Non-protected

Equality impact assessment

Active Schools



# Name of policy:

## Introduction

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| Lead officer | Dawn McAuley, Lead Manager |
| Others involved in the assessment | Mary Allison, (Former Head of Strategic Planning)  Penelope Peacock, Partnership Manager |
| Date(s) of assessment | 16 February 2014 |

## Description of policy

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| Background | The origins of Active Schools can be found in two **sport**scotland initiatives which were put in place in the 1990s, both designed to help get Scotland’s pupils more active; the *School Sport Coordinator Programme* and *The Active Primary School Pilot Programme*.  In 2004 both programmes were brought together as Active Schools and every local authority in Scotland committed to delivering the programme in Primary, Secondary and Additional Support Needs (ASN) schools. |
| Purpose and outcomes | The core purpose of Active Schools remains unchanged ‘*to provide more and higher quality opportunities to participate in sport’* and will continue into the next phase of Active Schools.  Managers and coordinators will continue to grow and support a network of ‘people’ to deliver opportunities within schools and to improve the connection between school and club. |
| How it links to **sport**scotland corporate and business plans | Active schools is a flagship programme within **sport**scotland’s Corporate Plan 2015-2019 and an integral component of school sport. **sport**scotland has committed to investing up to £12.5m per annum. |
| How we intend to implement the policy | We will continue to work in partnership with all 32 local authorities in Scotland to lead, invest in and support the network of Active School managers and coordinators. |

## Who policy is likely to impact on and how

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| Who will the policy benefit (i.e. who is the customer?) If applicable, you should consider how **sport**scotland’s investment is spent in the context of this policy. | Children and young people in schools are the primary beneficiaries of this policy. Local authorities and trust partners deliver the programme through schools across the local authority area.  **sport**scotland works in partnership with and invests in all 32 Local Authorities in Scotland to deliver Active Schools aims and priorities. Active Schools coordinators are employed by each local authority to work with schools.  Active Schools coordinators recruit, retain and support volunteers, coaches and young leaders to deliver opportunities in schools. |
| Is it designed to impact on one/some/all people who share a protected characteristic? How? | Active schools is designed to impact on all children and young people in primary, secondary and ASN schools across Scotland and therefore impact specifically on age (5-18years), otherwise the programme is universally available to all children and young people including those who share the protected characteristics. |
| How will customers be involved in the development and roll out of the policy? If no involvement mechanism, how will customer needs be identified and addressed? | National – Active schools evaluation incorporating input from Active School coordinators and managers, teachers, wider stakeholders including sports governing bodies, parents, local sports clubs and pupils.  Locally the roll out and implementation of the policy is led and managed by each local authority**. sport**scotland has a four year Partnership Agreement with each local authority and Active Schools is a core component of this. **sport**scotland Partnership Managers work with each local authority to manage the investment and provide on going support to ensure delivery of outcomes.  Active Schools teams are employed and managed by either the local authority or associated Leisure Trust, this is determined by each local authority in consultation with **sport**scotland. Each local authority has an Active Schools manager and team of coordinators.  Each Active Schools coordinator works with a group of schools and works closely with head teachers, school staff , PE staff and pupils to develop sport in the school. |
| Which partners will be involved in the development and roll out of the policy and how? | Local authorities and associated leisure trusts are key partners for this policy.  **sport**scotland has a partnership Agreement with every local authority (2015-2019).  The partnership agreement is a commitment between **sport**scotland and the respective Local Authority and partners to deliver shared national and local outcomes and priorities for sport. Local authority and **sport**scotland investment into Active Schools is outlined in the agreement.  Investment is subject to plans and a review process with each partner to ensure the programme outcomes are being delivered. |

## Think about the impact the policy/practice will have on eliminating discrimination, promoting equality of opportunity and fostering good relations between different groups. Also consider whether there is potential for discrimination.

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| Protected characteristic | What do we know about this group in the context of this policy?[[1]](#footnote-1) | What is the potential impact (positive, neutral and negative) on people who share the characteristic? | What could we do to reduce any negative impacts, maximise positive impacts and ensure quality information?  What further evidence should we collect? |
| Age | **Active Schools data**  Active Schools monitoring gathers information on the consumption of activity, broken down by the year group of participants, which can be used as a rough proxy for age. This data suggests that the consumption of activity increases as pupils move through primary school, and decreases throughout secondary school. The data does not show whether this is through the provision of fewer opportunities for early primary and later secondary, or whether this is through poorer uptake amongst these age groups  Active Schools data does not tell us whether the percentage of pupils who regularly participates is unevenly distributed across age groups (though we might expect this to be clustered in the same age groups as the consumption of participation).  Across Scotland, slightly more activity takes place at primary school. Approximately 3 million of the visits to Active Schools supported sessions were made by primary school pupils; and 2 million visits were made by secondary school pupils. Some Active Schools supported activities are not recorded in these figures – for example, curricular activity, leadership activity, and one off events.  Although participant sessions increase with age in primary and decrease throughout secondary, when comparing data from 2011 to 2013 the increase in participant sessions decreased with age in primary schools (45% in P1 to 19% in P7). The trend in secondary schools was more varied with the largest increase at S5 and lowest S2 (29%). The data suggest the gap in participant across age ranges is decreasing.  Active Schools monitoring has no information on the age profile of deliverers.  **Scottish Government Teacher Census**1  The Summary Statistics for Schools in Scotland (2015) provides data on the age demographic of teachers. The average (mean) age of primary, secondary and ASN school teachers was 41.5% compared to 44.1% in 2004. Overall 58% of teachers are aged 44 or younger.  **Active Schools evaluation - Working with secondary schools**2  The evaluation reported that many Active schools managers and coordinators found that primary schools and pupils were much more receptive to Active Schools supported activity than secondary schools and pupils. A number of reasons for this were suggested, including the fact that there are often fewer parent volunteers at secondary level; links with Head Teachers can be more challenging in larger schools; and the Curriculum for Excellence putting pressures on secondary school teachers.  **Scottish Household Survey**3  The following information about children in Scotland and the physical activity recommendations\* is collected through the [Scottish Household Survey](http://www.scotland.gov.uk/Publications/2012/09/3327/34) (2011):  Including school-based activity\*\*:   * Overall 73% of children met the physical activity recommendations * 80% to 81% of children aged 5-10 met the recommended physical activity levels * This declined to 75% at age 11-12 and further to 59% of those aged 13-15 * It is important to recognise the connection between age and sex. The decline with age was particularly apparent in girls (48% of girls aged 13-15 met the recommendations compared with 69% of boys)   Excluding school-based activity:   * Up until the age of 8-10, the proportion of children meeting physical activity recommendations varied little by age (ranging between 70% and 72%). * It dropped to 64% for those aged 11-12 and to 50% for the oldest age group (13-15 year olds). * Again the connection with sex is important. For boys, levels were largely similar up until aged 13-15 when they dropped to 59%. For girls the proportion meeting the target began to drop at age 11-12 (56%) and then reduced further to 41% for those aged 13-15.   **Active Scotland outcomes: Indicator Equality Analysis**4   * Primary to secondary transition is a key point at which effort must be made to maintain levels of activity especially for girls). | Active Schools coordinators work with all school pupils regardless of age.  **Positive Impact**  The programme could have a positive impact on age by providing more opportunities to address the low levels of structured sport available to young aged primary children and could have a particularly positive impact on age for teenage girls.  More children are participating in activity as they progress through primary school, this then decreases from S1-S6 in secondary school.  **Negative Impact**  There is the potential of a negative impact on the young people who fall outwith target age groups. Balance across all age ranges is required. | **Actions**  Ensure the network use school and local authority data to close the age gaps whilst still raising participation across all age groups.  Support the network to prioritise teenage girls participation.  Active Schools equality focus group to consider solutions to increasing participation at lower primary, upper secondary and teenage girls. |

1. Scottish Government, (2014), Results from Summary Statistics for Schools in Scotland report, No 6: 2015 Edition, <http://www.gov.scot/Resource/0049/00494569.pdf>
2. **sport**scotland and ODS consultant, (2014), Active Schools evaluation, <http://www.sportscotland.org.uk/media/1374298/active-schools-evaluation-report-final.pdf>
3. Scottish Government, (2011), Results from the The Scottish Health Survey 2011: Volume 2 - Children (2010/2011) <http://www.gov.scot/Publications/2012/09/3327/34>
4. Scottish Government, (2015), Active Scotland outcomes: Indicator Equality Analysis <http://www.gov.scot/Publications/2015/11/9439>

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| Disability | **Active Schools data**  Active Schools monitoring data provides limited information on participation amongst pupils and young people with a disability. There is information on the amount of participation in Active Schools supported activity in ASN schools, however, this does not necessarily equate to participation by young people with a disability (depending on the definition of disability).  **Active Schools Evaluation**5  An independent evaluation of Active Schools found that Active Schools teams used a wide range of approaches to engage and involve children and young people with Additional Support Needs. Generally approaches targeted at schools for young people with ASN were felt to work well, but there were some challenges involving young people with ASN in mainstream schools.   * **Identifying pupils** - The biggest challenge was that most Active Schools teams did not know whether pupils at mainstream schools had ASN, and so couldn’t assess participation levels, introduce additional support, or plan targeted activities based on needs. * **Parental permission** – Active Schools teams found some resistance to ASN specific activities, as pupils were often at mainstream schools due to a desire to integrate and not be singled out. * **Transport, facilities and resources** – Sometimes, activity required specialist equipment, facilities, transport to a central venue, or one to one support.   The report recommends Active Schools should continue a targeted element to its work and young people with ASN should continue to be a priority. Active Schools teams should be supported to gather evidence about participation of young people with ASN in Active Schools supported activities (perhaps through parental consent forms) to gather a baseline of evidence of participation. This would help to inform future approaches to supporting people with ASN.  **Summary Statistics for Schools in Scotland**6  In 2015, Summary Statistics for Schools in Scotland reported 22.5% of all pupils had additional support needs, 61% boys, 39% girls. This includes pupils in mainstream and special schools with a coordinated support plan, individualized education programme, child plan or some other type of support.  sport**scotland Equality and Sport Research**7  Literature suggests that disabled people themselves may feel self conscious, have low levels of confidence or fear of failure in relation to sports. Some suggest that this is strongly influenced by experiences at school. (**sport**scotland (2001) *Sport and People with a disability: Aiming at Social Inclusion*).  Another important barrier is pathways into sport for disabled people – from school to community and onto competitive sport.  A number of Active Schools staff had particular concerns about opportunities for disabled people. There was some debate about whether there should be a focus on separate activities and events for disabled people, or integrated opportunities.  In addition, some survey respondents highlighted that disability sport was poorly integrated into mainstream curriculums, and that disabled people do not receive equal access and opportunities to sports in schools. Some highlighted particular challenges in building the confidence of parents and support workers around sports participation. | **Positive Impact**  Pupils with additional support needs are identified as a priority group for Active Schools, consequently there is potential of positive impact for the people sharing this characteristic, in particular those in ASN schools and units in that specific opportunities will be identified to meet their needs.  **Negative Impact**  There is some evidence that children in mainstream schools do not have access to the same opportunities than those in specialist schools, due to challenges identifying and engaging children in mainstream schools and the inclusive nature of opportunities provided which may be less accessible to chidren with a disability. | **Actions**  Active Schools coordinators will continue to ensure children and young people are included in Active Schools activity.  Through the short term evaluation approach **sport**scotland will continue to gather evidence of practice and impact in specialist schools and mainstream education.  **sport**scotland will explore and share use of SEEMIS and other systems to gather information about participation levels locally.  **sport**scotland will gather case study evidence and share across the network to help overcome the issues and barriers facing this group.  **sport**scotland will work with Scotish Disability Sport to identify key activities to provide guidance and support for Active Schools coordinators.  **sport**scotland will identify Disability inclusion training need amongst Active Schools teams and work with Scottish Disability Sport to delivery training**.**  **Further Evidence Required**  Participation of children and young people with a disability in mainstream education.  Participation rates of girls and young women with a disability in special school and mainstream education. |

1. See footnote 2
2. See footnote 1
3. **sport**scotland and Research Scotland, (2015), Equality and Sport Research, <http://www.sportscotland.org.uk/media/1886385/Equality-and-Sport-Research-Final-Report.pdf>

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| Gender reassignment | **Active Schools data / Active Schools evaluation**  The Active Schools monitoring and evaluation reports have no information on gender reassignment.  **Out for Sport report**8  The Equality Network’s report *Out for Sport* report discusses two major issues raised by Transgender people in Scotland: changing rooms and access to competition. It also found that many transpeople had a negative experience of sport at school. 74% of respondents were keen to see schools have a primary involvement in reducing discrimination.  The Rugby Football League’s report into young LGBT people’s perceptions and experiences of rugby league found that trans young people may experience particular anxieties around changing rooms. | **Negative Impact**  The evidence would suggest that Active Schools could have a potentially negative impact on young trans people.  . | **Actions**  Provide guidance, support and good practice examples to the network to ensure greater understanding amongst the network and the needs of transgender pupils are met to participate in activity sessions.  Work with LGBT youth and others to explore training provision. |

1. Equality Network (2012), Out for Sport, <http://www.equality-network.org/wp-content/uploads/2013/03/Out-for-Sport-Report.pdf>

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| Race | **Active Schools data / Active Schools evaluation**  The Active Schools monitoring and evaluation reports have no information on race.  **Summary Statistics for Pupils in Scotland**9  In 2015, Summary Statistics for Schools in Scotland showed 87.1% of pupils were recorded as being White-Scottish or White-other British. The largest other ethnic backgrounds include White-Other 4.4%, Asian Pakistani 1.9% and Mixed 1.2%.  **Scottish Government’s Teacher Census**10  In 2015, Summary Statistics for Schools in Scotland showed 91% of teachers were recorded as being White-Scottish or White-other British. The largest other ethnic backgrounds include White-Other 3% and 1% minority ethnic group. 4% did not disclose this information.  **Scottish Household Survey**  Additional analysis undertaken on Scottish Household Survey data from 2009 found that:   * People who identified as ‘other British’ or ‘any other white background’ were more likely to participate in sport than other groups. Asian people were least likely to participate. Participation for those who identified themselves as Scottish was close to the average participation rates. * After walking, swimming was the most popular sport for all groups except Asian and Any Other Background. For Asian people the most popular sport was running/jogging, closely followed gym and keep fit/aerobics. For Any Other Background, the most popular sport was running/jogging, followed by dancing.   This is for adult participation. The same information is not available for young people. | **Negative Impact**  The data would suggest that there could be a possible negative impact as the work of active schools has had no content on meeting needs to children from specific race backgrounds so their specific needs are unlikely to be met currenty | **Actions**  Provide guidance, support and good practice examples to the network to ensure children and young people of race are targeted to ensure their needs are met to enable them to access and participate in activity sessions.  Analyse populations and schools for them to ensure that we know where the work should be prioritized. Do further consultation with pupils and communities in those areas.  The school to club pathways will be a critical area for focused work to ensure children from different race backgrounds are welcome and safe with opportunities being promoted to them. |

1. See footnote 1
2. See footnote 1

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| Religion or belief | **Active Schools data**  Recent analysis undertaken by **sport**scotland on the 2013/14 Active Schools data found:   * As a representative sample, non-denomination schools accounted for 85% of all schools enrolled on the Active Schools Programme; this was consistent with the volume of denomination schools recorded in Scotland (85.7%). * The geographic distribution of denomination schools participating in the Active Schools Programme was consistent with the distribution of denomination schools across Scotland. * Overall denomination and non denomination pupils had access to a similar number of Active Schools Activity Sessions. * On average denomination schools recorded a greater percentage of single school activities (81%) than non-denomination schools (71%). * Denomination Schools recorded slightly higher number of participant sessions than non-denomination schools (+6%). * Female participation was consistent across both denomination and non-denomination schools accounting for approximately half of all participation. * The delivery of sessions by volunteers and secondary pupils remained relatively consistent across all school types suggesting that denomination does not a influence a reliance on a certain type of deliverer. | **Negative impact**  Potential for negative impact where children of specific faiths are in non denominational schools and are not identified. They could have specific needs because of faith/religion – for example drees codes or timing of sport sessions to align with prayers or specific festivals or religious observances | **Actions**  **sport**scotland will share data analysis with Active Schools managers to raise awareness of participation by denomination and encourage local analysis by school denomination.  Active Schools teams to ensure they ensure children and young peoples needs are catered for during religious festivals (e.g. Ramadan)  Do more anlaysis for the network of where the greatest concentrations of specific religious group are resident and make greater provisions and training in some of these areas. |

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| Sex | **Active Schools data**  Active Schools monitoring data suggests that female participation is marginally lower than male participation. However, the gender balance of participation changes significantly as pupils grow older. Although both male and female pupils participate less as they move through secondary school, female participation decreases far faster than male participation.  Data collected since 2008 shows that this gap is closing. This change has largely been driven by girls increasing their levels of activity,  Local monitoring data gathered as part of the Active Schools programme may help schools to identify which pupils are participating in Active Schools supported activity, helping them to effectively target their approach.  **Scottish Government’s Teacher Census**12  The Summary Statistics for Schools in Scotland (2015) teacher census reports that female teachers make up 77% of the teaching population, with the remaining 23% male.  **Scottish Government’s Pupil Census**13  The Summary Statistics for Schools in Scotland (2015) pupil census reports that female pupils make up 49% of the school population (51% male).  **Active Schools Evaluation**14  The Active Schools evaluation found there was very strong agreement across all stakeholders that introducing girls only activities made a big difference in encouraging participation of girls and young women. In addition, there were clear messages that:   * activities for girls should be based on consultation; * a range of activities should be available – including team sports and individual activities; and * peer support and leadership opportunities can build confidence, provide role models and provide opportunities for girls who are not traditionally sporty.   While many highlighted significant successes in engaging girls and young women, it was felt that this was an area which required ongoing attention to sustain and increase participation levels.  The evaluation recommends that Active Schools should continue a targeted element to its work. Girls should continue to be a priority. Girls only activities should be promoted as a key way of engaging girls.  **Go Well Survey** 15  The [Go Well Survey](http://www.gowellonline.com/assets/0000/3692/GoWell_Schools_PA_Study_Headline_Indicators_Report_Wave_2.pdf) of physical activity in secondary school pupils in Glasgow found that as pupils moved from S1 to S2, the number of times per weeks they were physically active playing sprts was similar to the previous year, though the range of sports they participated in had slightly reduced. The decline in participation rates for particular sports was more sizeable for girls than boys.  Some of these changes from S1 to S2 reflect pupils own preferences ,but the schools themselves are also very influential; for many of the sports exhibiting declining participation rates, the school is involved in organizing the activity for the majority of pupils.  **Scottish Household Survey**16  The findings from the [Scottish Household Survey](http://www.scotland.gov.uk/Publications/2012/09/3327/34) (2011) showed, including school-based activity:   * 76% of boys and 70% of girls met the physical activity recommendations * Although there was little change for boys between 2008 and 2011, the proportion of girls meeting the recommendations increased from 64% in 2008   Excluding school-based activity:   * Boys were more likely than girls to meet the physical activity recommendations (69% compared with 62%). * The main difference between the genders was the point at which the proportion meeting the recommendation began to decline. For boys, levels were largely similar up until aged 13-15 when they dropped to 59%. For girls, the proportion meeting the target began to drop at age 11-12 (56%) and then reduced further to 41% for those aged 13-15. | **Positive Impact**  Girls and young women are identified as a priority group for Active Schools, consequently there is potential of positive impact for the people sharing this characteristic. | **Actions**  Active Schools Managers and Active Schools Co-ordinators will be encouraged to use ASMO data to identify key stages to target girls and young women.  Through the short term evaluation approach **sport**scotland will continue to gather evidence of practice and impact of working in schools with girls and young women.  Continue to provide guidance, support and good practice examples to the network to ensure the needs of girls and young women are met to enable them to access and participate in activity sessions. |

1. See footnote1
2. See footnote1
3. See footnote2
4. GoWell East (2014), Study of Physical Activity in Secondary School Pupils in Glasgow, Headline indicators for Report for S2 Pupils in 2014, <http://www.gowellonline.com/assets/0000/3692/GoWell_Schools_PA_Study_Headline_Indicators_Report_Wave_2.pdf>
5. See footnote3

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| Sexual orientation | **Active Schools Evaluation**  The Active Schools evaluation and monitoring reports have no information on sexual orientation.  **Stonewall: The School Report**17  Stonewall’s [School Report](http://www.stonewall.org.uk/documents/school_report_2012(2).pdf) found the following:   * Boys are more than twice as likely as girls to be bullied during sport. * 32% gay and bisexual boys 14% of lesbians and bisexual girls experience homophobic bullying during sport. * Almost half (45 per cent) of gay pupils say they feel it’s ‘hard for people like me to be accepted’ at their school. Two thirds (68 per cent) of gay pupils say they don’t like team sports.   The report recommends, schools should acknowledge and identify the problem; address staff training needs; and promote a positive social environment in the context of PE and extracurricular sport.  **Stonewall Cymru and Sport Wales’**18  Stonewall Cymru and Sport Wales’ research on [understanding LGB sports participation in Wales](http://www.sportwales.org.uk/media/1091778/sugar_styled_doc_eng_-_lgb_final.pdf) found that:   * Many LGB people have negative perceptions of team sports in physical education (PE), which they say has influenced their long-term views of sport. * School sport is a major factor in why many gay men have been turned off sport. * LGB participants said they often felt let down by their PE teachers, who they felt tolerated bullying, harassment and exclusion more in PE, than other school lessons. * LGB participants feel that advocating different sports for boys and girls in PE reinforces gender stereotypes. This causes the exclusion of young people who don’t conform. * The word ‘gay’ is synonymous with ‘rubbish’ and ‘weak’ in schools. This has particular currency in PE and is used by some pupils to identify those that aren’t as good as them at sports.   The report recommended that schools should:   * Recognise the specific types of homophobia in PE and equip PE teachers to identify and challenge homophobic bullying in a sport setting * Provide pupils with a diverse range of sports to minimise stereotypes based on gender and sexual orientation * Demonstrate their commitment to equality for their lesbian, gay and bisexual (LGB) pupils and staff, and develop good practice through joining a programme such as Stonewall’s Schools Champions programme | **Negative Impact**  The data and evidence is clear that there could be a negative impact – that is commonly reported by LGBT people in relation to sport. | **Actions**  Provide guidance, support and good practice examples to the network to ensure greater understanding amongst the network.  Engage with young LGBT groups and seek out their ideas and their support to shaping change in AS network.  Ensure local partners are aware of training and development opportunities around the needs of LGBT young people in sport. |

1. Stonewall (2012), The School Report: The experiences of gay young people in Britain’s schools in 2012, <http://www.stonewall.org.uk/sites/default/files/TheSchoolRepor2012.pdf>
2. Stonewall Cymru and Sport Wales (2012), Lesbian, Gay and Bisexual (LGB) People in Sport: Understanding LGB sports participation in Wales 2012 <http://www.sportwales.org.uk/media/1091778/sugar_styled_doc_eng_-_lgb_final.pdf>

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| Pregnancy and maternity\* | Although there are many studies on the role of sports participation on preventing teenage pregnancy, there is limited research into the impact of teen pregnancy on physical activity and sport. The majority of articles which look at the impact of pregnancy on sports participation focus on adult pregnancy. The results from such studies consistently suggest that physical activity amongst women decreases during pregnancy, and post pregnancy.  There appear to be no studies which examine the impact of pregnancy on physical activity and participation amongst teenage girls. | **Positive Impact**  Potentially positive impact that if the programme sustains the engagement of a mother there is the potential for positive impact through role model for their child.  **Negative Impact**  Potential negative impact range of activities limits participation. | **Actions**  **sport**scotland will ensure ASC’s consider needs of teenage girls in schools during and after pregnancy.  Need to consult and engage girls.  Partner with school nursing service or whoever leads on the risk assessment for pregnant pupils. |

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| Marriage/civil partnerships\* | N/A |  |  |

\*where policy is HR related

## Who will be consulted internally on this EQIA?

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| The Schools and Education portfolio group and Active Schools Project Goup |

## Who will be consulted externally on this EQIA?

In planning external consultation please refer to the guidance on page five and speak to the strategic planning team for advice and support. It may be that there are several EQIAs that require external consultation at the same time and it is important this is coordinated.

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| Active Schools managers and Specific groups including:  (i)young trans people (ii) young LGBT people (iii) young people from specific religious/belief backgrounds |

## What recommended steps should we take to improve the policy and monitor its equality impact?

In developing an action plan, project leads should balance how to maximize the positive impact of the policy or practice on all people who share the protected characteristics, with the requirement to maximize the core outcomes of the policy/practice (i.e. recommendations should be proportional and relevant.) The assessment should take steps to embed ways of monitoring the ongoing impact of the policy and practice.

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| **Action** | **Responsibility** | **Timeline** |
| **All** |  |  |
| We are committed to support Active Schools coordinators develop knowledge and understanding of equality issues and to identify groups at risk of not benefiting fully from Active Schools and take action to meet their needs.  As we develop Active Schools we will continue to develop the networks understanding of equality issues. Workforce development in this area will include sharing of good practice through the Active Schools online toolkit, publications and support for training and networking;  We will ensure that future evaluations consider all the protected characteristics so that we can change deliver to ensure the programme is open and accessible to everyone. | Active schools Project Group  **Dawn McAuley** | 2015-2019 |
| Establish an Active schools equality focus group of managers and coordinators to consult on equality. | **Dawn McAuley** | October 2016 |
| **Age** |  |  |
| Ensure the network use school and LA data to close the age gaps whilst still raising participation across all age groups. | **Dawn McAuley,** Jacqui Fitzpatrick | January 2017 |
| Active Schools equality focus group to consider solutions to increasing participation at lower primary and upper secondary. | **Dawn McAuley** | January 2017 |
| Support the network to prioritise teenage girls participation | **Dawn McAuley** | October 2016 |
| **Sex** |  |  |
| ASM’s and ASC’s will be encouraged to use ASMO data to identify key stages to target girls and young women. | **Partnership Managers** | Ongoing |
| Through the short term evaluation approach **sport**scotland will continue to gather evidence of practice and impact of working in schools with girls and young women | **Patricia Horton** | April - June 2016 |
| Provide guidance, support and good practice examples to the network to ensure the needs of girls and young women are met to enable them to access and participate in activity sessions. | **Dawn McAuley** | November 2016 |
| **Disability** |  |  |
| Through the short term evaluation approach **sport**scotland will continue to gather evidence of practice and impact in specialist schools and mainstream education. | **Patricia Horton** | April - June 2016 |
| **sport**scotland will explore and share use of SEEMIS and other systems to gather information about participation levels. | **Dawn McAuley,** Jacqui Fitzpatrick | January 2017 |
| **sport**scotland will gather case study evidence and share across the network to help overcome the issues and barriers facing this group. | **Dawn McAuley**, Partnership Managers | October2016 |
| s**port**scotland will work with Scottish Disability sport to identify key activities to provide guidance and support for Active Schools coordinators | **Dawn McAuley** | October 2016 |
| **sport**scotland will identify Disability inclusion training need amongst Active Schools teams and work with Scottish Disability sport to delivery training. | **Dawn McAuley** | November 2016 |
| **Further Evidence Required**  Participation of children and young people with a disability in mainstream education.  Participation rates of girls and young women with a disability in special school and mainstream education. | **Dawn McAuley** | March 2017 |
| **Gender Reassignment and Sexual Orientation** |  |  |
| Provide guidance, support and good practice examples to the network to ensure greater understanding amongst the network and the needs of transgender pupils are met to participate in activity sessions. | **Dawn McAuley** | August - October 2017 |
| Work with LGBT youth and others to explore training provision. | **Partnership Managers** | Ongoing |
| **Race** |  |  |
| Provide guidance, support and good practice examples to the network to ensure children and young people of race are targeted to ensure their needs are met to enable them to access and participate in activity sessions. | **Dawn McAuley** | August – October 2017 |
| **Religion or Belief** |  |  |
| **sport**scotland will share data analysis with Active Schools managers to raise awareness of participation by denomination and encourage local analysis by school denomination. | **Jacqui Fitzpatrick**, Dawn McAuley | October 2016 |
| Active Schools team to ensure they ensure children and young peoples needs are catered for during religious festivals (e.g. Ramadan) | **Partnership Managers** | Ongoing |
| **Pregnancy and Maternity** |  |  |
| **sport**scotland will ensure ASC’s consider needs of teenage girls in schools during and after pregnancy. | **Partnership Managers** | March 2017 |

## Sign off

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| Assessment signed off by: | Senior management team |
| Sign off date: | 25 October 2016 |

1. Best practice would involve gathering evidence through internal and external consultation. [↑](#footnote-ref-1)