

Record of Equality and Rights Impact Assessment

Part 1: Background and Information

(a) **Background Details** - Please list ERIA background details:

ERIA Title and Summary Description	<p>Mental Health & Wellbeing</p> <p>includes Confident Staff, Confident Children (multi-agency professionals), Leadership GC course (for Head Teachers & Managers), Roots of Empathy (Children), Seasons For Growth (Children), Raising Children With Confidence (Parents/carers), Thinking It, Feeling It, Doing It (Early Years)</p> <p>includes Teenage Brains & Behaviour series, Mental Health First Aid, Raising Teens with Confidence, Cool, Calm, Connected, Getting the Lowdown, Seasons for Growth.</p> <p>Includes the Growing Confidence Development Programme for training of facilitators.</p>		
Service Area	Division	Head of Service	Service Area Reference No.
Children and Families	Schools and Communities	Andy Gray	CF6

(b) **What is being impact assessed?** Describe the different policies or services (i.e. decisions, projects, programmes, policies, services, reviews, plans, functions or practices that relate to the Corporate ERIA Title):

Policies and Services	Date ERIA commenced
1. raising awareness re. positive mental health & emotional wellbeing (ch., y.p, families and staff)	18 th December team meeting for 1.5 hours)
2. support and delivery of Growing Confidence training programmes in Early Years and Primary Settings	“
3. comprehensive early intervention Supporting Children & Young People resource (a Guide for all staff)	“
4. Growing Confidence package of training and support for Secondary School pupils, staff and families	“

5. training/recruitment of GC facilitators	“
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(c) ERIA Team - Please list all ERIA Team Members:

Name	Organisation / Service Area
1. Patti Santelices	Health and Wellbeing Team
2. Molly Page	Health and Wellbeing Team
3. Jen Drummond	Health and Wellbeing Team
4. Julia Sproul	Principal Officer: Equalities

Part 2: Evidence and Impact Assessment

(a) Evidence Base – Please record the evidence used to support the ERIA. Any identified evidence gaps can be recorded at part 3(i). Please allocate an abbreviation for each piece of evidence.

Evidence	Abbreviation
1. Registers of course attendees	
2. Evaluation forms (records gender and impact)	
3. Consultation surveys – used to measure client need to inform development of courses; measure pre and post training impact	
4. Use of National and International research and key policy documents to inform service and course development (ie National Parenting Strategy, GIRFEC, course and Guide references included)	
5. Staff verbal and written feedback of course impact	
6. Consultation with Educational Psychologists, CALMS team, ASN team, HOTS team and International Unit.	

(b) Rights Impact Assessment – Summary - Please describe all the identified enhancements and infringements of rights against the following ten areas of rights. Please also consider issues of poverty and health inequality within each area of rights:

Life	Health	Physical Security	Legal Security	Education and Learning	Standard of Living	Productive and Valued Activities	Individual, Family and Social Life	Identity, Expression and Respect	Participation, Influence and Voice
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Please indicate alongside each identified enhancement or infringement the relevant policy or service (see Section 1b) and relevant evidence (see Section 2a).

Summary of Enhancements of Rights

The training and resources delivered by the Mental Health and Wellbeing Team are universally available to relevant staff living and working in all communities in Edinburgh and parents and carers across Edinburgh. There is a rolling programme of courses being offered in all neighbourhoods and parents and carers can access RCWC courses in schools, community settings and voluntary organisations thanks to the bank of trained facilitators from across agencies and services. Cool, Calm and Connected is offered in youth work and schools settings across the city and Seasons for Growth has been delivered in primary and secondary schools to children from a range of socio-economic and cultural backgrounds. The work is particularly relevant to enhancement of rights in the following areas:

- **Life:** training delivered increases staff, parent and young people’s awareness of the factors that can impact on mental health and wellbeing and equips staff and parents to recognise behaviours which may indicate that an individual is experiencing mental distress. In particular Mental Health First Aid-Young People equips staff to consider ways of discussing suicidal thoughts with young people and support them to seek appropriate help.
- **Health:** additional to awareness raising, the training supports understanding about how participants can promote mental health and wellbeing in themselves and the children and young people they care for – including supporting the development of resilience, the benefits of physical activity and positive thinking. This is reflected in evaluation for example:
 - 84% of parents and carers (of 1217 parents and carers) reported that the RCWC course had a positive impact on their own mental health and wellbeing particularly in

- terms of feeling more confident (64%), less stressed (58%) and more reflective (65%)
 - 85% reported that they are doing things differently with their child/children in the following ways - Praising effort rather than ability (87%), More time talking/listening with child/children (84%), Better able to handle children's emotions/behaviour (75%)
 - 47% of parents and carers attending the courses come from positive action areas
 - Of 1400 Staff attending CSCC 83% report feeling much more confident to support the development of emotional well-being in children and young people that they work with and 80% reported feeling much more confident to support the development of emotional well-being in themselves.
- **Education and Learning:** all the training and resources developed and supported by the team have a focus on increasing the knowledge, understanding and reflective capacity of staff, parents and carers, children and young people. The training and resources aim to challenge participants and encourage them to enhance their skills and capacity to be professionally and personally fulfilled and, in the case of parents and carers, get the most out of family life (though many staff report that the course has given them skills and knowledge as parents as well as in their professional roles). The team also provides opportunities for staff and parents and carers to take their learning to the next level and train as facilitators in RCWC and/or CSCC and/or CCC. Indeed young people have also been given the opportunity to do this as peer educators delivering the Cool, Calm and Connected course to younger pupils in their school. Some parent facilitators particularly have used this opportunity as an initial step when returning to further education and employment. Eg: A follow-up study of 200 parents and carers who had completed RCWC between 1 and 3yrs previously found:
 - 86.4% are doing more to look after their own wellbeing
 - 94.2% have improved resilience to cope with stressful parenting situations
 - 76.1% have improved confidence in communicating with school staff or other professionals
 - 65% have confidence to take up or pursue new opportunities
 - 86.6% the course had give them the opportunity to form new friendships with other parents and carers
- **Productive and Valued Activities** – in addition to above the value that individuals place on the training and resources is reflected in the fact that in both staff and parent and carer courses the drop-out rate is less than 1% (despite the courses being free and attendance voluntary). Additionally 96% of parents and carers reported they enjoyed the course and would recommend it to a friend
- **Individual, Family and Social and Identity, Expression and Self-respect** – In addition to above all the training and resources are universally available. 17% of attendees on RCWC are fathers and groups have been run for ethnic minority groups, parents of children who have social and emotional difficulties (eg. at Gorgie Mills Primary School) and/or learning or physical disabilities (eg at Redhall Primary School), adoptive parents, kinship carers and parents where one or both are in the armed forces (at Redford Army Barracks).
- **Participation, Influence and Voice** – the course and resources have all been developed through consultation with multi-agency staff to ensure the needs of a range of client groups have been considered wherever possible. Consultations have and continue to be carried out with parents and carers on course content and young people from North and Central Edinburgh have been consulted on what they think should be included in a course for parents of teenagers (currently being developed), as well as what they need in terms of support around their own mental health and wellbeing.

Summary of Infringement of Rights. Can these infringements be justified? Are they proportional?

No Infringement of Rights can be identified.

(c) Equality Impact Assessment – Summary - Please consider all the protected characteristics when answering questions 1, 2 and 3 below. Please also consider the issues of poverty and health inequality within each protected characteristic:

Age	Disability	Gender Identity	Marriage / Civil partnership	Pregnancy Maternity	Race	Religion/ Belief	Sex	Sexual Orientation
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1. Please describe all the positive and negative impacts on the duty to eliminate unlawful discrimination, harassment or victimisation. Please indicate alongside each identified impact the relevant policy or service (see Section 1b) and relevant evidence (see Section 2a).

<p>Positive Impacts</p> <p>Work in GC Facilitator Training Programmes about how to handle/manage group dynamics to ensure everyone is supportive and respectful of each other and of different attitudes and behaviours. Clear expectations of trainers in managing this and included in the training materials are specific areas highlighted throughout where trainers may need to show particular sensitivity to protected characteristics . Facilitators are also encouraged to adapt materials as appropriate for targeted groups.</p>
<p>Negative Impacts</p> <p>All complaints are monitored and acted on. However, there has been none to date.</p>

2. Please describe all the positive and negative impacts on the duty to advance equality of opportunity (i.e. by removing or minimising disadvantage, meeting the needs of particular groups that are different from the needs of others and encouraging participation in public life)? Please indicate alongside each identified impact the relevant policy or service (see Section 1 b) and relevant evidence (see Section 2 a).

<p>Positive Impacts</p> <p>As a universal service all relevant staff are welcome to attend the CSCC course and RCWC is open to all parents and carers in Edinburgh. The courses primarily take place in schools and community venues which are accessible to all. As identified above courses have been run for specific groups incl parents of children with additional support needs, parents from ethnic minority backgrounds (in partnership with Health in Mind), young parents (in WHEC young mums unit and Barnardos 16+) and adoptive, foster and kinship carers. If required childcare is funded by the Mental Health and Wellbeing team to support families to attend. The Mental Health and Wellbeing team is extremely open to meeting with services who work with particular groups and who feel their clients would benefit from a course run particularly for them eg a meeting has been held recently with LGBT Youth in relation to delivery of ‘Cool, Calm and Connected’ and ‘Raising Children with Confidence’ with their client group. Our website has encouraged enquiries from parents and carers and professionals about the training we can deliver and we endeavor to support courses whenever capacity allows.</p>
<p>Negative Impacts</p> <p>No known negative impacts</p>

3. Please describe all the positive and negative impacts on the duty to foster good relations (i.e. by tackling prejudice and promoting understanding)? Please indicate alongside each identified impact the relevant policy or service (see Section 1 b) and relevant evidence (see Section 2 a).

Positive Impacts

91% of parents and carers felt taking part in RCWC had a positive impact on their relationships with their children . The following quotes from parents and carers that reflect this further:

“The course helped me understand how children’s minds work. As well as getting better responses from them it has made me more patient and have far less occasions of impatient anger”

“I feel more supported and confident now. It has given me strategies that work and much more empathy and understanding. I don’t feel isolated and alone. I realise that other parents need support too”

“This course has helped me enormously a couple of years after doing it and will help my children as they model my parenting style for their future children”

Overall RCWC is helping to change the perception that parenting programmes are for ‘bad parents’ only and that all parents and carers need support and help sometimes. Anecdotal evidence from facilitators suggests that the courses help to bring together individuals from a range of cultural, economic and professional backgrounds as well as different genders which all helps to promote understanding and awareness about the professional roles of others as well as different beliefs, values and approaches to parenting. In our peer educator groups we have had young people too from different economic and social backgrounds , as well as young people who had experienced Mental Health difficulties and the young people reported that they benefitted from meeting new people.

Additional guidelines have been made available to facilitators with guidelines and suggestions when delivering to vulnerable groups.

Staff attending GC courses also often describe increased empathy and understanding towards others following participation in the training.

Negative Impacts

No known negative impacts to date

Part 3: Evidence Gaps, Recommendations, Justifications and Sign Off

(i) Evidence Gaps - Please list all relevant evidence gaps and action to address identified gaps.

Evidence Gaps	Action to address gaps
1. The team does not gather evidence on breakdown numbers of participants who are disabled, LGBT, single parents or BME	<p>Pilot Equal Ops form with new course RTWC for parents and carers</p> <p>Collate facilitators views on equality issues/rights and what they are doing to meet these when delivering mental health work, giving examples, challenges or gaps.</p>
2. The team does not gather evidence that these groups do not access the courses for reasons specific to their needs – although all advertising stresses the universality of the courses	<p>Continue to work in partnership with relevant organisations who work directly with specific groups and who make requests for courses to be delivered to targeted groups.</p> <p>Continue to support and encourage facilitators to adapt materials to particular groups as appropriate.</p>

(ii) Recommendations - Please record SMART recommendations to (i) eliminate unlawful practice or infringements of absolute rights, (ii) justify identified infringements of rights or (iii) mitigate identified negative equality impacts.

Recommendation	Responsibility of (name required)	Timescale
1.		
2.		
3.		
4.		
5.		

(iii) Sign Off - I, the undersigned, am content that: (i) the ERIA record represents a thorough and proportionate ERIA analysis based on a sound evidence base, (ii) the ERIA analysis gives no indication of unlawful practice or violation of absolute rights, (iii) the ERIA recommendations are proportionate and will be delivered, (iv) the results of the ERIA process have informed officer or member decision making, (v) that the record of ERIA has been published on the Council’s website / intranet or (vi) that the ERIA record has been reviewed and re-published.

Date	Sign Off (print name and position)	Reason for Sign Off (please indicate which reason/s from list (i) to (vi) above)
12/3/15	Andy Gray	i-ii