



EQUALITY AND HUMAN RIGHTS SCREENING TEMPLATE

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Title of Policy: Emotional Wellbeing Teams in School	
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Directorate: Women and Children	Department: CAMHS
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Short Description of Policy <p>The Emotional Wellbeing Teams in Schools (EWTS) programme is part of the implementation of the Children and Young People's Emotional Health and Wellbeing in Education Framework. The main focus is to provide overarching guidelines to support school staff to help them promote emotional wellbeing and strengthen self-esteem and resilience in their pupils.</p> <p>The EWTS will work with the post primary schools for young people aged 11-18 years of age, to offer support for capacity development in areas related to emotional wellbeing.</p> <p>The EWTS service is led by dedicated teams of professional health and social care staff who are experienced in working with children and young people.</p> <p>Each school will assign a teacher who will be known as the Emotional Wellbeing Champion who will work alongside the EWTS staff to promote the emotional wellbeing of pupils.</p>	
Final Recommendations: (please tick as appropriate)	
1.	GREEN: No equality issues/impact: no further action <input checked="" type="checkbox"/>
2.	AMBER: Minor equality issues/impact: actions identified <input type="checkbox"/>
3.	RED: Major equality issues/impact: full EQIA recommended <input type="checkbox"/>
<p>Please send draft completed form for quality assurance to equality.admin@westerntrust.hscni.net</p> <p>For further information on quality assurance see page 3, section 3.</p>	
Final Approval Date:	

(1) INFORMATION ABOUT THE POLICY OR PROPOSAL

1.1 Title of policy or proposal

Emotional Wellbeing Teams in School

1.2 Description of policy or proposal

EWTS is in response to the DoE Emotional health and wellbeing in Education Framework, 2021. EWTS is at implementation stage with the core offer including;

1. Whole school universal approaches
2. Develop student voice forum
3. Aid and support emotional wellbeing champion
4. Deliver educational emotional wellbeing workshops to staff and students
5. Raise aware of service through signposting

EWTS is a team of practitioners who are experienced in working with young people and issues surrounding emotional wellbeing. EWTS will work closely with your school's Emotional Wellbeing Champion(s).

The EWTS programme is designed to:

- Help increase pupils' confidence in managing their emotional wellbeing.
- Provide pupils with tools to help deal with life's ups and downs.

The schools where selected on a first come basis, where an email was sent to all post primary schools within the WHSCT, as part of the business plan. This email contain a leaflet about the project and expression of interest form.

1.3 Main stakeholders affected (internal and external)

For example, staff, actual or potential service users, other public sector organisations, GPs, primary care providers, voluntary and community groups, trade unions or professional organisations or private sector organisations or others. **Start to consider how you might involve them in the development of the policy/decision.** This will also help you to meet the Trust's obligations under Personal and Public Involvement (PPI).

- Children, young people and families accessing CAMHS
- CAMHS staff
- Service Managers
- Schools engaged in the services (staff and pupils)
- Community and voluntary sector organisations
- Education Authority ; Being Well Doing Well project
- Health Improvement
- Family Support HUBS
- Public Health Agency
- CAMHS placement students (social work & mental health nursing)
- Regional EWTS team
- SPPG
- Department of Health

1.4 Other policies or decisions with a bearing on this policy or proposal

- Transforming Your care (TYC), DoH
- Children's Emotional Wellbeing Strategy (September 2012), DoH

- Delivering Appropriate care to Children and Young People within WHSCT (2020)
- Disability Discrimination Act 1995 (DDA), Parliament of UK
- Data Protection Act 1999 (DPA 1998), Parliament of UK
- Regional Operational Permanence Policy . DoH
- Safeguarding Board for Northern Ireland (SBNI) procedures manual, SBNI
- Emotional Health and Wellbeing in Education Framework , 2021 , DoE

(2) CONSIDERATION OF EQUALITY AND GOOD RELATIONS ISSUES AND EVIDENCE USED

2.1 Data Gathering

2.1.1 What information did you use to inform this equality screening? For example, previous consultations, statistics, research, Equality Impact Assessments (EQIAs), complaints, etc.

1. Emotional Health and Wellbeing in Educations framework , DoE , 2021

Research used to determine need and strategic direction. DoH have their Emotional health and wellbeing in health framework as a draft.

2. Youth prevalence Survey , 2020 , DoH

The Youth Wellbeing Survey was commissioned by the Health and Social Care Board, from Transformation funding from the Department of Health.

The survey and report was compiled by Ulster University, Queen's University Belfast, and the Mental Health Foundation over 18 months.

The study collected data from more than 3,000 children and young people in Northern Ireland, and on more than 2,800 parents and caregivers.

3. Mental Health Strategy 2021-2031 , DoH

In line with commitments made as part of the New Decade, New Approach agreement, Health Minister Robin Swann launched the publication of the new Mental Health Strategy 2021-2031 on 29 June 2021.

The Strategy will set the future strategic direction of mental health services in Northern Ireland for the next decade.

This Strategy has been co-produced together with a broad range of stakeholders, including people with lived experience, carers, the interim Mental Health Champion, health and social care professionals, academics, the voluntary and community sector, and professional bodies.

The Strategy is person centred, takes a whole life approach and a whole system focus and the key aim is to ensure long term improved outcomes for people's mental health.

4. Independent Review of Children's Social Care Services, 2022, DoH

The report contains 53 recommendations and Professor Jones' major recommendation is for the establishment of a separate ALB for children's social care services with the capacity to draw in the services of other agencies.

2.1.2 How did you involve people?

The Trust requires evidence of engagement with stakeholders to fulfil its statutory obligations under its Equality scheme, Consultation Scheme and Personal and Public Involvement strategy. Provide details of how you involved stakeholders e.g. views of colleagues, service users, carers, Trade Unions, Section 75 groups or other stakeholders.

Consultation and Engagement Statement: In your policy/proposal include a paragraph titled Consultation and Engagement and summarise this section. If there was no engagement, please explain why.

The WHSCT in determining the scope and need for the Emotional Wellbeing Teams IN School in response to the Emotional Health and Wellbeing in Education Framework in Educations , 2021. Information collated was as follows:

- Expression of Interest Baseline questionnaire

The WHSCT sent the questionnaire to all post primary schools in the North of Ireland to complete. The schools where also asked at this stage of they want to opt in to engage with the EWTS project. This was to help shape the services and allow for a 'first come' bases for school engagement. Citizen space was used, so all the information is available to public.

- Youth Baseline Questionnaire

The WHSCT sent the questionnaire to all post primary students in the North of Ireland to complete. This was to get input from the students as to what is needed within the service. Citizen space was used, so all the information is available to public.

- Minding the gap

Focus groups held with senior teachers as part of the planning of the project in order to gauge what will be needed from the project from a health perspective.

To access EWTS and will contribute in the reduction of health inequalities.

The student voice forums within the engaging schools and PPI will allow for us to address this and implement change through the voice of young people.

2.2 Equality Profile

Who is affected by the policy or proposal? What is the makeup (%) of the affected group? Please provide a statistical profile. Could you improve how you gather Section 75 information? Are there any issues or problems? For example, a lower uptake that needs to be addressed or greater involvement of a particular group? If the policy affects both staff and service users, please provide information on both. If not, merge the 2 columns.

Category	Service Users, etc. Census Information 2021 Western Health and Social Care Trust Population:	Staff (Workforce Planning can provide this information)
Gender	Female: 76,890 Male: 73,875	Female: 11,577 Male: 2988
Age	0-14: 30,153 15-39: 46,737 40-64: 49,752 65+ : 24,122	16-24: 987 25-34: 3030 35-44: 3700 45-54 : 3483 55-64: 2745 65+ : 620
Religion	Catholic: 68% Presbyterian : 10% Church of Ireland: 8% Methodist: <1% Other Christian religions : 2% Other religions: <1% No religion/Not stated: 10%	Protestant: 3034 Catholic : 7794 Not determined/not known: 3737
Political Opinion	NI Assembly election results 2022 SinnFein 29% DUP 21.03% Alliance party 13.5% UUP 11.2% SDLP 9.1% Traditional Unionist Voice 7.6% Green Party 1.9% Aontu 1.5% People before profit 1.1% Other 3.7%	Broadly Unionist : 816 Broadly Nationalist : 1770 Other: 1392 Do not wish to answer: 10587
Marital Status	All usual residents aged 16 and over Single: 42% Married or in a civil partnership: 41% Separated: 5% Divorced or formerly in a civil partnership: 6% Widowed or surviving partner from a civil partnership : 6%	Married: 7756 Single: 5376 Other: 1433
Dependent Status	No dependent children: 67% One: 13% Two: 12%	Yes: 2834 No: 3406 Not known: 6486

	Three or more : 7%	
Disability	21.7% of respondents aged 16-64 in Northern Ireland (Apr-Jun 2017) reported a long-term illness and a disability.	Yes: 336 No: 7743 Not know : 6486
Ethnicity	White 98% Other ethnic groups 2%	Bangladeshi: 3 Black African: 25 Black Caribbean: 2 Black Other: 1 Chinese: 6 Filipino: 39 Indian: 136 Irish Traveller: 3 Mixed Ethnic Group :15 Not assigned: 4617 Other: 69 Pakistani: 26 White: 9623
Sexual Orientation	Straight or heterosexual 90% Gay, lesbian, bisexual or other sexual orientation 2% Prefer not to say or not stated 8%	Opposite sex 7126 Same sex 139 Same and Opposite sex 37 Do not wish to answer/not known 7263

2.3 Assessing Needs/Issues/Adverse Impacts, etc.

What are consequences of the policy/proposal on Users/Carers and staff? What are the different needs, issues and concerns of each of the equality groups? Are there any adverse impacts? If the policy affects both staff and service users, please specify issues for both. If not, merge the 2 columns. Please state the source of your information, e.g. colleagues, consultations, research, user feedback, etc.

	Needs and Experiences	
Equality Group	Service Users, etc.	Staff
Gender	No Identified Issues	No Identified Issues
Age	Resources will be produced from a child's rights based approach , consulted and logged through PPI with youth voice consultation	No Identified Issues
Religion	All resources to inclusive and diverse available to all children and young people engaging in programme	No Identified Issues
Political Opinion	No Identified Issues	No Identified Issues
Marital Status	No Identified Issues	No Identified Issues
Dependent Status	Consent for engagement to be gathered through school, letter to be sent to parent/guardian with information about programme. As per WHSCT EWTS risk	EWTS team to have access on teams channel of 'master' copy of all letters to correspond with school
Disability	Resources to be adapted and will be provided in alternative formats e.g. large font, braille etc.as requested Visually impaired service. Interrupters are available upon request within WHSCT and will be consulted with locally and regionally for EWTS in the development of resources.	Resources to be adapted and will be provided in alternative formats e.g. large font, braille etc.as requested Visually impaired service. Interrupters are available upon request within WHSCT and will be consulted with locally and regionally for EWTS in the development of resources.
Ethnicity	This is something that EWTS are looking at on a regionally based to be inclusive to those young people and adults which English is not their first language. Resources will be developed and provided in alternative languages as per Trust Policy. Interpreters will be provided on request as per Trust policy.	This is something that EWTS are looking at on a regionally based to be inclusive to those staff which English is not their first language. These will be developed as per WHSCT interpreting guidelines information doc.
Sexual Orientation	Resources and services to inclusive and diverse with appropriate language	Resources and services to inclusive and diverse with appropriate language
Other Issues: e.g. Rurality	Digital poverty; children and young people having access to online resources. EWTS will be supporting schools and families with directing them to the Youth Wellness Web https://cypsp.hscni.net/youth-wellness-web/ and also creating links with local C&V sector for signposting to services. We will be delivering in the schools and are working within the pilot to have consistence in the reach in terms of demographics of the schools engaging.	We will be delivering in the schools and are working within the pilot to have consistence in the reach in terms of demographics of the schools engaging

2.4 Multiple Identities: When considering this policy/proposal, are there any additional issues relating to people with multiple identities? For example: older women, disabled minority ethnic people, young Protestant men, disabled people who are gay, lesbian or bisexual.

Not applicable

2.5 Making Changes: Promoting Equality of Opportunity/Minimising Adverse Impacts

Based on the equality issues you identified in 2.2, 2.3 and 2.4, what do you currently do that meets those needs? What additional changes do you intend to make that will improve how you promote equality of opportunity or minimise adverse impacts?

Equality Group	Actions that promote equality of opportunity or minimise (mitigate) adverse impacts (Service users)
Age Service Users	Resources will be produced from a child's rights based approach , consulted and logged through PPI with youth voice consultation
Religion Service Users	All resources to inclusive and diverse available to all children and young people engaging in programme.
Dependent Service Users	EWTS working with the schools to inform parents of the any sessions/ workshops directly involved with young people. Alternative formats are/will be made available e.g. large font, audio, braille.
Dependent Staff	EWTS team to have access on teams channel of 'master' copy of all letters to correspond with school
Disability Service Users	Resources to be adapted and will be provided in alternative formats e.g. large font, braille etc.as requested Visually impaired service. EWTS will work with schools to have additional staff in the room to support their needs. Interrupters are available upon request within WHSCT and will be consulted with locally and regionally for EWTS in the development of resources.
Disability Staff	Resources to be adapted and will be provided in alternative formats e.g. large font, braille etc.as requested Visually impaired service. Interrupters are available upon request within WHSCT and will be consulted with locally and regionally for EWTS in the development of resources.
Ethnicity Service Users	Children and young people who do not have English as a first language EWTS programme will provide resources in their language where possible and coordinate with schools to have additional staff in the room to support their needs. Interrupters are available upon request within WHSCT Policy

Ethnicity Staff	Children and young people who do not have English as a first language EWTS programme will provide resources in their language where possible and coordinate with schools to have additional staff in the room to support their needs.
Sexual Service Users	Resources and services to inclusive and diverse with appropriate language
Sexual Staff	Resources and services to inclusive and diverse with appropriate language
Other Issues: e.g. Rurality Service Users	Digital poverty ; children and young people having access to online resources
Rural Service Users	<p>We will be delivering in the schools and are working within the pilot to have consistence in the reach in terms of demographics of the schools engaging.</p> <p>EWTS will be supporting schools and families with directing them to the Youth Wellness Web https://cypsp.hscni.net/youth-wellness-web/ and also creating links with local C&V sector for signposting to services.</p>
Rural Staff	We will be delivering in the schools and are working within the pilot to have consistence in the reach in terms of demographics of the schools engaging

2.6 Good Relations

Does the policy/proposal have any impact/consequences for Good Relations? What changes to the policy or proposal or what additional measures could you suggest to ensure that it promotes good relations (if any)? (Refer to Guidance Notes for guidance on impact).

Group	Impact/Consequences	Suggestions
Religion	Not applicable	
Political Opinion	Not applicable	
Ethnicity	Not applicable	

(3) CONSIDERATION OF DISABILITY DUTIES

How does the policy/proposal encourage disabled people to participate in public life and promote positive attitudes towards disabled people?

The introduction of the Emotional Wellbeing Teams in School practitioner along with resources developed will allow those student with:

- Visual Impairment
- Physical or Mental Disability
- Unable to Read

Practitioners within the team will continue their professional development and stay aware of changes in legislation and services to support those schools and students.

(4) CONSIDERATION OF HUMAN RIGHTS

**4.1 Does the policy or proposal adversely affect anyone's Human Rights?
Complete for each of the Articles.**

Article	Positive Impact	Negative Impact - human right interfered with or restricted	Neutral Impact
Article 2 – Right to life			X
Article 3 – Right to freedom from torture, inhuman or degrading treatment or punishment			X
Article 4 – Right to freedom from slavery, servitude & forced or compulsory labour			X
Article 5 – Right to liberty & security of person			X
Article 6 – Right to a fair & public trial within a reasonable time			X
Article 7 – Right to freedom from retrospective criminal law & no punishment without law			X
Article 8 – Right to respect for private & family life, home and correspondence.			X
Article 9 – Right to freedom of thought, conscience & religion			X
Article 10 – Right to freedom of expression	X		
Article 11 – Right to freedom of assembly & association			X
Article 12 – Right to marry & found a family			X
Article 14 – Prohibition of discrimination in the enjoyment of the convention rights			X
1 st protocol Article 1 – Right to a peaceful enjoyment of possessions & protection of property			X
1 st protocol Article 2 – Right of access to education	X		

If you have answered either 'Positive Impact' or 'Neutral Impact' to all of the above, please move on to Section 5.

4.2 If you have identified any potential negative impacts to any of the articles, please complete the following table.

Article Number	What is the negative impact and who does it impact upon?	What do you intend to do to address this?	Does this raise any further legal issues?* Yes/No
	Not applicable		

****It is important to speak to your line manager on this and if necessary seek legal opinion to clarify this.***

4.3 Outline any further actions which could be taken to promote or raise awareness of human rights or, to ensure compliance with the legislation in relation to the policy or proposal.

Emotional Wellbeing Teams in Schools (EWTS) will be embedding the UN Convention Rights of the Child (UNCRC) within resources and session delivery. There will be a large piece of work with the groups of young people in the schools who make up the student voice forums to ensure that the service is coming from a child's rights based approach, with child friendly language.

The EWTS team lead is on the Youth participation board for the Child Friendly Cities in Derry, who are working with United Nations Children's Fund (UNICEF) to be recognised as a child friendly city, she is also on the working group within the Western Health and Social Care Trust (WHSCT) who are lead partner in this initiative with Derry Strabane District Council (DSDC) Education Authority (EA) and Youth Justice.

(5) SHOULD THE POLICY OR PROPOSAL BE SUBJECT TO A FULL EQUALITY IMPACT ASSESSMENT?

A full Equality Impact Assessment (EQIA) is usually confined to those policies or decisions considered to have major implications for equality of opportunity. Base your decision on information from sections 2.2, 2.3, 2.4 and 2.5.

How would you categorise the impacts of this proposal or policy? (refer to Guidance Notes for guidance on impact)

Do you consider that this policy or decision needs to be subjected to a full Equality Impact Assessment?

Please tick:

GREEN: No impact	<input checked="" type="checkbox"/>
AMBER: Minor impact	<input type="checkbox"/>
RED: Major impact	<input type="checkbox"/>

Please tick:

Yes	<input type="checkbox"/>
No	<input checked="" type="checkbox"/>

Please give reasons for your decision. (See Guidance Notes, page 28, for sample paragraph).

The introduction of EWTS will have a positive impact across the WHSCT and for its schools and wider school community.

EWTS is in response to the Department of Education (DoE) Emotional health and wellbeing in Education Framework, 2021. EWTS is at implementation stage with the core offer including;

- Whole school universal approaches
- Develop student voice forum
- Aid and support emotional wellbeing champion
- Deliver educational emotional wellbeing workshops to staff and students
- Raise aware of service through signposting

EWTS is a team of practitioners who are experienced in working with young people and issues surrounding emotional wellbeing. EWTS will work closely with your school's Emotional Wellbeing Champion(s).

The EWTS programme is designed to:

- Help increase pupils' confidence in managing their emotional wellbeing.
- Provide pupils with tools to help deal with life's ups and downs.

EWTS selection of schools will be on a first come basis, which has been agreed regionally for the pilot. Schools will receive an email from the local trust area email address inviting them to complete an expression of interest if they would like to be involved.

The expectation of the project is that within 4 years all the post primary schools in the North of Ireland will receive support from EWTS.

No equality issues have been identified. No further action required. A full EQIA is not recommended

➤ **NOTE: Equality and Human Rights Statement:** The policy/proposal that this screening relates to **MUST** include the above paragraph. In addition, this paragraph should be used in the briefing note to Trust Board and will also be included in the Trust's Equality Screening Report.

(6) EQUALITY AND HUMAN RIGHTS MONITORING

What data will you collect in the future in order to monitor the effect of the policy or proposal, on any of the equality groups, for equality of opportunity and good relations, disability duties and human rights?

- Pre and post questionnaire for staff and pupils as per Strategic Planning & Partnership Group (SPPG) involvement data gathered in excel to be used for reporting purpose reviewed quarterly for any changes needed
- Baseline questionnaire to school staff and pupils pre and post, reviewed at year 1. Re-administered for year 2 and review with a report issued from SPPG, EWTS regional manager for end of project reporting.
- Complaints and compliments will be monitored by the complaints department
- Personal and Public Involvement (PPI), ongoing within the project locally and at a regional level.

This ES is a public document and that this and any related policy/guideline will be made available on the Trust website following this process

Approved Lead Officer: Colin McGuigan

Position: Service Manager

Policy/Proposal Screened By: Michaela O'Hagan

Date: 12/03/2024

Quality Assurance: Please send the final draft for quality assurance to the Equality and Human Rights Unit, Tyrone and Fermanagh Hospital, Omagh, BT79 0NS or email: equality.admin@westerntrust.hscni.net. **Quality Assurance can take up to three weeks.**

Directorate SMT Approval: The completed Equality Screening Form **MUST** be presented along with the policy/proposal to your Directorate SMT for approval.

Quarterly Equality Screening Reports: When final Trust approval is received, ensure that you send the completed screening form and associated policy/proposal, etc. to the Equality and Human Rights Unit, for inclusion in the WHSCT's quarterly equality screening reports. As a public document, the screening form will be available for downloading on both the Trust's website and intranet site.

