

## PART A - Initial Impact Assessment

**Proposal Name:** Belonging Framework

**EIA ID:** 2479

**EIA Author:** Eleanor Pryde (NCC)

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**Proposal Outline:**

Our proposal is to coproduce a Belonging Framework with children and young people to drive change – so that everything we do is focussed on developing or deepening children and young people’s sense and experience of belonging. We want the Belonging Framework to become an overarching guide for all work in Children’s Services and further afield in the future. To this end, we intend to talk, with children and young people, to partners including education settings, community partners and the voluntary sector. Our aspiration is that every child in Sheffield feels they belong and they have a place where they can grow and become who they want to be. The broader aims of the framework are to:

- Enable the voice of children and young people to be heard and to allow this voice to help shape our policies as we develop them.
- Encourage healthy debate and discussion with our colleagues, teams, service and partners around the concept of belonging and how we can successfully implement this, beginning with children and young people.
- Establish connections with other teams / services within the authority to look at whether they are already actively promoting the concept of belonging for children and young people – and if so, how are they doing this?
- Develop a common language between services that allow us to have a child-centred focus in everything that we do.

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**Proposal Type:** Non-Budget

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**Year Of Proposal:** 23/24

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**Lead Director for proposal:** Andrew Jones

Service Area:

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EIA Start Date: 04/12/2023

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Lead Equality Objective: Leading the city in celebrating and promoting inclusion

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Equality Lead Officer: Bashir Khan

## Decision Type

Committees: Policy Committees

- Education, Children & Families

## Portfolio

Primary Portfolio: Education and Skills

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EIA is cross portfolio: Yes

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EIA is joint with another organisation: No

## Overview of Impact

**Overview Summary:** The framework should have a positive impact, helping us to reach more children and young people and cutting across multiple characteristics. We expect to continue redeveloping the framework in order to meet the changing needs of children and young people, in the years to come.

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Impacted characteristics:

Carers  
Cohesion  
Disability  
Gender Reassignment  
Health  
Partners  
Poverty & Financial Inclusion  
Pregnancy/Maternity  
Race  
Religion/Belief  
Sex  
Sexual Orientation  
Voluntary/Community & Faith Sectors

## Consultation and other engagement

## Cumulative Impact

Does the proposal have a cumulative impact:

Yes

We are at the early stages of developing the framework. We still need to do much consultation to develop the content and direction, so although many people are aware, there are people and teams that we have not yet engaged with. We recognise that, to get it right, we must be led by children and young people in the development of this framework. Their voice will be central to how we shape and amend the framework in future. We need to hear what children and young people understand by belonging and to identify what helps them to feel like they do or do not belong. This will help identify what is most important to children and young people and how we will all judge and determine our future success. Our engagement with children and young people will include:

- Children who have been excluded from school.
- Children looked after and care leavers.
- Children with special educational needs and/or disabilities (SEND) and/or additional needs.
- Children who are from minority ethnic groups and backgrounds.
- Children who are LGBTQ+

We understand that multiple experiences, identities and inequalities can overlap, interact and compound a person's disadvantage - intersectionality - we will be mindful of this throughout our engagement with children and young people. Our

approaches will be developed working with colleagues including from across Education and Skills, Community Youth Services, and Children and Families. We have begun conversations with various stakeholders across the council to start pulling together ideas about belonging and how it applies to their areas. We have also begun reviewing what children and young people have said previously that relates to belonging and we are working with colleagues in Children's Services to create a consultation plan for children and young people over the next few weeks and months. We know that we cannot do this alone and, as a Council, we have seen the amazing work that schools, communities, voluntary, community and faith groups, and others do to foster a sense of belonging. We would like to connect with those who have been successful and share their good practice. We are also mindful of how we support those who do not feel they belong and what we can do, together, to help those children, young people and families. Update for 04.03.24: We have been reviewing what young residents have said relating to Belonging and a sense of self. From this, we are beginning to draw out possible themes and recurring issues Our first piece of planned large-scale consultation with young residents will take place in Autumn 2024. We will support Community Youth Services to develop a Young Residents' Survey which will go out to all 11–18-year-olds in school in October 2024. The timing of the survey has been chosen to coincide with annual Democracy Week activities 2024. The survey will have questions from a number of council areas including (but not limited to):

- Education
- Climate
- Transport
- Housing
- Access to community
- Being a young person
- Social care
- Infrastructure
- Health
- Access to your council/democracy

The Young Residents' Survey will be delivered in every secondary school in Sheffield. It will mirror the delivery model of the Sheffield Youth Cabinet elections and National Make Your Mark campaign. This saw over 11,000 young people engage. The consultation period is to be finalised but it is anticipated that it will run for 4 weeks. A key objective of the survey is to provide us with high-level quantitative data from young residents about a range of areas that affect their lives. This methodology offers scoping questions which will then allow Community Youth Services to run in-depth workshops and creative consultation collaboratively with children and young people. It will help us break down the findings into themes, trends and specifics and to help draw out what belonging means. We will also continue to work with schools to explore Belonging with them and seek their views. This will include school visits and events.

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**Impact areas:**

Year on Year

**Initial Sign-Off**

**Full impact assessment required:**

Yes

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**Review Date:**

21/02/2024

## **PART B - Full Impact Assessment**

### **Health**

**Staff Impacted:**

No

**Customers Impacted:**

Yes

**Description of Impact:**

Research (by Professor Kathryn Riley – [www.theartofpossibilities.org.uk](http://www.theartofpossibilities.org.uk)) shows the impact belonging can have on wellbeing. With regards to belonging at school, it has demonstrated:

- Children and young people who have a sense of belonging in school tend to be happier and more confident and perform better academically.
- A student's sense of belonging to school is a rich and substantial protective factor against mental health problems such as stress, depression and anxiety.
- School belonging in adolescence can have a protective effect in adulthood.
- Belonging has been identified as the largest known correlate with depression in adolescence. We expect that the Belonging Framework will help health outcomes, especially because this cohort of children and young people has been through a very challenging time in last three or four years, with the Covid pandemic and cost of living crisis and it is well known that there has been a knock on impact on health and wellbeing.

**Name of Lead Health Officer:**

Comprehensive Assessment  
Being Completed:

No

Public Health Lead signed off health  
impact(s):

## Age

Staff Impacted:

No

Customers Impacted:

Yes

Description of Impact:

The Belonging Framework is aimed at ensuring all children and young people in the city feel a sense of belonging and is about our commitment to them, so it fully affects them. If we get it right and implement a belonging framework that is built around the views of children and young people, then we will be able to fulfil our vision that Sheffield is an inclusive city where we work together to ensure that children and young people can live a happy and fulfilled life. This will have a positive impact on children and young people. Our research and consultation will include work with children and young people to get their views about what is important to them. We will continue to consult children and young people to capture their views and develop the framework in the coming months. We will also work with children and young people's services and partners both within and outside the council to gather views and shape the framework.

## Armed Forces

Staff Impacted:

No

Customers Impacted:

Yes

Description of Impact:

We will need to put some further thought into how we reach children and young people from the armed forces or armed forces families. Their experience of belonging will potentially be very different and we need to hear it. As already stated, we will engage with

children and young people across the city to get their views about what is important to them. We will continue to consult children and young people to capture their views and develop the framework in the coming months.

## Carers

**Staff Impacted:** No

**Customers Impacted:** Yes

**Description of Impact:** As stated, we will engage with children and young people across the city to get their views about what is important to them and what shapes their sense of belonging. This will include young carers – currently, the city’s Youth Cabinet has two seats for young carers and we will be exploring with Community Youth Services how we can engage young carers in this work. We will continue to work with the Community Youth Service and others to consult children and young people to capture their views and develop the framework in the coming months.

## Care Experienced

**Staff Impacted:**

**Customers Impacted:**

**Description of Impact:**

## Cohesion

**Staff Impacted:** Yes

**Customers Impacted:** Yes

**Description of Impact:** If we do this right, we anticipate improved outcomes for children and young people, which may also benefit

partners and wider within the city. We will link with colleagues in Community Development to ensure our work on Belonging complements ongoing work around strengthening communities, cohesion, and community engagement. We recognise that a sense of belonging within a child or young person's community can impact their wider sense of belonging in Sheffield city as a whole and beyond.

## Disability

**Staff Impacted:**

No

**Customers Impacted:**

Yes

**Description of Impact:**

As of November 2023, Sheffield has 5,343 children and young people with an EHCP. School Census data from January 2023 shows that Sheffield had 3,392 children and young people of compulsory school age in school in Sheffield with EHCPs and 12,491 children and young people of compulsory school age in Sheffield with SEN support. There are also children and young people who identify as having additional needs who are not at SEN Support level and whose needs are supported by their school. Research by Professor Kathryn Riley in 'Place and Belonging in School: Why it Matters Today' suggests that children with special educational needs are more likely to be excluded from school than their peers. In the 22/23 academic year in Sheffield, we know that the rate of fixed term suspensions and exclusions is higher for children and young people with SEND than it is for their peers with no identified SEND. We want all children and young people to feel a sense of belonging. This includes children and young people with disabilities and Special Educational Needs. We are already reviewing what children and young people have told us previously and will continue to consult children and young people to capture their views and develop the framework in the coming months. We will also work with children and young people's services and partners both within and outside the council to gather views and shape the framework. If we get this right, then the longer-term adverse impact on young people as they move through life should reduce. This could result in longer term benefits for our partners too.



**Staff Impacted:** No

**Customers Impacted:** Yes

**Description of Impact:** More young people are identifying as non-binary and transgender. This is a particularly vulnerable cohort of young people and we need to make sure we hear their voice about belonging. As already stated, we will engage with children and young people across the city to get their views about what is important to them. We will continue to consult children and young people to capture their views and develop the framework in the coming months.

## Partners

**Staff Impacted:** Yes

**Customers Impacted:** Yes

**Description of Impact:** We know that we cannot do this alone and, as a Council, we have seen the amazing work that schools, communities, voluntary, community and faith groups, and others do to foster a sense of belonging. We would like to connect with those who have been successful and share their good practice. We are also mindful of how we support those who do not feel they belong and what we can do, together, to help those children, young people and families.

## Poverty & Financial Inclusion

**Staff Impacted:** No

**Customers Impacted:** Yes

**Description of Impact:** Research by Professor Kathryn Riley in 'Place and Belonging in School: Why it Matters Today' suggests that children from disadvantaged communities are twice as likely as their more advantaged peers to feel they don't belong and four times more likely to be excluded from school. Sheffield City Council's 2021/22 Annual Equality Report states that in the 2019 Indices

of Deprivation Sheffield was ranked as the 57th most deprived local authority in England (out of a total of 317), but the second least deprived of the 8 English core cities. In general, the east of the city tends to be more deprived than the west. It also states that The Cost-of-Living crisis is disproportionately impacting vulnerable groups, such as children and families, older people, disabled people and those with health issues. We want to make sure we engage children from a range of different backgrounds and from all parts of the city.

## Pregnancy / Maternity

**Staff Impacted:** No

**Customers Impacted:** Yes

**Description of Impact:** As already stated, we will engage with children and young people across the city to get their views about what is important to them in relation to belonging. This will include young people who are parents or expectant parents. We have already begun discussions with Youth Voice and Influence teams to look at work they have recently done with young parents and how we can feed this into our engagement work. We will continue to consult children and young people to capture their views and develop the framework in the coming months.

## Race

**Staff Impacted:** No

**Customers Impacted:** Yes

**Description of Impact:** We know we need to vary our approaches to ensure we engage a diverse range of Sheffield communities. We are already working with Youth Voice and Influence teams to ensure we capture a wide range of children and young people's voices. The Sheffield City Council Annual Equality Report 21-22 shows that in 2021 (according to census estimates) 60-70% of children and young people aged 0-24 identified as White British, with the remaining 30-40% from all other ethnic

groups combined. Research by Professor Kathryn Riley in 'Place and Belonging in School: Why it Matters Today' suggests that children and young people from black Caribbean backgrounds are more likely to be excluded than their peers. In Sheffield in 2022-23, the number of fixed term suspensions and permanent exclusions from school was highest for white British children and young people, followed by children and young people from the white Gypsy or Roma ethnic group and from mixed white and black Caribbean backgrounds. As a percentage of ethnic group population in school as a whole, suspensions and exclusions were higher for children and young people from the white Gypsy or Roma ethnic group, Pakistani ethnic group and from mixed white and black Caribbean backgrounds compared to their peers. The Sheffield Race Equality Commission Report states that we will be an anti-racist city within three years and sets out multiple recommendations and actions to achieve this. We will need to carry out ongoing work to make sure we reach all communities and also realise that our communities are in a state of flux and new emerging communities are appearing.

## Religion / Belief

**Staff Impacted:**

No

**Customers Impacted:**

Yes

**Description of Impact:**

As already stated, we will engage with children and young people across the city to get their views about what is important to them and understand what creates a sense of belonging. This will include children and young people with different religions and beliefs. We will consult children and young people to capture their views and develop the framework in the coming months.

## Sexual Orientation

**Staff Impacted:**

No

**Customers Impacted:**

Yes

**Description of Impact:**

We will engage with children and young people across the city to get their views about what is important to them and to understand what shapes their sense of belonging. This will include children and young people with different sexual orientations. We will continue to consult children and young people to capture their views and develop the framework in the coming months.

**Voluntary / Community & Faith Sectors**

**Staff Impacted:**

Yes

**Customers Impacted:**

Yes

**Description of Impact:**

We know that we cannot do this alone and, as a Council, we have seen the amazing work that schools, communities, voluntary, community and faith groups, and others do to foster a sense of belonging. We would like to connect with those who have been successful and share their good practice. We are also mindful of how we support those who do not feel they belong and what we can do, together, to help those children, young people and families. If we do this right there will be longer term benefits to partners and more cohesion in the city, possibly less intervention. We anticipate improved outcomes in the longer term.

**Action Plan & Supporting Evidence**

**Outline of action plan:**

Initial draft Belonging Framework to Education, Children and Families Committee in December 2023. • Consultation with children and young people – December 2023 – March 2024 (and ongoing) • Consultation and engagement with schools (ongoing) • Consultation and engagement with partners (ongoing) Update fo 04.03.24: Initial draft Belonging Framework to Education, Children and Families Committee in March 2024. • Consultation with children and young people (ongoing) • Consultation and engagement with schools (ongoing) • Consultation and engagement with partners (ongoing)

**Action plan evidence:**

• Draft Belonging Framework • Belonging research by Kathryn Riley & co.: [www.therartofpossibilities.org.uk](http://www.therartofpossibilities.org.uk) • Sheffield City Council Annual Equalities Report 2021/22 (N.B. The next report is being done for late February

Changes made as a result of action plan:

## Mitigation

Significant risk after mitigation measures:

Outline of impact and risks:

## Review Date

Review Date:

21/02/2024

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