

Section 4 Integrated Impact Assessment

Summary Report Template

Each of the numbered sections below must be completed

Interim report		Final report	X	(Tick as appropriate)
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1. Title of proposal

Review of procedure on Preventing and Responding to Bullying and Prejudice amongst Children and Young People. Create supplementary guidance on tackling racist incidents and creating an anti-racist culture.

2. What will change as a result of this proposal?

The procedure will be strengthened to support effective practice. The supplementary guidance will support more effective practice in addressing racism.

3. Briefly describe public involvement in this proposal to date and planned

The procedure has been reviewed by a group including representatives of partner agencies: ELREC, LGBT Youth Scotland; and Police Scotland.

4. Is the proposal considered strategic under the Fairer Scotland Duty?

We recognise that children and young people in the following in groups are more likely to be living in poverty and that prejudice is a factor in outcomes for these children and young people

- Families where there is a child or adult with a disability
- Families from minority ethnic backgrounds

5. Date of IIA

January – April 2021

6. Who was present at the IIA? Identify facilitator, lead officer, report writer and any employee representative present and main stakeholder (e.g. Council, NHS)

Name	Job Title	Date of IIA training
Annemarie Procter (CEC) Lead Officer, report writer	Depute Head Teacher, ASL Service / Equalities Lead Officer	17 th December 2019
Fran Platt (CEC)	Depute Head Teacher, ASL Service	member of working group
Aicha Reid (CEC)	Depute Principal Psychologist	member of working group
David Clarke	Police Scotland	member of working group
Ann Marriott	LGBT Youth Scotland	member of working group
Didem Kaner	ELREC	member of working group

7. Evidence available at the time of the IIA

Evidence	Available – detail source	Comments: what does the evidence tell you with regard to different groups who may be affected and to the environmental impacts of your proposal
Data on populations in need	<ul style="list-style-type: none"> • SEEMiS Bullying and Equalities module • Pupil Wellbeing Survey 	<p>There is under-reporting/recording of prejudice-based incidents.</p> <p>In 2019, 43% of secondary young people and 80% of primary young people reported that staff are good at dealing with bullying behaviour.</p> <p>In 2021, 49% of secondary young people and 84% of primary young people reported that staff are good at dealing with bullying behaviour.</p>
Data on service uptake/access	<ul style="list-style-type: none"> • Under-reporting of bullying and prejudice-based incidents 	<p>As there is under-reporting of bullying and prejudice-based incidents, children and young people and parents-carers are not accessing appropriate supports.</p>
Data on socio-economic disadvantage e.g. low income, low wealth, material deprivation, area deprivation.	<ul style="list-style-type: none"> • Families from minority ethnic backgrounds and those where an adult or child are disabled are more likely to live in poverty • Ethnicity, poverty, and the data in Scotland JRF 	<p>Racism is a factor in the socio-economic disadvantage of people from minority ethnic backgrounds.</p> <p>Disability-based prejudice is a factor in the socio-economic disadvantage of disabled people.</p>
Data on equality outcomes	See data on populations in need above.	
Research/literature evidence	<ul style="list-style-type: none"> • IYS Insight report 2019 • Report on investigations into allegations of racism in secondary schools • LGBT Youth Scotland survey • Young Edinburgh Action report 	<p>Children and young people of colour and from minority ethnic backgrounds experience racism at school and in the community; they don't feel able to report racism and say it is not taken seriously or dealt with effectively.</p> <p>LGBT children and young people experience homophobia, bi-phobia and transphobia in school and in the community; they don't feel able to report this prejudiced behaviour and they often don't feel appropriately supported when they do.</p>
Public/patient/client experience information	Info. from complaints; meetings with parents	Parents-carers not aware of authority and school policy/procedure or who to contact to report prejudice-based bullying.
Evidence of inclusive engagement of people who use the service and involvement findings	Equalities Parent Reference group; Pupil Equality Groups	Parents-carers' and pupils' experiences show that there is inconsistency in practice across schools in dealing with prejudice-based bullying, in particular racism.
Evidence of unmet need	See data on populations in need and research/literature above.	
Good practice guidelines	Scottish Government: Respect for All	Respect for All: national approach to anti-bullying - gov.scot (www.gov.scot)

		Recording and monitoring of bullying incidents in schools: supplementary guidance - gov.scot (www.gov.scot)
Carbon emissions generated/reduced data	n/a	-
Environmental data	n/a	-
Risk from cumulative impacts	Risk from intersection of prejudice and poverty	See above.
Other (please specify)	none	
Additional evidence required	none	

8. In summary, what impacts were identified and which groups will they affect?

<p>Equality, Health and Wellbeing and Human Rights</p> <p>Positive Children and young people, especially those with protected characteristics, will feel confident to report bullying and prejudice-based bullying. They will be more effectively supported. Children and young people who display bullying and prejudice-based behaviour will be supported to change; there will be reduction in bullying and prejudice-based bullying.</p> <p>Negative None</p>	<p>Affected populations</p> <p>Children and young people Protected characteristics: race, sex, religion/belief, disability, sexual orientation, gender reassignment, pregnancy and maternity, marriage/civil partnership of parents or other family members</p>
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<p>Environment and Sustainability including climate change emissions and impacts</p> <p>Positive n/a</p> <p>Negative n/a</p>	<p>Affected populations</p> <p>n/a</p>
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<p>Economic</p> <p>Positive n/a</p> <p>Negative n/a</p>	<p>Affected populations</p> <p>n/a</p>
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9. Is any part of this policy/ service to be carried out wholly or partly by contractors and if so how will equality, human rights including children’s rights, environmental and sustainability issues be addressed?

We will work with third sector partners who support the rights of children and young people as outlined in UNCRC.

10. Consider how you will communicate information about this policy/ service change to children and young people and those affected by sensory impairment, speech impairment, low level literacy or numeracy, learning difficulties or English as a second language? Please provide a summary of the communications plan.

The authority will publish the full policy on the Council website.

Schools will ensure that they communicate school-level policy in age-appropriate ways, e.g. through assemblies, activities during anti-bullying week, the curriculum. Schools will support children and young people and parents-carers affected by sensory impairment, low literacy levels, learning difficulties and those with English as an Additional Language to know how to report bullying and prejudice and how they can expect to be supported.

Schools will aim to ensure that children and young people and parents-carers are involved in the development and review of school-level policy; that the school policy is available on the school website and signposted to parents-carers through relevant communications, especially for new parents-carers.

11. Is the plan, programme, strategy or policy likely to result in significant environmental effects, either positive or negative? If yes, it is likely that a [Strategic Environmental Assessment](#) (SEA) will be required and the impacts identified in the IIA should be included in this. See section 2.10 in the Guidance for further information.

No. Not applicable

12. Additional Information and Evidence Required

If further evidence is required, please note how it will be gathered. If appropriate, mark this report as interim and submit updated final report once further evidence has been gathered.

No additional information / evidence required.

13. Specific to this IIA only, what recommended actions have been, or will be, undertaken and by when? (these should be drawn from 7 – 11 above) Please complete:

Specific actions (as a result of the IIA which may include financial implications, mitigating actions and risks of cumulative impacts)	Who will take them forward (name and job title)	Deadline for progressing	Review date
Strengthen work with third sector partners, especially regarding race and disability-based prejudice	Annemarie Procter, Equalities Lead Officer Nikhat Yusaf, Senior Development Officer	November 2022	November 2023
Strengthen communication of policy and procedure to children and young people and parents-carers	Annemarie Procter, Equalities Lead Officer School Equality Co-ordinators	November 2022	November 2023
Publish an easy-read version of the authority policy on the Council website.	Annemarie Procter, Equalities Lead Officer	December 2022	December 2023

14. Are there any negative impacts in section 8 for which there are no identified mitigating actions?

None.

15. How will you monitor how this proposal affects different groups, including people with protected characteristics?

We will monitor recorded incidents of bullying and prejudice on the SEEMiS Bullying and Equalities module. We will analyse the bi-annual Pupil Wellbeing Survey for race, disability and gender.

16. Sign off by Head of Service

Name: Lorna French

Date: 24th October 2022

17. Publication

Completed and signed IIAs should be sent to:

integratedimpactassessments@edinburgh.gov.uk to be published on the Council website www.edinburgh.gov.uk/impactassessments

Edinburgh Integration Joint Board/Health and Social Care

sarah.bryson@edinburgh.gov.uk to be published at www.edinburghhsc.scot/the-ijb/integrated-impact-assessments/