

## City of York Council

## Equalities Impact Assessment

## Who is submitting the proposal?

<b>Directorate:</b>	Communities and Children's		
<b>Service Area:</b>	Communities		
<b>Name of the proposal :</b>	Young People Belong in York – York's Youth Strategy		
<b>Lead officer:</b>	Pauline Stuchfield/Martin Kelly		
<b>Date assessment completed:</b>	31/07/2024		
<b>Names of those who contributed to the assessment :</b>			
<b>Name</b>	<b>Job title</b>	<b>Name</b>	<b>Job title</b>
Niall McVicar	Head of Innovation and Children's Champion	Joe Micheli	Head of Communities

## Step 1 – Aims and intended outcomes

1.1	<p><b>What is the purpose of the proposal?</b></p> <p>Please explain your proposal in Plain English avoiding acronyms and jargon.</p>
	<p>The purpose of the proposal is to assess how the City of York's youth strategy – 'Young People Belong in York' 2024-2028 will impact equality among children and young people. The youth strategy sets out strategic ambition and priorities for the ensuring sufficient youth services to meet the needs of young people.</p>
1.2	<p><b>Are there any external considerations?</b> (Legislation/government directive/codes of practice etc.)</p>
	<p>The local authority has a responsibility under section 507b of the Education Act 1996 (as amended by Education and Inspections Act 2006) to secure, so far as reasonably practical, sufficient educational and recreational activities which are for the improvement of young people's wellbeing, personal and social development, and sufficient facilities for young people aged 13 - 19 (or up to 25 for young people with additional needs).</p> <p>The guidance on the statutory responsibility had not been updated nationally since 2012. However, in September 2023 the Department for Culture Media and Sport (DCMS) published updated statutory guidance for local authorities under section 507b of the Education Act 2006.</p> <p>The revised statutory guidance requires local authorities to, so far as 'reasonably practicable', secure access for young people to a 'sufficient' quantity of youth services.</p> <p>The statutory guidance suggests that the educational leisure-time activities must include sufficient activities which are for the improvement of young people's personal and social development. These are the types of activities traditionally provided through youth work.</p>

1.3	<b>Who are the stakeholders and what are their interests?</b>
	<p>The key stakeholders of the youth strategy are:</p> <ul style="list-style-type: none"> <li>• Young People (Primary Stakeholders)</li> <li>• Parents and carers</li> <li>• Youth sector providers</li> <li>• Communities</li> <li>• Education (schools, colleges and universities)</li> <li>• North Yorkshire Police and Youth Justice</li> <li>• The council and elected members</li> </ul> <p>To make our youth strategy a success, we need everyone to work together. This includes the youth sector, the police, schools, local communities, and the council. By teaming up, we can create a supportive network that listens to and values young people. With the combined efforts of these partners, along with health services, local businesses, and families, we can build a stronger, safer, and more exciting future for all young people in York.</p>
1.4	<b>What results/outcomes do we want to achieve and for whom?</b> This section should explain what outcomes you want to achieve for service users, staff and/or the wider community. Demonstrate how the proposal links to the Council Plan (2019-2023) and other corporate strategies and plans.
	<p>The youth strategy sets out our strategic ambition and priorities.</p> <p><b>Our Ambition</b></p> <ul style="list-style-type: none"> <li>• York is a place that young people belong.</li> <li>• Young people in York have places to go, things to do and someone to talk to.</li> </ul>

	<p><b>Our Priorities</b></p> <ul style="list-style-type: none"> <li>• Young people have safe places to be with their friends.</li> <li>• Young people have a range of activities to do.</li> <li>• Young people are supported by people with the right skills.</li> </ul> <p><b>How will we know this is making a difference?</b></p> <ul style="list-style-type: none"> <li>• We will ask young people how well we have delivered the ambition and priorities in this strategy.</li> <li>• We have agreed our model of a local youth partnership and have established it.</li> <li>• As a partnership we will have agreed how we understand if what we are doing makes a difference.</li> <li>• We will have identified areas of greatest need and worked with young people to take action and provide support.</li> <li>• We will be able to demonstrate how this action has:             <ul style="list-style-type: none"> <li>○ Addressed risk or exploitation of young people.</li> <li>○ Addressed anti-social behaviour</li> </ul> </li> </ul>
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## **Step 2 – Gathering the information and feedback**

<b>2.1</b>	<b>What sources of data, evidence and consultation feedback do we have to help us understand the impact of the proposal on equality rights and human rights?</b> Please consider a range of sources, including: consultation exercises, surveys, feedback from staff, stakeholders, participants, research reports, the views of equality groups, as well your own experience of working in this area etc.	
	<b>Source of data/supporting evidence</b>	<b>Reason for using</b>
	Local Youth Partnerships Capacity Building Project – Final Report May 2023	To learn from other areas how they are working together to develop their own Local Youth Partnerships.

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York youth network	Multiple sessions to engage the existing network of York youth providers to help us develop the strategy and consider the development of a local youth partnership.
Feedback from young people	Feedback gathered from young people to help us understand what they need and to inform the development of the youth strategy.
Data and performance information for children and young people.	To inform the priorities of the Children and Young People's Plan.

### Step 3 – Gaps in data and knowledge

3.1	<b>What are the main gaps in information and understanding of the impact of your proposal? Please indicate how any gaps will be dealt with.</b>	
	<b>Gaps in data or knowledge</b>	<b>Action to deal with this</b>
	No known gaps in data or knowledge.	n/a

## Step 4 – Analysing the impacts or effects.

4.1	<p>Please consider what the evidence tells you about the likely impact (positive or negative) on people sharing a protected characteristic, i.e. how significant could the impacts be if we did not make any adjustments? Remember the duty is also positive – so please identify where the proposal offers opportunities to promote equality and/or foster good relations.</p>		
Equality Groups and Human Rights.	Key Findings/Impacts	Positive (+) Negative (-) Neutral (0)	High (H) Medium (M) Low (L)
Age	The purpose of the youth strategy is to improve outcomes for young people. The successful delivery of the youth should also deliver positive outcomes across people’s lives as they become adults.	+	H
Disability	<p>The youth strategy is inclusive of all our children including those with an identified disability.</p> <p>The positive impact of the strategy will include this group of children.</p>	+	M
Gender	National research suggests gender differences in how young people engage in different types of youth provision. It is important the strategy does not exclude different genders or reinforce gender biases. Delivered well the strategy will have a positive impact.	+	M
Gender Reassignment	The youth strategy is inclusive of all our children including those identifying with gender reassignment. Delivered well the strategy will have a positive impact.	+	M

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<b>Marriage and civil partnership</b>	The strategy is not expected to impact on this characteristic.	0	
<b>Pregnancy and maternity</b>	The strategy is not expected to impact on this characteristic.	0	
<b>Race</b>	The youth strategy can play a role in engaging young people from communities that may be otherwise excluded. York's anti-racism strategy made a commitment that we would develop ways to engage black communities in youth provision.	+	M
<b>Religion and belief</b>	The strategy is not expected to impact on this characteristic.	0	
<b>Sexual orientation</b>	The youth strategy is inclusive of all our children all sexual orientations. The positive impact of the strategy will include this group of children.	+	M
<b>Other Socio-economic groups including :</b>	<b>Could other socio-economic groups be affected e.g. carers, ex-offenders, low incomes?</b>		
<b>Carer</b>	The youth strategy is expected to have a positive impact on young carers by providing social activities and access to developing supportive relationships. It is important that the barriers young carers may face in accessing youth provision are addressed.	+	M
<b>Low income groups</b>	Delivery of the youth strategy would improve outcomes for children and young people living in low income groups.	+	M

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<b>Veterans, Armed Forces Community</b>	The youth strategy is inclusive of all our children. This includes children and young people from the armed forces community.	+	L
<b>Other</b>	The purpose of the youth strategy is to improve outcomes for young people. The successful delivery of the youth strategy should also deliver positive outcomes across people's lives as they become adults.	+	H
<b>Impact on human rights:</b>			
List any human rights impacted.	<p>The youth strategy impacts several children's rights as outlined in the United Nations Convention on the Rights of the Child (UNCRC).</p> <ul style="list-style-type: none"> <li>• Right to Education (Article 28)</li> <li>• Right to Non-Discrimination (Article 2)</li> <li>• Right to Life, Survival, and Development (Article 6)</li> <li>• Right to Be Heard (Article 12)</li> <li>• Right to Play, Leisure, and Cultural Activities (Article 31)</li> <li>• Right to Health (Article 24)</li> <li>• Right to Protection from Violence (Article 19)</li> <li>• Right to an Adequate Standard of Living (Article 27)</li> <li>• Right to Privacy (Article 16)</li> <li>• Right to Special Protection and Assistance (Article 20)</li> <li>• Right to Access Information (Article 17)</li> <li>• Right to Freedom of Expression (Article 13)</li> <li>• Right to Freedom of Association and Peaceful Assembly (Article 15)</li> <li>• Right to Education on Human Rights and Peace (Article 29)</li> </ul>	+	<b>M</b>



### **Use the following guidance to inform your responses:**

Indicate:

- Where you think that the proposal could have a POSITIVE impact on any of the equality groups like promoting equality and equal opportunities or improving relations within equality groups
- Where you think that the proposal could have a NEGATIVE impact on any of the equality groups, i.e. it could disadvantage them
- Where you think that this proposal has a NEUTRAL effect on any of the equality groups listed below i.e. it has no effect currently on equality groups.

It is important to remember that a proposal may be highly relevant to one aspect of equality and not relevant to another.

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<p><b>High impact</b> (The proposal or process is very equality relevant)</p>	<p>There is significant potential for or evidence of adverse impact</p> <p>The proposal is institution wide or public facing</p> <p>The proposal has consequences for or affects significant numbers of people</p> <p>The proposal has the potential to make a significant contribution to promoting equality and the exercise of human rights.</p>
<p><b>Medium impact</b> (The proposal or process is somewhat equality relevant)</p>	<p>There is some evidence to suggest potential for or evidence of adverse impact</p> <p>The proposal is institution wide or across services, but mainly internal</p> <p>The proposal has consequences for or affects some people</p> <p>The proposal has the potential to make a contribution to promoting equality and the exercise of human rights</p>
<p><b>Low impact</b> (The proposal or process might be equality relevant)</p>	<p>There is little evidence to suggest that the proposal could result in adverse impact</p> <p>The proposal operates in a limited way</p> <p>The proposal has consequences for or affects few people</p> <p>The proposal may have the potential to contribute to promoting equality and the exercise of human rights</p>

## Step 5 - Mitigating adverse impacts and maximising positive impacts

5.1	<p><b>Based on your findings, explain ways you plan to mitigate any unlawful prohibited conduct or unwanted adverse impact. Where positive impacts have been identified, what is been done to optimise opportunities to advance equality or foster good relations?</b></p>
<p>The assessment has found that there should be an overall positive impact from the implementation of the youth strategy. For some characteristics we have identified potential risk that poor implementation could result in a negative impact. As such the delivery of the plan will be monitored and direct feedback sought from these groups to ensure we are realising the positive changes we are seeking to make.</p>	

## Step 6 – Recommendations and conclusions of the assessment

6.1	<p><b>Having considered the potential or actual impacts you should be in a position to make an informed judgement on what should be done. In all cases, document your reasoning that justifies your decision. There are four main options you can take:</b></p>
<p>- <b>No major change to the proposal</b> – the EIA demonstrates the proposal is robust. There is no potential for unlawful discrimination or adverse impact and you have taken all opportunities to advance equality and foster good relations, subject to continuing monitor and review.</p>	

- **Adjust the proposal** – the EIA identifies potential problems or missed opportunities. This involves taking steps to remove any barriers, to better advance quality or to foster good relations.
  
  - **Continue with the proposal** (despite the potential for adverse impact) – you should clearly set out the justifications for doing this and how you believe the decision is compatible with our obligations under the duty
  
  - **Stop and remove the proposal** – if there are adverse effects that are not justified and cannot be mitigated, you should consider stopping the proposal altogether. If a proposal leads to unlawful discrimination it should be removed or changed.
- 1.

**Important:** If there are any adverse impacts you cannot mitigate, please provide a compelling reason in the justification column.

Option selected	Conclusions/justification
<b>No major change to the proposal</b>	The youth strategy has been developed with consideration of the needs and inequalities of children and young people in the city and how partners can address these through shared priorities.

## Step 7 – Summary of agreed actions resulting from the assessment

7.1	What action, by whom, will be undertaken as a result of the impact assessment.		
Impact/issue	Action to be taken	Person responsible	Timescale
	Implement the youth strategy	Communities and the local youth network	2024-2028

## Step 8 – Monitor, remove and improve

8.1	<p><b>How will the impact of your proposal be monitored and improved upon going forward?</b> Consider how will you identify the impact of activities on protected characteristics and other marginalised groups going forward? How will any learning and enhancements be capitalised on and embedded?</p>
	<p>The youth strategy and progress in its implementation will be regularly checked through joint working with York's youth network.</p> <p>Any funding provided to support Targeted Youth Work will be monitored to review how well it is impacting on identified needs.</p>