

Equality Impact Assessment (EIA)

PSHE Anti-Bullying Policy

Equality impact, needs and requirements assessment form

Please use this form to record your findings, proposed actions, equality objectives and targets. Use the guidance notes to help you do the assessment or contact the Equality Standard Project Manager if you need some advice

About the policy, practice, service or function you are assessing

Name of policy, practice, service or function: **PSHE Anti-Bullying Policy**

Assessment team leader name: Graham Falgate

Date of assessment: August 2007

Department responsible: School Development and Inclusion Service Area: CYPD, Learning Division

Other members of assessment team:

Name	Position	Area of expertise	Comments
Joanne Moore	Emotional Health and Well Being Project Worker Healthy Schools/Pcas Team	Anti-Bullying strategy and practice Staff Emotional health and Well being Lead	

Gary Britton	Secondary PSHE & Citizenship Consultant	PSHE including anti-bullying policy and practice at KS3 and KS4	
Lesley Lawn	Primary PSHE & Citizenship Consultant	PSHE including anti-bullying policy and practice at KS1 and KS2	
Louise Bates	Healthy Schools Co-ordinator	Co-ordinates all Health initiatives in all schools	
Doreen Bird	Seconded PSHE Co-ordinator from Lawn Primary School, Derby	Experienced PSHE co-ordinator in school	
Sam Bishop	Regional Lead for National Anti-Bullying Alliance (ABA)	Co-ordinates and disseminates best practice around Anti-Bullying policy and strategy in East Midlands	

Question	Response/ findings
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<p>What are the main aims and objectives or purpose of the policy, practice, service or function that you are assessing?</p>	<p>The main aims are:</p> <ul style="list-style-type: none"> • To ensure that all schools within the LA have access to an exemplar anti-bullying policy based on national and local best practice • To clarify what constitutes bullying and what steps can be taken to reduce incidents and assist those affected by it. • To encourage all schools to have an up to date working policy which informs the recording and reporting bullying incidents and also provides strategies to reduce their prevalence in schools • To support schools, extended school communities, professionals and agencies, to ensure that children, young people, schools and their families, are confident of best practice with regard to anti-bullying policies. . • Work with schools and other partners and agencies such as Anti-Bullying Alliance, CAMHS, Educational Psychology Service, the Primary Care Trust (PCT), NSPCC etc to provide information and training • To collect and analyse annual data provided by schools based on the number of bullying incidents recorded and reported to the LA. To share this data with key partners. • Represent the Council as appropriate • Maintain and support national networks in support of national standards and best practice • Contribute towards improving the quality of centrally held LA data • Monitor and contribute towards raising achievement
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Who implements, carries out or delivers the policy, practice, service or function? Please state where this is more than one person, team, department, or body – and include any outside organisations who deliver under procurement arrangements	The Personal, Social and Health Education team (which incorporates the Healthy Schools Team) is responsible for writing, disseminating and revising as required the policy. The team also collects on an annual basis all the recorded incidents returned to the LA by its schools. The team is also responsible for the training of staff in schools to support the policy as well as providing training for Governors.
Question	Response/ findings
Who is affected by the policy, practice, service or function, or by how it is delivered? Such as, who are the external and internal customers, groups, or communities?	The whole school workforce in Derby City and key partners supporting Healthy Schools objectives in Derby Schools eg Primary Care Trust, CAMHS, Community Safety Partnership
What outcomes do we want to achieve, why and for whom? For example, what do you want to be providing, how well, what changes or improvements, and what should the benefits be for customers, groups or communities?	See Aims and Objectives. The team supports PSHE and Healthy Schools, which includes anti-bullying strategies, emotional health and well being, across all schools.
Question	Response/ findings
What existing or previous inspections of the policy, practice, service or function are there? For example, Best Value Inspections, policy reviews, research into the effects of a policy or practice. What did they tell you?	There are no national BVI's set for anti-bullying There are national objectives related to bullying within the Every Child Matters Framework within Staying Safe and Making a Positive Contribution There are PIs within the Children and Young Peoples' Strategic Plan Local PIs which are Rigorously monitored Previous LA Ofsted inspection CYP1.1 Percentage of schools reporting bullying incidents Baseline 2004/05 70% (achieved) Baseline 2005/06 81% (achieved) Target 2006/07 90% Target 2007/08 95%

Identifying potential equality issues and factors	
Question	Response/ findings
What do you already know about the equality impact or need? For example, from research, feedback, consultation or any performance monitoring	<p>(See Above)</p> <p>Consultation with Young People (Pupil Perception Survey) through Educational Psychology Service in Secondary years reveals the perception of young people around the prevalence of bullying in their school and the capacity of the school to effectively respond as perceived by young people. Equality Risk assessment form completed</p> <p>Detailed school audit undertaken as part of the Healthy School Standard which includes Anti-Bullying within Emotional Health and Well Being</p> <p>The service is shortly to roll out a comprehensive web based incident reporting and tracking service using Vantage Technologies 'Sentinel' programme. This will significantly improve our intelligence on bullying incidents.</p>
Question	Response/ findings
Is there any evidence of higher or lower take up under the policy or practice, or of the service or function for any particular groups? For example, who uses the service, who doesn't and why not?	<p>All schools in the LA now have adapted our policy</p> <p>50% of our schools now (July 2007) have Healthy School Status</p> <p>83% of our schools regularly return bullying incidents to the LA on an annual basis</p>

Have there been any important demographic changes or trends locally? For example is the population changing, and if so, how and what might that mean for the service or function?	<p>There has been a recent influx of eastern Europeans to the area. There is also an increasing sense of 'Islamophobia' based on media coverage of Islam and recent events nationally and internationally. This occasionally raises tension between ethnic and cultural groups in the city which can impact on bullying and racist behaviour in schools.</p> <p>There has also been an increase in the number of bullying incidents generated by text messaging and internet use.</p>
Question	Response/ findings
Is there an indication that any of the policies or practices involved with the service or function creates particular problems or difficulties for any groups of customers or communities?	<p>No specific or general policy issues are known</p> <p>All annual bullying incidents returned to the LA differentiate by gender, race, sexuality, disability and religion allowing us to spot any trends or patterns</p>
What information or data exists? For example, statistics, customer feedback, complaints, research, monitoring – who keeps it and can you get hold of it?	<p>See above</p> <p>Data is maintained and used to inform strategic planning.</p> <p>Formal and informal feedback from children, young people, families, schools and colleagues recorded</p>
Question	Response/ findings
Does any equality or diversity objectives already exist? If so, what are they and what is current performance like against them?	<p>Our provision conforms to all requirements of the various acts and legislation on race, sex, gender, disability, religion, ethnicity, age and human rights. Currently we do not have a service evaluation process to measure our performance against them.</p>
Is the service having a positive or negative effect on particular people in the community, or particular groups or communities?	<p>Our service and provision to schools and young people within them is well respected. We recently (Spring 2007) achieved Beacon Status for the authority for our standards in healthy Schools and PSHE, which includes our provision and support for Bullying.</p>

Collecting the information and data about how the policy, practice, service or function, impacts on communities

Please record your information and data in this table and think about:

what information or data you will need
 using both quantitative and qualitative data
 making sure that where possible there is information that allows all perspectives to be considered
 identifying any gaps in the information/ data and what it can tell you

Data or information	When and how was it collected?	Where is it from?	What does it tell you? You need to consider all six equality strands where you can	Gaps in information
Stakeholder feedback and complaints	Requirements and procedures for collecting bullying incidents in schools discussed with Headteachers through the Head' Liaison Groups and the Annual Review Cycle with Headteachers and their School Improvement Officers. We respond to requests and feedback from Headteachers and schools	Minutes of Heads Liaison Group Meetings and Annual Review Cycle Minutes if appropriate plus any verbal responses	Value of expertise of staff Areas for development to ensure high quality service for stakeholders. Schools seem confident that our policy and provision is inclusive and accessible to all. Our provision conforms to all requirements of the various acts and legislation on race, sex, gender, disability, religion, ethnicity, age and human rights.	Currently we do not have a service/division evaluation process to measure our performance against them.

Consultation and community involvement	See above	See above	See above	See above
There are no national BVI's set for Anti-Bullying Performance Indicators Performance Eye	Local Performance Indicators	Current database	All annual bullying incidents returned to the LA differentiate by gender, race, sexuality, disability and religion allowing us to spot any trends or patterns	Information re six strands needs to be collected

Analysing the information and data and setting equality objectives and targets

Please give your detailed findings in this table

Service or function	Policy or practice	Findings	Which groups are affected and how	Whose needs are not being met and how?
PSHE Anti-Bullying Policy for schools	Age	Every effort is made to ensure that the service meets the needs of all children and Young People and also parents/ carers and Governors through training, 'open door' consultations and workshops Any special requirements are dealt with on a one to one basis.	All children and Young People in maintained schools in derby LA	The policy and the recording of incidents is inclusive of all REGARDS categories. Annual data is broken down by all categories
	Disability	As above	As above	As above
	Ethnic origin	As above	As above	As above
	Gender	As above	As above	As above
	Religion or belief	As above	As above	As above
	Sexual orientation	As above	As above	As above

Objectives - process, impact or outcome based

Please give your proposed objectives/ targets in this table

Objective/Target:	Redesign of stakeholder questionnaire to include questions on Equality Impact
Specific	Implement new recording mechanism in pilot schools based on Vantage Technologies 'Sentinel' web based software programme to provide better data on bullying incidents by age, gender, disability, race, ethnic origin sexual orientation
Measurable	By July 08
Achievable	Will be designed and trialled as part of the Sentinel web based system
Relevant	Will provide additional relevant data.
Timed	Pilot schools identified Autumn Term 2007 Pilot to start Spring/Summer 2008

Objective/Target:	Improve community consultation
Specific	Proactively engage stakeholders in planning objectives for the service
Measurable	Increase in the number of stakeholders engaged, increase feed back received
Achievable	Through business plan
Relevant	Consult with multiagency forum
Timed	Increase in quality and quantity of data from schools involved in the pilot by end of academic year 2007/08

Monitoring and reviewing - incorporating into performance management

Please summarise your objectives and targets in this table with your proposed monitoring and reporting arrangements

Objective	Planned action	Target performance			Responsible lead officer	Reporting cycle, for example,

						quarterly
		2007/8	2008/9	2009/10		
Implement new recording mechanism in pilot schools based on Vantage Technologies 'Sentinel' web based software programme to provide better data on bullying incidents by age, gender, disability, race, ethnic origin sexual orientation	Identify lead professional within the LA to support this new initiative Identify a small pilot of schools to use the new programme and critically evaluate before a wider roll out across the LA	Identify lead professional within the LA to support this new initiative Identify a small pilot of schools to use the new programme and critically evaluate before a wider roll out across the LA	Information collated from questionnaire used to inform strategic planning	Information collated from questionnaire used to inform strategic planning	Graham Falgate and Angela Cole	Termly