

## Stage 1 – Screening Form

<b>Date of screening:</b>	17 <sup>th</sup> January 2022
<b>Name and job title of person undertaking the screening:</b>	Fiona Taylor, Operations Manager
<b>Name of policy to be screened:</b>	SPFL Trust CashBack for Communities Programme
<b>Overall aims of the policy being screened:</b>	<p>The overall aim of this policy is to ensure that, across the SPFL Trust:</p> <ul style="list-style-type: none"> <li>• Children's best interests are at the heart of our work</li> <li>• The views of the child are heard and represented in our work</li> <li>• We comply with the United Nation's Convention on the Rights of the Child</li> <li>• Children are protected from abuse or harm</li> <li>• We recognise that not all SPFL Trust activities are aimed at or include children, and so this policy will be of particular relevance in projects such as, but not limited to, Cashback off the Bench and Move and Learn</li> </ul>
<b>Stage 1 screening</b>	
<b>Is the policy an organisational policy?</b> <i>e.g., recruitment procedure, safeguarding policy, performance plan</i>	No
<b>Is it a policy that sets criteria and guidelines for others within the sport to use?</b>	Yes
<b>What aspects of the policy/measure will affect children and young people up to the age of 18?</b> <i>The Articles of the UNCRC and the child wellbeing indicators under the Children and Young People (Scotland) Act 2014 apply to all children and young people up to the age of 18</i>	All
<b>What likely impact – direct or indirect – will the policy/measure have on children and young people?</b> <i>'Direct' impact refers to policies/measures where children and young people are directly affected by the proposed changes. 'Indirect' impact refers to policies/measures that are not directly aimed at children but will have an impact on them</i>	<p>The programme will directly impact young people involved in the various elements of the programme.</p> <p>Direct impact will include the opportunity for young people to be heard and contribute towards the design and review of activities aimed at them.</p>

# Children's Rights and Wellbeing Impact Assessment



	Indirectly, this policy will ensure that any Associated Trusts Clubs (ATCs) delivering our activities will be required to have their own CRWIA in place to further ensure the aims of the policy are met at local, delivery level.
<p><b>Which groups of children and young people will be affected?</b></p> <p><i>Under the UNCRC, 'children' can refer to: individual children, groups of children, or children in general. Some groups of children will relate to the groups with protected characteristics under the Equality Act 2010: disability, race, religion or belief, sex, sexual orientation. 'Groups' can also refer to children by age band or setting, or those who are eligible for special protection or assistance: e.g., preschool children, children in hospital, children in rural areas, looked after children, young people who offend, victims of abuse or exploitation, child migrants, young carers, or children living in poverty.</i></p>	<p>The programme is targeted at young people aged 16 - 24 and is open to all without discrimination.</p> <p>Young people taking part in our programmes range in age 9 ( P6 to P7 ) to 18. This includes groups of children by primary school class and, in separate programmes, young people from areas of deprivation</p>
<p><b>Will this require a CRWIA? Explain your reasons.</b></p>	<p>Based on the screening these programmes will require a CRWIA. This decision is based on the fact that young people will be involved in the activities at local level.</p>
<b>CRWIA Declaration</b>	
<b>CRWIA required</b>	Yes
Authorisation	
<p><b>Policy Lead SPFL Trust (name and job title)</b></p> <p><i>Fiona Taylor, Operations Manager</i></p>	<p>Date: 17/01/2022</p>
<p><b>Line Manager SPFL Trust (name and job title)</b></p> <p><i>Nicky Reid, Chief Executive</i></p>	<p>Date: 17/01/2022</p>

## Stage 2 – CRWIA

### CRWIA Stage 2 The CRWIA – key questions

**1. Which UNCRC Articles are relevant to the project?** List all relevant Articles of the UNCRC and Optional Protocols. All UNCRC rights are underpinned by the four general principles: non-discrimination; the best interests of the child; the right to life, survival, and development; and the child's right to have their views given due weight.

**In respect of Cashback off the Bench programme:**

- Article 1 (u18)
- Article 2 (Non-discrimination)
- Article 3 (best interests)
- Article 12 (respect for views of the child)
- Article 24 (health and health services)
- Article 29 (goals of education)
- Article 31 (leisure, play and culture)

**2. What impact will the project have on children's rights?**

Positive/negative/neutral.

The SPFL Trust CashBack for Communities project will have a positive impact on young people's rights. Our project is aimed at participants aged 16 – 24 and those affected under the age of 18 (**Article 1**) is open to every child without discrimination, whatever their ethnicity, sex, religion, language, abilities, or any other status, whatever they think or say, whatever their family background (**Article 2**). The programme is independently evaluated to give the young people the opportunity to express their views which in turn help inform future developments (**Article 12**).

The interests of the child are the top priority in all decisions and actions that affect children (**Article 3**).

The programme seeks to achieve the following outcomes:

1. YP build their capacity and confidence
2. YP develop their physical and personal skills
3. YP health and well-being improves
4. YP participate in activity which improves their learning, employability, and employment options (positive destinations)

5. YP contribute positively to their communities
6. YP are diverted from criminal behaviour or involvement with the criminal justice system

The SPFL Trust CashBack for Communities Off the Bench project contribute to the rights of children in different ways as is outlined below:

Off the Bench works to provide young people with an opportunity to access education, physical and mental wellbeing and building positive futures. Delivered by expert partners, topics include Drugs and alcohol, Homophobia and Racism. Off the Bench is a 12-week, one day per week, free to attend programme, for young people aged 16 – 24 who are struggling to take their next positive step.

- Regular physical activity (**Article 31**) and an understanding of the importance of leading a balanced and healthy lifestyle through physical activity (**Article 24**). In addition, the project aims to increase the young people's motivation, improve their self-confidence, further develop their social and interpersonal skills, and improve their general self-esteem (**Article 29**).
- Full level 4 SQA Employability Award (**Article 29**).
- SFA Coaching Badges (**Article 29**).
- Citizenship Event (**Article 29 and Article 30**).

### 3. Will there be different impacts on different groups of children and young people?

*Which groups of children will be affected by the project? Are there competing interests between different groups of children and young people, or between children and young people and other groups?*

The Off the Bench project is targeted at people, aged 16 – 24 and so young people aged 16 -18 will be impacted.

The Off the Bench project will be delivered in and around areas of deprivation in Scotland: Dundee, Hearts (Edinburgh), Falkirk, Motherwell (South Lanarkshire and St Mirren (Renfrewshire). Referrals for the programme will come from external stakeholders directly related within the identified areas, with a primary focus on those from areas of deprivation.

It is not anticipated that impacts will differ given the specific referral criteria required for participation in Cashback Off the Bench.

Negative impacts identified:

Some young people, with an interest in taking part in the project, may not be able to do so, due to the referral criteria, in particular their postcodes.

Due to the safeguarding of others involved in the programme, or at the delivery site, some young people with criminal convictions may not be able to take part in the programme.

#### **4. If a negative impact is assessed for any area of rights or any group of children and young people, what options have you considered to modify the proposal, or mitigate the impact?**

*If options to modify the policy/measure are included here, include associated resource implications where relevant.*

A possible negative impact of the programme is that Off the Bench is targeted towards areas of high deprivation meaning opportunities to participate are limited to these geographical areas and targets young people:

- Support young people most affected by crime
- Support those most at risk of being involved in anti-social behaviour, offending, or reoffending into positive destinations
- Support young people most at risk of entering the justice system

This may have a negative impact on young people living in affluent areas.

The SPFL Trust and/or local delivery organisations will work with referral agencies such as Criminal Justice to signpost to alternative provision, where possible.

Local delivery organisations, where possible, will help to signpost young people out with the referral criteria to other, more suitable provision, either at their facility or elsewhere.

#### **5. How will the project contribute to the wellbeing of children and young people in Scotland?**

*Outline how the implementation of the policy/measure will support public bodies in Scotland to meet their duties to safeguard, support and promote the wellbeing of children in their area, with wellbeing defined by eight wellbeing indicators. The indicators are: Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible, and Included.*

The project contributes to the wellbeing of children and young people in Scotland as outlined by the eight indicators of wellbeing:

## **Safe**

All staff are trained to work with young people, with emphasis on how best to support young people who can be vulnerable for a variety of reasons, including poverty or involvement in crime.

## **Healthy**

The course is active; half being theory-based the other half physical to promote the participants mental and physical health. The participants also receive training from Mental Health professionals from SAMH.

## **Achieving**

Participants are offered learner-centric support throughout the course. All barriers to learning are supported, including behavioural issues or learning disabilities. There is no prerequisite for the course, therefore the learner undertakes the content at their level. The course contains theory-based learning as-well-as practical tasks covering various learning styles meaning all participants gain a sense of achievement. Participants also have the opportunity to completed SQA accredited learning as part of the course.

## **Nurtured**

The participants are given multi-agency support throughout the course. They are encouraged to participate fully regardless of the level of education or physical health they have. The course is about improving the individual rather than having set outcomes.

## **Active**

We recognise the link between physical and mental health in our design. The course equips the young people participating to have a more active lifestyle. They can gain SFA Coaching badges and therefore go on to gain employment in a health, leisure or sports setting.

## **Respected**

While participating in the course, the young people are given a clean slate from barriers that may have prevented them from participating fully in the past. A part of the course is learner-led, which helps to promote self-respect and build engagement.

## **Responsible**

The participant can achieve an SQA Employability Award. The award promotes the participant to be proactive in their job seeking. The young people are supported and encouraged to seek employment and further learning opportunities during and after the course. Another element of the course is its community focus. The participants are encouraged to volunteer locally and be active citizens, encouraging responsibility.

## Included

Barriers to inclusion have been considered in the design and delivery of the course. The participants are given a sports kit to wear, and lunch supplied each day. Learning support is available throughout the course, as well as support for any other issues that may arise. Young people are also given the opportunity to be included the evaluation of the programme, ensuring they have the chance to help shape the programme going forward and have their voices heard.

## 6. How will project give better or further effect to the implementation of the UNCRC in Scotland?

This will inform Scottish Ministers' duty to report to Parliament on children's rights under the Children and Young People (Scotland) Act 2014.

Application of the policy to our work will further extend the reach, approach and values of the United Nations Convention of the Rights of the Child in Scotland by virtue of its application across a wider set of provision, and so extending it's impact on a wider group of young people.

## 7. What evidence have you used to inform your assessment? What does it tell you?

*The evidence base may include demographic information, academic research, service monitoring/inspection reports, service evaluation reports, user surveys, etc. In particular, look at what existing evidence tells you about children and young people's views and experiences of the relevant service(s); and/or what it tells you about children and young people's views of the policy proposal. Identify any gaps in the evidence base and set out how you will address these.*

Our assessments include the following evidence

- Attendance figures – directly represents young people's participation
- Stakeholder surveys – indirect feedback on impact programme has had on young people
- Participant surveys – direct feedback from young people
- Equality monitoring – directly demonstrating equality information of young people
- Case studies – direct and indirect examples of programme impact on young people
- SIMD analysis of participant postcodes – demonstrating 'group' of young people

This will tell us whether the programme is working to positive impact the young people involved, both directly and indirectly. It will also tell us whether there are elements of the programme which is not having the impact we would have hoped. It will also provide a platform for young people's voice to be heard.

## 8. Have you consulted with relevant stakeholders?



*This would include public or targeted consultations with children and young people, their parents/carers and the children's workforce*

We are currently awaiting the results from Social Value Lab for our first-year evaluation but work regularly with contributing stake holders such as, but not limited to Police Scotland, Scottish Fire and Rescue Service, Scottish Association of Mental Health, Show Racism the Red Card, LEAP Scotland, Scottish Football Association.

We consult on a local level, via our delivery organisations, with referral agencies who already work with young people involved with / keen to be involved with, the programme.

## **9. Have you involved children and young people in the development of the policy/measure?**

*Is there enough information on the views of the children and young people who will be affected by the policy/measure that enables you to make an informed assessment of impact?*

The views of the young people are sought through an annual external evaluation. We are currently awaiting the results from Social Value Lab for our first-year evaluation, which will feed into the continued monitoring of this policy going forward.



## Stage 3 – Authorisation of CRWIA

<b>Is this a new or existing policy?</b>	New
<b>Who has authority to make changes?</b>	SPFL Trust Operations Manager
<b>Who else is involved in approving the policy? (e.g., committees, stakeholders)</b>	SPFL Trust Chief Executive
<b>Name of policy owner</b>	Operations Manager
<b>Summary of policy aims and desired outcomes</b>	<p>The overall aim of this policy is to ensure that, across the SPFL Trust:</p> <ul style="list-style-type: none"> <li>• Children's best interests are at the heart of our work</li> <li>• The views of the child are heard and represented in our work</li> <li>• We comply with the United Nation's Convention on the Rights of the Child</li> <li>• Children are protected from abuse or harm</li> <li>• We recognise that not all SPFL Trust activities are aimed at or include children, and so this policy will be of particular relevance in projects such as, but not limited to, Cashback off the Bench and Move and Learn</li> </ul>
<b>Executive Summary</b>	<p>Off the Bench project is delivered in collaboration from SPFL Trust and 5 ATCs: Dundee FC (Dundee in the Community), Falkirk (Falkirk Foundation), Hearts (Big Hearts), Motherwell FC and St Mirren.</p> <p>Off the Bench works to provide young people with an opportunity to access education, physical and mental wellbeing and building positive futures.</p> <p>Delivered by expert partners, topics include Drugs and alcohol, Homophobia and Racism. Off the Bench is a 12-week, one day per week, free to attend programme, for young people aged 16 – 24 who are struggling to take their next positive step.</p>

	<p>This policy seeks to ensure that this work is delivered in such a way that the policy aims and desired outcomes are achieved, both directly and indirectly; allowing for the SHANARRI indicators to be achieved.</p>
<p><b>Scope of the CRWIA, (identifying the children and young people affected by the policy, and summarising the evidence base)</b></p>	<p>The scope of the CRWIA is limited to participants involved in the CashBack for Communities activity. The programme is targeted at young people aged 16-24 and is open to all young people without discrimination.</p>
<p><b>Children and young people's views and experiences</b></p>	<p>The views of young people are sought through an annual evaluation of the project these will be include in the ongoing development of the project.</p> <p>It should be noted that, on a daily basis, young people have the opportunity to provide feedback directly to local delivery organisations. They also have the chance to design elements of the programme in real time, such as their Citizenship Projects.</p>
<p><b>Key Findings (including an assessment of the impact on children's rights, and how the measure will contribute to children's wellbeing)</b></p>	<p>The SPFL Trust CashBack for Communities programme Off the Bench positively impacts the rights and wellbeing of young people involved in the programme.</p>
<p><b>Monitoring and Review</b></p>	<p>The monitoring and evaluation plan for year 2 (2021-22) of the programme is as follows: Programme evaluation allowing for input from young people includes:</p> <p><b>External Evaluation</b></p> <ul style="list-style-type: none"> <li>• One visit to each of the 5 ATC during each cohort delivery (Feb/March) and (May/June).</li> <li>• Participant evaluation survey (Feb/March) and (May and June)</li> <li>• Participant self-evaluation for Off the Bench (Feb/March) and (May and June).             <ul style="list-style-type: none"> <li>○ The self-evaluation will be updated to incorporate questions relating to Outcome 6 and participants suggestions for developing the programme.</li> </ul> </li> </ul> <p><b>SPFL Trust Monitoring and Evaluation Plan</b></p>

	<ul style="list-style-type: none"> <li>• CashBack Stakeholder survey issued to delivery partners within Off the Bench,</li> <li>• Participant Equality Monitoring to be undertaken by Off the Bench participants.</li> <li>• Quarterly case studies from each ATC.</li> </ul> <p><b>Policy Monitoring and Evaluation</b></p> <p>In respect of Cashback Off the Bench, this policy will be reviewed once Year 1 evaluation has been received and after the completion of Year 2 and 3 evaluations. It will be reviewed annually in its wider context.</p>
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CRWIA Declaration	
<b>Authorisation</b>	
<b>Policy Lead (name, title and SPFL Trust)</b>	<b>Date:</b>
Fiona Taylor, Operations Manager	<b>24<sup>th</sup> January 2022</b>
<b>Head of Department (name, title and SPFL Trust)</b>	<b>Date</b>
Nicky Reid, Chief Executive	<b>24<sup>th</sup> January 2022</b>