



# Antisocial Behaviour Policy



|                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |  |
|--------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|
| <b>Title of Policy</b>                                                                     | Antisocial behaviour policy                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  |  |
| <b>Approved by</b>                                                                         | STRIVE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  |  |
| <b>Approval Date</b>                                                                       | 29/04/2026                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |  |
| <b>Owner</b>                                                                               | Director of Customer Experience                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |  |
| <b>Author</b>                                                                              | Head of Policy and Customer Standards                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |  |
| <b>Version</b>                                                                             | 3.3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |  |
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| <b>Lead Directorate</b>                                                                    | Customer Experience                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |  |
| <b>Stakeholders</b>                                                                        | <input checked="" type="checkbox"/> Partnership Forum <input type="checkbox"/> Human Resources <input type="checkbox"/> ICT<br><input checked="" type="checkbox"/> Staff Forum <input checked="" type="checkbox"/> Property <input type="checkbox"/> Other<br><input type="checkbox"/> Finance <input checked="" type="checkbox"/> BR24<br><input checked="" type="checkbox"/> Operations <input type="checkbox"/> Business Development                                                                                                          |  |  |
| <b>Scottish Social Housing Charter Outcomes and Standards this policy helps to achieve</b> | <input checked="" type="checkbox"/> Outcome 1 <input checked="" type="checkbox"/> Outcome 6 <input type="checkbox"/> Outcome 11<br><input type="checkbox"/> Outcome 2 <input type="checkbox"/> Outcome 7 <input type="checkbox"/> Outcome 13<br><input type="checkbox"/> Outcome 3 <input type="checkbox"/> Outcome 8 <input type="checkbox"/> Outcome 14<br><input type="checkbox"/> Outcome 4 <input type="checkbox"/> Outcome 9 <input type="checkbox"/> Outcome 15<br><input type="checkbox"/> Outcome 5 <input type="checkbox"/> Outcome 10 |  |  |
| <b>Care Standards this policy helps to achieve</b>                                         | <input type="checkbox"/> <a href="#">Standard 1</a> <input type="checkbox"/> <a href="#">Standard 2</a> <input type="checkbox"/> <a href="#">Standard 3</a><br><input type="checkbox"/> <a href="#">Standard 4</a> <input type="checkbox"/> <a href="#">Standard 5</a>                                                                                                                                                                                                                                                                           |  |  |



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## Foreword

Field make it possible for more people to live their best lives, at home, surrounded by a supportive community.

We believe that all tenants have the right to enjoy their homes in peace and security. Unacceptable and antisocial behaviour undermines this right, and we take such matters extremely seriously.

We recognise the significant and often harmful impact that antisocial behaviour (ASB) can have on individuals, households, and the community.

Our tenants share responsibility for upholding the conditions of their tenancy agreement. This includes treating others with respect and being a considerate neighbour. Tenants are entitled to raise concerns about neighbour nuisance or ASB and can expect that their complaints will be taken seriously and addressed in a timely and appropriate manner.

Our work is grounded in the following values:

|                        |                                                                                         |
|------------------------|-----------------------------------------------------------------------------------------|
| Honesty                | We are transparent and open in how we manage and communicate around ASB case.           |
| Equality and Diversity | We treat everyone fairly and respond sensitively to individual needs and circumstances. |
| Ambition               | We aim to continuously improve how we prevent and respond to ASB.                       |
| Dignity                | We treat individuals involved with respect, regardless of the situation.                |
| Integrity              | We apply our policies consistently, ethically, and based on evidence.                   |
| Caring                 | We offer support and take account of the personal impact ASB can have.                  |
| Kindness               | We approach each case with compassion, aiming for constructive and fair outcomes.       |

Through this policy, we support the delivery of our mission - helping people live their best possible lives.



Tracey Howatt,  
Director of Customer  
Experience



## **1. Purpose and objectives**

### **Purpose**

- 1.1. This policy sets out Bield's approach to preventing, managing and resolving antisocial behaviour (ASB). It provides a clear, consistent, and proportionate framework that support staff to respond effectively while ensuring compliance with legislation, regulatory standards,
- 1.2. This policy aligns with our Independent Living Approach, supporting people to live safely, independently and with dignity in their homes and communities.
- 1.3. We recognise that not all issues between neighbours constitute antisocial behaviour. Low-level concerns and lifestyle differences will be managed through our Neighbour Concerns policy, which focuses on early intervention and prevention. Key components
- 1.4. This policy applies where behaviour:
  - meets the threshold for antisocial behaviour; or
  - has escalated beyond early intervention; or
  - presents a risk to individuals, communities, or staff.

### **Objectives**

- 1.5. We aim to:
  - ensure tenants feel safe, respected, and able to enjoy their homes
  - respond to antisocial behaviour promptly and proportionately
  - clearly distinguishing between antisocial behaviour and neighbour concerns
  - prevent escalation through early intervention and support
  - Support tenants to meet their tenancy responsibilities
  - Work in partnership with relevant agencies
  - Use enforcement action where necessary, as a last resort.

## **2. Understanding antisocial behaviour**

- 2.1. Antisocial behaviour is complex issue and can be experienced differently by individuals. What may be a minor issue for one person may have a significant impact on another.
- 2.2. Antisocial behaviour exists on a spectrum, ranging from early-stage concerns to serious or criminal conduct.
- 2.3. Not all neighbour issues are antisocial behaviour. Everyday living differences – such as noise, routines, or personal preferences – will not normally be treated as ASB.
- 2.4. Where behaviour does not meet the threshold for antisocial behaviour, it will not be managed as ASB and will instead be addressed through the Neighbour concerns policy.

## **3. Trauma-informed practice and support**

- 3.1. We recognise that antisocial behaviour can significantly impact wellbeing, independence, and sense of safety.
- 3.2. In line with our Independent Living Approach, we are committed to address ASB in a way that is
  - empathetic and respectful
  - proportionate to the situation
  - focused on sustainable outcomes.



3.3. We also recognise that individuals displaying antisocial behaviour may have underlying needs. Where appropriate, we will seek to identify and address these alongside any enforcement action.

#### **Staff support**

3.4. Managing antisocial behaviour can be complex and emotionally demanding. Staff are supported through training, management oversight, and access to the Employee Assistance Programme<sup>1</sup>.

#### **Tenants**

3.5. We will

- provide clear information and updates
- signpost to appropriate support services
- support access to independent services such as Victim Support Scotland.

## **4. Inclusion, Diversity, Equality and Access**

4.1. We are committed to ensuring that our approach is fair, inclusive, and accessible.

4.2. We recognise that individuals may experience behaviour differently based on personal circumstances, including

- health conditions
- disability
- communication needs
- cultural background.

4.3. In implementing this policy, we are committed to upholding our Equality and Diversity Policy, which aims to promote diversity, fairness, social justice, and equality of opportunity. An Equality Impact Assessment has been carried out, and this is included at [Appendix 1](#).

4.4. We recognise that some tenants, including from those minority ethnic backgrounds, those who identify as LGBTQ+, or those who may be more vulnerable to unwanted attention or behaviour, may experience low-level comments, exclusion, or unwanted conduct that may not initially meet the threshold of antisocial behaviour.

4.5. We encourage tenants to report these concerns and will respond in a proportionate and supportive way, addressing issues early and promoting a safe and respectful environment for all.

4.6. To support equality and inclusion in practice, we will:

- Providing large print version for individuals with visual impairments.
- Including translation and interpretation services information on the policy for non-English speakers.
- Offering easy-to-read versions for people with cognitive impairments.

## **5. Definition of Antisocial Behaviour**

5.1. In line with the Anti-Social Behaviour etc (Scotland) Act 2004, Bield defines antisocial behaviour as:

Acting in a manner that causes or is likely to cause alarm or distress; or pursuing a course of conduct that causes or is likely to cause alarm or distress to at least one person who is not of the same household.

“Conduct” includes speech, and a course of conduct must involve conduct on at least two occasions.

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<sup>1</sup> Tel: 0141 228 6250; Email: [info@counsellingandcoachingsolutions.co.uk](mailto:info@counsellingandcoachingsolutions.co.uk)



- 5.2. For the purposes of this policy, behaviour may be treated as antisocial where it meets the statutory definition and/or where, having considered the circumstances, impact and risk, it is persistent, targeted, intimidating, threatening, harmful, discriminatory, criminal, a breach of tenancy conditions, or escalating despite early intervention.
- 5.3. Early-stage issues that do not meet this threshold will be managed through the Neighbour Concerns approach. Bield interprets this definition through the lens of our Independent Living Approach, recognising that distress and disruption may be felt differently by older individuals or those with vulnerabilities. We take a proportionate, contextual and evidence-based approach when assessing behaviour, considering both the nature of the conduct and its impact.

## 6. Principles

6.1. When responding to reports of antisocial behaviour, we will:

- **Act promptly**  
Early action helps prevent escalation.
- **Be proportionate**  
responses reflect severity and impact
- **Remain impartial**  
We do not take sides
- **Communicate clearly**  
Setting realistic expectations
- **Take a trauma-informed approach**
- **Prioritise safety**  
For tenants and staff
- **Record accurately**  
Ensuring clear and defensible decisions
- **Support professional judgement**  
Within a clear framework

## 7. Our approach to managing antisocial behaviour

7.1. We manage antisocial behaviour using the PIER framework:

### **Prevention**

Setting clear expectations, identifying risks early, and supporting positive communities

### **Intervention**

Taking early, proportionate action to resolve issues before they escalate

### **Enforcement**

Taking formal action where behaviour is serious, persistent, or harmful.

### **Resolution**

Reaching a clear, recorded outcome and stabilising the situation.



## 8. Categorisation and response

8.1. Antisocial behaviour cases are categorised based on severity, risk, and impact.

### Category A – Serious / High Risk

8.2. Behaviour that presents an immediate or significant risk to individuals or the wider community.

8.3. Examples include:

- Violence or threats of violence
- Hate-related incidents or targeted harassment
- serious intimidation
- criminal activity (e.g. drug dealing)

8.4. Category A maximum response times:

|                       |               |
|-----------------------|---------------|
| Responding to reports | 1 working day |
| Resolution            | 12 weeks.     |

### Category B – persistent, targeted or escalating

8.5. Behaviour that is ongoing or increasing in severity and is having a significant impact on others

8.6. Examples include

- repeated noise nuisance
- ongoing verbal conflict
- persistent disruptive or abusive behaviour.

8.7. Category B maximum response times:

|                       |                |
|-----------------------|----------------|
| Responding to reports | 5 working days |
| Resolution            | 8 weeks        |

### Category C – early stage ASB

8.8. Behaviour that constitutes antisocial behaviour and is at an early stage, requiring a structured and proportionate response to prevent escalation.

8.9. Category C maximum response times:

|                       |                |
|-----------------------|----------------|
| Responding to reports | 7 working days |
| resolution            | 4 weeks        |

8.10. Category C antisocial behaviour differs from neighbour concerns in that it involves repeated or escalating behaviour that requires formal case management.

8.11. At this stage, the focus is on advice, expectation-setting and supporting behaviour change, rather than enforcement action.

8.12. Cases may move between categories where behaviour escalates or improves and will be reviewed regularly to ensure an appropriate response.

## 9. Taking action

9.1. We will take a structured and proportionate approach to managing antisocial behaviour, including:

- early engagement and communication
- advice and expectation-setting
- mediation where appropriate
- support referrals
- enforcement action where required.

9.2. Any action taken will be evidence-based, clearly recorded and proportionate to the behaviour.



## **10. Enforcement and legal action**

10.1. Where necessary, we may take enforcement action to protect individuals and communities.

10.2. This may include:

- warnings and behaviour agreements
- partnership working with Police and local authorities
- legal remedies such as interdicts, ASBOs, or eviction

10.3. Enforcement is always

- proportionate
- evidence-led
- a last resort

## **11. Resolution**

11.1. A case may be recorded as resolved for performance reporting purposes where Bield has taken reasonable and proportionate action and recorded a clear outcome. This may include early intervention, no further action with rationale, support arrangements, monitoring, or enforcement action being initiated.

11.2. A case may remain operationally active after being recorded as resolved for ARC purposes where further monitoring, legal action, support planning or multi-agency work is ongoing.

11.3. For purposes of performance reporting and the Annual Return on the Charter (ARC), a case will be recorded as 'resolved' when one of the following applies:

- the antisocial behaviour has ceased, and the case is formally closed
- a support plan is in place, and behaviour is being actively monitored
- formal enforcement action has been taken, and the issues has been addressed
- a justified decision is made that no further action can be taken.

## **12. Support for tenants**

### **Reporting tenants**

12.1. We will

- take concerns seriously
- provide updates and clear communication
- manage expectations
- signpost to support services

### **Other tenants**

12.2. We will

- ensure a fair and impartial process
- provide an opportunity to respond
- clearly explain expectations and consequences
- offer support where appropriate.

## **13. Scope – important exclusions**

13.1. Not all concerns reported to us will meet the threshold for antisocial behaviour.

13.2. Examples include (but are not limited to):

- personal differences or family disputes
- disagreements regarding parking spaces
- frequent comings and goings from a property



- perceived behaviour (such as staring) without other associated conduct
- Normal living or domestic noises, including:
  - Doors closing
  - Toilets flushing
  - Everyday conversation audible through walls, floors and ceilings
  - People moving around their home
  - Use of household appliances, (e.g. vacuum cleaners, TV sounds, and music at reasonable volumes)
  - Cooking smells
  - Use of shared facilities (e.g. laundry areas).

13.3. Where behaviour becomes persistent, increases in severity, or begins to cause significant distress or harm, it may be reassessed and managed as antisocial behaviour.

## **14. Complying with the Law and Good Practice**

14.1. This policy is informed by relevant legislation and regulatory requirements relating to antisocial behaviour and tenancy management in Scotland.

### **Legislative framework**

14.2. The legislative framework includes:

#### **Housing (Scotland) Act 2001**

Provides the legal framework for tenancy agreements in Scotland, including provisions relating to antisocial behaviour. This Act mandates that landlords must address antisocial behaviour in a way that is fair, transparent, and consistent with tenants' rights. This ASB policy aligns with these principles by setting out clear procedures for reporting, investigating, and resolving complaints related to antisocial behaviour, and by providing tenants with the ability to appeal decisions made.

#### **Housing (Scotland) Act 2014**

Strengthens tenancy management provisions, including measures to address antisocial behaviour. This Act specifically introduced new measures aimed at improving the efficiency and effectiveness of housing management and dispute resolution. This ASB Policy is designed to be consistent with the framework set out by the 2014 Act, ensuring that all actions taken to address antisocial behaviour are proportionate and follow the correct legal process.

#### **Antisocial Behaviour etc (Scotland) Act 2004**

Provides powers to address antisocial behaviour, including the use of legal remedies such as Anti-Social Behaviour Orders (ASBOs) and other civil remedies. This policy ensures that these powers are exercised in line with the Act's stipulations, including the requirement to act swiftly and fairly in response to complaints. Furthermore, it supports involvement of partner agencies such as police and local authorities where necessary.

#### **Crime and Disorder Act 1998 and Criminal Justice (Scotland) Act 2003**

Address the broader issues of crime and disorder, including antisocial behaviour that may also involve criminal activity. The ASB policy integrates these provisions by clearly differentiating between antisocial behaviour and criminal activity, and by outlining when cases may need to be referred to law enforcement agencies.

#### **Misuse of Drugs Act 1971**

Regulates the possession, supply, and misuse of drugs in the UK. Antisocial behaviour involving drug misuse, particularly in relation to tenants or their visitors engaging in drug-related activities, is explicitly addressed in the ASB Policy. In such cases, the policy provides a clear framework for reporting and managing drug-related antisocial behaviour, including cooperation with law enforcement agencies when necessary.



## **Social Housing Charter**

- 14.3. As a Registered Social Landlord (RSL), we are regulated by the Scottish Housing Regulator (SHR). The SHR's statutory objective is to safeguard and promote the interests of current and future tenants, homeless people, and other people who use services provided by social landlords. In developing our policy, we have taken account of good practice, including that developed by the Scottish Housing Regulator.
- 14.4. The SHR uses the outcomes and standards in the Charter to assess the performance of social landlords. The key outcomes that have been considered in the development of this policy are:
- |           |                                                                                                                                                 |
|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------|
| Outcome 1 | Customers have their individual needs recognised, are treated fairly and with respect, and receive fair access to housing and housing services. |
| Outcome 6 | Customers live in well-maintained neighbourhoods where they feel safe                                                                           |
- 14.5. This outcome is monitored through the Annual Return on the Charter (ARC), specifically Indicator 20, which measures the percentage of antisocial behaviour cases reported in the last year which were resolved.

## **Supported living**

- 14.6. As a provider of care, we are regulated by the Care Inspectorate. The Care Inspectorate uses Health and Social Care Standards to assess the performance of care providers. The key standards that have been considered in the development of this policy are:
- Standard 4     I have confidence in the organisation providing my care and support

## **15. Training and Competence**

- 15.1. We are committed to managing the implementation of our unacceptable and antisocial behaviour policy and making sure a quality service is delivered by our staff.
- 15.2. We provide training for all staff to make sure that:
- Staff and tenant are made aware of the range of actions which can be taken in response to dealing with unacceptable and antisocial behaviour
  - There are clear guidelines and procedures for the use of non-legal remedies and legal action.

## **16. Publicising and Accessibility**

- 16.1. This policy will be published on the Bield website as well as the intranet sites.
- 16.2. We are happy to translate any of our policies and provide an interpreter if our customers need help.

## **17. Scheme of Delegation**

- 17.1. The Chief Operating Officer is responsible for ensuring there is an effective ASB policy.
- 17.2. The Head of Housing and Communities is responsible for this ensuring this policy is implemented according to Bield's policy and procedures and monitored effectively.
- 17.3. Housing Services Managers are responsible for reviewing open ASB cases and ensuring the resolution and closure of cases in a timely manner.
- 17.4. Area Housing Managers are responsible for case ownership, investigation case planning and enforcement activity, supported by Hub Coordinators when required.



- 17.5. Local Housing Managers and Assistant Hub Coordinators are responsible for supporting early intervention, local intelligence, tenant contact, evidence gathering and implementation of agreed actions.

## 18. GDPR

- 18.1. We will treat all personal data in line with our obligations under the current data protection regulations and our Privacy Policy. Information regarding how all data will be used and the basis for processing your data is provided in our Customer Fair Processing Notice.

## 19. Monitoring, Reporting, and Review

- 19.1. We will ensure our reporting systems allow the monitoring of the outcome set out in the Scottish Social Housing Charter statutory indicators, including:
- Percentage of ASB cases reported which were resolved within the agreed targets
  - The number of the following actions taken as a result of ASB:
  - Notice of proceedings issued
  - Court actions initiated
  - Orders for recovery of possession granted
  - Evictions carried out
  - Short SSTs granted
- 19.2. The ASB Policy will be reviewed every five years or earlier if legislative, performance or other changes necessitate this.

## Appendix 1 Equality Impact Assessment

|    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1  | <b>Title of Policy to be assessed:</b> Antisocial Behaviour Policy                                                                                                                                                                                                                                                                                                                                                                                                                        |
| 2  | <b>Date:</b> July 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| 3  | <b>Lead Officer/Manager:</b> Zhan McIntyre                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| 4  | <b>EQIA Team (who will be involved):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| 5  | <b>Director/Manager:</b> Chief Operating Officer                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| 6  | <b>Is the function or policy existing, new, or review:</b> Review                                                                                                                                                                                                                                                                                                                                                                                                                         |
| 7  | <p><b>Set out the aims/objectives/purposes/outcomes of the function or policy, and give a summary of the service provided:</b></p> <p>This policy sets out Bield's approach to preventing, managing, and resolving antisocial behaviour (ASB), ensuring tenants can enjoy their homes in peace and safety. It outlines legal tools, support mechanisms, and partnership working to resolve issues early and proportionately.</p> <p><b>The policy applies to all Bield colleagues</b></p> |
| 7a | <b>Who should benefit from the policy (target population):</b> All staff and tenants                                                                                                                                                                                                                                                                                                                                                                                                      |
| 7b | <p><b>Linked policies, functions: Are there any other functions, policies or services, which might be linked with this one for this exercise? Please list.</b></p> <p>Tenancy agreement<br/>Independent Living Model</p>                                                                                                                                                                                                                                                                  |



|   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                        |                        |                                                                       |
|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|------------------------|-----------------------------------------------------------------------|
|   | <b>Equality and Diversity Statement</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                        |                        |                                                                       |
| 8 | <b>State whether the policy will have a positive or negative impact across the following factors and provide initial comments/observations.</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                        |                        |                                                                       |
|   | <p><b>Age:</b> Older people, people in the middle years, young people, and children.</p> <p><b>Disability:</b> includes physical disability, learning disability, sensory impairment, long-term medical conditions, mental health problems.</p> <p><b>Maternity and civil partnership</b><br/> <b>The policy will have no impact on people expecting or recently giving birth or within a civil partnership</b></p> <p><b>Race:</b> Minority ethnic people (includes Gypsy/Travellers, non-English speakers).</p> <p><b>Religion or belief:</b> includes people with no religion or belief.</p> <p><b>Sex:</b> Women, men, and transgender people (include issues relating to pregnancy and maternity).</p> <p><b>Gender reassignment:</b> The process of changing or transitioning from one gender to another.</p> <p><b>Sexual orientation:</b> Lesbian, gay, bisexual, and heterosexual people.</p> <p><b>People in remote, rural, and/or island locations</b></p> <p><b>People in different work patterns:</b> e.g. part-/full-time, short-term, job share, seasonal</p> <p><b>People who have low literacy</b></p> <p><b>People in different socio-economic groups</b> (includes those living in poverty/people on a low income)</p> |                        |                        |                                                                       |
|   | <b>Population groups</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>Positive Impact</b> | <b>Negative Impact</b> | <b>Comments</b>                                                       |
|   | Age                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Yes                    | No                     | <b>Supports safety and wellbeing in older tenants and communities</b> |
|   | Disability                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Yes                    | No                     | Signposts to support, considers accessibility and mental health needs |
|   | Maternity and civil partnership                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Neutral                | No                     | No direct impact                                                      |
|   | Race                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Yes                    | No                     | Includes translation offer and accessibility statement                |
|   | Religion or belief                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Neutral                | No                     | Policy is non-discriminatory and inclusive                            |
|   | Sex and Gender reassignment                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Yes                    | No                     | Promotes inclusive language and fair treatment in complaints handling |
|   | Sexual orientation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Yes                    | No                     | Inclusive policy language and protection from harassment              |



|    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                        |                                                 |                                                            |
|----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|-------------------------------------------------|------------------------------------------------------------|
|    | People in remote, rural, and/or island locations                                                                                                                                                                                                                                                                                                                                                                                                                                    | Yes                    | No                                              | Encourage telephone and virtual access to support          |
|    | People in different work patterns                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Yes                    | No                                              | Staff flexibility encouraged through guidance and training |
|    | People who have low literacy                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Yes                    | No                                              | Easy-read versions available                               |
|    | People in different socio-economic groups                                                                                                                                                                                                                                                                                                                                                                                                                                           |                        |                                                 |                                                            |
| 9  | <b>What evidence do you have for the statements you have made above? Focus on:</b> <ul style="list-style-type: none"> <li>Needs and experiences;</li> <li>Uptake of services;<br/>N/A</li> <li>Levels of participation.<br/>N/A</li> </ul>                                                                                                                                                                                                                                          |                        |                                                 |                                                            |
| 10 | <b>From the evidence set out what actions, if any, will you take where the negative impact has been identified:</b>                                                                                                                                                                                                                                                                                                                                                                 |                        |                                                 |                                                            |
|    | <b>Population groups</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>Proposed action</b> | <b>How will it address the negative impact?</b> |                                                            |
|    | Age                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | N/A                    | N/A                                             |                                                            |
|    | Disability:                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | N/A                    | N/A                                             |                                                            |
|    | Maternity and civil partnership                                                                                                                                                                                                                                                                                                                                                                                                                                                     | N/A                    | N/A                                             |                                                            |
|    | Race                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | N/A                    | N/A                                             |                                                            |
|    | Religion or belief                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | N/A                    | N/A                                             |                                                            |
|    | Sex and Gender reassignment                                                                                                                                                                                                                                                                                                                                                                                                                                                         | N/A                    | N/A                                             |                                                            |
|    | Sexual orientation                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | N/A                    | N/A                                             |                                                            |
|    | People in remote, rural, and/or island locations                                                                                                                                                                                                                                                                                                                                                                                                                                    | N/A                    | N/A                                             |                                                            |
|    | People in different work patterns                                                                                                                                                                                                                                                                                                                                                                                                                                                   | N/A                    | N/A                                             |                                                            |
|    | People who have low literacy                                                                                                                                                                                                                                                                                                                                                                                                                                                        | N/A                    | N/A                                             |                                                            |
|    | People in different socio-economic groups                                                                                                                                                                                                                                                                                                                                                                                                                                           | N/A                    | N/A                                             |                                                            |
|    | <b>Briefly explain how the policy contributes to our equality and diversity values by answering the following questions:</b> <ul style="list-style-type: none"> <li>How will it provide equality of access to services, information, and employment?</li> <li>Does it or could it celebrate diversity?</li> <li>Will it or could it promote good relationships within and between communities?</li> <li>How will it provide good quality, inclusive services?</li> </ul> <p>N/A</p> |                        |                                                 |                                                            |
|    | <b>Any additional information, questions, or actions required? Please explain.</b>                                                                                                                                                                                                                                                                                                                                                                                                  |                        |                                                 |                                                            |



|                                                                                                                                                                                                                                                                                               |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Sign off:</b><br><b>As Director I am satisfied with the results of this EIA</b><br><b>The findings will be referred to within Service Plans and target set. The Action Plan will be reviewed annually within Business planning reporting.</b><br><br><b>Signature:</b><br><br><b>Date:</b> |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## Appendix 2 Cliques and factions – guidance and potential responses

Cliques and factions can have a significant negative impact on tenants' wellbeing, particularly within communal living environments.

While social groups are a normal part of community life, issues can arise where group behaviour leads to exclusion, conflict or distress for others.

Indicators that group behaviour may be problematic include:

- persistent conflict between different individuals or groups
- reports of exclusion, gossiping or intimidating behaviour
- situations where tenants feel uncomfortable or unwelcome in shared spaces.
- behaviour that disrupts the peaceful enjoyment of the development.

Tenants are encouraged to report concerns to staff. as possible.

Reports can be made anonymously to ensure tenant safety and encourage reporting.

### Potential responses

Responses will depend on circumstances of each case and may include:

- 1. Mediation and facilitated conversations**
  - Facilitate mediation sessions between conflicting parties to resolve issues amicably.
  - Provide professional mediators if necessary.
- 2. Good Neighbour Agreements:**
  - Agreeing clear expectations of behaviour to support a respectful and inclusive environment
- 3. Management for shared spaces**
  - Supporting fair and reasonable use of communal areas, which may include informal arrangements or guidance where conflicts arise.
- 4. Closure of Communal Areas:**
  - Temporarily close lounges or other communal spaces if they become hotspots for conflict.
  - Reopen only when a resolution is achieved and compliance is assured.
- 5. Conflict Resolution Workshops:**
  - Conduct workshops to educate tenants on conflict resolution, effective communication, and community living standards.
  - Encourage participation to foster a collaborative and respectful environment.



## Escalation

Where group behaviour becomes persistent, targeted, or causes significant distress, it may be treated as antisocial behaviour and managed in line with this policy. Failure to comply with the policy and continued involvement in cliques and factions that disrupt the community will be considered a breach of tenancy. Consequences may include:

**1. Warning Notices:**

- Issuing formal warnings to involved parties.
- Documenting incidents and interventions undertaken.

**2. Behavioural Contracts:**

- Requiring tenants to enter behavioural contracts specifying expected changes and consequences for non-compliance.

**3. Property Transfers:**

- Offering management transfers for tenants who are severely affected by ongoing conflicts, subject to availability.

**4. Legal Action:**

- Taking legal action for serious or repeated breaches of tenancy agreements.
- This may include seeking possession orders or other legal remedies.

Our goal is to create a supportive and peaceful living environment for all tenants. By addressing the formation of problematic cliques and factions proactively, we aim to prevent conflicts and ensure a harmonious community. We appreciate the cooperation of all tenants in adhering to this policy and contributing to a positive living experience for everyone.



**Speaking your language - we are happy to translate our policies on request.**

يمكن ترجمة سياساتنا عند الطلب  
إذا كنت بحاجة إلى مساعدة ، فيمكننا توفير مترجم

**Nasze zasady mogą być przetłumaczone na żądanie.  
Jeśli potrzebujesz pomocy, możemy zapewnić tłumacza**

**我们的政策可以应要求翻译。  
如果您需要帮助，我们可以提供翻译**

ہماری پالیسی کا درخواست پر ترجمہ کیا جاسکتا ہے۔  
اگر آپ کو مدد کی ضرورت ہو تو ہم ایک ترجمان فراہم  
کرسکتے ہیں