

## Equality Impact Assessment

**Team or Service Area Leading Assessment:** Children and Young People's Dept.

**Title of Policy/ Service or Function:** Sex and Relations Education (SRE) Policy and Guidance.

**Proposals:** To Equality Impact Assess existing policy.

**Date of proposals:** July 2008 & December 2008.

**Committee/Team:** Sue Crouch, Suzanne Holroyd, Lesley Hodder, Steve Cook, Lorraine Stephen, Andy Divall.

**Lead Officer:** Suzanne Holroyd, Personal Social and Health Education (PSHE) Consultant.

### STEP 1 - IDENTIFYING THE PURPOSE OR AIMS

1. What type of policy, service or function is this?

Existing  New/ proposed  Changing/ updated

2. What is the aim and purpose of the policy, service or function?

- To raise awareness of Sex and Relations Education (SRE) and achieve a shared understanding of its importance and complexity;
- To give guidance to all those working with children and young people in Blackpool;
- To bring about conditions in which all young people receive appropriate, relevant support and guidance regarding their sexual health and relationships

3. Please outline any policy / proposals being considered.

New policy and guidance introduced in 2008 and signed off by Children's Trust. To be supplemented by a strategy during 2009. The policy and guidance documents will be reviewed when the revised SRE guidance is published by the DCSF in the light of PSHE becoming a statutory subject.

4. Why are the proposals being made - for what reason?

To ensure the consistent quality of SRE across all children and young people's settings.

5. What outcomes do we want to achieve

- Partner agencies to liaise through the Children's Trust to ensure that staff

are appropriately trained & SRE training delivery is based on the needs of the children and young people in their setting

- All those working with children and young people to be trained and confident to address SRE issues with children and young people.
- An increase in rates of participation of children and young people and their families in activities related to the children and young people's setting
- Improved levels of parental and children and young people's satisfaction in services offered
- A rise in attendance figures of children and young people at appropriate health settings
- A reduction in teenage conception rate and sexually transmitted infections
- Issues addressed in relation to the 6 equality strands
- Inclusive provision differentiated according to need

6. Who is the policy; service or function intended to help/ benefit?

- i. All staff of partners of the Children's Trust, who work with children and young people.
- ii. Children and young people, and their parents / carers, who receive services from all partners of the Children's Trust.

7. Who are the main stakeholders/ customers/ communities of interest?

- i. Children and young people
- ii. Parents / carers
- iii. Staff and carers, including volunteers and foster parents
- iv. Governors of Schools
- v. Children's Trust

8. Does the policy, service or function have any existing aims in relation to equality, social inclusion or community cohesion?

- Philosophy section states in Blackpool we believe that SRE should be
- an integral part of the lifelong learning process, beginning in early childhood and continuing through to adult life
  - an entitlement for all boys as well as girls; those who are heterosexual, lesbian, gay or bisexual; those with physical, learning or emotional difficulties; and those with a religious or faith tradition
  - provided within a holistic context of emotional, moral and social development across all settings

There is a stated commitment that the Children's Trust will ensure that the policy

and guidance take account of issues of equality and diversity.

9. How is the resulting service or function delivered/ administered?

- SRE to be delivered through Personal Social and Health Education (PSHE) in mainstream schools and allied settings, e.g. Integrated Youth Service, Youth Offending Team.
- Monitor the effectiveness of the SRE policy & practice and collect, analyse and evaluate data on teenage conceptions and sexual health.
- Ensure that the policy and guidance take account of issues of equality and diversity.
- Coordinate and oversee the sexual health training of young people’s workers employed by any partner agency signed up to this policy. It is expected that all young people’s workers access sexual health training, at an appropriate level, shortly after coming into post.
- Provide a programme of regular and updated professional development for nominated key staff.
- Challenge, where appropriate, the effectiveness of any systems and practice that are not sufficiently robust in promoting good sexual health and in safeguarding the personal security and sense of well being of individuals.

**STEP 2 - CONSIDERING EXISTING INFORMATION AND WHAT THIS TELLS YOU**

10. Please summarise the main data/ research and performance management information in the box below.

<b>Data/ information</b>
Blackpool Policy / Guidance has been based on: <ul style="list-style-type: none"><li>i. National Guidance on SRE (Department for Children, Schools and Families);</li><li>ii. Teenage Pregnancy Guidance “Next Steps”;</li><li>iii. Local data including School Health Education Unit survey, an on line survey at Beacon Hill, Wellbeing and Sexual Health Conference 2008, UK Youth Parliament survey, input from Travellers / Ethnic Minority Education Officer;</li><li>iv. Key other Blackpool consultations: Lesbian, Gay, Bisexual and Transgender Forum, Faith Forum, Interfaith Forum for Young People.</li><li>v. SRE strategy is being developed currently.</li></ul>
<b>Research or comparative information</b>
See above
<b>Key findings of consultation and feedback</b>
Current consultation exercise being undertaken as follows: <ul style="list-style-type: none"><li>i. Children and young people are requesting more SRE at an earlier age;</li></ul>

<ul style="list-style-type: none"> <li>ii. Need for more consistent delivery;</li> <li>iii. Development of skills to build confidence.</li> <li>iv. See comments re gender and transgender and lesbian, gay and bisexual – section 11.</li> </ul>
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11. What are the impacts or effects for communities?

<p><b><i>Race or ethnicity</i></b></p> <p>Challenges with engaging the travelling community, particularly to focus on relationships during teenage years.</p> <p>No current issues with English as an additional language at this stage.</p>
<p><b><i>Gender and transgender</i></b></p> <p>The policy and guidance was written to support the delivery of SRE, particularly in the context of Priority 3 of the Children and Young People's Plan, i.e. Reduce &lt;18 Teenage Conceptions. Targeted work with single gender groups (boys and young men) has been highlighted, through consultation exercises, as a need.</p>
<p><b><i>Age</i></b></p> <p>No immediate issues, 16 - 19 years provision is not universal at present due to tracking of young people not in education, employment or training. This is being addressed in the SRE strategy.</p>
<p><b><i>Disability</i></b></p> <p>No specific issues identified. Special programmes have been put in place at Park, Highfurlong and Woodlands Schools.</p>
<p><b><i>Religion or belief/ faith communities</i></b></p> <p>Integrating the aims, principles and ethos of the policy/guidance with all the differing religious perspectives presents challenges, particularly with church schools.</p> <p>The Faith Forum has indicated a willingness to take a more proactive role in this area, see action plan.</p>
<p><b><i>Lesbian, gay, bisexual people</i></b></p> <p>Also see gender and transgender.</p> <p>An upshot is that the policy may seem to steer practice to focus on heterosexual orientated practices, particularly pregnancy. This will be taken in to account when the Policy is reviewed on receipt of the revised SRE guidance from DCSF.</p> <p>Homophobic attitudes not always appropriately and consistently addressed in schools and children and young people settings. This has been highlighted through the children and young people' diversity fortnight and Anti Bullying Group, as related to Priority 5 of the Children and Young People's Plan with actions currently under consideration.</p> <p>Belief of some staff in some settings that they should not talk about sexual orientation.</p>
<p><b><i>Other socially excluded communities or groups</i></b></p>

Also see previous comments re travelling community. Issues on how to deliver to those children and young people on the out of schools register. Possible issues re Looked After Children and Children and young people offending.
<b><i>Relationships between or within communities</i></b>
None specifically identified at this stage.

12. What do you know about how the proposals will impact on different communities?

The policy aim is to implement best practice across all groups. Any impact should be positive.
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### STEP 3 - ASSESSING THE IMPACT

13. Is there any evidence of higher or lower take-up by any group or community, and if so, how is this explained?

<p>The target is universal entitlement for all Blackpool children and young people, as supported by the aims of Blackpool Children's Trust Equality and Diversity Strategy and Policy that is currently in draft form, particularly:</p> <ul style="list-style-type: none"> <li>• promote equality and diversity in working environments to ensure integration with their local area that reflects locality working;</li> <li>• increase the take-up of services by children and parents / carers from diverse backgrounds, as per the six main diversity strands.</li> </ul> <p>As previously identified there are specific issues around the travelling community, single gender work with young males and those young people not in education, training and employment.</p>
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14. Does the geography or demography of service users reveal anything?

Levels of transience mean that catch up programmes are required, i.e. spiral curriculum where certain themes run through the years of learning, spiral upwards, getting broader, with more knowledge, skills and appropriate attitudes being established as the learner develops.
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15. Do any rules or requirements prevent any groups or communities from using or accessing the service?

Parents currently have a statutory entitlement to withdraw their children from SRE that is outside the national curriculum. Sometimes, faith schools and other religious groups can adopt a tailored approach to SRE.
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16. Does the way a service is delivered/ or the policy create any additional barriers for any groups of disabled people? (DDA duties arising out of DDA 1995)

No, it is appropriately differentiated and the messages are the same.
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17. Does the way a service is delivered/ or the policy create any additional barriers for any other groups or communities, for example, due to limited income or because of

the time during the week or day when the service is available? E.g. women, cultural reasons.

The use of super learning days alone as the vehicle for SRE delivery creates barriers for those children and young people whose attendance is inconsistent.

18. Do any of these limitations amount to unlawful discrimination?

Yes  No

If yes, please explain (referring to relevant legislation)

19. If No, do they amount to a differential impact, which should be addressed?

Yes  No

If yes, please give details in the boxes below.

Encouraging a variety of pathways and a more integrated approach to SRE as part of the curriculum.

20. If the impact or effects are adverse for any community or group, can they be defended in order to provide equality for another community under legislation or policy?

Yes  No

Please give details below.

21. Do you have enough information to make a judgement?

Yes  No

If no, what information do you require, about which communities?

22. Is it possible to get the information quickly and easily or is it recommended that the collection of such data be included as an action for the action plan that will be developed? Please detail below.

N/A

#### STEP 4 - DEALING WITH ADVERSE OR UNLAWFUL IMPACT

23. What can be done to improve the policy, service, function or any proposals in order to reduce or remove any adverse impact or effects identified?

SRE is included within the school self evaluation programme as per agreed SRE standards.

24. What would be needed to be able to do this? Are the resources likely to be available?

Staff training as already included in the policy. School should be monitoring their SRE provision as part of regular policy review and school self evaluation. The PSHE consultant has a role in monitoring the impact of the SRE policy and provision in schools with support from link adviser/inspectors.

25. What other support or changes would be necessary to carry out these actions?

As above.

## **STEP 5 – CONSULTING THOSE AFFECTED FOR THEIR VIEWS**

26. Please outline the steps taken to test out your findings and possible courses of action below.

Consultation undertaken with draft policy shared with head teachers, governing bodies, professional; associations and Children's Trust membership.

27. What feedback or responses have you received to the findings and possible courses of action? Please give details below.

See previous comments in section 10. Numerous comments incorporated into the policy.

28. If you have not been able to carry out any consultation, please indicate below how you intend to test out your findings and recommended actions.

Not applicable.

29. If you are impact assessing some proposals, what steps have been taken to ensure that stakeholders have been able to voice their opinions on the proposals or the need for change?

Consultation with children and young people via the Youth Participation Unit, Children and Young People's Dept, and Young People's Council.

## **STEP 6 - ACTION PLANNING**

Please outline your proposed action plan below.

<b>Issues/ adverse impact identified</b>	<b>Proposed action/objectives to deal with adverse impact</b>	<b>Targets/Measure</b>	<b>Timeframe</b>	<b>Responsibility</b>	<b>Indicate whether agreed</b>
Interpretation of policy / guidance by Church Schools and Religious Groups	Ongoing engagement with teaching staff and governors	An agreement on the implementation of measures by Church Schools	By Summer 2009	PSHE Consultant	Agreed
	Develop the role of the Faith Forum	Faith Forum agree offer to be made to support SRE Strategy	By Summer 2009,	Faith Forum members	Agreed
Lack of targeted provision for young men	Ensure that the SRE strategy addresses targeted provision for both genders	Targeted provision in place	By Summer 2009	Teenage Pregnancy Training Team Leader	Agreed
Homophobic bullying	Link to Priority 5 Research best practice. Develop the role of the LBGT Forum	Develop a measurement for homophobic bullying in schools	By Summer 2009	Head of ESBD & EOTAS	Agreed

## **STEP 7 - ARRANGEMENTS FOR MONITORING AND REVIEW**

Please outline your arrangements for future monitoring and review below.

<b>Agreed action</b>	<b>Monitoring arrangements</b>	<b>Timeframe</b>	<b>Responsibility</b>	<b>Added to Service Plan etc.</b>
Strategy currently being developed that will cover any outstanding issues	To be reviewed through the Teenage Pregnancy Partnership.	Annually	PSHE Consultant / Teenage Pregnancy Training Team Leader	Both actions links to Priority 3 of current Children and Young People's Plan and Equality and Diversity Strategy currently being developed for Blackpool Children's Trust
EIA and its actions to inform the Policy review in 2010	To be reviewed through the Teenage Pregnancy Partnership.	2010	PSHE Consultant	

Date completed: December 2008

Signed:

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S.R.Cook 16/12/08