

Equality Impact Assessment (EIA)

Derby City Healthy Schools Programme
– partnership between Derby City PCT
and the Children and Young Peoples
Service (Derby City Council).

Equality Impact Risk Assessment Form (EIRA) Derby City - Cover Sheet

Derby City
Primary Care Trust



What is being assessed?

Guideline		Service or Practice	
Written Policy		Informal policy	
Function or Strategy		Informal procedure	
Other (please state)			

Whatever is being assessed will be described as a **Process** from now on

Is it a	New Process		Existing Process being reviewed	
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<p>Name of the Process: Derby City Healthy Schools Programme – partnership between Derby City PCT and the Children and Young Peoples Service (Derby City Council).</p>
<p>If applicable – Process/ policy reference no:</p>
<p>Lead person responsible for carrying out the EIRA: Kathryn Cordwell, Acting Healthy Schools Coordinator (part time) and Healthy Schools Project Worker for Healthy Eating, Derby City PCT.</p>
<p>Directorate and Dept: Public Health within the PCT Children & Young Peoples Service within DCC.</p>

Complete this section after the assessment

If **no** inequality found

Date screening completed: January 2008	Date for screening review: January 2010
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If inequality **found** and full assessment undertaken

Date full assessment planned:
Date full assessment completed:
Date for review:

Please send the EIRA form and the Process being assessed to the Assistant Director - Equality and Diversity

Has the assessment been approved by the E&D Dept?	Yes		N o	
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EIRA Stage 1 – Equality Screening the Process

(Please read the guidance for explanations or examples for each question)

What are you assessing and whom do you need to do it with?

Q1. What is the aim and what are the key objectives of the Process?

The aims of the National Healthy Schools Programme (NHSP) are to deliver real benefits for children and young people, specifically;

- To support children and young people in developing healthy behaviours
- To help raise the achievement of children and young people
- To help reduce health inequalities
- To help promote social inclusion

At a local level, the main objective of the Derby City Healthy Schools Programme is to support 105 schools across Derby City in working towards and achieving the National Healthy Schools Award. To achieve this award, schools are required to meet national criteria and demonstrate good practice across four themes;

- Personal, Social and Health Education, including Relationship and Sex Education and Drugs Education
- Healthy Eating
- Physical Activity
- Emotional Health & Wellbeing.

Our local priorities are reviewed every year and are included in the Healthy Schools Programme Annual Plan – attached to this proposal. The Derby City Healthy Schools Programmes local priorities from April 07-April 08 are:

- To monitor and evaluate the programme to show impact of the programme at a local level.
- Secure further funding to maintain 3 project worker posts due to cease in March 2008
- Consult pupils and parents through parent road shows and programme evaluation to ensure programme is meeting their needs.

Q2. What *outcomes* or *benefits* is the Process attempting to achieve, why and for whom? (e.g. What do you want to be providing, how well, changes improvements and what benefits will there be?)

Specific outcomes reflecting current local priorities are set for each theme of the programme in the Healthy Schools Action Plan. These outcomes are linked to national and local strategies and plans, including Every Child Matters. The outcomes are reviewed every year and are set to develop our work within the specific themes of the programme, and drive the programme forward to improve the quality of the service and resources we provide to city schools. Please see attached Action Plan for details.

The main outcome of the Healthy Schools Programme is for all schools to be aiming for Healthy School Status by 2009. This is a national target.

The benefits of Healthy Schools Programme

The National Healthy Schools Programme ensures a range of outcomes in respect of improvement in health and reduced health inequalities; raised pupil achievement; greater social inclusion and increased working between health promotion providers and education establishments. Research suggests that;

- "A healthy lifestyle will help you perform better in school and life"
- "A healthy school is an inclusive and successful school"
- "A healthy school has more effective liaison with parents and carers"
- "Children and young people in healthy schools report a range of positive behaviours such as diminished fear of bullying and a reduced likelihood of using illegal drugs"
- "A healthy school has more effective liaison between home and school, and school and external support agencies"
- "Healthy schools are making improvements at a rate faster than schools nationally, in a of ways, including quality of personal, social and health education (PSHE) programme, management of behaviour and support of children and young people"
- "Schools can use the NHSP whole school approach to bring about sustained school improvement"
- "A healthy school is one where children and young people achieve the outcomes within the Every Child Matters framework."

There are direct links between the criteria for the National Healthy School Status and the five Every Child Matters outcomes, schools achieving National Healthy School Status can demonstrate how they are working to the five outcomes

Q3. What other key Process does this link with? (Consider Processes that connect with or will affect access to your Process and its outcomes. Consider a joint EIRA if there are interlinking issues)

The Healthy Schools Programme is a partnership between Derby City Children and Young Peoples Service and the PCT. Healthy School Project Workers are based within both organisations and therefore the objectives within the Healthy Schools Action Plan apply to both organisations.

The Healthy Schools Team works closely with the PSHE & Citizenship Advisory Service (PCAS), which is within the Children & Young Peoples Service (CYPS), as there are many close links with the projects we develop and the support we offer schools. PSHE is one of the four themes of the Healthy Schools Programme.

Q4. What Partners / Stakeholders (Internal and External) are you involving in the EIRA screening assessment: *(Consider the person who developed the Process, people who are responsible for implementing it or are involved in similar or linked Process?)*

Derby City Healthy Schools Management Group:
 PSHE & Citizenship Advisory Service – Graham Falgate
 Community Safety Partnership – Kerry Hodges
 Teenage Pregnancy Coordinator – Sheila McFarlane
 CAMHS Project Manager – Jackie Colley
 Inclusion Advisor – Angela Cole
 Derby City PCT Public Health Senior Manager - Jon Topham

Derby City Healthy Schools Team:
 Project Worker for Emotional Health & Wellbeing – CYPS, DCC
 Project Worker for Relationships and Sex Education – CYPS, DCC
 Project Worker for Physical Activity – CYPS, DCC
 Project Worker for Drug & Alcohol Education – Derby City PCT
 Project Worker for Healthy Eating – Derby City PCT
 Healthy Schools School Nurses – Derby City PCT
 Secondary PSHE & Citizenship Consultant – CYPS, DCC
 Primary PSHE Consultant – CYPS, DCC

What do you already know?

<p>Q5. Is there any existing EVIDENCE or CONCERN (from staff, users or communities) that any</p>						
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<p>of the following groups have been or could be in any way specifically impacted by the Process?</p> <p>Consider the aims, objectives, outcome or implementation of the Process and if any</p>						
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impacts are positive or negative?						
Group			Yes	No	Positive	Negative
Age						
Gender (Male, Female and Transsexual)?						
Learning Difficulties / Disability or Cognitive Impairment?						
Mental Health Need?						
Sensory Impairment?						
Physical Disability?						

Race or Ethnicity? (Including cultural beliefs, norms & language, new entrants)						
Religious, Spiritual belief?						
Sexual Orientation?						
Homeless or chaotic lives?						

<p>Others - (e.g. Social Economic, Careers) Please state</p>						
<p>Please give details of the specific evidence or concern you have:</p>						

<p>If you have answered yes to negative impacts against any of the groups it is likely the Process will need a full assessment please go to Q8 if</p>						
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not please go to Q6						
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<p>Q6. If you do not have any evidence or concern of possible negative impacts are you confident enough to:</p> <ul style="list-style-type: none"> ● D e m 						
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<p>o n s t r a t e t h a t t h e p r o c e s s w i l l n o t o r h a s n o t n e g a t i v e l y i m p a c t e d a l l t h e g r o u p s i n Q 5 o r J u s t i</p>						
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fy th e pr o c e s s is n o t a p p l i c a b l e fo r r e q u a l i t y i m p a c t a s s e s s m e n t a g a i n s t a l l th e s e gr o u p s.						
Yes		Please go to Question 7				

No		The process is likely to require a full assessment go to Question 8					
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<p>Q7. Please detail what evidence or confidence you have? (e.g. How does the Process ensure it takes into account and meets the needs of the diverse groups in que</p>						
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<p><i>stion 5 or why is it not relevant to equality assessment).</i></p> <p>Equality and diversity is addressed through the Healthy Schools</p> <p>Audit schools</p> <p>complete. The national</p> <p>criteria require schools to evid</p>						
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<p>enc e how</p> <p>they</p> <p>con side r and addr ess equ ality and dive rsity , for exa mpl e, parti cipa tion in PE for whe el chai r user s. Equ ality and dive rsity</p> <p>issu es are iden tifie d expli citly withi n the Heal thy Sch</p>						
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<p>ools</p> <p>Action Plan, which is attached to this Assessment Form. However, in relation to the above diverse groups in question 5, below is a summary of evidence of how our work positively impacts</p>						
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<p>on these groups.</p> <p>Age</p> <p>: Although Nurseries are not included in our Healthy Schools National Target, locally we make every effort to include Nurseries in the programme and have to date</p>						
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<p>4 Nurseries who have achieved the National Healthy School Award. We also make sure resources developed by our team are accessible to Nurseries. To achieve the Healthy Sch</p>						
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<p>ools</p> <p>Award, schools</p> <p>must demonstrate a whole school approach to their healthy schools work. The whole school approach involves working with children and young people, parents, care</p>						
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<p>rs, governors, school staff</p> <p>and the whole school community to provide a solid foundation from which developments and improvement are embedded in a systematic way.</p> <p>The process</p>						
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<p>es cont ribut e to the phy sical</p> <p>and emo tion al dev elop men t of all me mbe rs of the sch ool com mun ity.</p> <p>For exa mpl e, they</p> <p>mus t sho w how</p> <p>child ren and you ng peo ple of <u>all</u> <u>age</u> <u>s.</u> inclu ding</p>						
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<p>you ng care rs and teen age pare nts, are con sult ed and inclu ded in the proc ess of bec omi ng a 'h ealt hy' sch ool. This is usu ally achi eve d thro ugh clas s and sch ool cou ncils or surv eys. The local</p>						
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<p>program offers practical support to schools in engaging parents/careers with the healthy schools process through 'Healthy School Road shows' and parent workshops on specific subjects, for example</p>						
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<p>e, healthy lunc hbo xes.</p> <p>The local</p> <p>prog ram me play s a signi fica nt role withi n the local</p> <p>Tee nag e Pre gna ncy Stra tegy</p> <p>with rega rds to enc oura ging</p> <p>qual ity Rela tion ship</p> <p>and Sex Edu cati on</p>						
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<p>provision</p> <p>within schools in Derby.</p> <p>We are beginning to work within the further education sector at Derby College, as they are working towards becoming a Healthy College.</p> <p>The local</p>						
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<p>Healthy Schools Programme is offering support and guidance, particularly with drug education.</p> <p>The local programme is in close contact with JET in Normanston and we have provided sev</p>						
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<p>eral wor ksh ops for pare nts and gran dpar ent on heal thy livin g.</p> <p>Adul t edu cati on on topi cs suc h as drug s and alco hol and how to appr oac h the subj ect with child ren and you ng peo ple is prov ided</p>						
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<p>by Heal thy Sch ool Proj ect Wor kers .</p> <p>Gen der: The Heal thy Sch ools</p> <p>Proj ect Wor ker for Rela tion ship</p> <p>and Sex Edu cati on is wor king</p> <p>with year 6 boy s and girls (10- 11 year</p> <p>olds) in a sam ple</p>						
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<p>of schools in areas of high teenage pregnancy on a project focused on 'Body Image', which addresses gender stereotypes and aims to build self-esteem and confidence. The Healthy Schools</p>						
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Project Worker for Emotional Health is central to work on bullying within the Local Authority, including homophobic bullying. The physical activity criteria of the National Healthy Sch						
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<p>ools</p> <p>Pro gra mm e requ ires sch ools to con side r and impl eme nt a broa d rang e of activ ities in sch ool to inter est both</p> <p>gen ders</p> <p>Le arn ing Diffi culti es: To achi eve the Heal thy Sch ools</p> <p>Awa rd</p>						
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<p>schools are required to show evidence of mechanisms in place to ensure all children/young people's views are reflected in curriculum planning, teaching and learning and the whole school environment</p>						
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<p>ron men t, inclu ding</p> <p>thos e with spe cial edu cati onal</p> <p>nee ds.</p> <p>All spe cial sch ools , enh anc ed reso urce</p> <p>sch ools</p> <p>and the Pupi l Ref erral</p> <p>Unit (PR U) are eng age d with the Heal thy Sch ools</p>						
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<p>Pro gra mm e and sup port ed by the local tea m in their wor k tow ards the Heal thy Sch ools Awa rd, and are inclu ded in Heal thy Sch ools Proj ects . For exa mpl e, 2 spe cial sch ools in the</p>						
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<p>city are involved with the Healthy Eating Project for Key Stage 3 to develop a School Nutrition Action Group (SNAG).</p> <p>The Healthy Schools Team contribute towards the Annual Special Educational</p>						
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<p>Needs Coordinator's Conference in Derby. For example, the theme for last year's conference was 'Inclusion and Enrichment', and we facilitated a workshop on the link between healthy eati</p>						
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<p>ng, lear ning</p> <p>and beh avio ur.</p> <p>Me ntal Hea lth: The PSH E and Emo tion al Heal th & Well bein g the mes of the Heal thy Sch ools</p> <p>Pro gra mm e hav e a dire ct cont ribut ion to the emo tion al heal th and</p>						
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<p>well being of children and young people. The Project Worker for Emotional Health & Well being in the Healthy Schools Team addresses emotional health issues for children and young people. This inclu</p>						
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des wor k on bully ing, self- har m, sch ool staff						
emo tion al heal th, bere ave men t, conf iden tialit y, self- este em, and pro moti ng the soci al and emo tion al skill s of child ren and you ng peo ple to impr ove pers						

<p>onal</p> <p>resili enc e skill s.</p> <p>The Pro ject Wo rker wo rks very clos ely with the CA M HS and Inc lus ion Serv ice.</p> <p>Res earc h sug gest s that ther e are clos e links</p> <p>bet wee n phy sical</p> <p>activ ity level</p>						
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<p>s and emo tion al heal th. The Heal thy Sch ools</p> <p>Pro gra mm e addr ess es this thro ugh the Phy sical</p> <p>Acti vity and Emo tion al Heal th and Well bein g the mes .</p> <p>Se ns ory Im pai rm ent & Ph</p>						
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<p>ysical Disability: The Healthy Schools Programme supports enhanced resource schools and special schools within the city to achieve the Healthy Schools Standards. There are 2</p>						
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local spe cial sch ools to date who hav e achi eve d the awa rd; St Mart ins and St Clar es. Both cam e to a cele brati on eve nt with child ren from the sch ools to rece ive their awa rd. The Roy al						
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<p>School for the Deaf have also achieved Healthy School Status and came to our celebration event and we were able to include them in the celebrations through sign language, art and dance.</p>						
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<p>ce.</p> <p>The Nati onal</p> <p>Heal thy Sch ools</p> <p>Log o now</p> <p>depi cts a child in a whe elch air to sym bolis e that the prog ram me is avail able to all child ren and you ng peo ple rega rdle ss of phy sical</p> <p>disa</p>						
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<p>bility .</p> <p>Ra ce and Eth nicit y: A qual ity PSH E sch eme of wor k, whic h is a requ irem ent to rece ive Heal thy Sch ool Stat us, sho uld inclu de wor k acro ss all age grou ps on ster eoty ping , disc rimi</p>						
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<p>nation and prejudice.</p> <p>The PSH E Continuing Professional Development Accreditation, which is led by the Healthy Schools and PCA S Team, includes a module on 'concepts of difference and</p>						
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<p>diversity'</p> <p>Feedback from the assessors on this aspect of the course has been encouraging;</p> <p><i>'The training that you delivered on difference and diversity has been excellent as demonstrated</i></p>						
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<p><i>d by the plan ning</i></p> <p><i>and deliv ery of less ons that sen sitiv ely cov ered a wide</i></p> <p><i>rang e of issu es suc h as preg nan cy, abor tion,</i></p> <p><i>bully ing and raci sm'.</i></p> <p>The Emo tion al Heal th & Well bein g Proj ect Wor ker'</p>						
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<p>s addr ess es raci st bully ing, amo ng othe r form s of bully ing, as part of her wide r wor k with the Anti- bully ing Allia nce.</p> <p>The Heal thy Sch ools</p> <p>Tea m has wor ked clos ely with Der by City Cou ncil Sch</p>						
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<p>ool Mea l Serv ice with rega rd to dev elop ing a mult i- cult ural men u for the lunc htim e, inclu ding</p> <p>tradi tion al dish es suc h as pan eer mas ala and veg etab le jalfr ezi. S&A</p> <p>Foo ds of Der by hav</p>						
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<p>e supported this development by providing recipes and training for school cooks.</p> <p>The Healthy Schools and PCA S Team, have managed the 'Show Racism the Red Card' competition in</p>						
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<p>Derby since 2004.</p> <p>The Healthy Schools & PCA S Team has delivered anti-racist peer mediation training for peer support groups in several primary and secondary schools in Derby.</p>						
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<p>The Healthy School Programme supports multi-faith schools to achieve the Healthy School criteria.</p> <p>We endeavour to ensure Healthy School resources and events reflect the multi-cultural</p>						
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<p>and diverse community that we live in. All schools have the opportunity to take part in showcasing their work at Healthy School Events. The recent 'Tasting a Rainbow' Resource Pack</p>						
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<p>for Schools, developed by the local programme, includes multi-cultural recipes such as aloo tikki, chappati, Caribbean kebabs, rice and peas etc, and examples of healthy multicultural</p>						
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<p>packed lunches.</p> <p>We have recently undertaken some research into the impact of the Healthy Schools Programme. This involved consultation with a sample of schools in the city. Inne</p>						
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<p>r city mult i- cult ural sch ools</p> <p>took</p> <p>part in this rese arch</p> <p>and pare nts wer e con sult ed thro ugh the use of inter pret ers.</p> <p>Sex ual Orie ntat ion: The Heal thy Sch ools</p> <p>crite ria for PSH E, (whi ch inclu</p>						
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<p>des relat ions hip and sex edu cati on) and Emo tion al Heal th & Well bein g, requ ires sch ools to addr ess the pers onal , soci al and emo tion al skill s of child ren and you ng peo ple. Ther e is a sch eme of wor k for</p>						
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<p>relationships and sex education in the city, which includes lessons on sexuality, which should be provided by schools as part of the curriculum.</p> <p>Training for Governors on bullying, including homophobic</p>						
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<p>bullying, is provided by the local programme.</p> <p>The Healthy Schools Project Worker for Relationship and Sex Education is in close contact with 'Derbyshire Friend', which is the Lesbian, Gay, Bisexual</p>						
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<p>and Tran sge nder</p> <p>Sup port Net wor k in Der by. For exa mpl e, as a part ner of the local</p> <p>Heal thy Sch ools</p> <p>Pro gra mm e, Der bys hire Frie nd are writi ng a piec e to go in the Wint er editi on of</p>						
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<p>the Heal thy Sch ools</p> <p>New slett er whic h will go to ever y sch ool in Der by City in Febr uary</p> <p>200 8.</p> <p>Ther e is a repr ese ntati ve from</p> <p>Choi ces on the anti- bully ing wor king</p> <p>part y, whic h is led</p>						
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<p>by the Emotional Healthy & Well being Project Worker.</p> <p>As mentioned earlier, the local programme has been working with JET in Norton to offer extended activities in relation to heal</p>						
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<p>thy schools to Derby Moor Community Sports College wider community.</p> <p>Chaotic Lives: The following criteria within the Emotional Health & Wellbeing theme relate to this group;</p> <p>A Hea</p>						
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<p>lthy sch ool ...</p> <p>4.1 I den tifies</p> <p>vuln erab le indiv idua ls and grou ps and esta bish es appr opri ate strat egie s to sup port the m and their</p> <p>fami lies</p> <p>4.4 Has a conf iden tial past oral sup port syst em in plac e</p>						
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<p>for pupils and staff to access advice – especially at times of bereavement and other major life changes – and that this system actively works to combat stigma and discrimination</p> <p>4.7 Provides app</p>						
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<p>ropriate professional training for those in a pastoral role</p> <p>Others</p> <p>Young people at risk of alcohol abuse - The Healthy Schools</p> <p>Project Worker for Drugs and Alcohol is working</p> <p>closely on a proj</p>						
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<p>ect focu sse d on alco hol in som e of the mos t depr ived</p> <p>war ds of the city whe re ther e is high</p> <p>prev alen ce of alco hol abu se. This</p> <p>proj ect has bee n targ eted</p> <p>spe cific ally at you ng peo ple</p>						
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<p>who are considered 'at risk' of alcohol abuse.</p> <p>Please now complete the front cover sheet and send to the E&D Dept</p>						
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<p>Q8.</p> <p>Using the EIR A prioritisation guide do you feel the Process has a possible:</p>						
<p>High Risk of Impact (High no of possible risks, high impact and affects high number of people)</p>						
<p>Medium Risk of Impact (Medium no of possible risks, medium possible impact and affects medium number of people)</p>						
<p>Low Risk of Impact (Low no of possible risks, low possible impact and affects low number of people)</p>						
<p>Please now complete the front</p>						

cover sheet and send to the E&D Dept						
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