

Equality Impact Assessment (EIA):

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Date:	8 th Dec 2014	Email:	

Since the Equality Act 2010 came into force the council has continued to be committed to ensuring we provide services that meet the diverse needs of our community as well as ensure we are an organisation that is sensitive to the needs of individuals within our workforce. This Equality Impact Assessment (EIA) has been developed as a tool to enable business units to fully consider the impact of proposed decisions on the community.

This EIA will evidence that you have fully considered the impact of your proposal / strategy and carried out appropriate consultation with key stakeholders. The EIA will allow Councillors and Senior Officers to make informed decisions as part of the council's decision-making process.

Executive Lead / Head Sign off:

Executive Lead(s)	Ken Pritchard	Executive Head:	Richard Williams
Date:		Date:	

Relevance Test – ‘A Proportionate Approach’

Not all of the proposals or strategies we put forward will be ‘relevant’ in terms of the actual or potential impact on the community in relation to equality and vulnerable groups. For instance, a report on changing a supplier of copier paper may not require an EIA to be completed whereas a report outlining a proposal for a new community swimming pool or a report proposing a closure of a service would.

Therefore before completing the EIA please answer the following questions. If you answer ‘yes’ to any of the questions below you must complete a full EIA.

1)	Does this report relate to a key decision?	Y <input type="checkbox"/>	N <input checked="" type="checkbox"/>
2)	Will the decision have an impact (i.e. a positive or negative effect/change) on any of the following: <ul style="list-style-type: none"> • The Community (including specific impacts upon the vulnerable or equality groups) • Our Partners • The Council (including our structure, ‘knock-on’ effects for other business units, our reputation, finances, legal obligations or service provision) 	Y <input checked="" type="checkbox"/> Y <input checked="" type="checkbox"/> Y <input type="checkbox"/>	N <input type="checkbox"/> N <input type="checkbox"/> N <input checked="" type="checkbox"/>

Section 1: Purpose of the proposal/strategy/decision

No	Question	Details
1.	<p>Clearly set out the proposal and what is the intended outcome?</p>	<p><i>Outline exactly what the proposal is / whether there is any change including reasons for the change. List the key objectives of the proposal/strategy. It is important to identify the specific outcomes that this proposal intends to deliver.</i></p> <p>The proposal is to implement a new Torbay wide Community Anti-Bullying Strategy. The objective is to reduce bullying and this will primarily happen through a Kitemark scheme which all organisations working with children and young people can apply for. Those that meet strict criteria will be granted the Kitemark award.</p> <p>The specific objectives are:</p> <ul style="list-style-type: none"> • To reduce incidences of bullying. • To establish a culture of intolerance to bullying through the promotion of policies and practices which prevent or reduce opportunities for bullying to arise by identifying the potential for a bullying incident and dealing swiftly, fairly and sensitively with any which do. • To increase the likelihood that incidents are disclosed to responsible adults. • To ensure that bullying is taken seriously by everyone and that effective intervention is used when bullying happens, primarily through a restorative approach. • To educate people about diversity, tolerance and differences so that bullying can be prevented in the first place. • To ensure that every agency puts into place a selection of approaches for dealing with bullying when it occurs, so that others can learn from the actions taken. • To combat the stigma attached to being a victim of bullying. • To raise the profile of the negative effects of bullying on children and young people's emotional health and well-being, life chances and achievement. • To involve parents, carers, children and young people in developing and implementing anti-bullying strategies. • To invest in developing the workforce to understand its role in dealing with bullying and harassment. To ensure that the workforce is equipped with the skills and resources to support young people in the community. • To embed equal opportunities, celebrate diversity and be responsive to individual needs and differences. • To promote the highest standards of emotional intelligence and care for others. • To value multi-professional contributions to solving the complex issues.
2.	<p>Who is intended to benefit / who will be affected?</p>	<p><i>Who will be affected by this proposal, whether this is a positive or negative impact?</i></p> <p>The proposal will affect all those who work with children and young people in bay. There will be a positive impact on</p>

No	Question	Details
		children and young people in the bay, especially those in groups that are most vulnerable to bullying.

Section 2: Equalities, consultation and engagement

Torbay Council has a moral obligation as well as a duty under the Equality Act 2010 to eliminate discrimination, promote good relations and advance equality of opportunity between people who share a protected characteristic and people who do not.

The **equalities, consultation and engagement** section ensures that, as a council, we take into account the Public Sector Equality Duty at an early stage and provide evidence to ensure that we fully consider the impact of our decisions / proposals on the Torbay community.

Evidence, consultation and engagement

No	Question	Details
3.	Have you considered the available evidence?	<p><i>Consider data and research already available locally and nationally. Your assessment should be under-pinned by up-to-date and reliable, factual information about the different groups the proposal is likely to affect. For instance, population profile, satisfaction data, deprivation statistics and how this helps to build a picture around your proposal.</i></p> <p>Evidence has been considered both nationally and locally. Over 1 million children every week are bullied in the UK and 20 children each year commit suicide because of it. Research for the Department of Education found that over half of primary and secondary school children thought that bullying was a big problem at their school. In a 2003 study¹ by the Thomas Coran Institute on behalf of ChildLine the authors highlight the impact of bullying on academic attainment and mental health: <i>“Bullying has been associated with absenteeism, low levels of self-esteem and, at its most extreme, with attempted suicide. Whether children suffer in silence, or engage the help of parents and carers, bullying also has an effect on family life. The experience of being bullied in childhood or adolescence has also been linked with poorer adult mental health.”</i> In 2011, a report² by the National Centre for Social Research showed bullying was responsible for 18% of school absences and was the reason in 18.4% of cases why children or young people were home educated. Meanwhile, a study³ by Family Lives on the impact of bullying on 18,320 families showed that the children most often bullied are aged 10-12, usually for reasons of race, disability, sexual orientation or because they were new to the school. This correlates closely with the Torbay Overview and Scrutiny Panel findings⁴ in 2007 in which pupils said that bullying was most prevalent in the first year of secondary school. The ChildLine report <i>“Boys Allowed”</i>⁵ details the reasons why young men ring the helpline for support. Bullying is cited as the main reason for calling the service. More worryingly the authors report that young boys are four times more likely to commit suicide than girls. Suicide accounts for a quarter of all deaths in young men.</p>

¹ <http://webarchive.nationalarchives.gov.uk/20130401151715/https://www.education.gov.uk/publications/eOrderingDownload/RR400.pdf>

² <http://www.natcen.ac.uk/media/695815/p3010%20red%20balloon%20weighted%20final%20+%20title%20page%20v2.pdf>

³ <http://familylives.org.uk/sites/default/files/Impact%20of%20bullying%202008.pdf>

⁴ <http://www.torbay.gov.uk/index/yourcouncil/councillorsdecisions/scrutiny/completerevIEWS.htm>

⁵ http://normanmark.net/trainers_resources/Resources/Children%20&%20Young%20People/What%20boys%20say%20CHILDLINE.pdf

No	Question	Details
		<p>Another report⁶ by the registered charity “Young Voice” and Oxford University details the findings of 7000 British teenagers. More than half of those surveyed reported they had been bullied. The report goes on to look at the implications for bullies themselves - bullies are six times more likely to have a criminal record by the age of 24 and more than half of all the male bullies and a quarter of the female bullies said they had been threatened with physical violence at schools themselves.</p> <p>Male bullies lived in a world of attacks - they report racism (82% have witnessed it) and being called names (93%) while half the girl bullies said they had been victimised by a group and a similar number said they had been pushed or punched. Being the target of a bully in the preceding term was a problem reported by almost twice as many primary school pupils (51% in year 5) as secondary pupils (28% in year 8).</p> <p>Research is also beginning to bring home some of the more tragic and long term effects of bullying on specific groups of young people. A recent study⁷ of 1,420 young adults published in JAMA psychiatry showed that bullying has long term effects that last into adulthood. They concluded that “<i>the effects of being bullied are direct, pleiotropic⁸ and long-lasting, with the worst effects for those who are both victims and bullies.</i>” It showed that victims of bullying are at a higher risk for a range of mental health issues, including anxiety, depression, substance misuse and suicidality during their adult lives. It can also lead to self harm.</p> <p>Local evidence gathered from groups identified as at risk includes the following – most members of groups such as LGBT young people, those with disabilities or young carers have experienced bullying, including name calling, internet bullying and physical attacks with one person having their clothes set on fire. They often feel adults do not take the issue seriously and would like support through peer mentoring, specialist teachers, websites and a text messaging service.⁹</p>

⁶ Bullying In Britain – Testimonies From Teenagers report 2007.

⁷ <http://archpsyc.jamanetwork.com/article.aspx?articleid=1654916>

⁸ Definition: producing more than one effect

⁹ Beat Bullying: Torbay Healthwatch Young People’s Consultation Results September 2013

No	Question	Details
4.	<p>How will / have you* consulted on the proposal?</p> <p><i>*delete as appropriate</i></p>	<p><i>Have you / will you carry out any consultation on your proposal and if so how? Focus groups / survey / events? Remember that it may be important to also consult on any alternative options. Also include who will you / have consulted with and if applicable which specific groups you will / have consulted with (i.e. groups who may be specifically affected by your proposal, specific equality or hard to reach groups).</i></p> <p>Consultation was carried out through an online survey on the council's website in February 2014. Results were analysed and used to revise the strategy.</p> <p>The strategy has been developed by a cross section of the community including input from schools, youth organisations, youth parliament, local MP's and council officers. It has also been to the council's Corporate Parenting Group for comment.</p> <p>Consultation was also carried out with young people who were broadly supportive of the strategy and keen to be involved.</p>
5.	<p>Outline the key findings</p>	<p><i>TO BE COMPLETED ONCE CONSULTATION UNDERTAKEN:</i> <i>Include feedback on your proposal including where you have consulted on any alternative options. Also include response rates, number of attendees to events / focus groups, outline of specific interest groups consulted. Use bullet points to summarise the key conclusions.</i></p> <p>33 responses were received to the online survey</p> <p>Summary of results</p> <ul style="list-style-type: none"> • 78.8% of respondents feel that the aims of the strategy are the right areas of focus. • Most respondents feel that training in dealing with bullying would help organisations to effectively tackle bullying. • Just over half of respondents (51.4%) either strongly agree or agree with the criteria used for setting the Kitemark Award. • The majority of respondents (66.7%) agree that a text messaging service will be an effective form of support. • The Majority of respondents (84.8%) believe there is a need for an independent body to help mediate complaints regarding the organisational handling of bullying. <p>Other findings from consultation with young people, Sarah Wollaston MP and individual schools were:</p> <ol style="list-style-type: none"> 1) That there shouldn't be too much paperwork involved for organisations. 2) Schools were concerned about costs to them. 3) That there was some question over whether the restorative justice approach works 4) That there needed to be more emphasis on tackling cyber bullying
6.	<p>What amendments may</p>	<p><i>TO BE COMPLETED ONCE CONSULTATION UNDERTAKEN:</i> <i>Has feedback from the consultation and engagement</i></p>

No	Question	Details
	be required as a result of the consultation?	<p><i>process identified any changes required to the proposal? Have you had to alter your decision and look at alternative options?</i></p> <p>Following feedback</p> <ol style="list-style-type: none"> 1) It was decided that there should be separate criteria for schools vs community groups. 2) The Kitemark will be free to schools. 3) Due to the weight of the evidence, the restorative approach will stay in the strategy 4) An extra section on tackling cyber bullying has been written. 5) The Kitemark criteria were revamped and now includes a requirement for schools to have their own confidential text messaging and email messaging arrangements. 6) The Kitemark will include a requirement for an independent person to be involved in determining the outcomes of any complaints which parents/ young people raise if an organisation has not adequately dealt with an issue.

Positive and negative equality impacts *TO BE UPDATED ONCE CONSULTATION UNDERTAKEN*

No	Question	Details		
7.	Identify the potential positive and negative impacts on specific groups	<i>It is not enough to state that a proposal will affect everyone equally. There should be more in-depth consideration of available evidence to see if particular groups are more likely to be affected than others – use the table below. You should also consider workforce issues. If you consider there to be no positive or negative impacts use the ‘neutral’ column to explain why. EVERY BOX MUST BE COMPLETED – if there is no impact please state either ‘No Positive Impact’ or ‘No Negative Impact’.</i>		
		Positive Impact	Negative Impact & Mitigating Actions	Neutral Impact
	Older or younger people	Positive impact to young people through reduced bullying		
	People with caring Responsibilities	Positive impact to young carers through reduced bullying		
	People with a disability	Positive impact to disabled young people through reduced bullying		
	Women or men			Positive impact to parents through reduced bullying to their children

No	Question	Details		
	People who are black or from a minority ethnic background (BME) <i>(Please note Gypsies / Roma are within this community)</i>	Positive impact to BME young people through reduced bullying		
	Religion or belief (including lack of belief)	Positive impact to young people with a faith through reduce bullying		
	People who are lesbian, gay or bisexual	Positive impact to LGB young people through reduced bullying		
	People who are transgendered	Positive impact to transgendered young people through reduced bullying		
	People who are in a marriage or civil partnership			No impact
	Women who are pregnant / on maternity leave			No impact
	Socio-economic impacts (Including impact on child poverty issues and deprivation)			No impact
	Public Health impacts (How will your proposal impact on the general health of the population of Torbay)	Positive impact through better mental health		
8.	Cumulative Impacts – Council wide (proposed changes elsewhere which might worsen the impacts identified above)	<i>Are any cumulative impacts identified across your service area from proposals in other departments OR from other service areas? Please explain what these might be (you may need to revisit this section once proposals have been further defined)</i> N/A		
8b	Cumulative Impacts – Other public services (proposed changes elsewhere which might worsen the impacts identified above)	<i>Are any cumulative impacts identified across your service area from proposals in other public services or partner organisations? Please explain what these might be (you may need to revisit this section once proposals have been further defined)</i> There will be a positive impact on schools, youth organisations and police organisations through lower rates of bullying		

No	Question	Details

Section 3: Mitigating action *TO BE UPDATED ONCE CONSULTATION UNDERTAKEN*

No	Action	Details
9.	Summarise any negative impacts and how these will be managed?	<p><i>Outline any negative impacts that you have identified relating to equalities and how these impacts will be managed / monitored so that they are reduced / eliminated or mitigated. What ways can the negative impact be minimised?</i></p> <p>There will be no negative impacts.</p>

Section 4: Monitoring *TO BE UPDATED ONCE CONSULTATION UNDERTAKEN*

No	Action	Details
10.	Outline plans to monitor the actual impact of your proposals	<p><i>The full impact of decisions will only be known once it is introduced. Identify arrangements for reviewing the actual impact of proposals once they have been implemented.</i></p> <p>There is a steering group made up of representatives of schools, council, young people, police, health organisations, youth service and voluntary sector organisations who will be responsible for monitoring the scheme and they will be accountable to the youth trust.</p>

Section 5: Recommended course of action *TO BE COMPLETED WHEN ALL SECTIONS COMPLETE AND EIA FINALISED*

No	Action	Outcome	Tick ✓	Reasons/justification for recommended action
11.	<p>State a recommended course of action Clearly identify an option and justify reasons for this decision. The following four outcomes are possible from an assessment (and more than one may apply to a single proposal). Please select from the 4 outcomes and justify the reasons for your decision</p>	<p>Outcome 1: No major change required - EIA has not identified any potential for adverse impact in relation to equalities and all opportunities to promote equality have been taken</p>	Y	This proposal will have a positive impact on the community and no changes are required.
		<p>Outcome 2: Adjustments to remove barriers – Action to remove the barriers identified in relation to equalities have been taken or actions identified to better promote equality</p>		
		<p>Outcome 3: Continue with proposal - Despite having identified some <u>potential</u> for adverse impact / missed opportunities in relation to equalities or to promote equality. Full justification required, especially in relation to equalities, in line with the duty to have 'due regard'.</p>		
		<p>Outcome 4: Stop and rethink – EIA has identified actual or potential unlawful discrimination in relation to equalities or adverse impact has been identified</p>		