Non-protected

Equality impact assessment

Active Schools



# Name of policy: School Sport Competition

## Introduction

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| Lead officer | Andrew Baptie, Partnership Manager |
| Others involved in the assessment | Dawn MacAuley, Lead Manager  Ailsa Wylie, Lead Manager |
| Date(s) of assessment | 26 February 2017 |

## Description of policy

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| Background | The development of the **sport**scotland Business Plan 2013 – 15 highlighted an opportunity to enhance the current provision of school sport competition. At that time, many schools participated in authority wide, regional and national competition and some Local Authorities had developed intra and inter school sport leagues and competitions. However, coverage was variable and there was a need to develop an authority wide approach to the development of school sport competition, particular for secondary aged pupils. As a result, 12 LAs received funding through a pilot phase (2013 – 15) in order to create lead posts driving forward school sport competition locally in partnership with Active Schools, PE and sports development teams. The programme has now grown with 23 LAs in receipt of funding in 16/17.  School sport competition plays a key part in the sporting pathway, connecting curricular and extracurricular opportunities with club sport and Governing Body events. Furthermore, appropriate competition supports learning and enhances the Significant Aspects of Learning within Physical Education through opportunities to compete and perform. |
| Purpose and outcomes | The aim of the project is to build a sustainable infrastructure for school sport competition and contribute to the World Class Sporting System for Scottish Sport.  Within that context, LA partners are working towards the following objectives:   * Increased depth of children and young people participating in regular competitive school sport * Clear & accessible progressive competition structures * Growth in volunteers, coaches and officials supporting school sport * Sustainable local infrastructure resulting in increased ownership of school sport across stakeholders   A strong driver for local programmes is engaging young people that may not otherwise participate in regional and national competition (i.e. focus on intra & inter school opportunities). |
| How it links to **sport**scotland corporate and business plans | School sport competition investment is directly linked to **sport**scotland’s Active schools programme, which is a key component of **sport**scotland’s Corporate Plan 2015-2019. |
| How we intend to implement the policy | We will continue to work in partnership with those local authorities receiving school sport competition investment. |

## 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 secondary schools are the primary beneficiaries of this policy. Some children in upper primary school may also benefit. Relevant local authority and trust partners deliver the programme through schools across the local authority area, normally in tandem with Active Schools teams.  Investment is used to recruit a lead officer who is responsible for working directly with schools, clubs and Governing Bodies. |
| Is it designed to impact on one/some/all people who share a protected characteristic? How? | School sport competition programme is designed to impact on all children and young people in secondary and ASN schools within the relevant local authorities in receipt of investment. Local programme opportunities should be universally available to all children and young people between the ages 12 – 18 years, 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 – initial pilot rollout of the programme gathered comprehensive feedback, much of which was used to guide national rollout in the period 2015 – 19. National rollout of the programme continues to be ongoing via regular network meetings for all lead officers. These meetings incorporate input from lead officers, Active School teams, managers, teachers and wider stakeholders including sports governing bodies.  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 school sport competition is a core component for many local authorities. **sport**scotland Partnership Managers work with each local authority to manage the investment and provide on going support to ensure delivery of outcomes.  Each local lead officer works in partnership with their Active Schools teams, school 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? | **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. Those local authorities and associated leisure trusts who demonstrated a need and rationale to deliver work in this area, during Partnership Agreement discussions, are in receipt of school sport competition investment and support. 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  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 evaluation – Working with secondary schools**1  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.  **School Sport Competition Data**  Competition data is submitted annually by partners. There are no year on year comparators at this stage however a review of the age profile suggests competitive opportunities are provided across a range of age groups. | Active Schools coordinators and school sport competition lead officers work with all school pupils regardless of age.  **Positive Impact**  The programme could have a positive impact on age by adding structures which create more opportunities for secondary school aged children to either engage in extracurricular activity or experience competitive opportunities.  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 out with target age groups e.g. primary. However this has been considered, partners have significant resource pointed at primary aged pupils. | **Actions**  Ensure the competition network use school and local authority data to review participation across S1 – S6, whilst still raising participation across all age groups.  Support the network to consider teenage girls participation in competitive sport. |

1. **sport**scotland and ODS consultant, (2014), Active Schools evaluation, <http://www.sportscotland.org.uk/media/1374298/active-schools-evaluation-report-final.pdf>

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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).  The challenges identified within the Active Schools programme in engaging young people with ASN are very similar to the issues competition lead officers encounter. Those were;   * **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.   sport**scotland Equality and Sport Research**2  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.  **Active Scotland Outcomes – Equality Analysis**3  Older people, teenagers (particularly girls), those with disabilities, those from poorer socio-economic backgrounds and Asian minorities and are less likely to participate in sport.  **School sport competition data**  As with Active Schools data, there is limited information about pupils and young people with a disability. Some information is collated on events that targeted at children and young people with a disability. There is limited information on inclusive opportunities within mainstream events. | **Positive Impact**  Pupils with additional support needs are identified as a priority group for local competition programmes, consequently there is potential of positive impact for the people sharing this characteristic.  **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 children with a disability. Competitive sport may provide even more challenges for children with additional support needs to engage in activity. | **Actions**  Competition lead officers will be encouraged to analyse their local data and information to ensure competitive opportunities are inclusive for all.  Evidence of practice and impact in specialist schools and mainstream education will be gathered and shared within the competition network.  Partners will be encouraged to work with their Education teams to utilise SEEMIS and other systems to gather information about ASN pupils.  **sport**scotland will work with Scottish Disability Sport and local disability branches to identify opportunities to strengthen the ASN competition pathway.  . |

1. **sport**scotland and Research Scotland, (2015), Equality and Sport Research, <http://www.sportscotland.org.uk/media/1886385/Equality-and-Sport-Research-Final-Report.pdf>
2. Active Scotland Outcomes – Equality Analysis, (2015) <http://www.gov.scot/Resource/0048/00489355.pdf>

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| Gender reassignment | **Active Schools / School sport competition data**  The Active Schools and school sport competition data has no information on gender reassignment. | **Negative Impact**  The evidence would suggest that extra curricular and competitive opportunities 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. |

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| Race | **Active Schools / School sport competition data**  The Active Schools and School Sport competition data has no information on race.  **Summary Statistics for Pupils in Scotland**4  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 Household Survey**5  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.   This is for adult participation. The same information is not available for young people.  **Active Scotland Outcome – Equality Analysis**6  Those from Asian minorities and are less likely to participate in sport. | **Negative Impact**  Anecdotal information suggests there could be a possible negative impact as the work of lead officers has had no focus on meeting needs to children from specific race backgrounds so their specific needs are unlikely to be met currently | **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. |

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. See footnote 1 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>
3. See footnote 3

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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. | **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 lead officers to raise awareness of participation by denomination and encourage local analysis by school denomination. |

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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**7  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**7  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**8  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**9  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 sports 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**10  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. This extends to the provision of competitive opportunities. | **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 of school sport competition **sport**scotland will 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 school sport competition. |

1. See footnote4
2. See footnote1
3. 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>
4. See footnote5

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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**11  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 its ‘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’**12  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   **Active Scotland Outcomes – Equality Analysis**13  LGBT groups report experiencing discrimination and intimidation when participating in sport, as well as barriers related to changing facilities and access to competition. | **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.  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>
3. See footnote 3

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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. | **Negative Impact**  Potential negative impact range of activities limits participation. | **Actions**  **sport**scotland will ensure lead officers consider needs of teenage girls in schools during and after pregnancy. |

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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 the School sport competition project group. |

## 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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| Leads officers and Active Schools teams. The network will also be encouraged to conduct their own consultation on target groups. |

## 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 lead officers develop knowledge and understanding of equality issues and to identify groups at risk of not benefiting fully from local school sport competition opportunities and take action to meet their needs.  As we work with partners to develop school sport competition programmes we will continue to develop the networks understanding of equality issues. Workforce development in this area will include sharing of good practice and training and networking at national meetings.  We will ensure that future programme evaluations consider all the protected characteristics so that we can change deliver to ensure local school sport competition opportunities are accessible to everyone. | School sport competition project group  **Andrew Baptie** | 2015-2019 |
| **Age** |  |  |
| Ensure the network use school and LA data to raise participation across all age groups. | **Andrew Baptie,** Jacqui Fitzpatrick | March 2017 |
| School sport competition project group to consider solutions to increasing participation across all secondary ages. | **Andrew Baptie** | March 2017 |
| Share examples of good practice across the network | **Andrew Baptie** | Ongoing |
| **Sex** |  |  |
| Ensure the network use school and LA data to identify key stages to target girls and young women. | **Andrew Baptie** | Ongoing |
| Continue to gather evidence of practice and impact of increasing school sport competition opportunities for girls and young women. | **Andrew Baptie** | Ongoing |
| Share examples of good practice across the network. | **Andrew Baptie** | Ongoing |
| **Disability** |  |  |
| Ensure the network use school and LA data to identify key stages to target girls and young women. | **Andrew Baptie** | March 2017 |
| **sport**scotland will work with SDS and local disability branches to connect and improve the ASN competition pathway. | **Andrew Baptie,** Partnership Managers | Ongoing |
| **sport**scotland will gather case study evidence and share across the network to help overcome the issues and barriers facing this group. | **Andrew Baptie**, Partnership Managers | Ongoing |
| **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 in school sport competition | **Andrew Baptie** | 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 school sport competition. | **Andrew Baptie** | Ongoing |
| **Religion or Belief** |  |  |
| **sport**scotland will ensure lead officers consider local data and school relationships in relation to non denomination / denomination schools. | **Andrew Baptie** | Ongoing |
| **Pregnancy and Maternity** |  |  |
| **sport**scotland will ensure lead officers consider needs of teenage girls in schools during and after pregnancy. | **Andrew Baptie** | Ongoing |

## Sign off

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| Assessment signed off by: | Senior management team |
| Sign off date: | 21 March 2017 |

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