

Equality Impact Assessment Template: Please complete alongside the guidance document

Title of work: Planet Youth – Icelandic Prevention Model – Action Plan EQIA	Date of completion: 2nd December 2022	Completed by: Annie Wilson, Lynda Thomson, Siobhan Leen, Wilma Kelt, Margaret Brown, Andrew Kyle, Eve MacLeod
<p>Description of work:</p> <p>Planet Youth is an international, evidence based, primary prevention model, developed in Iceland, that has reduced substances use rates amongst young people. Comprising of ten steps per cycle, it involves young people (S4 pupils, ages 15-16) completing a survey about risk and protective factors. Surveys are anonymous, and are analysed by Planet Youth in Iceland. Analysed data will be shared with Winning Scotland (a third sector organisation coordinating the pilot in Scotland) and Highland Alcohol and Drugs Partnership (HADP). Analysed data will include cross tabulations of some responses. Results of the survey are used in collaboration with community and other stakeholders to set actions and priorities in the community.</p> <p>The Planet Youth in Highland, Local Coalition group consists of partners from NHS Highland, Highland Alcohol & Drugs Partnership, the Highland Council, Highlife Highland, Youth Highland Police Scotland, school representatives, representatives from local Community Partnership relevant sub groups, RASASH, and champions. Informed by survey data, the local coalition group have agreed 7 actions. An Impact Effort Matrix was conducted with the group, before each group member voting on the most appropriate actions to focus on initially.</p> <p>Actions aim to increase protective factors against alcohol, tobacco and other drug use.</p> <p>Actions are:</p> <ol style="list-style-type: none">1. Increase number, range and access to organised activities for young people and families2. Develop parents agreements about consistent messages regarding ATOD3. Increase social cohesion among families through shared activities and communications4. Not having alcohol as prizes at school events5. Ensure the number, range and choice of positive activities reflect a wide range of student interests		

6. Increase number of family-to-family activities that include young people's friends and families
7. Enforce legal limits to the sale of alcohol and tobacco / nicotine products to underage young people

A detailed action plan is also in place as a working document.

Outcome of work:

This is a long term initiative, and ultimately aims to reduce the use of alcohol, tobacco and other drugs amongst young people.

Prevalence of alcohol tobacco and other drug use is highlighted by the national Scottish Adolescent Lifestyle and Substance Use Survey (SALSUS). This survey shows that in Highland:

27% of 15 year old pupils reported they had ever smoked.

26% of 15 year old pupils reporting trying or using e-cigarettes (significant increase from previous survey)

18% of 15 year old pupils reported drinking alcohol on a weekly basis

17% of 15 year old pupils reporting illicit drug use (significant increase from previous survey)

In comparison, the results from the Planet Youth survey show that:

28% of S4s had ever smoked.

30% of S4s had used e-cigarettes.

56% of S4s had alcohol in the last 30 days. (82% had ever used alcohol).

20% of S4s have used illicit drugs.

Locally, stakeholders highlight issues with young people involving substance use, and how they spend their free time.

Use of substances has a larger impact in areas and for people who experience poverty and health inequalities. Living in poverty can mean people are three times more likely to die an alcohol related death in Highland, and 15 times more likely to die a drug related death in Scotland. Tobacco use is falling overall, however disproportionately impacts various groups of people who experience difficult circumstances.

In addition, this work complements NHS Highland's Equalities Outcomes and Mainstreaming report (Outcome 1) and Highland Council's Equalities Outcomes and Mainstreaming report (Outcome 5); in Highland, people from identified groups, including young people, will have improved access to the resources needed to support their mental health and wellbeing. As the post

survey actions will focus upon improving protective factors and decreasing risk factors, this has the potential to support improvements for young people.

See Appendix 1 for questions in survey in which we would expect to see improvements in mapped against each action (Baseline measures for planned actions).

Who:

Stakeholders: (who will this work affect?)

Young people (S4, 15-16 year olds), schools and school communities including staff, local community, youth workers, other health and social care staff, parents and carers.

Local coalition group currently comprises of Winning Scotland, NHS Highland, Highland Alcohol and Drugs Partnership, the Highland Council, High Life Highland and Youth Highland, other third sector organisations, eg RASASH, Police Scotland. Community champions are being identified to help progress the work within communities. Community Planning Partnerships are linked and are being asked for support to progress actions. Other stakeholders are welcome to the group and the group will likely grow in membership as the programme progresses.

How do you know:

Stakeholder engagement: How will you know what impact this will have - please detail what work you have done to find this out? Remember to consider the way in which you use language matters.

The initial survey was completed in 2021. The next survey will be completed in 2023, with S4 pupils, and will inform impact and progress. The survey includes questions relating to some protected characteristics, and some Fairer Scotland Duty impacts.

Engagement with parents and carers is ongoing. Roadshows have been held in the schools, and online meetings have been organised. These are advertised between schools and local networks.

Engagement with other partners: Local coalition group meets monthly. H-SAT newsletter includes a section re Planet Youth, from autumn 2022.

What will the impact of this work be

When planning/offering activities consider if any exclusions may be experienced and try to mitigate where that might occur.

Age – the approach is focused on young people, and families, which could be any age – not excluding any age, families may include young and older children as well. Age of parents could also vary, and include grandparents. A very small proportion of the young people who completed the survey live with their grandparents.

Disability – young people may have a disability, and these may not only be visible disabilities. Members of households may have a disability, which in turn may impact upon their income, and potential of young people being carers for family members. 11% of the young people in the survey were absent from school in the previous 30 days because they were caring for somebody. Youth workers will have good understanding of the young people in their area. When running activities consider who is not coming. Mental health is included in this as well, and a significant proportion of young people in the survey highlighted their mental health has suffered lately. We must consider that additional and proportionate adjustments may need to be made in order for all people to be able to participate, for example considering 'In order to participate in this activity I need...' and also consider this in advertising of activities. Local Youth Development Officers and Active Schools Coordinators have good local knowledge of young people and their circumstances.

Gender Reassignment – Many sports teams or clubs can be split by sex, however others available are mixed. Other activities (arts etc) don't tend to be split in this way. Some young people could be planning to transition or have members of their family who are transitioning / have transitioned.

Sex / Gender – Girls more likely to disengage with sport from a younger age than boys, and within survey results girls were using substances more so at each time period than boys. Girls also reported worse mental health than boys. Therefore we encourage / recommend that exclusions for gender in activities are avoided. Lone parents are more likely to be women, and may find being involved with activities more challenging.

Sexual Orientation – LGBT+ clubs reported to be attended well

Marriage / Civil Partnerships – have been considered and no negative impact identified

Pregnancy & Maternity – It's possible that the young people could also be young parents, and if so would also need child care in order to participate in activities.

Race – Within the survey, 94% of the young people classified themselves as White British or White Scottish, and the remaining 6% percent were represented by ethnicities including White European, Asian or Asian Scottish or Asian British. There is a potential risk of exclusion due to the small number of people from ethnic minorities. Example provided of benefit of having multiple ethnicities within the community, and an example of fostering good relations.

Religion / Belief – When activities take place, consider religious days and festivals. Church youth clubs are available and open to all and reported to be well attended. This provides another example of fostering good relations.

While considering the protected characteristics, conversations were also had considering accessibility, transport, poverty (including the affordability of transport, indirect costs of taking part in activities and mitigations for that, for example 'Kits for All', and many activities include a food offering), the remote and rural setting of the pilot school community areas, literacy, and digital literacy. It is also acknowledged that families who are affected by alcohol, tobacco and drug use can experience a range of challenges, including aforementioned aspects, and also the significant impact of stigma.

In addition, intersectionality of protected characteristics, and wider issues, can make circumstances more challenging for people.

Whilst Planet Youth in a primary prevention approach, proportionate universalism will be applied in order to provide further support and consideration where required.

Given all of the above what actions, if any, do you plan to take?

We suggest advising Active Schools Coordinators to revisit / refresh Equality and Diversity training to ensure that young people or families with disabilities, or other protected characteristics, are given due consideration in activity planning processes.

When planning activities or liaising with those that do, consider if groups are split by sex, and if so how might a young person who is non-binary or transitioning be supported to be involved.

Approved by:

Debbie Stewart, HADP Co-ordinator, 12th December 2022

Appendix 1:

Baseline measures for planned actions:

Action 1	Measures:
Increase number, range and access to organised activities for young people and families	<p>Increase in:</p> <ul style="list-style-type: none"> • There's a lot to do in my neighbourhood/community and I take part • There's a lot to do in my community but I can't do them due to lack of transport • I can't do activities because my parents/carers can't afford them • In my community there are lots of opportunities to take part in: sports, musical activities, drama, arts and crafts activities, outdoor activities, water-based activities, dance activities, fitness activities, martial arts, skills development, winter sports, volunteering, environmental activities, activities with my family • There is a great deal of social life available in my neighbourhood/community (such as youth clubs, sport facilities etc) : <p>Decrease in:</p> <ul style="list-style-type: none"> • There's a lot to do in my neighbourhood/community but nothing that I'm interested in
Action 2:	
Develop parents agreements about consistent messages regarding ATOD	<p>Decrease in:</p> <ul style="list-style-type: none"> • A family member gives them to me:How do you usually get your own cigarettes? • In your home:Do you drink alcohol in the following places? • A member of my family gives it to me :How do you usually get the alcohol you drink? • I get it from a friend's parent:How do you usually get the alcohol you drink? • My parent / carer gives them to me:How do you get your drugs? • I get them from a friend's parent:How do you get your drugs? • How do you think your parents/carers would react if you did any of the following? Smoked cigarettes, became drunk, used cannabis, used other drugs, used electronic cigarettes,

	<ul style="list-style-type: none"> • Was away from my home after ten o'clock in the evening • Went outside my home and returned home after midnight • I've been bullied on social media • I've been bullied online <p>Increase in:</p> <ul style="list-style-type: none"> • Advice about schoolwork/studies • I've never been bullied • My parents/carers know my friends • My parents/carers know the parents of my friends • I get along with the teachers • The students at my school are nice to each other • I have a good time participating in activities at my school <p>*Although these will be dependent on final agreed content for the Parents Consensus / Agreements.</p>
Action 3:	
<p>Increase social cohesion among families through shared activities and communications</p> <p>[definition of social cohesion: the strength of relationships and the sense of solidarity among members of a community (Kawachi & Berkman, 2000)]</p>	<p>Increase in:</p> <ul style="list-style-type: none"> • There is a great deal of social life available in my neighbourhood/community (such as youth clubs, sport facilities etc) • My parents/carers know the parents of my friends • Activities with my family:How do the following statements apply to you? In my community there are lots of opportunities to take part in
Action 4:	
Not having alcohol as prizes at school events	

<p>Action 5:</p> <p>Ensure the number, range and choice of positive activities reflect a wide range of student interests</p>	<p>Increase in:</p> <ul style="list-style-type: none"> • In my community there are lots of opportunities to take part in: sports, musical activities, drama, arts and crafts activities, outdoor activities, water-based activities, dance activities, fitness activities, martial arts, skills development, winter sports, volunteering, environmental activities, activities with my family • There is a great deal of social life available in my neighbourhood/community (such as youth clubs, sport facilities etc) : <p>Decrease in:</p> <ul style="list-style-type: none"> • There's a lot to do in my neighbourhood/community but nothing that I'm interested in <p>Check range of activities highlighted in qualitative responses against what is available in the community (could do this in conjunction with HLH?)</p>
<p>Action 6:</p> <p>Increase number of family-to-family activities that include young people's friends and families</p>	<p>Increase in:</p> <ul style="list-style-type: none"> • There's a lot to do in my neighbourhood/community and I take part • In my community there are lots of opportunities to take part in: sports, musical activities, drama, arts and crafts activities, outdoor activities, water-based activities, dance activities, fitness activities, martial arts, skills development, winter sports, volunteering, environmental activities, activities with my family • There is a great deal of social life available in my neighbourhood/community (such as youth clubs, sport facilities etc) • I have a good time participating in activities at my school (?) <p>Decrease in:</p> <ul style="list-style-type: none"> • There's a lot to do in my neighbourhood/community but nothing that I'm interested in
<p>Action 7:</p> <p>Enforce legal limits to the sale of alcohol and tobacco /</p>	<p>Decrease in:</p> <ul style="list-style-type: none"> • How do you usually get the alcohol you drink? I buy it in a shop • How do you usually get your own cigarettes? I buy them in a store

nicotine products to underage young people	
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