

## 1.0.7 DOC EIA

# NATIONAL INSTITUTE FOR HEALTH AND CARE EXCELLENCE

## NICE quality standards

### Equality impact assessment

#### School-based interventions: health promotion and mental well-being

The impact on equality has been assessed during quality standard development according to the principles of the NICE equality policy.

#### 1. TOPIC ENGAGEMENT STAGE

1.1 Have any potential equality issues been identified during this stage of the development process?
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No equality issues have been identified at this stage.
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1.2 Have any population groups, treatments or settings been excluded from coverage by the quality standard at this stage in the process. Are these exclusions justified – that is, are the reasons legitimate and the exclusion proportionate?
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No population groups, treatments or settings have been excluded from coverage at this stage. The quality standard will cover school based interventions for children and young people of school age.
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Completed by lead technical analyst \_\_\_\_\_Michelle Gilberthorpe\_\_\_\_\_

Date\_\_\_\_\_

Approved by NICE quality assurance lead Mark Minchin\_\_\_\_\_

Date\_10/05/2018\_\_\_\_\_

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### 2. PRE-CONSULTATION STAGE

2.1 Have any potential equality issues been identified during the development of the quality standard (including those identified during the topic engagement process)? How have they been addressed?

During development of the quality standard it was recognised that methods to engage with children and young people and their families need to be suitable people with different needs. Draft statements 1, 2 and 5 include this as a consideration.

It was identified that looked-after children might move between home placements during their time at school and therefore have different carers. Draft statement 2 includes this as a consideration.

The QSAC highlighted that physical activity should be accessible to all children and young people particularly those from lower socioeconomic groups, people from minority ethnic groups with specific cultural requirements and people who have a disability. Draft statement 3 includes this as a consideration.

2.2 Have any changes to the scope of the quality standard been made as a result of topic engagement to highlight potential equality issues?

The QSAC highlighted that children in alternative education should be included in the population for the quality standard. This is now specified in the quality standard.

2.3 Do the draft quality statements make it more difficult in practice for a specific group to access services compared with other groups? If so, what are the barriers to, or difficulties with, access for the specific group?

It is not anticipated that the draft quality statements will make it more difficult in practice for a specific group to access services compared with other group.

2.4 Is there potential for the draft quality statements to have an adverse impact on people with disabilities because of something that is a consequence of the disability?

It is not anticipated that the draft quality statements will have an adverse impact on people with disabilities because of something that is a consequence of the disability.

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2.5 Are there any recommendations or explanations that the committee could make to remove or alleviate barriers to, or difficulties with, access to services identified in questions 2.1, 2.2 or 2.3, or otherwise fulfil NICE's obligation to advance equality?

Draft statements 1, 2 and 5 include the consideration that methods to engage with children and young people and their families need to be suitable for people with different needs.

Draft statement 2 includes the consideration that schools take into account changes to placements of looked-after children and ensure they work with all carers if children move between placements.

Draft statement 3 includes a consideration that steps should be taken to ensure physical activities are suitable for children and young people with different needs (and their families where they are involved in activities) and that they are represented in decisions about and evaluations of activities and that they are accessible to them.

Completed by lead technical analyst \_\_\_\_\_ Michelle Gilberthorpe \_\_\_\_\_

Date \_\_\_\_\_ 3/9/18 \_\_\_\_\_

Approved by NICE quality assurance lead \_\_\_ Mark Minchin \_\_\_

Date \_\_\_ 4/9/18 \_\_\_\_\_

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