

respectme Impact Assessment Checklist

Initial Equality and Diversity Impact Assessment Checklist for Anti-Bullying Policies/Practices

Example: Undertaking an **initial** Equality and Diversity Impact Assessment for developing an anti-bullying policy for a secondary school in the North Glasgow area.

1. Lead member of staff:

- Who is facilitating/leading the process?
- Who will be the main point of contact to answer questions or queries?

2. What is the main purpose or aim of the policy/procedure?

Determine and understand the aims of the policy and/or procedures and state them here.

- How does this relate to the wider practice of the organisation?
- What do you want to achieve with this policy/practice?
- Who are the key stakeholders?

3. Other groups/individuals involved in completing this form/developing the policy/procedure?

Ideally, the process should involve a team of individuals, including children and young people, to ensure different opinions and views.

- Include details of other staff members who assisted in completing the initial assessment
- Include details of individuals/groups you discussed/consulted with to determine if there are any potential negative impacts e.g. children and young people

4. Please complete the following tables by cross-referencing the criteria listed in 4.a, 4.b, and 4.c with the groups listed in the table.

Please give reasons/comments where:

- a. The policy could have a positive impact on any other the following groups of pupils/issues and/or contributes to:
- promoting equality of opportunity between one or more equality groups and other children and young people
 - challenging discrimination against children and young people from one or more equality groups
 - challenging harassment of children and young people from one or more equality groups
 - promoting positive attitudes towards children and young people from one or more equality groups
 - encouraging participation by children and young people from one or more equality groups in public life
 - meeting the needs of children and young people who are disabled, **even if this requires more favourable treatment.**
- b. The policy could have a negative impact on any of the following groups of children and young people/issues, i.e. disadvantage them in any way. If the negative impact is high, please seek advice before undertaking any more work on the policy.
- c. The policy could have a positive or negative impact on supporting and upholding the rights of the child as laid down in the United Nations Rights of the Child (1989). Identified here are the most obvious rights that can be support or negated by an anti-bullying policy. Amend if necessary. If the negative impact is high then seek advice before undertaking any further work on the policy.

Section 1: Equality and Diversity

Equality Target Group	Positive Impact		Negative Impact		Reasons/Comment
	High	Low	High	Low	
Boys/Young men			X		<p>Potential for high negative impact if gender/sexist bullying is not specifically addressed in the policy.</p> <p>Potential for high negative impact if stereotypes of 'Who can display bullying behaviours' are not challenged or discussed in the policy. For example, basing the policy in the mistaken belief that bullying is only about the abuse of physical power/assuming a boy/young male could not be bullied by a female.</p>
Girls/Young men			X		<p>Potential for high negative impact if gender/sexist bullying is not specifically addressed.</p> <p>Potential for high negative impact if different types of bullying behaviour are not explicitly stated. Boys and girls can display bullying behaviours in different ways.</p>
Asian or Asian British Children/Young people (CYP)			X		<p>Potential for high negative impact if anti-bullying policy does not explicitly state racist bullying is unacceptable.</p> <p>Potential for high negative impact unless staff are fully aware of anti-racist practice and the issues facing children/young people from BME communities.</p>
Black or Black British CYP			X		<p>Potential for high negative impact if anti-bullying policy does not explicitly state racist bullying as unacceptable.</p> <p>Potential for high negative impact unless staff are fully aware of anti-racist practice and the issues facing children/young people from BME communities.</p>
Refugees/Asylum Seekers CYP			X		<p>Similar to above, issues facing children/young people from refugee/asylum seeker population are considerable. Staff must be able to work across cultural backgrounds and have an understanding of what can make children and young people from these groups vulnerable to bullying behaviour. Must also consider why they may be reluctant to come forward and tell an adult.</p>
Gypsy/ Travellers CYP			X		<p>Similar to above, issues facing children/young people from gypsy/traveller community are considerable. Staff must be able to work across cultural backgrounds and have an understanding of what can make children and young people from these groups vulnerable to bullying behaviour. Must also consider why they may be reluctant to come forward and tell and adult.</p>
Other racial/ethnic group			X		Please see above four categories.

Equality Target Group	Positive Impact		Negative Impact		Reasons/Comment
	High	Low	High	Low	
(please specify)					
Disabled People ¹			X		<p>We know the danger of CYP within this group becoming marginalised and we need to address this.</p> <p>Disabilist bullying must be explicitly stated within the policy, to ensure all know it is unacceptable.</p> <p>Consideration must be given to the use of different types of communication so children and young people, who may require the need, can express themselves.</p>
Gay, Lesbian or Bisexual young people			X		<p>Potential for high negative impact unless homophobic bullying is explicitly stated within the policy.</p> <p>Potential for high impact unless staff are fully aware of anti homophobic practice and the issues facing young people from LGB community.</p> <p>Potential for high negative impact unless policy makes it clear that 'perceived' difference and not actual difference can also make young people a target for homophobic bullying.</p>
Transgender young people			X		<p>Potential for high negative impact unless staff are fully aware of gender/sexist practice and the issues facing children/young people who may be experiencing confusion over their gender identity.</p>
CYP of Faith Groups			X		<p>Potential for high negative impact if anti-bullying policy does not explicitly state faith based bullying is unacceptable.</p> <p>Potential for high impact unless staff are fully aware of faith group practice/value base and the issues facing children/young people from faith groups.</p>

Please give a brief description of how this policy benefits the equality target groups listed above, i.e. promotes equality?

Anti-bullying policy must be fully equality proofed and must state the many ways in which prejudice-based bullying can affect children and young people. The school wishes to use the implementation of the anti-bullying policy to promote and deliver equality and diversity training for staff.

¹ Includes people who have a physical or sensory disability, people with a mental health problem and people living with HIV/AIDS

If there is a negative impact on any equality target group, is the impact intended or legal? If 'yes', is a full Equality and Diversity Impact Assessment required?

Potential for many high negative impacts, some of which are illegal. Prejudice-based bullying must be directly addressed.

Therefore, given all of the above information we must undertake a full Equality and Diversity Impact Assessment.

If the negative impact is not intended, discriminatory or high in impact, please seek further advice from (for example) the Local Authority Equality and Diversity officer.

Section 2: Mental Health and Wellbeing

Mental Health Issue	Positive Impact		Negative Impact		Reasons/Comment
	High	Low	High	Low	
CYP with social/emotional/behavioural problems			X		Potentially high negative impact if staff do not understand the risks for CYP from this group and how the school will mitigate against them through its equality and diversity work and other related policies.
CYP who are carers			X		Potential high negative impact as bullying may happen to CYP because of stigma surrounding issues/illness of parent. Policy must be explicit about this and this must be included in awareness training.
Promotion of Mental Health and Wellbeing of CYP			X		<p>Potentially high negative impact if the anti-bullying policy does not discuss the impacts that bullying can have on the mental health and wellbeing of CYP being bullied, CYP displaying bullying behaviours and CYP who are bystanders/witnesses of bullying behaviour.</p> <p>Potentially high negative impact if children and young people from marginalised groups do not feel confident in staffs' knowledge of the issues they are experiencing, therefore do not approach them for help or guidance.</p>
Challenge Stigma & Discrimination on CYP		X			<p>Without a full equality and diversity impact assessment the policy could reinforce stigma etc, but school will use anti-bullying policy and ethos to actively challenge prejudice-based bullying.</p> <p>Alongside this, the policy will discuss:</p> <p><i>Perceived</i> difference – For example, a child or young person is <i>perceived</i> as Lesbian,</p>

Mental Health Issue	Positive Impact		Negative Impact		Reasons/Comment
	High	Low	High	Low	
					<p>Gay or bisexual and is the target of bullying due to this perception.</p> <p>Association – a child or young person is the target of bullying behaviour due to their association with members of a group. This can include family or friends. For example, a child or young person has a parent with a disability and they are being bullied due to this.</p>
Promotion of Recovery For CYP		X			School will use anti-bullying policy to actively promote the journey of recovery for children and young people. **

** For further information on the journey of recovery please visit the *respectme* website: www.respectme.org.uk

Section 4 – Children’s Rights

UNCRO Article	Positive Impact		Negative Impact		Reasons/Comment
	High	Low	High	Low	
Article 3			X		<p>Failure to address prejudice based bullying runs the risk of the school being unable to meet this article</p> <p>Potential for high negative impacts if anti-bullying policy does not acknowledge that all CYP involved in bullying incidents may require long and short term supports.</p>
Article 12			X		Potential for high negative impact if children and young people are not involved and given a voice and consulted throughout the policy development/equality and diversity process.
Article 14			X		<p>Potential for high negative impact if anti-bullying policy does not explicitly state faith based bullying as unacceptable.</p> <p>Potential for high impact if staff are not fully aware of faith group practice/value base and the issues facing children/young people from faith groups.</p>
Article 16			X		<p>Potential for high negative impact if cyber-bullying is not explicitly stated within the anti-bullying policy.</p> <p>Potential for high negative impact if staff are not fully aware of cyber-bullying practice and</p>

UNCRO Article	Positive Impact		Negative Impact		Reasons/Comment
	High	Low	High	Low	
					the issues facing children and young people within their home.
Article 19			X		Potential for high negative impact if the anti-bullying policy is not clear to all stakeholders and is not integrated in to the day to day practices of the school.
Article 28			X		Potential for high negative impact if anti-bullying policy does not explain the impacts of bullying behaviour. Truancy from school and low attainment levels can be included within these impacts. An environment where bullying behaviour flourishes will not be conducive to learning.
Article 29			X		As above, an environment where bullying behaviour flourishes will not be conducive to learning and children and young people reaching their full potential.
Article 31			X		As above, an anti-bullying policy which does not create a positive anti-bullying ethos may curtail a child or young person's ability to fully participate in a wide range of activities.

Section 5 – Final Assessment

What actions should be taken to amend the policy to minimise the high negative impacts/ensure compliance with legislation?

Recommendations:

- Undertake a full Equality and Diversity Impact Assessment process as part of the policy development process **
- Consultation with key stakeholders and representatives of groups impacted upon
- Change or amend the policy or practice
- Monitor and review the policy and practice
- Provide training to staff and children and young people, raising awareness of equality, diversity and prejudice-based bullying and encouraging the development of best practice in addressing these issues.

Date Completed:

Signed:

** For further information on the Equality and Diversity Impact Assessment process please visit the Scottish Government website on www.scotland.gov.uk or the Equality and Human Rights Commission on www.equalityhumanrights.com