

NATIONAL INSTITUTE FOR HEALTH AND CARE EXCELLENCE

NICE guidelines

Equality impact assessment

Alcohol: school based interventions

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

Guideline development: before consultation (to be completed by the Developer before consultation on the draft guideline)

3.1 Have the potential equality issues identified during the scoping process been addressed by the Committee, and, if so, how?

Potential equality issues were identified in the scope including the impact of alcohol use according to characteristics protected by the Equality Act 2010 and other characteristics of interest identified in scoping. These were: age, disability, sexual orientation, race, religion and belief, looked after children, socio-economic status and gender reassignment, pregnancy and maternity. No evidence was found for these characteristics during development. However, based on experience and supporting data from expert testimony, the committee felt that alcohol was a substance equally available regardless of socio-economic status or other characteristics.

Although no evidence was identified, there are potential equality issues identified in the scope with respect to particular groups, such as refugees and asylum seekers, migrants where the alcohol education includes a family component. The child or young person's parents/carer may not be fluent in English so this may lead to barriers to accessing and understanding information provided from alcohol education.

People with disabilities were part of the populations targeted in the scope. No evidence was identified for people with special educational needs and disabilities so the committee sought expert testimony. The committee drafted a recommendation

3.1 Have the potential equality issues identified during the scoping process been addressed by the Committee, and, if so, how?

that ensures that alcohol education be adapted to the specific needs of children and young people with special educational needs and disabilities.

3.2 Have any **other** potential equality issues (in addition to those identified during the scoping process) been identified, and, if so, how has the Committee addressed them?

The committee did not identify any other potential equality issues during development.

3.3 Have the Committee's considerations of equality issues been described in the guideline for consultation, and, if so, where?

The committee discussion details discussions that the committee had about equality issues. The committee discussed that drinking behaviours are equally prevalent in both low and high socioeconomic status areas.

They also discussed expert testimony that suggested that children aged 11 with mild to moderate learning disabilities are more likely than their peers to report using alcohol and risky alcohol drinking. Young adults aged 18 and older with learning disabilities are less likely to be drinking alcohol than their peers, but those who do tend to drink in a risky manner.

The committee were aware that any recommendation on engaging with families of children and young people may lead to extra support being needed when engaging with families who are not fluent in English or do not have a culture of talking about alcohol.

(see 'Other factors the committee took into account' in the 'Universal interventions' review).

3.4 Do the preliminary recommendations 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?

No. The preliminary recommendations include a statement that alcohol education and interventions should be adapted to the needs and abilities of the child or young person and this will help ensure access to alcohol education and interventions. The committee have also referred to the SEND code of practice on how to adapt alcohol education and interventions to children and young people in this group.

3.5 Is there potential for the preliminary recommendations to have an adverse impact on people with disabilities because of something that is a consequence of the disability?

No. People with disabilities were part of the populations targeted in the scope. The committee took the approach of considering the populations and settings outlined in the scope when drafting recommendations. They drafted a recommendation that ensures that alcohol education be adapted to the specific needs of children and young people with special educational needs and disabilities.

3.6 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 3.1, 3.2 or 3.3, or otherwise fulfil NICE's obligation to advance equality?

The committee were aware that when engaging with families of children and young people extra support may be needed when engaging with those who are not fluent in English or do not have a culture of talking about alcohol. Therefore these recommendations include a cross-reference to [NG44 Community engagement: improving health and wellbeing and reducing health inequalities](#). The committee have made a research recommendation on evaluating approaches to engaging parents in alcohol education which would include this.

People with disabilities were part of the populations targeted in the scope. While no specific evidence on alcohol education or interventions was identified for people with special educational needs and disabilities the committee did receive expert testimony for information on alcohol use in this group. The committee took the approach of considering the populations and settings outlined in the scope when

3.6 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 3.1, 3.2 or 3.3, or otherwise fulfil NICE's obligation to advance equality?

drafting recommendations. They drafted a recommendation that ensures that alcohol education be adapted to the specific needs of children and young people with special educational needs and disabilities. The committee have also referred to the SEND code of practice on how to adapt alcohol education and interventions to children and young people in this group.

Completed by Developer: Fiona Glenn, Programme Director – Centre for Guidelines

Date: 06/02/2019

Approved by NICE quality assurance lead: Simon Ellis, Guideline Lead

Date: 06/02/19