

## Equality, Good Relations and Human Rights SCREENING

### 1 INFORMATION ABOUT THE POLICY OR DECISION

#### ***1.1 Title of policy or decision***

Draft Northern Ireland Children and Young People's Plan 2011-2014

#### ***1.2 Description of policy or decision***

##### **1.2.1 What is it trying to achieve? (aims and objectives)**

Integrated planning and commissioning across agencies and sectors, which is recorded through the Children and Young People's Plan, aimed at improving wellbeing and the realisation of rights of all children in Northern Ireland, in relation to the 6 outcomes for children:-

- Being healthy
- Enjoying, learning and achieving;
- Living in safety and with stability;
- Experiencing economic and environmental well being;
- Contributing positively to community and society; and
- Living in a society which respects their rights.

##### **1.2.2 How will this be achieved? (key elements)**

Through integrated planning and commissioning mandated by a senior, (Chief Executive level) Northern Ireland wide partnership, the Children and Young People's Strategic Partnership (CYPSP) , regional planning groups for particular groups of disadvantaged children and young people, and two further levels of geographically based planning, at the health and social care Trusts level, and smaller locality areas. The planning will be carried out with input from children and young people,

families, communities and all relevant agencies.

### **1.2.3 What are the key constraints? (for example financial, legislative or other)**

Financial – in that budgets across all sectors are subject to reduction

Legislative – in that agencies are dependent on each Department of Government's policies and funding streams, which may not support integrated arrangements

Other – partnership working brings constraints associated with shared work being seen as less important than single agency work.

### ***1.3 Main stakeholders affected (internal and external)***

**For example staff, actual or potential service users, other public sector organisations, voluntary and community groups, trade unions or professional organisations or private sector organisations or others**

The Plan is a very high level document which sets the strategic direction for how the CYPSP aims to improve the rights and needs of all children and young people across Northern Ireland. There is no detail of the planning work itself in the current document, which is setting out the direction of travel. The draft Action Plans associated with the Plan will be drawn up by the relevant planning groups. This consultation will start in November 2011.

The stakeholders are:

- all children and young people across Northern Ireland aged 0-18, with the age range extended upwards for disabled young people and young people leaving the care system and homeless young people,
- and their families,
- as well as the communities in which children and young people live.
- Political representatives at Northern Ireland and local levels.

- Agencies and their staff across the statutory, voluntary and community sectors will also be affected by the roll out of the plans. The list of representatives of the CYPSP contained within the Plan gives an indication of the width of agencies which are affected.

## ***1.4 Other policies or decisions with a bearing on this policy or decision***

### **1.4.1 What are they and who owns them?**

The Plan will be affected by a whole range of Departmental policies, in the sense that these will affect how agencies will take part in the integrated planning process. However, the main determining strategic documents are:

- the NI Executive's Ten Year Strategy for children and young people: Our Children and Young People: Our Pledge 2006-2016. Led by OFMDFM on behalf of the NI Executive.
- the Children's Services Planning Order 1998 – legislative basis for the Children's Services Planning process which is recorded in the Children and Young People's Plan, and which places a statutory duty on the HSCB to lead the process. The legislation is owned by DHSSPS and enacted by the Health and Social Care Board and the CYPSP.

## **2 CONSIDERATION OF EQUALITY AND GOOD RELATIONS ISSUES AND EVIDENCE USED**

### ***2.1 Data Gathering***

**What information did you use to inform this equality screening? For example previous consultations, statistics, research, Equality Impact Assessments (EQIAs), complaints. Provide details of how you involved stakeholders, views of colleagues, service users, staff side or other stakeholders.**

**The whole process is Outcomes Based Planning – what this means is the use of indicators and qualitative information to inform the CYPSP and its planning groups on how well children and young people in Northern Ireland are doing in relation to the 6 high level outcomes of the Ten Year strategy, as the basis of putting in place changes to supports and services with a view to improving those outcomes.**

**Information therefore is at the heart of the process. Quantitative data is collected across a range of indicators, recorded at the Northern Ireland level in a published document - the Northern Ireland Outcomes Monitoring Report – available publically at , <http://www.hscboard.hscni.net/CYPSP/Publications/index.html#TopOfPage>**

This information is available at district council level disaggregated to ward level where available. Disaggregation according to equality categories is carried out where available and considerable work has been carried out to increase the level of disaggregated data to be used for this purpose. In relation to ethnicity, this work is taking the form of putting in place ethnic monitoring of services, starting with Health services, and, within this category, ground breaking work on assessing the outcomes of Traveller children and young people is taking place through this process – at this point only within the Southern Health and Social Care Trust area, but this work is to be rolled out across Northern Ireland once resources are available to do so. In relation to ensuring that the data we are using is rights based we have carried out a further piece of work on widening the set of indicators that we are using to address rights. This piece of work, in which the set of indicators has been further refined and quality checked against the United Nations Convention for the Rights of the Child has been carried out together with staff from the Office of the First Minister and Deputy First Minister

(OFMDFM), 'Developing Child Rights-Based Indicators' is at <http://www.southernareacsp.n-i.nhs.uk/publications.htm>.

In relation to qualitative data, the best source is seen as children and young people, their families and communities as well as agencies which particularly address rights and needs of specific groups. For example, in relation to access to services for black and minority ethnic (BME) children and young people, we have carried out a piece of work 'Black and Minority Ethnic Access to Services in the Southern Health & Social Services Board Area' which is available at <http://www.southernareacsp.n-i.nhs.uk/publications.htm>.

**The Participation strategies for children and young people and for families, at Appendices 2 and 3 of the Plan, will ensure that children and young people, their families and communities from the equality categories are fully engaged with the work.**

## **2.2 Quantitative Data**

**Who is affected by the policy or decision? Please provide a statistical profile. Note if policy affects both staff and service users, please provide profile for both.**

In relation to all the categories below, as above, some information is available, and, where available, is being used for the planning processes. This includes research, needs assessments, the documents which set out how well the UN Convention on the Rights of the Child is being upheld in Northern Ireland – these are the Concluding Observations of the UNCRC, the NGO ( Non Governmental Organisations) Reports to the UNCRC, and a number of major pieces of work carried out by the Northern Ireland Commissioner for Children and Young People ( NICCY), the Equality Commission, the Human Rights Commission, as well as information from groups representing the Section 75 Equality Categories and agencies such as the Children's Law Centre, Save the Children, Action for Children and Barnardo's on various aspects of children's lives in Northern Ireland.

The available research has been mapped under the 6 high level outcomes of the Ten Year Strategy, and gaps which are required for the planning process have also been identified, particularly with respect to rights. This document 'Developing Child Rights-based Indicators: Record of Qualitative Research' can be found at <http://www.southernareacsp.n-i.nhs.uk/publications.htm>. This body of research contains quantitative

as well as qualitative information, so this relates also to the next question. What appears below, therefore, is in addition to this general answer.

<b>Category</b>	<b>What is the makeup of the affected group? ( %) Are there any issue or problems? For example, a lower uptake that needs to be addressed or greater involvement of a particular group?</b>
Gender	Information is available for children and young people population across Northern Ireland and broken down to ward area by gender for all indicators. See the Northern Ireland Outcomes Monitoring Report – available publically at , <a href="http://www.hscboard.hscni.net/CYPSP/Publications/index.html#TopOfPage">http://www.hscboard.hscni.net/CYPSP/Publications/index.html#TopOfPage</a>
Age	As above. The whole planning process is aimed at children and young people across Northern Ireland aged 0-18 and older age ranges for young disabled people, young people leaving care and young homeless people. 24.19% of the Northern Ireland population is under 18. see the Northern Ireland Outcomes Monitoring Report – available publically at , <a href="http://www.hscboard.hscni.net/CYPSP/Publications/index.html#TopOfPage">http://www.hscboard.hscni.net/CYPSP/Publications/index.html#TopOfPage</a>
Religion	As above
Political Opinion	Not available uniformly across Northern Ireland for the whole population of children and young people.
Marital Status	This relates to families – some information is available, for e.g. lone families. Where available this is used.
Dependent Status	Where available this is used. For example regional work on young carers, which is under way, has been informed by statistical indicators and research.
Disability	The prevalence of disability is higher amongst boys than amongst girls. Around 8% of boys aged 15 and under have a disability, compared with 4% of girls of the same age. See <a href="http://www.equality.nisra.gov.uk/Household%20Prevalenc">http://www.equality.nisra.gov.uk/Household%20Prevalenc</a>

	<p><a href="#">e%20Report.DOC</a></p> <p>There is information in this document about the percentage of young people up to age 25 who are disabled also. Considerable more detailed information is available and is being used</p>
Ethnicity	<p>Work is on-going, through this process, together with OFMDFM, to put in place ethnic monitoring of service provision, which is largely absent. Where available, disaggregated data is used, for e.g. the Traveller child population of the Southern Area is monitored against the 6 high level outcomes, but there are significant gaps.</p> <p>Available research has been interrogated and added to through the Children's Services Planning process, which continues to provide information on needs of BME children and young people in Northern Ireland. See 'Black and Minority Ethnic Access to Services in the Southern Health &amp; Social Services Board Area' which is available at <a href="http://www.southernareacsp.n-i.nhs.uk/publications.htm">http://www.southernareacsp.n-i.nhs.uk/publications.htm</a>.</p> <p>A major piece of work has been undertaken, which includes original research as well as an analysis of existing research on BME children and young people in Northern Ireland, which resulted in the Belong Programme. The Service Plan for Belong can be found at <a href="http://www.belongni.org/resources">http://www.belongni.org/resources</a> and the original research 'A Need To Belong - Report by nfer @ Queen's Centre for Educational Research' can also be found at <a href="http://www.belongni.org/resources">http://www.belongni.org/resources</a>.</p>
Sexual Orientation	<p>Full statistical profile unavailable. Research is available, including 'Family Ties: a Guide for Parents who have Lesbian, Gay or Bisexual Children' at <a href="http://www.familytiesproject.org.uk">http://www.familytiesproject.org.uk</a>, and 'Shout: The needs of young people in Northern Ireland who identify as Lesbian, Gay, Bisexual and or Transgender' at <a href="http://www.youthnetni.org.uk/Site/29/Documents/shout%20pdf.pdf">http://www.youthnetni.org.uk/Site/29/Documents/shout%20pdf.pdf</a></p>

## 2.3 Qualitative Data

What are the different needs, experiences and priorities of each of the categories in relation to this policy or decision and what equality issues emerge from this? Note if policy affects both staff and service users, please discuss issues for both.

As stated above, the whole process is based on the use of information. Qualitative information is gathered through the participation of children and young people, parents, community representatives, and staff across agency, as well as by interrogating research. Much of this has been collected through the previous Children's Services Planning process, and much will continue to be collected through the planning structure. Some examples of the knowledge base are noted below:-

Category	Needs and Experiences
Gender	Differentials exist across many outcomes. One example is youth suicide, which disproportionately affects young men, another is teenage pregnancy and its implications for young women's welfare and opportunities.
Age	The reports to the UN Committee on the Rights of the Child set out the ways in which children's rights are currently not being upheld in Northern Ireland. The whole planning process is aimed at addressing these abrogations of rights as well as addressing needs. Different needs exist across the age category from 0 – 18 and at older age ranges for disabled young people, young people leaving care and homeless young people.
Religion	There are many ways in which outcomes for children and young people across religions vary. For example, under achievement in working class Protestant communities.
Political Opinion	Interface issues affect children and young people to a large extent.
Marital Status	Much research exists on differentials between lone families and families with two carers.
Dependent	Research exists on young carers and how their life outcomes are affected. Such research has led to our

Status	work on young carers. Research exists on teenage parents and parents who are themselves disabled.
Disability	A large body of research exists on the rights and needs of children and young people with disabilities, flagging up communication, access and barriers to inclusion as high priorities. This research is being used in the planning processes.
Ethnicity	As above. All available research on BME children and young people has been mapped and analysed for the Children's Services Planning process for BME children and young people. See the Belong Service Plan at <a href="http://www.belongni.org/resources">http://www.belongni.org/resources</a>
Sexual Orientation	Research exists and agencies such as Rainbow exist which provide information and access to LGBT young people and their experiences. Some priorities are homophobic bullying, differential mental health and suicide rates, issues for LGBT young people within the care system and within adoptive families as well as issues for children and young people of same sex parents.

## **2.4 Multiple Identities**

**Are there any potential impacts of the policy or decision on people with multiple identities? For example; disabled minority ethnic people; disabled women; young Protestant men; and young lesbians, gay and bisexual people.** Given that the scope of the Children and Young People's Plan is that it is aimed at improving the lives of all children and young people in Northern Ireland, and that it brings together a holistic planning process, issues for children and young people with multiple identities will be addressed through the detailed planning. Additionally, combined disadvantage and the compounding issue of rurality will be addressed through locality planning.

**2.5 Based on the equality issues you identified in 2.2 and 2.3, what changes did you make or do you intend to make in relation to the policy or decision in order to promote equality of opportunity?**

In developing the policy or decision what did you do or change to address the equality issues you identified?	What do you intend to do in future to address the equality issues you identified?
<p>CYPSP sub groups are being set up to address the rights and needs of the following groups of children and young people</p> <ul style="list-style-type: none"> <li>• Black and Minority Ethnic children and young people</li> <li>• Disabled children and young people</li> <li>• Young Disabled People at Transition</li> <li>• Young Carers</li> </ul> <p>In addition, the representation on the CYPSP includes BME and Disability groups, children’s charities, and family support charities.</p> <p>A link has been made with the Rainbow Project, and discussions are under way as to how to incorporate the needs of LBG T young people and children of same sex parents or foster carers.</p> <p>In relation to BME children and young people, a great deal of work which was carried out through the previous Children's Services Planning process has been carried forward into the work</p>	<p>The CYPSP will ensure that the detailed Action Plans, which will be drawn up by each of the Outcomes Groups and Regional sub groups as identified on page 29 of the daft Plan, will fully address the equality and human rights issues for children and young people. This will mean making better use of the information where disaggregated – and seeking disaggregated data where not available as well as making use of qualitative information available through research and the knowledge base on those involved in the planning processes.</p> <p>The draft Plan will be disseminated very widely, to all groups identified on the Board’s consultation list relevant to children and families, through each of the CYPSP partners, through community and voluntary sector mailing lists and websites.</p> <p>The LGBT sector will be</p>

of the CYPSP. This includes the work on disaggregation of data through ethnic monitoring – which is being carried out jointly by Children's Services Planning Information personel and OFMDFM staff.

Locality Planning Groups are open in relation to membership and efforts have been and are being made to ensure these are fully inclusive, so that equality and human rights considerations can be flagged up and taken forward through the work.

Appendices 2 and 3 set out the processes through which children and young people and families will be supported to participate in the planning process. It has been agreed that BME and disabled children and young people will be prioritised within this process.

The draft Plan has been written avoiding as much technical language as possible. Any abbreviations used are explained.

Accessible methods are used at a local level to ensure than outcomes and the purpose of the process is explained in an accessible way. Local action plans prepared for the public describe the process in a user friendly way. These are available on the website

[www.northernchildrensservices.org](http://www.northernchildrensservices.org)

consulted with a view to ensuring that the issues are identified through the process as a whole, recognising the limited capacity to engage in multiple planning groups.

Each regional sub group and Outcomes Group will be responsible for consulting on the draft Plan as part of working up their draft Action Plans.

The outworking of the participation strategies will be taken forward both by the CYPSP and its planning groups. Each sub group will be responsible for ensuring consultation with specific groups of children and children within geographical areas. Specific support will be provided to the groups to ensure that BME and disabled children and young people and families are supported to participate.

In relation to accessibility, arrangements have been made to ensure that the Plan can be made available in accessible formats.

A children's version of the draft Plan is in development and will be made available throughout all the dissemination routes when complete.

Training in a rights approach

	<p>to planning, which includes the UNCRC, Equality and Human Rights requirements, will be incorporated into the process.</p> <p>The whole Plan, including the actions identified within this Screening document, will be subject to annual review and monitoring.</p>
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## 2.6 Good Relations

**What changes to the policy or decision – if any – or what additional measures would you suggest to ensure that it promotes good relations? (refer to guidance notes for guidance on impact)**

Group	Impact	Suggestions
Religion	The Plan outlines high level strategic objectives, which will be put into detailed actions within the Action Plans, which will be subject to consultation. Opportunities to promote Good Relations will be sought.	Interface issues impact considerably on young people and will be addressed through locality planning and through the regional sub group on Children, Young People and Offending.
Political Opinion		Contact has been made with the Community Relations Council and this will be pursued with the intention of ensuring that the Plan supports Good Relations.
Ethnicity		The Belong work (part of the specific BME planning work) has as one of its aims to support better relations between BME children and young people and the wider population.

### 3 SHOULD THE POLICY OR DECISION BE SUBJECT TO A FULL EQUALITY IMPACT ASSESSMENT?

A full equality impact assessment (EQIA) is usually confined to those policies or decisions considered to have major implications for equality of opportunity.

**How would you categorise the impacts of this decision or policy? (refer to guidance notes for guidance on impact)**

Major impact	
Minor impact	✓
No further impact	

**subjected to a full equality impact assessment?**

Yes	
No	✓

**Do you consider that this policy or decision needs to be**

**Please give reasons for your decisions:** The information does not show that there will be an unfair effect on equality categories, and actions have been identified to better promote equality impacts on categories in the detailed planning process.

### 4 CONSIDERATION OF DISABILITY DUTIES

#### 4.1 *In what ways does the policy or decision encourage disabled people to participate in public life and what else could you do to do so?*

How does the policy or decision currently encourage disabled people to participate in public life?	What else could you do to encourage disabled people to participate in public life?
The participation of disabled children and young people is in place, through the Disabled Children and Young People's Participation Project. This project already ensures that disabled children and young people are at	Continue with the processes already described.  There are also issues for parents who are themselves disabled.

<p>the planning tables, and has started work with other participation projects across Northern Ireland to ensure full participation.</p> <p>Parents of disabled children and young people have been and will continue to be participating in the planning process.</p>	
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**4.2 In what ways does the policy or decision promote positive attitudes towards disabled people and what else could you do to do so?**

<p><b>How does the policy or decision currently promote positive attitudes towards disabled people?</b></p>	<p><b>What else could you do to promote positive attitudes towards disabled people?</b></p>
<p>The planning process in relation to disabled children and young people is very much focused on inclusion in the mainstream – this will contribute towards promoting positive attitudes.</p> <p>The participation processes described above help with this.</p> <p>Funding has been disseminated through the previous Children's Services Planning process and will continue to be disseminated through this process, some of which is dedicated to supports and services for disabled children and young people – and this has tended towards approaches based on empowerment and inclusion. This is likely to continue</p>	<p>See left hand column.</p> <p>The work will be subject to annual review and monitoring.</p>

## 5 CONSIDERATION OF HUMAN RIGHTS

### 5.1 Does the policy or decision affect anyone's Human Rights?

#### *Complete for each of the articles*

The Plan aims to positively affect children and young people in relation to all of the Articles of the Act below. The Plan itself is designed to positively affect children's rights under the UNCRC, many of which are related to rights within the Human Rights Act. However, the answer to each of the questions below is 'No' because the Plan is high level at this point and no negative impacts on any of the rights below have been identified. This will need to be reviewed at the Action Plan stage.

ARTICLE	Yes/No
Article 2 – Right to life	No
Article 3 – Right to freedom from torture, inhuman or degrading treatment or punishment	No
Article 4 – Right to freedom from slavery, servitude & forced or compulsory labour	No
Article 5 – Right to liberty & security of person	No
Article 6 – Right to a fair & public trial within a reasonable time	No
Article 7 – Right to freedom from retrospective criminal law & no punishment without law	No
Article 8 – Right to respect for private & family life, home and correspondence.	No
Article 9 – Right to freedom of thought, conscience & religion	No
Article 10 – Right to freedom of expression	No
Article 11 – Right to freedom of assembly & association	No
Article 12 – Right to marry & found a family	No

Article 14 – Prohibition of discrimination in the enjoyment of the convention rights	No
1st protocol Article 1 – Right to a peaceful enjoyment of possessions & protection of property	No
1st protocol Article 2 – Right of access to education	No

## **5.2 not applicable**

## **5.3 Outline any actions which could be taken to promote or raise awareness of human rights or to ensure compliance with the legislation in relation to the policy or decision.**

The previous Children's Services Planning process including training for those in planning groups on the UNCRC and specifically how to uphold these rights within planning. See a presentation on this training 'United Nations Convention on the Rights of the Child - Child Rights Programming - Children's Services Planning' at <http://www.southernareacsp.n-i.nhs.uk/publications.htm#Presentations>.

The same approach should be taken for the detailed planning process overseen by the CYPSP – with specific reference to the Human Rights Act and to the linkages between the Human Rights Act and the UNCRC.

## 6 MONITORING

### 6.1 *What data will you collect in the future in order to monitor the effect of the policy or decision on any of the categories (for equality of opportunity and good relations, disability duties and human rights)?*

Equality & Good Relations	Disability Duties	Human Rights
<p>The disaggregation of indicators.</p> <p>Information, advice and research from groups representing equality categories.</p> <p>Training in equality legislation and requirements and UNCRC needs to be provided to those involved in planning.</p> <p>Monitoring of the planning process will be carried out through annual reviews.</p>	<p>The disaggregation of indicators.</p> <p>Information, advice and research from groups representing disabled children and young people and their families.</p> <p>Training in disability rights and UNCRC needs to be provided to those involved in planning.</p> <p>Monitoring of the planning process will be carried out through annual reviews.</p>	<p>The disaggregation of indicators.</p> <p>Information and advice and research from groups representing disadvantaged groups.</p> <p>Training in human rights and UNCRC needs to be provided to those involved in planning.</p> <p>Monitoring of the planning process will be carried out through annual reviews.</p>