

**Democratic Services Section  
Legal and Civic Services Department  
Belfast City Council  
City Hall  
Belfast  
BT1 5GS**



**Belfast  
City Council**

6th November, 2020

**MEETING OF PEOPLE AND COMMUNITIES COMMITTEE**

Dear Alderman/Councillor,

The above-named Committee will meet remotely via Teams on Tuesday, 10th November, 2020 at 5.15 pm, for the transaction of the business noted below.

You are requested to attend.

Yours faithfully,

SUZANNE WYLIE

Chief Executive

**AGENDA:**

1. **Routine Matters**

- (a) Apologies
- (b) Minutes
- (c) Declarations of Interest
- (d) Schedule of Meetings 2021 (Pages 1 - 2)

2. **Restricted**

- (a) Finance Update (Pages 3 - 8)
- (b) Hire Arrangements Boucher Road Playing Fields and Botanic Gardens (Pages 9 - 10)
- (c) Grant funding from the Office of Product Safety and Standards (Pages 11 - 14)

3. **Matters referred back from the Council/Motions**

- (a) Action on Avoidable Winter Deaths (Pages 15 - 16)
- (b) Mental Health - Awareness and Support Campaign (Pages 17 - 18)
- (c) Support for Young People and Students (Pages 19 - 20)
- (d) Belfast City Council - Cycling Champion (Pages 21 - 22)

4. **Committee/Strategic Issues**

- (a) Update on Interaction with Lisburn and Castlereagh City Council - Re: Cutts HRC (Pages 23 - 30)
- (b) Council Response to Department of Health 'Consultation on cross-departmental Covid-19 Vulnerable Children and Young People's Plan' (Pages 31 - 84)
- (c) Boxing Strategy - Quarter 2 Report (Pages 85 - 98)
- (d) Stadia Community Benefits Initiative Update (Pages 99 - 106)
- (e) Sports Development Strategy (Pages 107 - 110)

5. **Operational Issues**

- (a) Proposal for naming new streets (Pages 111 - 112)
- (b) Proposed improvements to Parks and Open Spaces (Pages 113 - 120)
- (c) Membership of the Northern Ireland Resources Network (NIRN) (Pages 121 - 132)
- (d) Second wave planning - support for vulnerable citizens (Pages 133 - 142)



<b>Subject:</b>	Schedule of Meetings 2021
<b>Date:</b>	10th November, 2020
<b>Reporting Officer:</b>	Sara Steele, Democratic Services Officer
<b>Contact Officer:</b>	Sara Steele, Democratic Services Officer

<b>Restricted Reports</b>	
Is this report restricted?	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
If Yes, when will the report become unrestricted?	
After Committee Decision	<input type="checkbox"/>
After Council Decision	<input type="checkbox"/>
Some time in the future	<input type="checkbox"/>
Never	<input type="checkbox"/>

<b>Call-in</b>	
Is the decision eligible for Call-in?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>

<b>1.0</b>	<b>Purpose of Report or Summary of main Issues</b>
	To advise the Committee of the dates and times of the meetings of the People and Communities Committee between January and December, 2021.
<b>2.0</b>	<b>Recommendations</b>
	The Committee is requested to approve the schedule of meetings for the People and Communities Committee as outlined.
<b>3.0</b>	<b>Main report</b>
	<u>Key Issues</u>

<b>3.1</b>	The monthly meeting of the People and Communities Committee is normally held at 5.15 p.m. on the 2nd Tuesday of each month.
<b>3.2</b>	However, due to holiday periods and the timing of the monthly Council meetings and, in order to assist with the decision-making process, it has been necessary on occasions to move some of the meetings to later in the month.
<b>3.3</b>	Please note that as previously agreed, special meetings of the People and Communities Committee are also held in respect of Housing Issues and to hear updates from the Youth Forum.
<b>3.4</b>	<p>Accordingly, the following dates have been identified for meetings of the People and Communities Committee for the period from January to December, 2021.</p> <ul style="list-style-type: none"> <li>• Tuesday, 12th January</li> <li>• Tuesday, 26th January – Youth Forum</li> <li>• Tuesday, 9th February</li> <li>• Tuesday, 2nd March – Housing</li> <li>• Tuesday, 9th March</li> <li>• Tuesday, 13th April</li> <li>• Tuesday, 11th May</li> <li>• Tuesday, 8th June</li> <li>• Tuesday, 22nd June – Youth Forum</li> <li>• Tuesday, 3rd August – Housing (Annual HIP Update)</li> <li>• Tuesday, 10th August</li> <li>• Tuesday, 7th September</li> <li>• Tuesday, 5th October – Youth Forum</li> <li>• Tuesday, 12th October</li> <li>• Tuesday, 2nd November – Housing</li> <li>• Tuesday, 9th November</li> <li>• Tuesday, 7th December</li> </ul> <p><b>(All meetings will commence at 5.15 p.m.)</b></p>
<b>3.5</b>	<p><u>Financial and Resource Implications</u></p> <p>None associated with this report.</p>
<b>3.6</b>	<p><u>Equality or Good Relations Implications</u></p> <p>None associated with this report.</p>
<b>4.0</b>	<p><b>Appendices – Documents Attached</b></p> <p>None associated with this report.</p>

Document is Restricted

This page is intentionally left blank

By virtue of paragraph(s) 3 of Part 1 of Schedule 6  
of the Local Government Act (Northern Ireland) 2014.

Document is Restricted

This page is intentionally left blank



By virtue of paragraph(s) 3 of Part 1 of Schedule 6  
of the Local Government Act (Northern Ireland) 2014.

Document is Restricted

This page is intentionally left blank



<b>Subject:</b>	Motion – Action on Avoidable Winter Deaths
<b>Date:</b>	10th November, 2020
<b>Reporting Officer:</b>	Sara Steele, Democratic Services Officer
<b>Contact Officer:</b>	Sara Steele, Democratic Services Officer

<b>Restricted Reports</b>	
Is this report restricted?	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
If Yes, when will the report become unrestricted?	
After Committee Decision	<input type="checkbox"/>
After Council Decision	<input type="checkbox"/>
Some time in the future	<input type="checkbox"/>
Never	<input type="checkbox"/>

<b>Call-in</b>	
Is the decision eligible for Call-in?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>

<b>1.0</b>	<b>Purpose of Report/Summary of Main Issues</b>
1.1	To bring to the Committee's attention the Motion in respect of Action on Avoidable Winter Deaths which was referred to the Committee by the Council on 2nd November.
<b>2.0</b>	<b>Recommendation</b>
2.1	The Committee is requested to <ul style="list-style-type: none"> <li>Consider the motion and if the proposal is agreed a report on how this would be facilitated, resourced and managed will be brought back.</li> </ul>
<b>3.0</b>	<b>Main Report</b>
	<b><u>Key Issues</u></b>
3.1	The Council, at its meeting on 2nd November, considered the following motion which had been moved by Councillor Groves and seconded by Councillor McAteer.

3.2	<p><i>“With the winter approaching, Belfast citizens will be increasingly susceptible to Avoidable Winter Deaths – particularly our citizens aged over 65 with underlying health conditions and vulnerable elderly people aged 85+.</i></p> <p><i>As a result of the COVID-19 pandemic, elderly and vulnerable citizens are already at high risk, it is therefore imperative that we redouble our efforts to prevent avoidable winter deaths from happening during the winter 20/21.</i></p> <p><i>The increase in winter deaths is widely understood to be caused by the flu and spells of very cold weather - yet these deaths are avoidable. A combination of high energy prices, fuel poverty, ill health, low income and poor housing can make winter a dangerous time for many older people.</i></p> <p><i>This Council has worked with statutory, community and voluntary partners to deliver the Belfast Warm and Well Project to tackle Avoidable Winter Deaths earlier this year. We call on Council to act decisively to implement a multi-sectoral targeted Avoidable Winter Deaths programme for the winter of 20/21.”</i></p>
3.3	In accordance with Standing Order 13(f), the Motion was referred without discussion to the People and Communities Committee.
3.4	<p><b><u>Financial and Resource Implications</u></b></p> <p>None.</p>
3.5	<p><b><u>Equality or Good Relations Implications/Rural Needs Assessment</u></b></p> <p>None.</p>
4.0	<b>Appendices - Documents Attached</b>
	None



<b>Subject:</b>	Motion – Mental Health – Awareness and Support Campaign
<b>Date:</b>	10th November, 2020
<b>Reporting Officer:</b>	Sara Steele, Democratic Services Officer
<b>Contact Officer:</b>	Sara Steele, Democratic Services Officer

<b>Restricted Reports</b>	
Is this report restricted?	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
If Yes, when will the report become unrestricted?	
After Committee Decision	<input type="checkbox"/>
After Council Decision	<input type="checkbox"/>
Some time in the future	<input type="checkbox"/>
Never	<input type="checkbox"/>

<b>Call-in</b>	
Is the decision eligible for Call-in?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>

<b>1.0</b>	<b>Purpose of Report/Summary of Main Issues</b>
1.1	To bring to the Committee's attention the Motion in respect of Mental Health – Awareness and Support Campaign which was referred to the Committee by the Council on 2nd November.
<b>2.0</b>	<b>Recommendation</b>
2.1	The Committee is requested to <ul style="list-style-type: none"> <li>Consider the motion and take such action thereon as may be determined.</li> </ul>
<b>3.0</b>	<b>Main Report</b>
	<b><u>Key Issues</u></b>
3.1	The Council, at its meeting on 2nd November, considered the following motion which had been moved by Councillor Pankhurst and seconded by Councillor Kyle.

3.2	<p><i>“This Council agrees that Belfast is facing a mental health crisis that has been exacerbated by the effects of the COVID-19 pandemic.</i></p> <p><i>This Council agrees to launch an awareness and support campaign in the city centre, at strategic points throughout the city and on social media that targets those with poor mental health. The campaign will focus on posters offering support service details and general questions that have a positive psychological effect for those who read them.</i></p> <p><i>Furthermore, this Council agrees to convene an urgent meeting between the Council, the Executive Office, the Department for Health and statutory agencies to discuss the formation of a community emergency response system that will allow local support services to respond to those in need of urgent and direct help.</i></p> <p><i>Finally, this Council acknowledges and pays tribute to all those charities and services who offer invaluable help to our citizens that undoubtedly save lives on a daily and weekly basis.”</i></p>
3.3	<p>In accordance with Standing Order 13(f), the Motion was referred without discussion to the People and Communities Committee.</p> <p><b><u>Financial and Resource Implications</u></b></p>
3.4	<p>None.</p> <p><b><u>Equality or Good Relations Implications/Rural Needs Assessement</u></b></p>
3.5	<p>None.</p>
4.0	<p><b>Appendices - Documents Attached</b></p>
	<p>None</p>



<b>Subject:</b>	Motion – Support for Young People and Students
<b>Date:</b>	10 <sup>th</sup> November, 2020
<b>Reporting Officer:</b>	Sara Steele, Democratic Services Officer
<b>Contact Officer:</b>	Sara Steele, Democratic Services Officer

<b>Restricted Reports</b>	
Is this report restricted?	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
If Yes, when will the report become unrestricted?	
After Committee Decision	<input type="checkbox"/>
After Council Decision	<input type="checkbox"/>
Some time in the future	<input type="checkbox"/>
Never	<input type="checkbox"/>

<b>Call-in</b>	
Is the decision eligible for Call-in?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>

<b>1.0</b>	<b>Purpose of Report/Summary of Main Issues</b>
1.1	To bring to the Committee's attention the Motion in respect of Support for Young People and Students which was referred to the Committee by the Council on 2nd November.
<b>2.0</b>	<b>Recommendation</b>
2.1	The Committee is requested to <ul style="list-style-type: none"> <li>Consider the motion and take such action thereon as may be determined.</li> </ul>
<b>3.0</b>	<b>Main Report</b>
	<b><u>Key Issues</u></b>
3.1	The Council, at its meeting on 2nd November, considered the following motion which had been moved by Councillor Nicholl and seconded by Councillor Mullholland.

3.2	<i>“This Council notes the adverse effect COVID-19 has had on our city’s young people and students. Accordingly, we call upon the Council to facilitate an ad hoc meeting with key stakeholders to amplify the wide range issues and ensure a joined up approach is taken.”</i>
3.3	In accordance with Standing Order 13(f), the Motion was referred without discussion to the People and Communities Committee.  <b><u>Financial and Resource Implications</u></b>
3.4	None.  <b><u>Equality or Good Relations Implications/Rural Needs Assessment</u></b>
3.5	None.
<b>4.0</b>	<b>Appendices - Documents Attached</b>
	None





<b>Subject:</b>	Motion – Cycling Champion
<b>Date:</b>	10 <sup>th</sup> November, 2020
<b>Reporting Officer:</b>	Sara Steele, Democratic Services Officer
<b>Contact Officer:</b>	Sara Steele, Democratic Services Officer

<b>Restricted Reports</b>	
Is this report restricted?	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
If Yes, when will the report become unrestricted?	
After Committee Decision	<input type="checkbox"/>
After Council Decision	<input type="checkbox"/>
Some time in the future	<input type="checkbox"/>
Never	<input type="checkbox"/>

<b>Call-in</b>	
Is the decision eligible for Call-in?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>

<b>1.0</b>	<b>Purpose of Report/Summary of Main Issues</b>
1.1	To bring to the Committee's attention the Motion in respect of the introduction of a Belfast City Council - Cycling Champion within the Council to support active travel and bicycle use which was referred to the Committee by the Council on 2nd November.
<b>2.0</b>	<b>Recommendation</b>
2.1	The Committee is requested to <ul style="list-style-type: none"> <li>Consider the motion and take such action thereon as may be determined.</li> </ul>
<b>3.0</b>	<b>Main Report</b>
	<b><u>Key Issues</u></b>
3.1	The Council, at its meeting on 2nd November, considered the following motion which had been moved by Councillor McReynolds and seconded by Councillor McAllister:

3.2	“This Council agrees to introduce a Belfast City Council - Cycling Champion within the Council to support active travel and bicycle use; and, agrees to write to the Minister for Infrastructure calling on the publication of the Belfast Bicycle Network.”
3.3	In accordance with Standing Order 13(f), the Motion was referred without discussion to the People and Communities Committee.  <b><u>Financial and Resource Implications</u></b>
3.4	None.  <b><u>Equality or Good Relations Implications/Rural Needs Assessment</u></b>
3.5	None.
<b>4.0</b>	<b>Appendices - Documents Attached</b>
	None



<b>Subject:</b>	Update on interaction with Lisburn & Castlereagh City Council – Re: Cutts HRC
<b>Date:</b>	10 <sup>th</sup> November 2020
<b>Reporting Officer:</b>	Siobhan Toland, Director of City Services
<b>Contact Officer:</b>	John McConnell, City Services Manager (Resources & Fleet)

## Restricted Reports

Is this report restricted?

Yes

☐

No

☒

If Yes, when will the report become unrestricted?

After Committee Decision

After Council Decision

Some time in the future

Never

☐  
☐  
☐  
☐

## Call-in

Is the decision eligible for Call-in?

Yes

☒

No

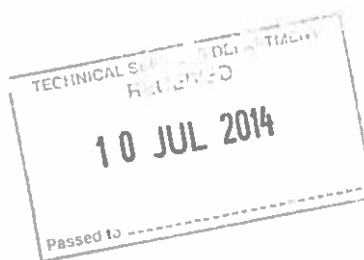
☐

<b>1.0</b>	<b>Purpose of Report or Summary of main Issues</b>
1.1	<p>To provide an update report to the People and Communities in relation to the decision taken at the meeting held on 8<sup>th</sup> September 2020, namely:</p> <p>‘The Committee agreed that a report would be submitted to a future meeting which would detail potential options, including costs, for Belfast City Council (BCC) to enter into a Service Level Agreement with Lisburn and Castlereagh City Council (LCCC) in respect of the disposal of waste by residents of the Colin area of Belfast at the Cutts Recycling Centre within the LCCC District.’</p>
<b>2.0</b>	<b>Recommendations</b>
2.1	<p>The Committee are asked to</p> <ul style="list-style-type: none"> <li>Note the update report</li> </ul>

<b>3.0</b>	<b>Main report</b>
	<b>Background</b>
3.1	As a direct result of the initial outbreak of Covid-19 in March 2020, all but essential services across Northern Ireland's 11 Councils, including Belfast City Council (BCC) were suspended. This included the closure of Household Recycling Centres and Civic Amenity Sites. Once clarification and assurance was received from Central Government as to whether journeys to disposal sites were allowed under the 'Essential Travel' Guidelines, BCC reopened their sites with revised operating arrangements, designed with consultation with all internal stakeholders including Trade Unions to agree safe working practices and Covid-19 risk assessments.
3.2	Similar to other Councils, BCCs arrangements included measures to control access to these sites to maintain control and adhere to social distancing measures which in turn gave protection to staff and members of the public alike. Again, like other councils, these measures included restricting access to Household Recycling Centres to individual council residents.
3.3	Initially 100% identity checks were carried out by additional front of house staff, but as demand on the Belfast HRCs has settled, and control measures such as the booking system for Commercial type vans and trailers has been introduced, a more pragmatic approach has been adopted.
3.4	Each of the 11 local councils have taken similar but individual approaches to the re-opening and operation of their respective Household Recycling Centres and Civic Amenity sites. Each Council will have undertaken their own specific risk assessments as to how they will safely operate their individual sites. Differing approaches, arrangements and site specific Safe Systems of Work are to be expected between councils. These have been discussed during Council Waste Forum and TAGNI meetings between officers to benchmark and learn best practice from others during the current unprecedented difficult operating environment under which the collection of waste is carried out.
3.5	In respect to the operating procedures within Lisburn and Castlereagh City Council (LCCC), the requirement to prove residence within their boundary in order to gain access to their HRCs, including the site at the Cutts, Dunmurry, has been maintained. This has led to Belfast City Council area residents who have tried to gain access the site in LCCC area being turned away.

	<b>Main Update</b>
3.6	<p>Following the decision from the P&amp;C Committee in September, the City Services Manager (Resources and Fleet) was able to contact his equivalent officer in LCCC. He in turn noted the BCC request to explore options and advised that he would discuss the matter internally and revert as soon as possible.</p>
3.7	<p>Subsequent to this, the City Services Manager (Resources and Fleet) received an email on 1<sup>st</sup> October outlining the LCCC position. The main points are outlined as follows:</p> <ul style="list-style-type: none"> <li>• The matter was discussed by the LCCC Chief Officer Team on 1<sup>st</sup> October and it was agreed that they could not be supportive of the proposal at this time.</li> <li>• LCCC have made a council decision to dedicate the use of its sites to their own residents</li> <li>• In their view, to open these sites to residents from another council would create many complications and could not be considered in isolation i.e. that sites adjacent to other councils would have to be made available to them too, which in turn would mean those other councils having to consider access to their sites where restrictions to residents only are in place.</li> <li>• LCCC advised “With the current societal and economic pressures being experienced by us all in these unprecedented times we need to manage our services and costs to best effect and to the benefit of our own residents, therefore to consider changing an adopted process which we are satisfied services our Council needs is unlikely to achieve LCCC political support which is necessary to advance your proposal.”</li> </ul>
3.8	<p>In conclusion, it was stated that on this basis LCCC could not progress the matter any further.</p>
3.9	<p>LCCC, in support of their position, included a copy of correspondence sent to BCC in July 2014 from NIEA and copied to the then Lisburn City Council, when discussions were being held specifically around the Cutts site and the possibility of shared use and shared responsibility for the waste post-RPA. NIEA was not supportive of the proposed arrangement at that time, and LCCC have stated that a number of their concerns expressed in the letter still remain valid.</p>
3.10	<p>This letter is attached as Appendix 1 and details the complications around entering into an arrangement around one site in respect for:</p> <ul style="list-style-type: none"> <li>• Licensing and regulation of the site</li> <li>• Statutory recording, tracking and management of waste under a joint arrangement.</li> </ul>

3.11	<p>In conclusion, the letter stated:</p> <p>“To conclude, it is NIEA’s view that the current situation where the operator of a CA sites is solely responsible for the waste is straightforward and clear. CA sites already exist near council borders that will be receiving waste from residents from different council areas and this has been accepted by all parties. The proposed approach would introduce a great deal of complexity into the system and increase the potential for errors for no obvious environmental benefit.”</p> <p><b><u>Financial and Resource Implications</u></b></p>
3.12	<p>Any potential change in service provision would have financial implications which would require assessment for both councils.</p> <p><b><u>Equality and Good Relations implications/Rural Needs Assessment</u></b></p>
3.13	<p>An assessment is not required at this time given the update only nature of the report.</p>
<b>4.0</b>	<b>Appendices – Document’s Attached</b>
	Appendix 1 – Letter from NIEA ref the Cutts – 8th July 2014



**Mr Tim Walker**  
**Belfast City Council**  
**Health and Environmental Services Department**  
**The Cecil Ward Building**  
**4-10 Linenhall Street**  
**Belfast**  
**BT2 8BP**

**Your Ref: KM/TW**

**Our Ref:**

**Date: 8 July 2014**

Dear Tim,

Thank you for your letter dated 24 June on the future site options for the Cutts CA site, Derriagh. With regard to the specific issues you raised:

1. There is no precedent for a waste licence to be jointly held by two separate entities. This would make it difficult for NIEA to regulate the site, as there would not be one legal entity clearly accountable for compliance.

2(a). EPD have advised that currently there is no legislative or policy impediment to councils sharing tonnages from a CA site that is operated by one of them. The Department would require the two Councils to make a formal legal agreement to share tonnages between them. This would include an annually calculated percentage apportionment based on the tonnage of the waste entering the site from waste originating in each of the council's respective areas. This is likely to require an annual survey of the users of the site or another study which is fit for purpose and provides a statistical measure of the confidence of this apportionment.

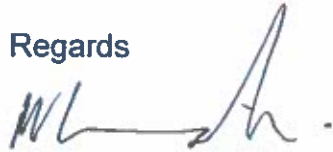
2(b). NIEA would require both the Councils to have copies of the incoming and outgoing Waste Transfer Notes to show they have control over the waste they are claiming for recycling, recovery or landfill. If Councils are using different contractors / facilities which result in different outcomes e.g. wood recovery versus recycling, then this detail would need to be captured in Waste Dataflow to demonstrate compliance with NILAS regulation 10. The same would apply if Councils are sending waste to different end destinations e.g. paper recycling in NI versus UK or abroad.

EPD have advised that should legally binding individual district council recycling targets come into operation, this type of arrangement may not be possible but this detailed policy consideration has not happened yet.



To conclude, NIEA's view is that the current situation where the operator of the CA site is solely responsible for the waste is straightforward and clear. CA sites already exist near council borders that will be receiving waste from residents from different council areas and this has just been accepted by all parties. The proposed approach would introduce a great deal of complexity into the system and increase the potential for errors for no obvious environmental benefit.

Regards

A handwritten signature in blue ink, appearing to read 'Mark Livingstone', with a stylized flourish at the end.

**Mark Livingstone**  
**Head of Waste Management**

**Cc Noeleen O'Malley, Lisburn CC**



# Health and Environmental Services Department

## Waste Management



Your reference

Our reference

Date

KM / TW

24 June 2014

Mr Mark Livingstone  
Director  
NIEA  
Klondyke Building  
Cromac Avenue  
Gasworks Business Park  
Malone Lower  
Belfast  
BT7 2JA

Dear Mark,

Re: Future Site Options – The Cutts CA Site, Derriaghy LN/07/34/V2

The Local Government Reform (LGR) programme brings new functions and boundaries to the eleven emerging Local Authorities. As part of the Service convergence process we have engaged with our colleagues in Lisburn City Council and initiated scoping discussions regarding the future provision of recycling facilities in respect of the Cutts Civic Amenity Site in Derriaghy.

We are keen to explore the options available in terms of future ownership and operating models. In order for us to carry out this feasibility study we are seeking input from NIEA in terms of compliance with the various aspects of waste legislation and also from a practical perspective such as auditing of the facility, on site and through the WasteDataFlow monitoring system.

Specifically the Council is keen to establish the following;

1. Can the site licence be held jointly by two Local Authorities?
2. Should site operations be "shared", what would the NIEA require in terms of evidence to (a) show the overall tonnage allocation between the two Councils and (b) satisfy the auditing requirements.

Based on our initial research we are not aware of any such arrangements locally and understand that this enquiry may require careful consideration and input from a legal perspective. However this type of operating model may have merit going forward as Local Authorities look to make further efficiency savings.

I look forward to hearing from you in the near future but if you should require any further information or clarification on the above please do not hesitate to contact me.

Yours sincerely

  
Tim Walker

Cc Noeleen O'Malley

Acting Assistant Director of Environmental Services, Technical – Lisburn City Council

Tim Walker MInstWM FCIWEM FIEMA CEnv

Head of Waste Management

**Belfast City Council, Health and Environmental Services Department**  
The Cecil Ward Building, 4-10 Linenhall Street, Belfast BT2 8BP  
Waste Management Service Freephone: 0800 0328100  
Textphone: 028 9027 0405  
Email: [wastemanagement@belfastcity.gov.uk](mailto:wastemanagement@belfastcity.gov.uk)



**INVESTORS  
IN PEOPLE**





<b>Subject:</b>	Council Response to Department of Health 'Consultation on cross-departmental Covid-19 Vulnerable Children and Young People's Plan'
<b>Date:</b>	10 November 2020
<b>Reporting Officer:</b>	Ryan Black, Director of Neighbourhood Services
<b>Contact Officer:</b>	Cate Taggart, Neighbourhood Services Manager

<b>Restricted Reports</b>	
Is this report restricted?	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
If Yes, when will the report become unrestricted?	
After Committee Decision	<input type="checkbox"/>
After Council Decision	<input type="checkbox"/>
Some time in the future	<input type="checkbox"/>
Never	<input type="checkbox"/>

<b>Call-in</b>	
Is the decision eligible for Call-in?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>

<b>1.0</b>	<b>Purpose of Report or Summary of main Issues</b>
1.1	The Council received an invitation from Ellis McDaniel, Director of Family & Children's Policy to participate in the Department of Health's (DOH) consultation on the 'Cross-departmental Covid-19 Vulnerable Children and Young People's Plan'. (A copy of the letter and plan is attached as Appendix 1 and Appendix 2).
1.2	Full details of the consultation are available at the following link: <a href="#">Consultation on cross-departmental Covid-19 Vulnerable Children and Young People's Plan</a>

1.3	Subject to approval by this Committee, it is proposed that a consultation response is submitted to the Department Of Health (DOH), with the proviso that, the response is subject to full Council approval at its meeting on 1 December 2020.
<b>2.0</b>	<b>Recommendations</b>
2.1	<p>The Committee are asked to;</p> <ul style="list-style-type: none"> <li>Consider the proposed consultation response to the 'Cross-departmental Covid-19 Vulnerable Children and Young People's Plan' and agree to the response being submitted to the DOH.</li> </ul>
<b>3.0</b>	<b>Main report</b>
	<b>Key Issues</b>
3.1	The Department of Health has led on the development of a 'Covid-19 Vulnerable Children and Young People's Plan', which has been produced on a cross-departmental basis with DfC, DE, DOJ and DfE.
3.2	The plan has been developed in response to the challenges and risks facing children, young people and their families due to the Covid-19 pandemic.
3.3	The plan identifies a series of activities that will be, or have been, undertaken across the Executive to meet the needs of vulnerable children, young people and their families during this time and in the subsequent recovery period.
3.4	<p>The Plan aims to:</p> <ul style="list-style-type: none"> <li>reflect the activities that are being undertaken to support children and vulnerable families during Covid-19;</li> <li>reflect how services have adapted and enhanced provision to continue to support children and families during Covid-19; and</li> <li>include new actions, which have been (or will be) undertaken specifically to address some of lockdown's risks and challenges.</li> </ul>
3.5	The intention is that the Plan will help support the next steps in rebuilding services to meet the needs of vulnerable children and young people.
3.6	The draft consultation response is attached as Appendix 3 for Members' consideration (The response refers to the document 'Universal approaches to improving children and young people's mental health and wellbeing' which is attached as Appendix 4).

3.7	The draft response welcomes the plan and its ambitions. It proposes suggestions regarding the monitoring the plan's outcomes and outputs, the need to take account of work being undertaken by other stakeholders and highlights the need for the plan to be mindful of the current changeable environment that may impact some of the proposed activities.
3.8	<p><b>Financial &amp; Resource Implications</b></p> <p>There are no financial or resource implications associated in responding to the consultation.</p>
3.9	<p><b>Equality and Good Relations implications/Rural Needs Assessment</b></p> <p>There are no equality, good relations or rural needs implications in responding to the consultation.</p>
<b>4.0</b>	<b>Appendices – Documents Attached</b>
	<p>Appendix 1: Invitation to respond to consultation</p> <p>Appendix 2: Department of Health's 'Consultation on cross-departmental Covid-19 Vulnerable Children and Young People's Plan'</p> <p>Appendix 3: Proposed Consultation Response from Belfast City Council</p> <p>Appendix 4: 'Universal approaches to improving children and young people's mental health and wellbeing: Short descriptions of interventions identified from the synthesis of systematic reviews' Public Health England (2019)</p>

This page is intentionally left blank

Eilís McDaniel

Family and Children's Policy Directorate



Department of  
**Health**

An Roinn Sláinte

Mánnystrie O Poustie

[www.health-ni.gov.uk](http://www.health-ni.gov.uk)

Chief Executive's Office		
Date: 22/9/20		
Noted by CX: Y/N		
Ref: SN 1119		
Referred to:		
Copy sent	Original sent	
MB updated	Invite reg	

Tel: 028 90 523263

Fax:

Email: [eilis.mcdaniel@health-ni.gov.uk](mailto:eilis.mcdaniel@health-ni.gov.uk)

Date: 18 September 2020

Dear Consultee

**CONSULTATION ON CROSS-DEPARTMENTAL COVID-19 VULNERABLE CHILDREN AND YOUNG PEOPLE'S PLAN**

The Department of Health is facilitating a consultation on a draft *Cross-Departmental Covid-19 Vulnerable Children and Young People's Plan* from 18 September 2020 until 13 November 2020.

It is intended that the plan will:

- promote the safety and well-being of children and young people during the Covid-19 pandemic period;
- strengthen system capacity to respond to current challenges and risks; and
- support the rebuilding of services.

A copy of the consultation document and questionnaire is available at <https://www.health-ni.gov.uk/consultations/consultation-cross-departmental-covid-19-vulnerable-children-and-young-peoples-plan>. Respondents are encouraged to use the online survey to submit their views.

If, for any reason, you are unable to access the electronic versions of the documents you can request a paper copy by contacting Jeanette Bratty on 028 90 520688 or via email to: [fcpdadmin@health-ni.gov.uk](mailto:fcpdadmin@health-ni.gov.uk). This email address can also be used to request the documents in an alternative format, or to submit your response.

Yours faithfully

*Eilís McDaniel*

Eilís McDaniel  
Director of Family and Children's Policy

This page is intentionally left blank



# Cross-Departmental Actions for Vulnerable Children and Young People during the Covid-19 Pandemic Period

## Introduction

This plan has been developed in response to the challenges and risks facing children, young people and their families due to the COVID-19 pandemic, the associated public health restrictions and the prolonged period of lockdown. The plan is intended to reflect a series of activities that will be or have been undertaken across government to meet the needs of vulnerable children, young people and their families during this time.

## Who are vulnerable children?

For the purposes of this plan, a vulnerable child or young person is:

- A child who has an assigned social worker because he or she is a child in need, in need of protection (or on the child protection register) or is a looked after child. A child in need includes young carers, children with disabilities, and children living in families where there is domestic abuse, substance abuse, and / or mental health difficulties.
- A child who is receiving support from, or has been referred to Child and Adolescent Mental Health Services (CAMHS).
- A child who has a statement of special educational needs, a child who is accessing EOTAS, or a child who normally accesses Education Nurture Units.
- A child who is 'on-the-edge' of receiving support from children's social services.
- A child who is in need, including in need of protection, but whose need is not known to statutory services.
- A child who is not known to statutory or voluntary and community support services but who is vulnerable because their family is under increased pressure due to Covid-19 related circumstances.
- A young person who was previously a looked after child, whether or not they are receiving support from statutory services.
- A child who has been placed for adoption.
- Asylum seeking and refugee children and children whose parents have no recourse to public funds.

## Aim of the plan

The aim of this plan is to **promote the safety and well-being of children and young people** during the Covid-19 pandemic period:

1. within the home environment; and
2. within the wider community;

and to:

3. **strengthen system capacity** to respond to current challenges and risks; and
4. **rebuild services.**

## Monitoring and Reporting of Plan

It is intended that available facts, statistics and evidence will be used to identify emerging issues and keep the Plan under review.

## 1. Promoting safety and well-being in the home environment

RISK/CHALLENGE	ACTIONS	LEAD
1.1 Increased risk of harm in the home.	<p><u>Maximise opportunities for vulnerable children to spend time safely out of the home environment</u></p> <ul style="list-style-type: none"> <li>i. Identification of vulnerable children who would benefit by attending school during lockdown by professionals – including social workers, health visitors; school nurses; teachers, AHPs, PSNI, youth workers.</li> <li>ii. Attendance of vulnerable children in school, including pre-school, settings, where appropriate during lockdown.</li> <li>iii. Provision of childcare places to vulnerable children.</li> <li>iv. Access to outdoor space for exercise e.g. local council parks, forest and country parks.</li> </ul>	<p>HSCTs/EA/ PSNI/</p> <p>DE</p> <p>DoH/DE/HSCTs DfC/Local Govt./DAERA</p>
	<p><u>Signposting sources of advice and support</u></p> <ul style="list-style-type: none"> <li>v. Promotion/advertising of helplines               <ul style="list-style-type: none"> <li>a. Childline</li> <li>b. NSPCC helpline – promoted across UK jurisdictions</li> <li>c. Domestic and Sexual Abuse helpline – promoted by ‘see the signs’ campaign re-launched (across TV, radio and social media for 5 weeks in April and May).</li> <li>d. Education Authority Child Protection Service Helpline promoted through supplementary guidance to schools</li> <li>e. COVID-19 Mental Health Response plan includes action to signpost children and young people to helplines including Lifeline and the Samaritans and to online resources.</li> </ul> </li> <li>vi. New guidance on how to access support for those experiencing domestic abuse</li> <li>vii. Signposting to services by Family Support Hubs</li> <li>viii. Safeguarding information for parents and professionals available in SBNI App</li> <li>ix. Signpost to resources on online harms e.g. on internet and on-line safety, sexting, cyberbullying and reporting abuse through Policing and Community Safety Partnerships.</li> </ul>	<p>DoH/DoJ/ PSNI/EA</p> <p>DoJ/DoH HSCB SBNI DoJ</p>

RISK/CHALLENGE	ACTIONS	LEAD
	<u>Specific Supports:</u> <ul style="list-style-type: none"> <li>i. Increased temporary accommodation places for victims of domestic abuse</li> <li>ii. Housing support services for families through continued provision of 'Supporting People' service.</li> <li>iii. Additional funding of £6000 for refuges for COVID-19 related provision.</li> </ul>	DfC / NIHE DfC/NIHE  DfC/NIHE
	<u>Reporting concerns</u> <ul style="list-style-type: none"> <li>i. Awareness-raising among general public about how to report safeguarding concerns</li> <li>ii. Awareness-raising among general public about how to report domestic violence concerns - PSNI relaunched 'behind closed doors' promotional social media campaign</li> <li>iii. Awareness-raising that Child Protection Services continue to operate in full across the COVID-19 response period.</li> </ul>	EIS/DoH/DoJ/EA/P SNI/HSCTs  PSNI   HSCTs/SBNI
1.2 Increased pressure on families due to lockdown and social distancing restrictions.	<u>Signposting services and service provision for families</u> <ul style="list-style-type: none"> <li>i. Signposting/referring families to services by Family Support Hubs.</li> <li>ii. Provision of advice and support to citizens through Council mobilised Community Hubs</li> <li>iii. Signposting to practical help and assistance through the Covid-19 Community Helpline</li> <li>iv. Emotional support and signposting of services through the Stay Connected Helpline in Southern Health and Social Care Trust area.</li> <li>v. Advice and assistance to those with GP 'shield letters' being provided by shield teams in Health and Social Care Trusts.</li> <li>vi. Sure Start projects and other early years' providers continuing to provide services remotely.</li> <li>vii. Up-to-date information of available support for families</li> <li>viii. Multi-Agency Support Hubs providing support to vulnerable people experiencing a range of issues in 10 Council areas.</li> </ul>	HSCB DfC/Local Government  AdviceNI/DfC  SHSCT  HSCTs  DE/HSCB <a href="#">CYPSP</a> / <a href="#">Familysupport.ni</a> / <a href="#">CommunityNI</a> / DoJ/PSNI
	<u>Access to resources/online services and information</u> <ul style="list-style-type: none"> <li>ix. Information on digital safeguarding provided to parents, children and young people through 'Safer Schools' app.</li> </ul>	DE

RISK/CHALLENGE	ACTIONS	LEAD
	<ul style="list-style-type: none"> <li>x. Support for vulnerable children (known to social services), including tailored home programmes, using a range of on-line resources.</li> <li>xi. Sure Start projects delivering play resources to vulnerable families' homes</li> </ul>	DE  HSCTs DE/HSCB
	<u>Specific supports</u> <ul style="list-style-type: none"> <li>xii. Additional payments (£100) provided to every foster carer for more educational and play resources.</li> <li>xiii. Provision of home based resources and games for families where there is domestic abuse through Women's Aid.</li> <li>xiv. Alternative arrangements put in place to facilitate contact between children and parents e.g. in cases where parents live in separate households or court orders are in place.</li> </ul>	HSCTs  DoH/HSCB  HSCB/HSCTs
1.3 Reduced service provision and/or interaction with services results in children and young people being less visible.	<ul style="list-style-type: none"> <li>i. Professionals to maintain contact with children and families at risk and in need of support– including social workers, teachers, AHPs, PSNI, youth workers, health visitors, family nurses, school nurses, Education Authority's Independent Counselling Service, Education Welfare Service and Intercultural Service, Young Carers Service</li> <li>ii. Children's services continue to investigate and respond to child protection concerns and services/agencies continue to work collaboratively, sharing information/concerns appropriately.</li> <li>iii. Public messaging asking public to be vigilant and advising how to refer to statutory agencies.</li> <li>iv. Ability for young people to connect with youth worker via 'Youth Online' – a platform where young people can access 'Stay Connected' service.</li> <li>v. Work with voluntary organisations such as VOYPIC, Extern and MACS, to establish appropriate arrangements to facilitate ongoing engagement and contact with children and young people in care and care leavers.</li> </ul>	HSCTs/EA/PSNI/Action for Children  HSCB/HSCTs  EIS, SBNI, DoH, DE, DoJ EA  HSCB

RISK/CHALLENGE	ACTIONS	LEAD
1.4 Families facing financial hardship and/or in food poverty	<p><u>Additional supports available</u></p> <ul style="list-style-type: none"> <li>i. Additional payments for families normally eligible for free school meals via the 'COVID-19 Free School Meals direct payment scheme' (£2.70/child per day for each day of term the schools are closed).</li> <li>ii. Family Support Hubs harnessing support of local businesses e.g. food vouchers.</li> <li>iii. Sure Start working with local community partners to deliver food parcels to vulnerable families.</li> <li>iv. Immediate child/family needs being addressed through Children in Need budget.</li> <li>v. Provision of 5-day food boxes providing breakfast and lunch via 'Eat Well Live Well Scheme'</li> <li>vi. Food poverty initiatives and links with food banks established with particular focus on Roma and Traveller need.</li> <li>vii. Additional financial support for short-term living expenses where a person, or any member of their immediate family, is diagnosed with COVID-19 or is advised to self-isolate via the 'Discretionary Support COVID-19 short term living expenses grant' (Annual Income Threshold raised to £20,405 on 21 April 2020).</li> <li>viii. An agreement is in place with the Housing Executive and Housing Associations that any social housing tenant facing rent difficulties due to the COVID-19 emergency will not be evicted</li> <li>ix. Continued housing support, including for families and young people, through the 'Supporting People service' provision.</li> <li>x. Support a more sustainable approach to help those who need help to access food, including: Additional investment of up to £875k provided to Fareshare, a national network of charitable food redistributors, to deliver an increased supply of food to community food providers; extension of the pilot programme with Social Supermarkets to allow consideration for a full programme to be rolled out; and the development of a supporting business case with the aim of having the appropriate network established by October 2020. In the longer term DfC will factor in the findings from this emergency programme into the development of the</li> </ul>	<p>DE</p> <p>HSCB DE/HSCB</p> <p>HSCB</p> <p>EA/DfC</p> <p>DE</p> <p>DfC/Local Govt. / HSCTs</p> <p>DfC</p> <p>DfC/NIHE/Housing Associations DfC/NIHE</p> <p>DfC</p>

RISK/CHALLENGE	ACTIONS	LEAD
	<p>overarching Anti-Poverty Strategy to include a clear set of actions on food poverty.insecurity.</p> <p>xi. Housing for families with no recourse to public funds.</p> <p>xii. Initiatives to support vulnerable consumers’ connectivity promoted <a href="#">online</a>.</p>	<p>NIHE/DfC/DoH DfE</p>
1.5 Children facing educational disadvantage due to school closures	<p>i. Support and guidance for schools, pupils and their parents/carers during period of school closure through “Continuity of Learning Project”.</p> <p>ii. Home learning <a href="#">online resources</a> to support families during the COVID-19 crisis.</p> <p>iii. Loan of digital devices to support children and young people with home learning.</p> <p>iv. Provision of computers and associated IT equipment to children in foster care to support home schooling through Fostering Network.</p> <p>v. Assistance being provided to children in foster care and their carers to participate in structured education-related activity and uptake of home tuition which is being provided through the Fostering Attainment and Achievement Service.</p> <p>vi. Support for supervising social workers, residential social workers and others with learning, and understanding the impact of trauma and attachment on learning and development of looked-after children through EA helpline.</p> <p>vii. Provision of specialist advice and support to schools, parents/guardians and vulnerable children in relation to positive behaviour management strategies and emotional health and wellbeing during COVID-19.</p> <p>viii. Post Primary EOTAS provision is open to young people for direct delivery in centre, or via remote learning support. The service is maintaining regular contact with pupils known to the service.</p> <p>ix. Exceptional teaching support being offered online and contact maintained with families by phone.</p> <p>x. Libraries’ IT facilities to be utilised to assist in providing space and facilities for children to do school work.</p>	<p>DE</p> <p>DE DE</p> <p>DoH/DE/HSCB</p> <p>HSCB/Fostering Network/ EA</p> <p>EA</p> <p>EA</p> <p>EA</p> <p>EA</p> <p>DfC</p>
1.6 Children/families unable to access services due to reduced service provision	<p>i. Children and young people services continuing to be provided, where possible, including by alternative means or with additional measures in place to facilitate public health restrictions.</p>	<p>HSCTs/ EA/ PSNI/ YJA/</p>

RISK/CHALLENGE	ACTIONS	LEAD
and/or social distancing requirements	ii. Public awareness raising relating to accessing medical help for children and young people - GP / Acute Paediatric services.	HSCTs/ Royal College of Paediatrics and Child Health HSCTs HSCTs HSCTs
	<u>Specific Supports</u>	
	iii. Health visits continuing for new births and support for vulnerable families.	
	iv. HSCTs Health Visiting helplines in operation.	
	v. Allied Health Professionals have provided resource packs including home treatment programmes to parents/carers.	
	vi. Digital solutions, including apps and page tracker, are being utilised where possible to ensure allied health professional therapy advice and online guidance is available for families	HSCTs
	vii. New ante-natal and post-natal online programmes to support new mothers.	PHA
	viii. New Northern Ireland Maternity website <a href="https://www.ni-maternity.com">https://www.ni-maternity.com</a>	PHA
	ix. Joint Health & Education multi-disciplinary panels operating in each Health and Social Care Trust area, engaging with Special School principals where appropriate, to deliver integrated provision for children with complex needs. Includes joint strategic oversight arrangements.	DE/DoH
	x. COVID-19 Mental Health Response Plan. Under the plan: a team will be established within the emergency response structure to focus on the needs of children and young people during the pandemic; transitions from CAMHS to adult mental health services will be suspended to facilitate continuity of care, enable risks to be safely managed and ease bed pressures on mental health services; and the use of technology in CAMHS appointments and communications with children and young people will be promoted.	HSC/DE/EA
	xi. CAMHS online resource for ideas, including for children and parents, to help manage mental health during COVID-19.	DoH
	xii. Prioritisation and delivery of 3 key programmes of grant funding (Neighbourhood Renewal, Areas at Risk and Small Pockets of Deprivation) with over 300 projects receiving 6 months' advance funding to continue to deliver vital services, including the continuation of youth projects, counselling, mentoring and educational support adapted to meet social distancing requirements.	DoH
	xiii. Payments of core grant to 67 voluntary and community sector organisations rolled over for the first quarter of 2020/21, monitoring relaxations applied and organisations empowered to focus their efforts on COVID-19 responses.	DfC
		DOH
		HSCTs



RISK/CHALLENGE	ACTIONS	LEAD
	<p>xiv. Looked after and Adopted Children Therapeutic Services are providing weekly contacts and support to providers of supported accommodation in respect of young people presenting with particular mental health or wellbeing concerns</p> <p>xv. Voluntary and community organisations and providers of floating support have enhanced their outreach support to care leavers living in supported accommodation and those living independently in the community.</p> <p>xvi. Young Carers Service continuing virtually where possible including assessment, reviews, one to one sessions and group work with young carers and their families. ‘Garden gate’ visits undertaken to support the most vulnerable young people self-isolating due to their vulnerable needs or the needs of persons they are caring for.</p> <p>xvii. Online delivery (since the beginning of COVID-19) of the Peace4Youth Programme which is aimed at young people aged 14 – 24 who are disadvantaged, excluded or marginalised, have deep social and emotional needs and are at risk of becoming involved in anti-social behaviour, violence or paramilitary activity. Participants will develop capabilities in personal development, good relations and citizenship, enhancing their employability and improving their life chances. The programme runs for 6-9 months for 3 or 4 days per week and is delivered by a range of youth organisations and further education colleges. SEUPB are working with the projects to support them to meet the programme requirements. DfE continue to provide incentive payments to eligible participants on the programme, funded by the Executive Office’s Shared Future Fund.</p>	<p>HSCB</p> <p>HSCB / Action for Children</p> <p>DfE</p>

## 2. Promoting safety and well-being in the wider community

RISK/ CHALLENGE	ACTIONS / POSSIBLE ACTIONS	LEAD
2.1 Increased risk of exploitation	<ul style="list-style-type: none"> <li>i. Continued operation of missing children arrangements between police and social services where a risk of significant harm is identified.</li> <li>ii. Professionals maintaining contact with children at risk – including social workers, teachers, AHPs, Community Children’s Nursing/Health Visitors, PSNI, youth workers.</li> <li>iii. Working through public health restrictions to continue to ensure appropriate sharing of information/concerns between statutory agencies.</li> <li>iv. Work with community and voluntary organisations to enhance outreach support to children and young care leavers.</li> <li>v. A range of activities to address the risk of increased exploitation of vulnerable children and young people under the auspices of the Tackling Paramilitarism, Organised Crime and Criminality Programme are being undertaken.</li> </ul>	<p>DOH/ PSNI/ DE/ DfC/ HSCTs/ YJA/DOJ</p> <p>DoJ/ EA/ PSNI/ YJA/TEO/ DfC</p>
2.2 Increased exposure to risk of online harm due to children spending more time online	<ul style="list-style-type: none"> <li>i. Raise public awareness on risks of online harms</li> <li>ii. Signposting families to existing resources on online harms e.g. on internet and on-line safety, sexting, cyberbullying and reporting abuse through policing and community safety partnerships.</li> <li>iii. Promoting the use of the Safer Schools App for awareness of on-line safety messages for staff, children and young people and their parents</li> <li>iv. Referral programme under the YJA/PSNI ‘Sexting Pilot’ continues to operate.</li> </ul>	<p>DOH / DOJ / DE/ PSNI / YJA / EA</p> <p>DE/EA</p> <p>YJA/PSNI</p>

### 3. Strengthen system capacity to respond to current risks

RISK / CHALLENGE	ACTIONS / POSSIBLE ACTIONS	LEAD
3.1 Availability of adequate information in a timely manner to inform decision-making in response to COVID-19	<ul style="list-style-type: none"> <li>i. Collection of information daily relating to children in schools.</li> <li>ii. Children's social services dashboard updated weekly and published online</li> <li>iii. Gathering and using intelligence from a range of sources, including advice lines and hub referral trends, to identify any emerging issues and inform strategy and decision making.</li> <li>iv. Parentline survey to capture the voice of vulnerable families.</li> <li>v. Parenting Surveys on childcare requirements during the pandemic.</li> <li>iv. Increased frequency of interagency collaboration on domestic abuse to ensure joined up approach to prevent harm and provide support.</li> </ul>	DE DoH  DoH/DfC TEO DoH/DfC CiNI / DOH  DoJ / DOH / DfC
3.2 Provide guidance to parents, families, professionals and the public	<ul style="list-style-type: none"> <li>i. Guidance issued to children's homes, foster care, supported lodgings and supported accommodation.</li> <li>ii. Guidance on continuity of safe childcare provision for keyworkers and vulnerable children during the pandemic produced for parents, day care settings and childminders.</li> <li>iii. Joint Ministerial (with Justice) statement published on 29 April advising separated parents on how to maintain contact with children during the pandemic, and supplementary guidance uploaded to NIDirect.</li> <li>iv. Guidance relating to adoption.</li> <li>v. Guidance on child protection medical assessments during COVID-19 developed for GPs by community paediatricians/PSNI.</li> <li>vi. A range of guidance for parents and schools to build capacity and enhance an understanding of the needs of looked-after children during and after the COVID-19 Pandemic.</li> </ul>	DoH  DoH  DoH/DoJ  DoH HSCTs/PSNI  EA
3.3 Consider legislative changes required to facilitate changes to service delivery	<ul style="list-style-type: none"> <li>i. Temporary modification of statutory duties – Children's Social Care (Coronavirus) (Temporary Modification of Children's Social Care) Regulations (Northern Ireland) 2020.</li> </ul>	DoH

<b>RISK / CHALLENGE</b>	<b>ACTIONS / POSSIBLE ACTIONS</b>	<b>LEAD</b>
3.4 Reduced workforce capacity due to illness/self-isolation	<ul style="list-style-type: none"> <li>i. Essential services maintained on a priority basis, in accordance with needs and risk assessments.</li> <li>ii. Appropriate levels of management oversight, supervision and support to staff.</li> <li>iii. Redeployment of staff as needed.</li> <li>iv. Surge Plan and associated Action Card in place within Children's social services and subject to ongoing review.</li> <li>v. Temporary changes to pre-employment vetting to make it quicker for new staff and returning staff to be put in post. Guidance published online and legislation amended.</li> <li>vi. Additional staff being recruited e.g. via the HSC Workforce appeal and other recruitment drives.</li> <li>vii. Access to PPE and testing.</li> </ul>	<p>All</p> <p>All</p> <p>DoH / HSCB</p> <p>DoH</p> <p>DoH</p>
3.5 Protection measures for staff delivering face-to-face services	<ul style="list-style-type: none"> <li>i. Staff using alternative methods for service delivery e.g. phone calls, video conferencing, where appropriate;</li> <li>ii. Advice on social distancing measures;</li> <li>iii. Provision of PPE and access to testing, where appropriate</li> </ul>	<p>All</p> <p>PHA HSCTs</p>

#### 4. Rebuild services

<b>RISK / CHALLENGE</b>	<b>ACTIONS / POSSIBLE ACTIONS</b>	<b>LEAD</b>
4.1 Service delivery during covid-19 rebuild period	<ul style="list-style-type: none"> <li>i. Develop and implement service-specific rebuild plans, in line with the Executive's 5 Step Plan.</li> </ul>	DoH, DfC, DoJ, DE

**Glossary**

AHP	Allied Health Professionals
CAMHS	Child and Adolescent Mental Health Service
EA	Education Authority
EOTAS	Education Other Than At School
HSCB	Health and Social Care Board
HSCT	Health and Social Care Trusts
PHA	Public Health Agency
PPE	Personal Protection Equipment
PSNI	Police Service of Northern Ireland
SEUPB	Special European Union Programmes Body
SBNI	Safeguarding Board for Northern Ireland
VOYPIC	Voice of Young People in Care
YJA	Youth Justice Agency

This page is intentionally left blank

## **BELFAST CITY COUNCIL - RESPONSE TO THE COVID-19 VULNERABLE CHILDREN AND YOUNG PEOPLE'S PLAN**

### **1. Introduction**

- 1.1 The Department of Health has led on the development of a Covid-19 Vulnerable Children and Young People's Plan, which has been produced on a cross-departmental basis with DfC, DE, DOJ and DfE.
- 1.2 The plan has been developed in response to the challenges and risks facing children, young people and their families due to the Covid-19 pandemic. It is intended to reflect a series of activities that will be, or have been, undertaken across the Executive to meet the needs of vulnerable children, young people and their families during this time and in the recovery period after.
- 1.3 The Executive agreed to the publication of the Covid-19 Vulnerable Children and Young People's plan on 6 August 2020, subject to a targeted consultation to ensure the Plan:
- reflects the activities that are being undertaken to support children and vulnerable families during Covid-19;
  - reflects how services have adapted and enhanced provision to continue to support children and families during Covid-19; and
  - Includes new actions, which have been undertaken specifically to address some of lockdown's risks and challenges.
- 1.4 The Plan will help support the next steps in rebuilding services to meet the needs of vulnerable children and young people.
- 1.5 Belfast City Council (BCC) welcomes the core principle of the document. We find however that the document will benefit from additional detail.
- 1.6 Alignment with current policies and frameworks (Eg. Outcomes groups) need to be detailed. Correspondence between established indicators aimed at measuring the improvement of children and young people and the newly proposed actions needs to be explored to assess the real impact of the proposed interventions.
- 1.7 In order to prevent the reactive nature and volatility of some interventions due to current unprecedented circumstances and the constant changes in the limitations for service delivery, a more thorough plan is needed. The plan would benefit from an assessment of which intervention can be delivered according to the different levels of restrictions in place. This will ensure that different interventions are in pace to mitigate the named risks regardless of the different levels/tiers of restrictions.
- 1.8 The response outlined below follows the structure set out in the consultation paper. We have provided answers where BCC has a stated position and where it is considered appropriate for us to respond.

## 2. Definition of Vulnerable children and young people.

- 2.1 We welcome the definition of children and young people used in the consultation document. We welcome in particular the specific acknowledgment to “invisible” children, that is, those not known to services and invisible to local authorities. The number of these children have increased dramatically as a consequence to COVID pandemic encountering a wide range of difficulties from physical health , mental illness to going hungry or cold; at the verge of getting homeless or out of school; being at risk of neglect or living with parents with health problems.
- 2.2 BCC welcomes the aims of the plan.
- 2.3 Monitoring, reporting and engagement need to take a holistic approach. We found it challenging to discern between actions already in place, and plans of actions which will take place in the future. Clear and simple reporting mechanisms need to be put in place as a matter of urgency in order to respond efficiently to the needs of children and young people.

## 3. Promoting safety and wellbeing in the home environment

- 3.1 We welcome the actions proposed. BCC welcomes in particular the recognition of the relevance of the usage of outdoor spaces. In addition to the opening of parks and other outdoor facilities, BCC is working on a programme of interventions aimed at encouraging service users, including children and young people, to exercise and use outdoor spaces. BCC recognises the impact that the usage of outdoor spaces has on mental health and wellbeing.
- 3.2 A clear reporting mechanism for the learning from the different COVID emergency support lines needs to be put in place to make best use of the learning incurred during the lifetime of the service. This mechanism should be informed by already agreed indicators. (Outcomes for children and young people).
- 3.3 There are a number of initiatives across the region that, while not targeting children and young people directly, have proven to be a huge influencing factor in improving quality of life across the region during the pandemic. An example of this is the Belfast Community Response Hub.
- 3.4 The Belfast Community Response Hub was established within **9 days** (distribution hub, customer helpline and remote contact centre). This provided an opportunity to support vulnerable families and children. Some of our outputs are:
- **9,770** calls handled by the Contact Centre
  - **6,908** enquiries were in relation to food parcels
  - **5,115** calls handled by local community run helplines
  - **930** welfare referrals were managed by the Area Teams N/S/E/W (this included providing advice and signposting for prescription pick up, emotional support and emergency food). The majority of referrals were for charity or community support (43%), non-emergency support (20%), collection of prescriptions (11%) and emergency service support (10%).
  - **30** staff provided with ‘Big Word’ training to improve communication with people who didn’t have English as their first language



- **107,407** food parcels and hot food delivered over **16** weeks - **50,533** food parcels from Community Response Hub and **56,874** food parcels and hot food from Community Organisations
- **9,320** deliveries or prescription pick-ups were made on behalf of residents
- **Over £1.6 million in grants** allocated to **134** Community Groups to fund their support of the project.
- **4,577** calls were made by the Contact Centre to residents to prepare them for the closure of the scheme and to signpost them on to community support where needed

3.5 With an increase of usage of internet by children and young people, there is a bigger potential for online harm to take place. Specific guidance on how to deliver online services safely for professionals would be welcome.

3.6 Multiagency support is key. Fluid communications between the different organisations involved needs to be formally established particularly in the co-design of activities.

3.7 While there are several interventions that would address the majority of children in a vulnerable position, there are a number of key issues that might need further consideration such as the lack of wrap around support mechanisms for families, isolation and specific issues such as poverty, food poverty and fuel poverty.

3.8 The consultation asked if we are aware of any other effective interventions to support the improvement of mental health in children and young people: we would recommend the attached 'Universal approaches to improving children and young people's mental health and wellbeing: Short descriptions of interventions identified from the synthesis of systematic reviews' by Public Health England (2019)

3.9 A simple reporting mechanism needs to be put in place from the beginning of the intervention to assess progress and needed corrections. An accountability mechanism with specific outcomes and targets is required by each one of the partners.

#### **4. Promoting safety and wellbeing in the wider community**

4.1 Overall, we agree that the right actions have been put in place. There is no clarification as to which of these are currently being delivered and which ones are being planned, making it difficult to assess the demand and need for these services.

#### **5. Strengthen system capacity to respond to current risks**

5.1 In addition to the availability of adequate information in a timely manner to inform decision making, there are a series of services such as parent and toddler groups, activity based children groups, afterschool's and play groups that prove to be invaluable in promoting the health and wellbeing of children and young people. Timely advice, guidance and planning of these activities will provide an additional resource during this time. Up to date advice and coordination between different partners to agree minimum standards for the delivery of services are paramount.

## **6. Rebuild Services**

6.1 In addition to the executive recovery plan, Council is in the process of finalising its own recovery plan that will guide us in how we move Belfast forward towards COVID recovery and beyond.

The framework covers both economic and community recovery, the latter in the broadest sense – families, local businesses, and community sector – all those stakeholders that are connected to a local place.

6.2 In BCC we will approach recovery collectively and in an integrated way that is very much in the spirit of the principles agreed by chief officers and elected members. These are:

- Support local area problem solving
- Create opportunities for new ways of working
- Support cultural change in support of area working
- Create synergies to pool the great knowledge and experience that you all have
- Align to the vision of community provision



Public Health  
England

Protecting and improving the nation's health

## **Universal approaches to improving children and young people's mental health and wellbeing**

Short descriptions of interventions identified  
from the synthesis of systematic reviews

## About Public Health England

Public Health England exists to protect and improve the nation's health and wellbeing, and reduce health inequalities. We do this through world-leading science, knowledge and intelligence, advocacy, partnerships and the delivery of specialist public health services. We are an executive agency of the Department of Health and Social Care, and a distinct delivery organisation with operational autonomy. We provide government, local government, the NHS, Parliament, industry and the public with evidence-based professional, scientific and delivery expertise and support.

Public Health England  
Wellington House  
133-155 Waterloo Road  
London SE1 8UG  
Tel: 020 7654 8000

[www.gov.uk/phe](http://www.gov.uk/phe)

Twitter: [@PHE\\_uk](https://twitter.com/PHE_uk)

Facebook: [www.facebook.com/PublicHealthEngland](https://www.facebook.com/PublicHealthEngland)



© Crown copyright 2019

You may re-use this information (excluding logos) free of charge in any format or medium, under the terms of the Open Government Licence v3.0. To view this licence, visit [OGL](https://www.ogil.io). Where we have identified any third party copyright information you will need to obtain permission from the copyright holders concerned.

Published October 2019  
PHE publications  
gateway number: GW-840

PHE supports the UN  
Sustainable Development Goals



# Contents

About Public Health England	2
Short descriptions of interventions	4
References	26

## Short descriptions of interventions

This document lists the interventions<sup>1</sup> identified from the synthesis of systematic reviews. Wherever possible, the titles of the interventions are linked to a website where further information about the intervention can be found. Where no official website exists, a link to the most informative summary available or a relevant research paper which describes the intervention has been included.

- 1.1 **Achievement Mentoring Program** (as described in Holt et al., 2008): An adapted intervention based on the Behavioral Monitoring and Reinforcement Program (BMRP; Stanley, Goldstein, & Bry, 1976). Mentors were asked to (a) talk with one of the student's teachers to learn one positive thing the student did that week and to learn about any upcoming assignments; (b) meet with the mentee for 15–20 minutes to acknowledge one positive accomplishment for that week and to problem-solve around how to maintain this positive behaviour and complete future assignments; (c) practice an important and relevant behaviour with the mentee, such as having the mentee rehearse speaking to a teacher or parent, organising a notebook together, or doing homework together; and (d) follow the mentee's attendance record, tardy arrivals to school, discipline referrals, and report cards, and discuss these with the student. In addition, mentors learned about their mentee's longer-term plans and goals, such as obtaining a summer job and or educational vocational aspirations. Mentors were encouraged to contact the mentee's parents verbally or in writing once a month to communicate one positive behaviour demonstrated by the mentee. Finally, mentors were encouraged to meet with their mentee for monthly booster sessions during the next academic year. Mentors also received 3-hour training prior to the intervention and met once a week with other mentors to discuss challenges arising from their work.
- 1.2 **Active Programme Promoting Lifestyle in Schools**: A 1-year multidisciplinary, multiagency programme designed to improve knowledge and influence diet and physical activity. The programme consists of teacher training, modifications of school meals, and the development and implementation of school action plans designed to promote healthy eating and physical activity.
- 1.3 **Antibullying Program** (as described in Fekkes et al., 2006): A programme developed in the Netherlands which aims to reduce bullying behaviour, including training for

---

<sup>1</sup> Targeted interventions have not been included in this list

teachers and the writing of an anti-bullying policy describing the activities that a school is planning on implementing when faced with bullying incidents.

- 1.4 **Arizona Attorney General's Social Networking Safety Promotion and Cyberbullying Prevention:** 45 minute presentation on social networking, safety promotion and cyberbullying. Discussion of digital citizenship. About two-thirds of the presentation focuses on issues related to social networking safety promotion, and one-third focuses on issues related to cyberbullying prevention.
- 1.5 **Aussie Optimism Programme:** The Aussie Optimism Programme is based on Seligman's theories of learned helplessness, and more generally on Positive Psychology. It focuses on building competencies in children, rather than alleviating problems. It aims to reduce anxiety and depression. It is designed for teachers to use with a whole class in school over a term with one session a week.
- 1.6 **Beyondblue:** An Australian secondary school programme for years 8–10. The programme is intended to be delivered over 3 years, with students participating in 10 weekly classroom sessions each year of 30–45 minutes duration. It is built around the development of 6 senses (sense of self-worth, sense of control, sense of belonging, sense of purpose, sense of future and sense of humour). It uses a range of interactive methods including small-group exercises and discussions, role-plays, deep-learning tasks and quizzes.
- 1.7 **Bite Back:** An online positive psychology program designed to improve the overall wellbeing of young Australians between 13 and 16 years old. It uses a combination of fun, interactive exercises and information.
- 1.8 **Bounceback:** The programme aims to support teachers and schools in their efforts to promote positive mental health, wellbeing and resilience for both students and teachers and build safe and supportive class and school learning environments. It has 10 curriculum units that include: core values and social values, people bouncing back, courage, looking on the bright side, emotions, relationships, humour, being safe and success.
- 1.9 **Bridging Mental Health and Education in Urban Schools (BRIDGE)** (as described in Cappella et al., 2012): It includes the combination of 2 programs: Links to Learning (L2L; Atkins et al., 2006) and MyTeachingPartner (MTP; Pianta et al., 2008). The aims of the intervention include promoting effective emotional support and classroom organisation, improving children's social and behavioural skills, and academic adjustment. Teachers attended a two-hour workshop after school or during professional development time and received access to the CLASS website. The website contained explanation of the CLASS dimensions of effective teacher–student interactions as well as accompanying video clips of K-5th grade teachers

using practices that depict effective interactions. The teacher workshop focused on reflective teaching, and the CLASS domains of emotional support and classroom organization. BRIDGE was delivered by school-based mental health staff. Supervision support to individual consultants was scheduled in monthly meetings with the university implementation team (4 meetings of 60 minutes each).

- 1.10 **Brief cognitive behavioural depression prevention programme** (as described in Horowitz et al., 2007): This programme educates about the nature and risk for depression and teaches how to (a) monitor daily moods; (b) identify activating events; (c) discover, challenge, realistically evaluate, and revise negative beliefs; (d) recognise the connections among activating events, beliefs, and consequences (e.g., affect and behaviors); and (e) problem solve and cope with stressful events. The expectation is that these skills will help teens deal with stress and thereby immunise them against future depression. The sessions consist of active guidance by group leaders and structured activities for participants. A participant workbook, including exercises for practice outside of the group, was distributed to all students.
- 1.11 **Cognitive-behavioural (CB) or interpersonal psychotherapy skills training (IPT) intervention to prevent depression** (as described in Horowitz et al., 2007): Derived from the Coping with Stress Course. It consisted of how to (a) monitor daily moods; (b) identify activating events; (c) discover, challenge, realistically evaluate, and revise negative beliefs; (d) recognise the connections among activating events, beliefs, and consequences (e.g., affect and behaviours); and (e) problem solve and cope with stressful events. Additionally, a participant workbook, including exercises for practice outside of the group, was distributed to all students. The IPT was created as an extension of interpersonal therapy. It consisted of 8 group sessions which were divided into 3 phases. The initial phase (Sessions 1–3) teaches adolescents about the link between interpersonal relationships and their mood and introduces them to techniques that may be useful in improving their relationships. The middle phase (Sessions 4–6) focuses on applying the skills learned in the first phase to individual situations reported by group members. The last phase (Sessions 7–8) centres on establishing the group members' sense of competence in dealing with interpersonal problems and preparing them for dealing with difficult situations on their own.
- 1.12 **Cognitive behavioural (CB) psychoeducational program** (as described in the Dray et al., 2017 review): Cognitive behavioural psychoeducational programme.
- 1.13 **Cognitive behavioural intervention to prevent anxiety and depression** (as described in Hains and Ellman, 1994): this is a school-based prevention intervention to reduce the incidence of negative emotional arousal and other psychological problems in adolescents in response to stress. The prevention program was modelled after a stress inoculation training program and included a



variety of cognitive behavioural interventions (i.e., cognitive restructuring, problem solving, anxiety management training).

- 1.14 **Cognitive Behavioural Therapy (CBT)** (as described in Hong et al., 2011): Comprised 13 sessions of CBT delivered once per week during one school semester (3 months) as part of the school curriculum. The program emphasised the development of a positive attitude toward life, self-awareness, empathy, decision making, refusal and resistance skills, anxiety management, interpersonal communication, problem-solving skills, and assertiveness.
- 1.15 **Cognitive intervention to prevent anxiety and depression** (as described in Hains, 1992): this intervention involves a procedure in which youth are trained to recognise maladaptive self-statements and then restructure these thoughts to reduce negative emotional arousal.
- 1.16 **Cognitive intervention to prevent anxiety and depression** (as described in Hains and Szyjakowski, 1990): Consists of several phases: conceptualisation (where participants learned about self-defeating cognitions, how to identify them and monitor them), skill acquisition and rehearsal (where participants learned how to challenge, examine the evidence for, and restructure the self-defeating cognitions that they learned to identify during the previous phase), and application (the final phase involved further practice of skills and the preparation for potential stressful events). Each phase began with a one hour group session that was followed by 2 individual sessions.
- 1.17 **Computer-assisted parent program** (as described in MacKenzie and Hilgedick, 2000): A computer program that comprises 4 components/lessons: 1) praise and attention; 2) ignoring; 3) time-out; and 4) compliance training and skill generalisation to common problem child behaviours. It consists of scenarios where a child behaves in a certain way (either favourable or unfavourable) and the participants are asked to choose how to respond. Corrective feedback is provided based on their responses.
- 1.18 **ConRed**: Sessions on social networks focusing on digital citizenship and networking; teachers and parents receive similar content. The lessons cover the following: (a) Internet and social networks; (b) benefits of using these digital media and instrumental competence; and (c) information about the risks and advice on use. Programme length: 3 months.
- 1.19 **Cool Teens** (as described in Wuthrich et al., 2012): CD-ROM based with high quality audio and video components, 8 x 30-minute modules with free access to all content with a recommended order for completion. The program uses a combination of multi-media formats (text, audio, illustrations, cartoons, and live video) to deliver information, examples, activities, and homework in an engaging

way. The program includes 6 video case studies of adolescents discussing different anxiety problems and applying skills to their particular problem. Brief telephone sessions between the therapist and adolescent are also encouraged during certain weeks.

- 1.20 **Creating a Peaceful School Learning Environment (CAPSLE)** (as described in Fonagy et al., 2009): A CAPSLE team was identified from school staff. In year 1, teachers received a day of group training, students received 9 sessions of self-defence training, and the CAPSLE team consulted with school staff monthly. Year 2 began with a school-wide half-day refresher training for all school staff and a three-session refresher self-defence course, and consultation continued with counsellors, teachers, and the adult/peer mentor programs.
- 1.21 **Creating Opportunities for Personal Empowerment (COPE) - Healthy Lifestyles TEEN (Thinking, Emotions, Exercise, and Nutrition)**: A school-based cognitive-behavioural skill-building programme delivered in 15 weekly 50-minute sessions by health teachers (who are trained in delivering the intervention and need to pass an examination) in their classrooms. Teachers follow a manual and use materials (e.g., PowerPoint presentations) that include colourful animations and diagrams to explain lesson concepts. Each COPE session incorporates mindfulness exercises as well as 20 minutes of physical activity to establish students' beliefs and confidence in their ability to engage in and sustain physical activity on a regular basis. Participants also receive a COPE manual with homework activities and wear pedometers each day and track their daily steps. Additionally, 4 parent newsletters are sent home with participants during the programme to inform parents about what their teens are learning through COPE, encourage a dialogue between parents and teens about the information conveyed in the programme, and suggest opportunities for parents to engage in COPE activities with their teen (e.g., going on walks together, picking out healthy foods).
- 1.22 **Cyber Friendly Schools (CFS) Project (YouTube)**: The program has 3 components, designed for (1) the whole-school community, (2) students, and (3) parents. Programme focusses on online communication, conflict resolution and social responsibility. Youth Cyber leaders led activities against cyberbullying. Online modules for students with online discussion. Programme length: 1.5 years.
- 1.23 **Cyberprogram**: Student discussions to promote critical reflection. Topics: cyberbullying consequences, rights and responsibilities and coping strategies. Involves teachers and parents. Programme length: 19 weeks.
- 1.24 **E-couch**: Comprises 2 main sections: psychoeducation and evidence-based toolkits for anxiety consisting of cognitive behaviour therapy (CBT), relaxation and physical activity. The psychoeducation section includes a definition of worry, differentiation of worry, fear and anxiety, description of anxious thinking, risk

factors for generalised anxiety, consequences of anxiety, and medical, psychological and lifestyle treatments for anxiety. The CBT toolkit focuses on the cognitive aspects of worry and how to change them. The relaxation toolkit contains a mindfulness meditation exercise and progressive muscular relaxation exercise, while the physical activity toolkit teaches participants about some of the benefits of being physically active and allows them to evaluate their own level of physical activity and learn some strategies for increasing or maintaining their current physical activity level. The toolkit can be used with a teacher or mental health professional.

- 1.25 **Empower Youth Program**: A nine-week school-based peer education and support group programme that includes activities such as guided imagery, stress reduction techniques, journaling, focusing and concentration skills. Trained group facilitators lead the 45-minute groups that allow participants to talk about any problems they face; participate in movement exercises, learn and practice skills to help concentration and memory and increase self-awareness and self-control; practice reading skills and written and oral communication skills; and experience group support.
- 1.26 **FRIENDS for Children**: A school-based, universal intervention for children aged between 4–7 years. It uses a play-based and experiential learning approach to provide cognitive behavioural skills in a developmentally appropriate manner. During each session children are taught skills aimed at helping them to increase their coping skills through stories, games, videos, and activities. It also involves group sessions for parents which are scheduled at regular intervals throughout the programme.
- 1.27 **FRIENDS for Life**: FRIENDS for Life aims to teach adolescents self-regulation and how to cope with difficult emotions. The programme also teaches creative alternatives to solving problems. FRIENDS for Life encourages smiling, happiness and bravery, and facilitates smooth transitions into adolescence.
- 1.28 **Gatehouse**: A school-based prevention programme that aims to promote the emotional and behavioural wellbeing of students. The program's priority areas for action are to build a sense of security and trust, increase skills and opportunities for good communication, and build a sense of positive regard through valued participation in aspects of school life. It is delivered by teachers within normal classroom hours.
- 1.29 **Girls First Resilience Curriculum** (as described in Leventhal et al., 2015): Consists of 22 sessions, with content as follows: 1–3) introduction and setting the structure of the sessions; 4–5) topics on character strengths; 6–7) life stories, goals and planning; 8–9) identifying and awareness of emotions; 10–13) managing strong emotions and communication skills; 14–16) restorative practices for conflict

resolution and problem solving and identifying and opposing violence; 17–19) forgiveness, apologies, self-esteem and character strengths, and problem solving with a focus on friendships; 20–21) a project; 22–23) reviewing, celebration and gratitude.

- 1.30 **Go!** (as described in Manz et al., 2001): Eight-week classroom-based intervention which focuses on preventing depression and anxiety. It includes modules such as: 1) what is stress, analysis of risk factors for adolescents, development of a 4 component stress model; 2) cognition and emotions: personal aims, stress experiment, cognition- emotion-behaviour circle, automatic thoughts; 3) anxiety: 3 components of anxiety, maladaptive anxiety, self-confrontation; 4) depression: depressive thinking, cognitive distortions, logical mistakes, dysfunctional attitudes; 5) social competence and assertiveness: insecure-aggressive-self secure behaviour, assertive behaviour; 6) stress and coping: habits-attitudes- behaviour, time management techniques, relaxation techniques; 7) problem-solving: general structure of rational problem solving, techniques for solving social problems; and 8) a final session to discuss the sessions overall, give feedback and plan for the future.
- 1.31 **Good Behaviour Game:** A classroom behaviour management strategy for primary schools. The Game is based on 4 rules (working quietly, being polite, getting out of seats with permission and following directions) that encourage pupils to support one another as they complete classroom assignments.
- 1.32 **HeadStrong:** A school-based programme delivered by teachers consisting of a booklet, slideshow and various appendices. The booklet contains information about mood disorders, activities to implement in classrooms, and guidance on how to deliver the activities. HeadStrong classroom activities are delivered over a period of 5 to 8 weeks and take approximately 10 hours of class time in total. The HeadStrong resource contains 5 modules: mood and mental wellbeing; the lowdown on mood disorders; reaching out – helping others; helping yourself; and making a difference.
- 1.33 **Healthy Buddies:** Aims to empower elementary school children to live healthier lives by providing knowledge about physical health, healthy eating and feeling good about oneself. It consists of 21 classroom-based lessons. The first 2 include buddying (an older child supporting a younger child – including the use of the gym with buddies); lessons 3–11 include discussions around healthy living; lessons 12–14 include discussions around challenges to living a healthy life; lessons 15–20 covers discussions around overcoming these challenges and the last session involves a celebration of learning about healthy living. The physical activity component of Healthy Buddies is a series of 8 stations, placed around the gym. The Fitness Loops are based upon themes such as transportation, animals,

seasons, weather and sports. Buddy classes meet in the gym twice each week to warm up, move vigorously, cool down and stretch.

- 1.34 **Incredible years**: A set of interlocking programmes targeting parents, teachers and children. The programmes are designed to work jointly to promote emotional, social, and academic competence and to prevent, reduce, and treat behavioural and emotional problems in young children. The parenting programs (for babies (9 months–1 year), toddlers (1–3 years), pre-schoolers (3–6 years) and school-age children (6–12 years)) focus on strengthening parent–child interactions and attachment, reducing harsh discipline and fostering parents' ability to promote children's social, emotional, and language development. The child programme covers 3–8 years of age and is classroom-based and delivered by the teacher, focusing on increasing the children's understanding and communication of feelings, using effective problem-solving strategies, managing anger, practising friendship and conversational skills, and behaving appropriately in the classroom. Lastly, the teacher programme is delivered to teachers of 3–8 year old children and consists of 42 hours (6 days) of monthly workshops delivered by a trained facilitator. The programme focuses on strengthening teachers' classroom management strategies; promoting student's prosocial behaviour, emotional self-regulation and school readiness; and reducing children's classroom aggression.
- 1.35 **Injoy**: An Internet-based depression prevention program primarily based on positive psychology and cognitive-behavioural theory. It is intended for a universal, adolescent population and the program components were selected to address modifiable risk factors for depression: 1) cognitive factors; 2) stress; 3) subsyndromal depression; and 4) poor interpersonal relationships.
- 1.36 **Interpersonal Psychotherapy – Adolescent Skills Training**: A prevention program for adolescent depression, targeted at adolescents with elevated depression symptoms. It teaches adolescents interpersonal and communication skills in a group format.
- 1.37 **iZ HERO**: Transmedia adventure-based story where students learn about online issues; includes peer mentoring and a multisystemic approach including schools, peers and parents. Programme length: 5 days.
- 1.38 **Kinder-Sportstudie (KISS)**: Includes daily physical education classes (two additional lessons of 45 minutes per week, each given by physical education teachers), several short activity breaks per day during academic lessons, PA homework and adaptation of playgrounds to encourage activities during school breaks. The 3 regular physical education classes are given by the classroom teachers, but the content of the lessons is prepared by a physical education expert. The 2 additional physical education classes are given by physical education teachers. The intervention takes place over one academic year.

- 1.39 **KiVa**: An antibullying program where students can have access to a virtual learning environment with discussions and videos covering bullying topics. It also includes an extensive amount of material for teachers, students and parents including e.g. teachers' manuals, videos, online games, KiVa student and staff surveys, posters, vests and parent's guide.
- 1.40 **LARS & LISA** (as described in Pössel et al., 2008): A manualised school-based prevention programme, originally developed for 8th-graders using 2 psychologists as trainers. It is based on the social information processing model. It consists of 2 sessions on forming a group and motivating them to participate; 4 cognitive sessions which focus on understanding the relation between cognitions, emotions, and behaviours and teach how to identify and challenge negative cognitions; 4 social sessions which train participants in assertiveness and social competence skills. Two adolescent coping role-models (Lars and Lisa) accompany the students through all the topics, showing how to cope with difficult situations and change dysfunctional thoughts and behaviour, appearing in many exercises and films with examples throughout the program. Implemented techniques involve role play, transfer to everyday life, positive reinforcement, etc.
- 1.41 **Learning to Breathe Programme**: A mindfulness curriculum created for classroom or group settings. There are different versions for younger and older adolescents, as well as for college-age/emerging adults. The programme aims to strengthen attention and emotion regulation, cultivate emotions like gratitude and compassion, teach stress management skills, and help participants integrate mindfulness into daily life.
- 1.42 **Learn Young Learn Fair**: A stress-management intervention to prevent anxiety and depression, led by teachers. It addresses stress, stress awareness, coping skills and possible barriers.
- 1.43 **Lessons for living: Think well, Do well** (as described in Collins et al., 2014): CBT-based intervention to reduce anxiety which is delivered either by a teacher or a psychologist. It consists of 10 sessions that aim to reduce anxiety by developing and practising coping and problem-solving strategies, for both controllable and uncontrollable problems.
- 1.44 **Life Skills Training**: A classroom-based, 3-year, middle school substance abuse prevention program to prevent teenage drug and alcohol abuse, adolescent tobacco use, violence and other risk behaviours. The life skills curriculum teaches students self-management skills, social skills, and drug awareness and resistance skills.



- 1.45 LISA-T (as described in Pössel et al., 2004): 10-week classroom-based intervention which aims to teach the relationship between cognition, emotion, and behaviour. Each group was coached by a trainer and a co-trainer. Trainers were either psychologists (master's degree equivalent) or graduate students experienced in working with adolescents. Before the training, each trainer went through the programme as a participant. Trainers studied the manual and all materials and procedures and resolved any unclear points with the first author.
- 1.46 **Lunchtime Enjoyment and Activity and Play (LEAP)** (as described in Hyndman et al., 2014): The intervention provided movable/recycled materials for children to use in the school playground with usual playground supervision by teachers. There was no fixed play equipment in the school grounds during the intervention (e.g. climbing frames, monkey bars, slides). The movable/recycled materials introduced to the playground by the researchers were items generally not considered to be typical play materials for children within schools, with the exception of play balls, hoops and skipping ropes. The materials included milk crates, swimming noodles, buckets, cardboard boxes, tyre tubes, pipes, vacuum/pool hoses, plastic walls and sheets, hessian bags, buckets, water/sand shells, tractor/motorbike and bicycle tyres, swimming boards, exercise mats, buckets and hay bales. Five materials were introduced during the first week of the program, and each week thereafter a maximum of 2 additional types of material were introduced during the intervention period to avoid over-stimulation. All children (aged 5–12) were on the playground for 30 minutes at morning break and 30 minutes during the lunchtime period.
- 1.47 **Master Mind Program**: A school-based mindfulness education, prevention programme designed to enhance the coping strategies and decision-making skills of elementary school students to prevent substance abuse.
- 1.48 **Media Heroes**: A structured manual-based, universal cyberbullying prevention programme implemented by trained teachers within the existing school curriculum. It aims to promote media literacy and to prevent cyberbullying. The programme is available in 2 versions: a curriculum to be implemented over 10 weeks with 90 minutes per week and a one-day project day consisting of four 90-minute sessions.
- 1.49 **Meditation for the Awareness of Breathing** (as described in Brown et al., 2011): Comprises focusing on the moment, sustaining attention on the breathing process, and passively observing one's thoughts. The individual sits upright in a comfortable position with the eyes closed and focuses on the movements of the diaphragm while breathing in a slow, deep, relaxed manner. Each weekday, 10-minute sessions were conducted during the HE classes. Participants were also asked to practice a 10-minute session at home each weekday and twice daily during the weekends.

- 1.50 **Michigan Model for Health (MMH)**: A comprehensive health education curriculum for grades kindergarten through to 12th grade based upon principles of the Health Belief Model and Social Learning Theory, in which several important cognitive, attitudinal, and socio-emotional factors converge to enhance health-promoting behaviour. It consists of between 25–28 lessons of 20–50 minutes in length on social and emotional health; alcohol, tobacco, and other drugs; safety; and nutrition and physical activity.
- 1.51 **Michigan's Exemplary Physical Education Curriculum (EPEC)**: A comprehensive and flexible K–5 physical education and physical activity system leading to physical literacy. EPEC contains 51 lessons per grade, designed to be taught 2 days per week for 30 minutes throughout the school year.
- 1.52 **Mindfulness-based Cognitive Therapy (MBCT) & Mindfulness-based Stress Reduction Combined** (as described in Raes et al., 2014): The programme comprised 8 weekly 100-minute sessions delivered by an instructor. It included mindfulness exercises such as mindfulness breathing, sharing of experiences of going through the exercises, psycho-education and reviewing homework. The homework included 15-minute of mindfulness practice each day, suggested reading, and weekly tips on how to bring mindfulness into daily life. Sessions focused on attention to: 1) the breath and the moment; 2) the body and pleasant moments; 3) inner boundaries and unpleasant moments; 4) stress and space; 5) thoughts and emotion; 6) interpretations and communication; 7) attitudes and moods; 8) oneself and heartfulness. Participants also received a book called *Mindfulness voor jongeren* [Mindfulness for adolescents]. Lastly, participants were also encouraged to apply mindfulness throughout their daily lives. They received a workbook for making notes on their home practice which was discussed during the next group session.
- 1.53 **Mindfulness-based Stress Reduction (MBSR)**: Aims to address prolonged periods of stress, which can lead to poor mental and physical health. It is based on an adult mindfulness curriculum. It comprises four 40 minute classes and aims to improve psychological functioning, decrease stress and reduce worries about the future. The mindfulness classes cover the concepts of awareness and acceptance, and the mindfulness practices include bodily awareness of contact points, mindfulness of breathing and finding an anchor point, awareness of sounds, understanding the transient nature of thoughts and walking meditation.
- 1.54 **Mindfulness in Schools Program**: A classroom-based mindfulness practice that aims to direct attention to immediate experience with open-minded curiosity and acceptance. It is usually delivered within 8 weeks by a trained teacher.



- 1.55 **Mindfulness Programme** (as reviewed in Langer et al. 2015): A combination of Acceptance and Commitment Therapy and Meditación Fluir (Meditation Flow). **Acceptance and Commitment Therapy (ACT)** A form of counselling which uses acceptance and mindfulness strategies mixed in different ways. The main objective of ACT is not to eliminate difficult feelings but to be present with what life brings and to "move toward valued behaviour". ACT encourages people to open up unpleasant feelings, and learn not to overreact to them, and not avoid situations where they are invoked. **Meditación Fluir** (as described in Franco et al., 2011): It consists of repeating a word, or mantra, while directing attention toward the abdomen and noticing how air goes in and out while breathing, but not trying to change or alter respiration itself. The aim is not to stop the thoughts, but being aware of them without evaluating, judging or analysing them, and just watching how they appear and disappear, and letting them go by.
- 1.56 **Mindfulness techniques** (as reviewed in Langer et al., 2015): This intervention teaches relaxation techniques and consists of repetition of words, metaphors and exercises and body scan. Originally presented in Spanish by Justo et al. (2010).
- 1.57 **MindMatters**: A mental health initiative for secondary schools that aims to improve the mental health and wellbeing of young people. MindMatters provides school staff with learning that includes online resources, spotlights on topics relevant to schools, face-to-face events, webinars and support. It provides staff with practical advice and guidance so that they can support students who may be struggling with mental health problems in a timely and appropriate way.
- 1.58 **MindUP**: A classroom-based curriculum, spanning ages 3 to 14, comprising 15 lessons led by a teacher in the classroom. Aims to increase positive behaviour, improve learning and scholastic performance, and increase empathy, optimism and compassion.
- 1.59 **Multicomponent lifestyle intervention**: Combines multiple components such as: 1) Training modules for teachers about promoting physical activity and correct alimentary styles which is a structured course with teachers; 2) Training modules for instructors of local sport societies which is a structured course with instructors; 3) Educational activities in class, motor activities in the gym, free and structured games inside the school and in the open – which is a structured course to promote movement delivered by the teachers; 4) Cookery workshops which is an experiential programme for children; 5) Sensory courses for parents and teachers which includes meetings/workshops with parents and teachers; 6) Moments of movement with parents in free time (homework) which includes physical exercises such as walks, swims, bike rides etc. during the out of school hours; 7) Dog walking which includes informative meetings for children about man-dog relations, visits to municipal dog pound with teachers and vets and practical experience of a walk with class/family; 8) Home–school routes on foot/by bike which includes

mapping the territory (with municipal police) and sharing home–school routes for moving on foot or by bike and 9) Creation of didactic materials (recipes, leaflets, DVDs, food pyramids).

- 1.60 **Norwegian Universal Preventive Programme for Social Anxiety (NUPPSA)** (as described in Aune and Stiles, 2009): NUPPSA targets all children and adolescents in school settings, as well as teachers, school personnel, parents/guardians, and county health workers. All public and school health nurses in the targeted county received one day of lectures and supervision about social anxiety and social anxiety disorder in children and adolescents. Teachers, school personnel, community health and welfare workers, primary physicians, and parents/guardians received short versions of the psychoeducative program. Parents/guardians also received a lecture which focused on the fact that social anxiety is a common phenomenon, as well as on the distinction between normal and pathological social anxiety. Lastly, pupils first received a 45-minute lecture that provided education about anxiety, emphasising the normalcy and commonness of feeling anxious in various situations, and how anxious thoughts, affects, and associated somatic symptoms can be recognised to avoid misinterpretation of such symptoms. Next, pupils worked for 45 minutes on a handout focusing on skills for increasing their perceived ability to cope with situations that might provoke social anxiety.
- 1.61 **NoTrap! (YouTube)**: The NoTrap! (Noncadiamointrappola!) programme is a school-based intervention, which utilizes a peer-led approach to prevent and combat both traditional bullying and cyberbullying.
- 1.62 **Optimism and Lifeskills Program**: Adapted from the Penn Prevention Program and aims to prevent depressive symptomology among 10–13-year-olds. The original programme consisted of 12, 90-minute sessions (18 hours). In Western Australia, the programme is adapted to 8, 80-minute weekly sessions (10 hours, 40 minutes). The programme consists of a cognitive component (the link between thoughts and feelings) and a social problem-solving component (e.g. coping strategies for uncontrollable situations, decision making, assertiveness, and negotiation). The group sessions include instruction, games, cartoons, role-plays, and group discussions. Homework is given at the end of each session via student workbooks.
- 1.63 **Op Volle Kracht (OVK)**: A school-based programme delivered by teachers intended to prevent depression in adolescents between the ages of 11 and 16. Teachers also received a comprehensive manual and could ask questions of the trainers at any time during the training or during the course of the program. OVK is a translated and adapted version of the Penn Resiliency Program. It is delivered to entire classes as part of the regular school curriculum. The programme is comprised of 16 lessons taught over the course of 6 months.

- 1.64 **Parenting Wisely**: A CD-ROM self-administered parent training program. Parents view video clips on a family struggling with one of 9 common family problems, select a solution to the problem out of the alternatives, view a video enactment of their selected solution, and participate in a critique of that choice. After, they are shown the most effective solution with a series of multiple-choice questions about the concepts and skills depicted in that section. It takes roughly 2 hours for parents to complete the program.
- 1.65 **Penn Preventive Program (PPP)**: A universal programme delivered in school settings. It is designed to build young people's resilience and promote realistic thinking and adaptive coping. Programme sessions include lessons on topics including: feelings and thoughts, dealing with family conflict, assertion and negotiation, coping skills, social skills training, decision making, and problem solving.
- 1.66 **Penn Resiliency Programme (PRP)**: An 18-lesson curriculum aimed at 11–13-year olds (although it has been used with a range of different age groups). The lessons are taught by a PRP trained teacher and generally taught during PSHE lessons. The programme enables young people to develop skills to be more resilient in dealing with situations both in and out of school. Young people develop skills in emotion control and emotional awareness, problem solving, assertiveness, peer relationships, and decision making.
- 1.67 **Personal Wellbeing Lesson Curriculum** (as described in the review by MacKenzie and Williams, 2018): Covers the 'scientific basis of happiness' focusing specifically on 2 core aspects: positive emotions/experiences and positive relationships. Based on theoretical constructs from wellbeing research and positive psychology, for example, 'three good things', forgiveness.
- 1.68 **Physical activity programme** (as described in Bonhauser et al., 2005): This programme aims to improve mental health through physical activity. Three sessions were held each week and each lasted 90 min. Each session consisted of 3 steps. The first step included minimum activity with no weight transfer: stretching, and non-strenuous arm, leg and trunk movement. The second step included weight transfer activities and incorporated dynamic large muscle movements such as fast walking, running and jumping. The third step consisted of sports practice. This part of the session varied according to the unit students were involved in throughout the year. In each of the units, students learn and practice specific sports skills. Men and women chose different sports to practice. Women chose dance, aerobics, track practice and volleyball. Men chose soccer, basketball, volleyball and track practice. Each unit was conducted for 10 consecutive weeks so that all students were practicing the same sport at any given point in time during the year. Classes in the intervention group were given

additional materials (e.g. balls) so that students had more opportunities to be active during a class.

- 1.69 **Play on the school field or the playground** (as described in Wood et al, 2014): Over 2 consecutive weeks participants were allocated to either play on the school field or the playground during morning and lunch playtime. Participants were instructed to play as normal and were free to engage in their chosen activities. Morning playtime lasted for 15 minutes, whilst lunch playtime lasted for one hour including the time taken to eat lunch (approximately 30 minutes).
- 1.70 **Positive Thinking Program**: A universal school-based mental health promotion programme based on cognitive and behavioural strategies. It is designed to meet the developmental needs of children in the middle primary school Years 4 and 5. It aims to prevent depressive symptoms and disorders, by promoting optimistic thinking styles, emotional regulation and social competence during the middle childhood years.
- 1.71 **Proactive Classroom Management** (as described in Abbott et al., 1998): A classroom management strategy to minimise disruption in class activities. Teachers develop and use methods to prevent and manage student misbehaviour. Strategies include establishing consistent classroom routines; rewarding good behaviour; and providing clear learning objectives.
- 1.72 **Problem Solving for Life** (as described in Spence et al., 2003): Includes a training day (or 2 evening sessions) lasting approximately 6 hours which explains the theory underlying the program. The programme included 8 sessions which could be delivered during a class period of 45–50 minutes, once per week, over 8 weeks. Teachers had a curriculum which included materials to teach life problem-solving skills, positive problem-solving orientation, and optimistic-thinking styles. Teachers also received supporting materials such as resource book, overheads, background notes, handouts, cartoons, puzzle pieces, and posters being provided for each session.
- 1.73 **Promoting Alternative Thinking Strategies**: Promoting Alternative Thinking Strategies (PATHS) is a comprehensive program for promoting emotional and social competencies and reducing aggression and behavior problems in elementary school-aged children while simultaneously enhancing the educational process in the classroom. The curriculum is designed to be used by educators and counselors in a multi-year, universal prevention model. The PATHS Curriculum was developed for use in the classroom setting with all elementary school aged-children, but it has also been researched with a variety of special needs students (deaf, hearing-impaired, learning disabled, emotionally disturbed, mildly mentally delayed, and gifted). Ideally it should be initiated at the entrance to schooling and continue through Grade 5 and be taught 3 times per week for a minimum of 20-30

minutes per day. The curriculum provides teachers with systematic, developmentally-based lessons, materials, and instructions for teaching their students emotional literacy, self-control, social competence, positive peer relations, and interpersonal problem-solving skills. PATHS lessons include instruction in identifying and labeling feelings, expressing feelings, assessing the intensity of feelings, managing feelings, understanding the difference between feelings and behaviors, delaying gratification, controlling impulses, reducing stress, self-talk, reading and interpreting social cues, understanding the perspectives of others, using steps for problem-solving and decision-making, having a positive attitude toward life, self-awareness, nonverbal communication skills, and verbal communication skills.

- 1.74 **Psycho-educative and behavioural intervention to prevent depression** (as described in Clarke et al., 1993): Participants received five 50-minute prevention health classes. The first session included an introductory lecture and a 20-minute video. Consecutive sessions presented a behavioural intervention for depression where adolescents were provided with training to increase their daily rates of pleasant activities.
- 1.75 **Psycho-educative intervention to prevent depression** (as described in Clarke et al., 1993): It consisted of 3 50-minute prevention health classes (lectures and a 20-minute video). Health class teachers also received 2 hours training in the administration of the curriculum and had a scripted curriculum. The curriculum encouraged adolescents to increase their daily rates of pleasant activities. No specific behavioural-skills training were given.
- 1.76 **Resilient Families Intervention**: An Australian school-based 10-week programme delivered to Year 7 students by their classroom teachers. The programme aims to increase family involvement and enhance parent education opportunities and through these means improves student adjustment to secondary school. It covers communication skills, emotional awareness, conflict resolution, stress reduction, responsibilities in the family, and changes that occur in families.
- 1.77 **Resourceful Adolescent Programme (RAP UK)**: Developed to build resilience and promote positive mental health in teenagers. The programme specifically aims to prevent teenage depression and related difficulties. It is primarily run as a universal prevention program. It is a positively focused programme that consists of 11 sessions of approximately 50 minutes duration. The programme is usually run as part of the school curriculum (from grades 7 to 10) and it can be delivered by a range of professionals (i.e. psychologists/social workers/occupational therapists/psychiatrists/mental health nurses, school counsellors/guidance officers/chaplains, teachers or community workers).



- 1.78 **Resourceful Adolescent Programme with family component** (as described in the review by Carnevale, 2013): This programme builds on the RAP and includes a further educational component for parents.
- 1.79 **Responsive Advocacy for Life and Learning in Youth (RALLY)**: The programme is based on developmental psychopathology theory, emphasising a risk and resilience framework. It is a multi-component programme with a few components delivered universally in the classroom. The focus of RALLY is pulling in services to the classroom and school in order to extend prevention and intervention into the child's everyday experiences.
- 1.80 **Responsive Classroom Approach**: An approach that focuses on the relationship between academic success and social-emotional learning. It has different models for middle school and elementary school and consists of a set of practices and strategies that build academic and social-emotional competencies. It has set structures which may include a morning meeting to set goals for the day and a group activity; establishing rules and identifying consequences etc.
- 1.81 **School-based Train-the-trainers Accessibility of Resources (STAR project)** (as described in Ha et al., 2015): A three-day 12-hour skipping workshop which was held to support PE teachers and their student sports leaders to teach the promotion of skipping in school settings. Additionally, skipping ambassadors (professionally trained individuals) were available and helped participating schools to conduct relevant skipping activities. For 4 weeks, participating schools received a free package containing skipping materials, ropes, professional skipping training and ambassadors' support. The research team also helped schools set up a rope skipping corner during recess and lunch periods, where skipping ropes and relevant materials were made available to all students.
- 1.82 **SchoolSpace**: A one-day intervention delivered by NHS staff covering topics such as stress, depression, psychosis and a drama workshop.
- 1.83 **SEAL for adolescents** (as described in the O'Reilly et al., 2018 review): A whole-school social and emotional intervention. Schools visited once per term over 5 terms.
- 1.84 **Second Step: Student Success through Prevention**: The Steps to Respect programme is designed to decrease school bullying problems by (a) increasing staff awareness and responsiveness, (b) fostering socially responsible beliefs, and (c) teaching social-emotional skills to counter bullying and promote healthy relationships. Comprises a school-wide programme guide, staff training, and classroom lessons for students in grades 3–6. The programme guide presents an overview of curricular content, goals, and research foundations as well as a blueprint for developing school-wide policy and procedures. All staff receive an

overview of programme goals and key features of programme content (e.g., a definition of bullying, a model for responding to bullying reports). Teachers, counsellors, and administrators receive additional training in how to coach students involved in bullying. Take home messages are sent to parents with potential activities to support their children.

- 1.85 **Sensibility Development Program Against Cyberbullying**: Involves discussion sessions on cyberbullying, human rights, negative aspects of virtual environment, peer pressure and students' experiences and feelings about cyberbullying. Programme length: 5 weeks.
- 1.86 **Social and Emotional Training (SET)**: The programme is guided by detailed manuals for teachers, it also includes a workbook for students of each grade. SET focuses on helping the development of the following 5 functions of students: self-awareness, managing one's emotions, empathy, motivation and social competence. Teachers are instructed to use modelling and role-play in the exercises, and interaction between school and parents is emphasised.
- 1.87 **Social, Personal and Health Educational Programme**: A DVD-based resource that consists of 14 stories of young people's experiences of dealing with mental health problems (e.g. anxiety, depression, ADHD, OCD, self-harm and suicide) and stories of adolescents who have coped with issues such as bullying, school pressures, and conflict with parents. The stories offer advice on how to cope and give ideas on how to improve relationships, things young people can do to help themselves and getting help and support.
- 1.88 **Steps to respect**: This program has a dual focus on bullying and friendship. It is designed to decrease bullying at school and help students build more supportive relationships with each other. The roles of children who bully, children who are the targets of bullying, and the 'bystanders' are addressed. The program focuses on developing the skills of teachers, administrators, parents, and other adults to develop a school-wide approach to bullying, while training students to make and keep friends, as well as recognise, resist and report bullying behaviour.
- 1.89 **Stockholm County Implementation Programme** (as described in Elinder et al., 2012): The aim of the programme is to improve students' diet, physical activity and self-esteem and promote the development of healthy body weight. It consists of 4 workshops delivered to health teams formed by the individual schools that are in the trial. First workshop: the health teams are asked to fill in a self-assessment tool called The KEY which consists of 4 modules (General school health practices (8 items), Physical activity (14 items), Mental health (13 items), and Nutrition (16 items)). Second workshop: the teams were asked to write their action plans based on the KEY results (focusing at least 3 of the 4 KEY modules). The implementation of action plans was carried out by school staff, coached by the research team.

Third workshop: health teams presented their action plans to each other. Each school received at least 3 visits by the research team during the intervention period. All school staff were also invited to 4 training sessions concerning health promotion, diet and health, physical activity and health, mental health, and outdoor education. Lastly, each school organised at least one meeting for parents, where a typical school meal was served, and the research team gave a presentation of the project and its background and questions were taken from the audience. All parents received a health information brochure to take home. The last workshop consisted of decision makers, public officials from the municipality and health teams to discuss the programme's sustainability.

- 1.90 **Strengthening Families Program**: Formerly known as the Iowa Strengthening Families Program. A seven-week-long intervention aimed to reduce substance use among 10–14-year-olds and improve the parent–child relationship by teaching various communication, problem-solving, and perspective-taking skills to parents and adolescents.
- 1.91 **Stress management as part of health promotion programme** (as described in the O'Reilly et al., 2018 review): Delivered by a physiotherapist who had experience of stress management.
- 1.92 **Strong Start**: Includes instruction sessions with scenarios, role play, think/pair/share activities and children's literature. The aim of the programme is to promote social and emotional wellbeing to prevent future emotional and behavioural problems. Duration: weekly sessions over one year. Delivered by a teacher.
- 1.93 **Substance abuse risk reduction I and II: SARR I** (as described in Schinke et al., 2004) Consists of 14 computer-mediated intervention modules which aims to enhance the quality of girls' relationships with their mothers and teach girls cognitive behavioural skills to avoid underage drinking. The first 5 modules focused on rapport building to build a foundation of positive parent–child communication, interpersonal relationships, and respect between girls and their mothers. The next 5 modules addressed conflict management, ground rules for negotiating arguments, the value of being polite and respectful, and empathic listening. The last 4 helped participants analyse media portrayals of drinking, enabled girls to correctly understand peer norms around underage drinking, and taught alcohol use-refusal skills that they practiced in role-play scenarios. Each intervention module was introduced and demonstrated by animated characters portraying an adolescent girl and her mother. **SARR II** (as described in Fang et al., 2010) Consists of nine 35–45-minute interactive sessions, each including 3 to 5 interactive modules for girls and mothers to complete together. The modules include: mother–daughter relationship; conflict management; substance use



opportunities; body image; mood management; stress management; problem solving; social influences and self-efficacy.

- 1.94 **Tabby in Internet**: Lesson on digital citizenship, videos and discussion on cyberbullying. Teachers received training booklet. Online videos and surveys. Programme length: one day.
- 1.95 **Taming Worry Dragons**: Taming Worry Dragons is a creative approach to CBT and psychoeducation (teaching about mental health conditions) that is designed to help anxious children learn how to cope with their worries. The approach can be adapted by therapists and parents to match the developmental level and interests of the child involved.
- 1.96 **Teaching Kids to Cope** (as described in Puskar et al., 2003): Consisted of 45-minute group sessions that took place during school time. Group leaders were master's-level nurses with psychiatric mental health experience including group therapy and adolescent work.
- 1.97 **Think Feel Do**: A computerised CBT programme that includes cartoon characters which guide users through activities including quizzes, practical exercises, music. Length: six 45-minute sessions. Covers themes that include emotion recognition and management; linking thoughts, feelings and behaviour; identifying and challenging negative thoughts; and problem solving.
- 1.98 **Thinking About Reward in Young People**: A modified CBT model with a session on identifying rewarding experiences and happy memories; a session on identifying and evaluating thoughts; 2 sessions on decision making (evaluating potential risks and rewards when making decisions); a session on the role of social support and a final recap session. TRY primarily aims to identify and focus on positive events and memories in addition to decision making training. The intervention is designed to be delivered by practitioners that have had significant training and experience in CBT.
- 1.99 **Think Time**: Designed to help teachers with classroom management by addressing disruptive behaviours in class. The design enables the provision of feedback and a distraction free environment for the student to think about their behaviour, and then discussion of the behaviour with the student before returning the him/her to the classroom. It requires team work between 2 or more teachers and having a designated Think Time area.
- 1.100 **Tri-Ministry study Classwide Social Skills Program**: Consists of 3 universal programs: 1) a Classwide Social Skills Program (SS), 2) Connections Partner Reading Program (RE), and 3) a combination of both (SS/RE). Programmes are administered by classroom teachers who were trained by programme facilitators.

- 1.101 **Triple P online**: A web-based parenting intervention for parents of children up to 12 years. Parents are given access to a website which enables them to work through 8 modules sequentially which consists of video clips, worksheets and activities. Each module takes around 30–60 minutes to complete and they focus on positive parenting principles and supporting parents to integrate and generalise parenting strategies through parenting plans. A practitioner can provide support alongside the self-directed online programme and participants can sign up for podcast, email and SMS reminders.
- 1.102 **UK Resiliency Programme (UKRP)**: The UK implementation of the Penn Resiliency Program, a wellbeing programme.
- 1.103 **UP**: It includes education and activities for children, staff skill development, parental involvement, school initiatives. It aims to enhance social and emotional competencies and improve mental health, and increase the positivity of the school mental health environment. Duration: 1 year.
- 1.104 **ViSC Social Competence Program**: A primary preventive programme designed for secondary schools, the main goal being to reduce aggressive behaviour and bullying. Teachers are trained in how to respond to cyberbullying; students complete group project on bullying prevention but cyberbullying not specifically discussed. Parents involved. Programme length: one year.
- 1.105 **WebQuest**: Includes learning activities focused on daily internet use, network etiquette, roles in cyberbullying and group project to create poster. Programme length: 4 weeks.
- 1.106 **Well-being Therapy (WBT)** (as described in Ruini et al., 2006 article): A school-based intervention that encompasses 6 dimensions: autonomy, personal growth, environmental mastery, purpose in life, positive relations and self-acceptance. The aim is to help students in recognising, experiencing and sharing positive emotions. It consists of games, role-playing and group discussions.
- 1.107 **Williams LifeSkills**: Provides training in anger and stress management and stress-related coping skills.
- 1.108 **Yoga sessions** (as described in the O'Reilly et al., 2018 review): Included mindfulness and meditation. The focus was on stress management, emotional regulation, confidence building and promoting peer relationships. Yoga sessions were 35 minutes long and delivered 12 times per week. Integrated into the Physical Education curriculum.

- 1.109 **Yo (I), Pienso (Think), Siento (Feel), and Actuo (Act)**: Based on a cognitive-behavioural therapy model. The program consists of 11 sessions organised as follows: one to give an introduction and explain the influence of thoughts about on what we feel and how we act; 6 sessions dedicated to how we think, the pessimistic thinking style, and how we can change and learn emotional regulation; 3 sessions centred on problem solving; and the last session to summarise what has been learned and how it can be applied in the future.
- 1.110 **Youth mental health** (Deitz et al., 2009): A web-based program for parents that consists of 4 modules. The modules include: 1) anxiety and related disorders module that gives information about the types of anxiety disorders and potential signs that a child may exhibit; 2) depression module which provides facts and statistics on the prevalence, explains common signs and discussion about suicide; 3) treatment module containing information about how to choose the right provider, medications and psychotherapy; and 4) what parents can do module, aiming to build parents' skills in the areas of communication, interpersonal relationships, and healthy lifestyles.
- 1.111 **YouthMood/MoodGYM**: An interactive face-to-face or web program designed to prevent depression using the principals of CBT. It consists of 5 modules, an interactive game, anxiety and depression assessments, a downloadable relaxation audio and a workbook and feedback assessment.
- 1.112 **Zippy's Friends**: The programme is designed to promote the mental health and emotional wellbeing of all young children by increasing their repertoire of coping skills and by stimulating varied and flexible ways of coping with problems in day-to-day life. Zippy's friends is a 24-week course, split into 6 modules (one module is made up of 4 sessions). Each module covers a different theme, including: feelings; communication; making and breaking relationships; bullying and conflict; change and loss.
- 1.113 **4Rs Program: Reading, Writing, Respect, and Resolution**: The programme provides read-alouds, book talks, and sequential, interactive skills lessons to develop social and emotional skills related to understanding and managing feelings, listening and developing empathy, being assertive, solving conflict creatively and non-violently, honouring diversity, and standing up to teasing and bullying. 4Rs is a grade-specific programme available for students in prekindergarten through eighth grade. Students also take home activities to complete with their caregivers and 4Rs "Family Connections" parent workshops. Peer Mediation and Peace Helper programs are also available to support classroom- and school-wide programming.

## References

- Abbott, R., O'Donnell, J., Hawkins, D., Hill, K., Kosterman, R., & Catalano, R. (1998). Changing teaching practices to promote achievement and bonding to school. *American Journal of Orthopsychiatry*, 68, 542–552.
- Aune, T., & Stiles, T. C. (2009). Universal-based prevention of syndromal and subsyndromal social anxiety: a randomized controlled study. *Journal of Consulting and Clinical Psychology*, 77(5), 867–879.
- Atkins, M. S., Frazier, S. L., Birman, D., Adil, J. A., Jackson, M., Graczyk, P., McKay M. M., et al. (2006). School-based mental health services for children living in high poverty urban communities. *Administration and Policy in Mental Health and Mental Health Services Research*, 33, 146–159.
- Bonhauser, M., Fernandez, G., Püschel, K., Yañez, F., Montero, J., Thompson, B., & Coronado, G. (2005). Improving physical fitness and emotional well-being in adolescents of low socioeconomic status in Chile: results of a school-based controlled trial. *Health Promotion International*, 20(2), 113–122.
- Brown, L., Gregoski, M., Tingen, M., Barnes, V. A., & Treiber, F. (2011). Impact of stress reduction interventions on hostility and ambulatory systolic blood pressure in African American adolescents. *Journal of Black Psychology*, 37, 210–233.
- Cappella, E., Hamre, B., Kim, H. Y., Henry, D. B., Frazier, S. L., & Atkins, M. S. (2012). Teacher consultation and coaching within mental health practice: Classroom and child effects in urban elementary schools. *Journal of Consulting and Clinical Psychology*, 80(4), 597–610.
- Carnevale, T. D. (2013). Universal adolescent depression prevention programs: a review. *The Journal of School Nursing*, 29(3), 181–195.
- Clarke, G. N., Hawkins, W., Murphy, M., & Sheeber, L. (1993). School-based primary prevention of depressive symptomatology in adolescents: findings from two studies. *Journal of Adolescent Research*, 8(2), 183–204.
- Collins, S., Woolfson, L.M., & Durkin, K. (2014). Effects on coping skills and anxiety of a universal school-based mental health intervention delivered in Scottish primary schools. *School Psychology International*, 35, 85–100.
- Deitz, D. K., Cook, R. F., Billings, D. W., & Hendrickson, A. (2009). Brief report: a web-based mental health program: reaching parents at work. *Journal of Pediatric Psychology*, 34(5), 488–494.
- Dray, J., Bowman, J., Campbell, E., Freund, M., Wolfenden, L., Hodder, R. K., et al. (2017). Systematic review of universal resilience-focused interventions targeting child and adolescent mental health in the school setting. *Journal of the American Academy of Child & Adolescent Psychiatry*, 56(10), 813–824.

- Elinder, L. S., Heinemans, N., Hagberg, J., Quetel, A-K., & Hagstromer, M. (2012). A participatory and capacity-building approach to healthy eating and physical activity – SCIP-school: a 2-year controlled trial. *International Journal of Behavioral Nutrition and Physical Activity*, 9, 145–157.
- Fang, L., Schinke, S. P., & Cole, K. C. A. (2010). Preventing substance use among early Asian-American adolescent girls: Initial evaluation of a web-based, mother-daughter program. *Journal of Adolescent Health*, 47, 529–532.
- Fekkes, M., Pijpers F. I., Verloove-Vanhorick, S. P. (2006). Effects of antibullying school program on bullying and health complaints. *Archives of Pediatrics and Adolescent Medicine*, 160(6), 638–44.
- Fonagy, P., Twelow, S. W., Vernberg, E. M., Nelson, J. M., Dill, E. J., Little, T. D., et al. (2009). A cluster randomized controlled trial of child-focused psychiatric consultation and a school systems-focused intervention to reduce aggression. *Journal of Child Psychology and Psychiatry*, 50(5), 607–616.
- Franco, C., Mañas, I., Cangas, A. J., & Gallego, J. (2011). Exploring the effects of a mindfulness program for students of secondary school. *International Journal of Knowledge Society Research*, 2, 14–28.
- Ha, A. M., Burnett, A., Sum, R., Medic, N., & Ng, J. Y. Y. (2015). Outcomes of the rope skipping 'STAR' programme for schoolchildren. *Journal of Human Kinetics*, 45, 233–240.
- Hains, A. A. (1992). Comparison of cognitive-behavioral stress management techniques with adolescent boys. *Journal of Counseling & Development*, 70(5), 600-605.
- Hains, A. A., & Ellmann, S. W. (1994). Stress inoculation training as a preventative intervention for high school youths. *Journal of Cognitive Psychotherapy*, 8(3), 219.
- Hains, A., & Szyjakowski, M. (1990). A cognitive stress-reduction intervention program for adolescents. *Journal of Counselling Psychology*, 37(1), 79–84.
- Holt, L. J., Bry, B. H., & Johnson, V. L. (2008). Enhancing school engagement in at-risk, urban minority adolescents through a school-based, adult mentoring intervention. *Child & Family Behavior Therapy*, 30(4), 297–318.
- Hong, L., Yufeng, W., Agho, K., & Jacobs, J. (2011). Preventing behavior problems among elementary schoolchildren: impact of a universal school-based program in China. *Journal of School Health*, 81, 273–280.
- Horowitz, J. L., Garber, J. C., Jeffrey, A., Young, J. F., Mufson, L. (2007). Prevention of depressive symptoms in adolescents: A randomized trial of cognitive-behavioral and interpersonal prevention programs. *Journal of Consulting and Clinical Psychology*, 75(5), 693–706.
- Hyndman, B. P., Benson, A.C., Ullah, S., & Telford, A. (2014). Evaluating the effects of the Lunchtime Enjoyment Activity and Play (LEAP) school playground intervention on children's quality of life, enjoyment and participation in physical activity. *BMC Public Health*, 14, 164.

Justo, C. F., Ayala, E. S., & Martínez, E. J. (2010). Incidencia de un programa psicoeducativo de mindfulness (conciencia plena) sobre el autoconcepto y el rendimiento académico de estudiantes inmigrantes sudamericanos residentes en España. *Revista iberoamericana de educación*, 53(6), 3.

Langer, Á. I., Ulloa, V. G., Cangas, A. J., Rojas, G., & Krause, M. (2015). Mindfulness-based interventions in secondary education: a qualitative systematic review/Intervenciones basadas en mindfulness en educación secundaria: una revisión sistemática cualitativa. *Estudios de Psicología*, 36(3), 533-570.

Leventhal, K. S., Gillham, J., DeMaria, L., Andrew, G., Peabody, J., & Leventhal, S. (2015). Building psychosocial assets and wellbeing among adolescent girls: A randomized controlled trial. *Journal of Adolescence*, 45, 284–295.

MacKenzie, E. P., Hilgedick, J. M. (2000). The computer-assisted parenting program (CAPP): The use of a computerized behavioral parent-training program as an educational tool. *Child and Family Behavior Therapy*, 21(4), 23–43.

Mackenzie, K., & Williams, C. (2018). Universal, school-based interventions to promote mental and emotional well-being: what is being done in the UK and does it work? A systematic review. *BMJ open*, 8(9), e022560.

Manz, R., Junge, J., Neumer, S. & Margraf, J. (2001). Primary prevention of anxious and depressive symptoms in adolescents. First Results from a Quasi-Experimental Study. *Zeitschrift fur Gesundheitswissenschaften*, 9, 229–241.

O'Reilly, M., Svirydzenka, N., Adams, S., & Dogra, N. (2018). Review of mental health promotion in schools. *Social Psychiatry and Psychiatric Epidemiology*, 53(7), 647–662.

Pianta, R. C., La Paro, K. M., & Hamre, B. K. (2008). *Classroom Assessment Scoring System (CLASS) Manual, K-3*. Baltimore: Brooks Publishing Co.

Pössel, P., Horn, A. B., Groen, G. & Hautzinger, M. (2004) School-based prevention of depressive symptoms in adolescents: a 6-month follow-up. *Journal of the American Academy of Child & Adolescent Psychiatry*, 43, 1003–1010.

Pössel, P., Seemann, S. & Hautzinger, M. (2008). Impact of comorbidity in prevention of adolescent depressive symptoms. *Journal of Counseling Psychology*, 55, 106–117.

Puskar, K., Sereika, S., & Tusaie-Mumford, K. (2003). Effects of the Teaching Kids to Cope (TKC) program on outcomes of depression and coping among rural adolescents. *Journal of Child Adolescent Psychiatric Nursing*, 16, 71–80.

Raes, F., Griffith, J., Van der Gucht, K., & Williams, J. (2013). School-based prevention and reduction of depression in adolescents: A cluster-randomized controlled trial of a mindfulness group program. *Mindfulness*, 5(5), 477–486.

Ruini, C., Belaise, C., Brombin, C., Caffo, E., & Fava, G.A. (2006). Well-being therapy in school settings: a pilot settings. *Psychotherapy and Psychomatics*, 75(6), 331–336.

Schinke, S. P., Schwinn, T. M., Di Noia, J., & Cole, K. C. (2004). Reducing the risks of alcohol use among urban youth: Three-year effects of a computer-based intervention with and without parent involvement. *Journal of Studies on Alcohol and Drugs*, 65(4), 443–449.

Spence, S. H., Sheffield, J. K., & Donovan, C. L. (2003). Preventing adolescent depression: An evaluation of the problem solving for life program. *Journal of Consulting and Clinical Psychology*, 71, 3–13.

Stanley, H., Goldstein, A., & Bry, B. H. (1976). *Program manual for the Early Secondary Intervention Program (renamed the Behavioral Monitoring and Reinforcement Program)*. (Available from Brenna H. Bry, PhD, Graduate School of Applied and Professional Psychology, 152 Frelinghuysen Road, Piscataway, NJ 08854).

Wood, C., Gladwell, V., & Barton, J. (2014). A repeated measures experiment of school playing environment to increase physical activity and enhance self-esteem in UK school children. *PLOS ONE*, 9(9), e108701.

Wuthrich, V. M., Rapee, R. M., Cunningham, M. J., Lyneham, H. J., Hudson, J. L., & Schniering, C. A. (2012). A randomized controlled trial of the cool teens CD-ROM computerized program for adolescent anxiety. *Journal of the American Academy of Child and Adolescent Psychiatry*, 51(3), 261–270.

This page is intentionally left blank





<b>Subject:</b>	Boxing Strategy Quarterly Update
<b>Date:</b>	10 November 2020
<b>Reporting Officer:</b>	Ryan Black, Director of Neighbourhood Services
<b>Contact Officer:</b>	Kelly Gilliland, Neighbourhood Services Manager

<b>Restricted Reports</b>	
Is this report restricted?	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
If Yes, when will the report become unrestricted?	
After Committee Decision	<input type="checkbox"/>
After Council Decision	<input type="checkbox"/>
Some time in the future	<input type="checkbox"/>
Never	<input type="checkbox"/>

<b>Call-in</b>	
Is the decision eligible for Call-in?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>

<b>1.0</b>	<b>Purpose of Report or Summary of main Issues</b>
1.1	This report is to provide an update on progress on implementation of Belfast Boxing Strategy for July to September 2020.
<b>2.0</b>	<b>Recommendations</b>
2.1	<p>The Committee is asked to</p> <ul style="list-style-type: none"> <li>note progress to date – that achievement of targets has been significantly impacted by Covid-19 restrictions, however that IABA are hopeful that full implementation of the majority, if not all, of the agreed KPIs can be achieved by year end (subject to regulations being lifted/relaxed as planned).</li> </ul>

<b>3.0</b>	<b>Main report</b>
	Background
3.1	Council agreed, through the January 2018 Strategic Policy and Resources Committee, to provide £200,000 to the Irish Athletic Boxing Association Ulster Branch (IABA) for delivery of an agreed annual action plan supporting the Belfast Boxing Strategy.
3.2	The IABA provided SP&R with a detailed breakdown of programmes to be delivered under six main areas. Salary – Development Officer and Coaches, Pathways, Events, Coach Education, Club Support, Governance.
3.3	Following this decision the Belfast Boxing Strategy Steering Group has met quarterly, with the most recent meetings held online. This Steering Group is chaired by the Director of Neighbourhood Services with Council Officers, IABA Officers and Officials and Co. Antrim Board Officials attending. Small variations to the budget across the six areas have been agreed to assist prioritisation in line with the agreed annual action plan.
	<u>Monitoring</u>
3.4	The Leisure Development Unit works directly with IABA officials to verify reporting on performance and finance and provides detailed reports for discussion at the Steering Group.
	<u>Performance</u>
3.5	Council agreed a total of 37 Indicators with IABA to monitor delivery of the programmes. IABA have complied with reporting requirements and their performance report 2021 Q2 is at Appendices 1. As can be noted, achievement of targets in-year to date (Qtrs 1 & 2) has been significantly impacted by Covid-19 regulations and restrictions as imposed by NI Executive with many now deferred to take place within Qtrs 3 and 4. IABA have provided narrative against each of the KPIs to describe progress against each indicator and plans to ensure that all targets are achieved at year end. IABA have also submitted some relevant case studies showing delivery to underrepresented groups within the city.
3.6	Much of the focus has been on availing of online training and workshops for both committee members and coaches, as well as delivering online workout sessions, and supporting clubs with accreditation or reaccreditation.
	<u>Financial &amp; Resource Implications</u>
3.7	A total of £200,000 is available within the current financial year to support the Action Plan.

3.8	<p><u>Equality and Good Relations implications/Rural Needs Assessment</u></p> <p>The strategy was equality screened in line with the Council's equality process. The screening showed that there were potential adverse impacts on a number of groups including females and people with a disability and mitigating actions were added to the strategy. Members agreed that an equality screening be undertaken prior to a decision being made in relation to funding for 19/20. Officers have finalised this screening and initial findings show that progress has been made in increasing the participation of underrepresented groups and this has been reported separately through the Strategic Policy and Resources Committee. The IABA continue to target underrepresented groups in its delivery of the 20/21 programme with particular focus on the events and non-contact programme. IABA have also advised that the three Belfast clubs which had been affiliated to the Northern Ireland Boxing Association (NIBA) have re-joined the IABA and are now in a position to be fully supported through the Strategy action plan and Council Sports Development funding.</p>
<b>4.0</b>	<b>Appendices – Documents Attached</b>
	Appendix 1. IABA 2021 Q2 Performance Report

This page is intentionally left blank

# Boxing Strategy KPI Report 20-21 Q1

## To have an effective efficient Pathway to engage and nurture talent within Belfast

KPI	Description	Female	Male	Total	Office Use Only	Commentary
1.1	Run talent ID testing for 3 Belfast squads			0		With contact boxing due to remuse in October we hope to start this in Q3
1.2	Run 3 talent squads in Belfast			0		With contact boxing due to remuse in October we hope to start this in Q3
1.3	Run competitive opportunities for Belfast talent squads			0		With contact boxing due to remuse in October we hope to start this in Q3
1.4	Number of boxers on Elite gym membership			0		We will work with athletes if and when this scheme opens
1.5	Number of boxers obtaining support for sport			0		We will work with athletes if and when this scheme opens
2.1	30 clubs at volunteer education event			0		we hope to run this in Q3/4 once clubs are fully functioning and it is safe to do so via government guidelines
2.2	30 clubs at volunteer recognition event			0		we hope to run this in Q3/4 once clubs are fully functioning and it is safe to do so via government guidelines
3.1	10 officials trained on scoring system			0		We hope to run a virtual/zoom course for existing R&J's in Q2
3.2	20 new referees and judges trained			0		We hope to run this in Q3/4 once clubs are fully functioning and it is safe to do so via government guidelines
3.3	20 committee members trained on best practice		20	20		Committee members took part in virtual / zoom courses to include (Financial Management Training, Club development plan workshop) Please see Q1 report for clubs involved.
<b>To recruit, train and sustain active coaches within Belfast</b>						
4.1	5 coaches receive talent coach training and mentoring		0	0		No squads running at present we hope to run this in Q3/4 once clubs are fully functioning and it is safe to do so via government guidelines
4.2	20 new grassroots coaches trained			0		
4.3	50 new people accessing online resources		70	70		We have run the following zoom seminars in which belfast coaches were involved in( Corner care, Nutrition, Concussion Course, Concussion workshop, Mental Health and Wellbeing, UK mental health awareness course through UK Sport) Please see Q1 report for clubs involved.
4.4	Increase the number of female coaches - EBA2020			0		we hope to run this in Q3/4 once clubs are fully functioning and it is safe to do so via government guidelines
4.5	5 clubs trained on inclusive boxing module			8		Disability NI ran a zoom workshop in the inclusive boxing module in which 8 belfast clubs were present. Please see Q1 report for clubs involved.

# Boxing Strategy KPI Report 20-21 Q1

## To grow and sustain club membership within Belfast

5.1	120 participants at come and try it event			0		We hope to run this in Q3/4 once clubs are fully functioning and it is safe to do so via government guidelines
5.2	1200 pupils taking part in non contact boxing	2438	2438	4876		5 Belfast based schools responded to emails and the community coach created personalised workout videos for them ( Oliver Plunkett PS, St Teresas PS, Blessed Trinity College, Hunter House, Ashfeild Girls).
5.3	120 participants at Belfast Day of Boxing			0		We hope to run this in Q3/4 once clubs are fully functioning and it is safe to do so via government guidelines
5.4.1	2 new clubs availing of seeding grant			0		We hope to run this in Q3/4 once clubs are fully functioning and it is safe to do so via government guidelines
5.4.2	4 clubs obtaining equipment grants			0		We hope to run this in Q3/4 once clubs are fully functioning and it is safe to do so via government guidelines
5.4.3	22 clubs obtaining membership growth			0		We hope to run this in Q3/4 once clubs are fully functioning and it is safe to do so via government guidelines
5.5	8 clubs receiving for support for sport grants			0		We hope to run this in Q3/4 once clubs are fully functioning and it is safe to do so via government guidelines
5.6	180 participants in holiday camps			0		We hope to run this in Q3/4 once clubs are fully functioning and it is safe to do so via government guidelines
5.7	Number of new members in Belfast clubs			0		We hope to run this in Q3/4 once clubs are fully functioning and it is safe to do so via government guidelines
<b>To promote and sustain good governance standards within Belfast clubs</b>						
6.1	2 clubs to attain clubmark accreditation					Work ongoing with clubs to attain clubmark accreditation
6.2	180 participants in good relations programme			0		We hope to run this in Q3/4 once clubs are fully functioning and it is safe to do so via government guidelines

# Boxing Strategy KPI Report 20-21 Q1

## Funding to support competitive local and international events in Belfast

7.1	Number of local events			0		Boxing events will not take place per IABA rules until the month of October at least.
7.2	Number of international events			0		Boxing events will not take place per IABA rules until the month of October at least.
7.3	Number of male competitors			0		Boxing events will not take place per IABA rules until the month of October at least.
7.4	Number of female competitors			0		Boxing events will not take place per IABA rules until the month of October at least.
7.5	Number of visiting competitors			0		Boxing events will not take place per IABA rules until the month of October at least.
7.6	Number of Belfast competitors			0		Boxing events will not take place per IABA rules until the month of October at least.
7.7	Number of visiting officials			0		Boxing events will not take place per IABA rules until the month of October at least.
7.8	Number of Belfast officials			0		Boxing events will not take place per IABA rules until the month of October at least.

## Boxing Strategy KPI Report 20-21 Q2

**To have an effective efficient Pathway to engage and nurture talent within Belfast**

KPI	Description	Female	Male	Total	Office Use Only	Commentary
1.1	Run talent ID testing for 3 Belfast squads	0	0	0		With contact boxing due to resume in October we hope to start this in Q3
1.2	Run 3 talent squads in Belfast	0	0	0		With contact boxing due to resume in October we hope to start this in Q3
1.3	Run competitive opportunities for Belfast talent squads	0	0	0		With contact boxing due to resume in October we hope to start this in Q3
1.4	Number of boxers on Elite gym membership	0	0	0		We will work with athletes if and when this scheme opens
1.5	Number of boxers obtaining support for sport	0	0	0		We will work with athletes if and when this scheme opens
2.1	30 clubs at volunteer education event			0		We hope to run this in Q3/4 once clubs are fully functioning and it is safe to do so via government guidelines
2.2	30 clubs at volunteer recognition event			0		We hope to run this in Q3/4 once clubs are fully functioning and it is safe to do so via government guidelines
3.1	10 officials trained on scoring system	0	0	0		We hope to run a refresher course for exsisting R&J's in Q3/Q4.
3.2	20 new referees and judges trained	0	0	0		We hope to run this in Q3/4 once clubs are fully functioning and it is safe to do so via government guidelines
3.3	20 committee members trained on best practice	7	17	24		Committee members took place in the following courses: Developing a club development plan, Autisim Awareness course, Safeguarding Courses. Clubs list in additional Q2 work report



# Boxing Strategy KPI Report 20-21 Q2

## To recruit, train and sustain active coaches within Belfast

4.1	5 coaches receive talent coach training and mentoring	1	4	5	5 coaches attended an online seminar run by the Ulster High performance unit in conjunction with sport NI's performance team as the start of learning and developing as a high performance coach.
4.2	20 new grassroots coaches trained	0	0	0	We hope to run this in Q3/4 once clubs are fully functioning and it is safe to do so via government guidelines
4.3	50 new people accessing online resources	0	0	0	A number of zoom workshops have been run which Belfast Clubs have been involved in.
4.4	Increase the number of female coaches - EBA2020	0		0	We hope to run this in Q3/4 once clubs are fully functioning and it is safe to do so via government guidelines
4.5	5 clubs trained on inclusive boxing module				This was completed in Q1.

## To grow and sustain club membership within Belfast

5.1	120 participants at come and try it event	0	0	0	We hope to run this in Q3/4 once clubs are fully functioning and it is safe to do so via government guidelines
5.2	1200 pupils taking part in non contact boxing	1594	1595	3189	Views from the summer weekly workouts we posted on social media weekly. We have now made contact with schools and will recommence coaching with some schools in Q3
5.3	120 participants at Belfast Day of Boxing	0	0	0	We hope to run this in Q3/4 once clubs are fully functioning and it is safe to do so via government guidelines
5.4.	2 new clubs availing of seeding grant			0	We hope with our affiliation process due to take place in November that new clubs will be able to avail of this
5.4.	4 clubs obtaining equipment grants			0	We hope to run this in Q3/4 once clubs are fully functioning and it is safe to do so via government guidelines
5.4.	22 clubs obtaining membership growth			0	We hope to run this in Q3/4 once clubs are fully functioning and it is safe to do so via government guidelines

# Boxing Strategy KPI Report 20-21 Q2

5.5	8 clubs receiving for support for sport grants			0		We will work with clubs on this if and when the programme is rolled out.
5.6	180 participants in holiday camps	0	0	0		We hope to run this in Q3/4 once clubs are fully functioning and it is safe to do so via government guidelines
5.7	Number of new members in Belfast clubs	0	0	0		We will work with our clubs to gadge this once our clubs are in a position to and are allowed to take in new members.
<b>To promote and sustain good governance standards within Belfast clubs</b>						
6.1	2 clubs to attain clubmark accreditation			0		We are currently working with 3 new clubs to attain their clubmark accreditation and also working with various clubs to attain reaccreditation.
6.2	180 participants in good relations programme			0		We hope to run this in Q3/4 once clubs are fully functioning and it is safe to do so via government guidelines
<b>Funding to support competitive local and international events in Belfast</b>						
7.1	Number of local events			0		Boxing events will not take place per IABA/ Government rules until it is safe to do so for contact sports.
7.2	Number of international events			0		Boxing events will not take place per IABA/ Government rules until it is safe to do so for contact sports.
7.3	Number of male competitors	0	0	0		Boxing events will not take place per IABA/ Government rules until it is safe to do so for contact sports.
7.4	Number of female competitors	0	0	0		Boxing events will not take place per IABA/ Government rules until it is safe to do so for contact sports.
7.5	Number of visiting competitors	0	0	0		Boxing events will not take place per IABA/ Government rules until it is safe to do so for contact sports.
7.6	Number of Belfast competitors	0	0	0		Boxing events will not take place per IABA/ Government rules until it is safe to do so for contact sports.
7.7	Number of visiting officials	0	0	0		Boxing events will not take place per IABA/ Government rules until it is safe to do so for contact sports.
7.8	Number of Belfast officials	0	0	0		Boxing events will not take place per IABA/ Government rules until it is safe to do so for contact sports.

## Boxing Strategy KPI Report 20-21 Q3

**To have an effective efficient Pathway to engage and nurture talent within Belfast**

KPI	Description	Female	Male	Total	Office Use Only	Commentary
1.1	Run talent ID testing for 3 Belfast squads			0		
1.2	Run 3 talent squads in Belfast			0		
1.3	Run competitive opportunities for Belfast talent squads			0		
1.4	Number of boxers on Elite gym membership			0		
1.5	Number of boxers obtaining support for sport			0		
2.1	30 clubs at volunteer education event			0		
2.2	30 clubs at volunteer recognition event			0		
3.1	10 officials trained on scoring system			0		
3.2	20 new referees and judges trained			0		
3.3	20 committee members trained on best practice			0		
<b>To recruit, train and sustain active coaches within Belfast</b>						
4.1	5 coaches receive talent coach training and mentoring			0		
4.2	20 new grassroots coaches trained			0		
4.3	50 new people accessing online resources			0		
4.4	Increase the number of female coaches - EBA2020			0		
4.5	5 clubs trained on inclusive boxing module					
<b>To grow and sustain club membership within Belfast</b>						
5.1	120 participants at come and try it event			0		
5.2	1200 pupils taking part in non contact boxing			0		
5.3	120 participants at Belfast Day of Boxing			0		
5.4.1	2 new clubs availing of seeding grant			0		
5.4.2	4 clubs obtaining equipment grants			0		
5.4.3	22 clubs obtaining membership growth			0		
5.5	8 clubs receiving for support for sport grants			0		
5.6	180 participants in holiday camps			0		
5.7	Number of new members in Belfast clubs			0		
<b>To promote and sustain good governance standards within Belfast clubs</b>						
6.1	2 clubs to attain clubmark accreditation					
6.2	180 participants in good relations programme			0		
<b>Funding to support competitive local and international events in Belfast</b>						
7.1	Number of local events			0		
7.2	Number of international events			0		
7.3	Number of male competitors			0		
7.4	Number of female competitors			0		
7.5	Number of visiting competitors			0		
7.6	Number of Belfast competitors			0		
7.7	Number of visiting officials			0		
7.8	Number of Belfast officials			0		

## Boxing Strategy KPI Report 20-21 Q4

### To have an effective efficient Pathway to engage and nurture talent within Belfast

KPI	Description	Female	Male	Total	Office Use Only	Commentary
1.1	Run talent ID testing for 3 Belfast squads			0		
1.2	Run 3 talent squads in Belfast			0		
1.3	Run competitive opportunities for Belfast talent squads			0		
1.4	Number of boxers on Elite gym membership			0		
1.5	Number of boxers obtaining support for sport			0		
2.1	30 clubs at volunteer education event			0		
2.2	30 clubs at volunteer recognition event			0		
3.1	10 officials trained on scoring system			0		
3.2	20 new referees and judges trained			0		
3.3	20 committee members trained on best practice			0		
<b>To recruit, train and sustain active coaches within Belfast</b>						
4.1	5 coaches receive talent coach training and mentoring			0		
4.2	20 new grassroots coaches trained			0		
4.3	50 new people accessing online resources			0		
4.4	Increase the number of female coaches - EBA2020			0		
4.5	5 clubs trained on inclusive boxing module			0		
<b>To grow and sustain club membership within Belfast</b>						
5.1	120 participants at come and try it event			0		
5.2	1200 pupils taking part in non contact boxing			0		
5.3	120 participants at Belfast Day of Boxing			0		
5.4.1	2 new clubs availing of seeding grant					
5.4.2	4 clubs obtaining equipment grants			0		
5.4.3	22 clubs obtaining membership growth			0		
5.5	8 clubs receiving for support for sport grants			0		
5.6	180 participants in holiday camps			0		
5.7	Number of new members in Belfast clubs			0		
<b>To promote and sustain good governance standards within Belfast clubs</b>						
6.1	2 clubs to attain clubmark accreditation			0		
6.2	180 participants in good relations programme			0		
<b>Funding to support competitive local and international events in Belfast</b>						
7.1	Number of local events			0		
7.2	Number of international events			0		
7.3	Number of male competitors			0		
7.4	Number of female competitors			0		
7.5	Number of visiting competitors			0		
7.6	Number of Belfast competitors			0		
7.7	Number of visiting officials			0		
7.8	Number of Belfast officials			0		

## Boxing Strategy KPI Report 20-21 Overall

### To have an effective efficient Pathway to engage and nurture talent within Belfast

KPI	Description	Female	Male	Total	Office Use Only	Commentary
1.1	Run talent ID testing for 3 Belfast squads	0	0	0		
1.2	Run 3 talent squads in Belfast	0	0	0		
1.3	Run competitive opportunities for Belfast talent squads	0	0	0		
1.4	Number of boxers on Elite gym membership	0	0	0		
1.5	Number of boxers obtaining support for sport	0	0	0		
2.1	30 clubs at volunteer education event			0		
2.2	30 clubs at volunteer recognition event			0		
3.1	10 officials trained on scoring system	0	0	0		
3.2	20 new referees and judges trained	0	0	0		
3.3	20 committee members trained on best practice	7	37	44		
<b>To recruit, train and sustain active coaches within Belfast</b>						
4.1	5 coaches receive talent coach training and mentoring	1	4	5		
4.2	20 new grassroots coaches trained	0	0	0		
4.3	50 new people accessing online resources	0	70	70		
4.4	Increase the number of female coaches - EBA2020	0		0		
4.5	5 clubs trained on inclusive boxing module			8		
<b>To grow and sustain club membership within Belfast</b>						
5.1	120 participants at come and try it event	0	0	0		
5.2	1200 pupils taking part in non contact boxing	4032	4033	8065		
5.3	120 participants at Belfast Day of Boxing	0	0	0		
5.4.1	2 new clubs availing of seeding grant			0		
5.4.2	4 clubs obtaining equipment grants			0		
5.4.3	22 clubs obtaining membership growth			0		
5.5	8 clubs receiving for support for sport grants			0		
5.6	180 participants in holiday camps	0	0	0		
5.7	Number of new members in Belfast clubs	0	0	0		
<b>To promote and sustain good governance standards within Belfast clubs</b>						
6.1	2 clubs to attain clubmark accreditation			0		
6.2	180 participants in good relations programme	0	0	0		
<b>Funding to support competitive local and international events in Belfast</b>						
7.1	Number of local events			0		
7.2	Number of international events			0		
7.3	Number of male competitors	0	0	0		
7.4	Number of female competitors	0	0	0		
7.5	Number of visiting competitors	0	0	0		
7.6	Number of Belfast competitors	0	0	0		
7.7	Number of visiting officials	0	0	0		
7.8	Number of Belfast officials	0	0	0		

This page is intentionally left blank



<b>Subject:</b>	Stadia Community Benefits Initiative Update
<b>Date:</b>	10 November 2020
<b>Reporting Officer:</b>	Ryan Black, Director of Neighbourhood Services
<b>Contact Officer:</b>	Kelly Gilliland, Neighbourhood Services Manager

<b>Restricted Reports</b>	
Is this report restricted?	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
If Yes, when will the report become unrestricted?	
After Committee Decision	<input type="checkbox"/>
After Council Decision	<input type="checkbox"/>
Some time in the future	<input type="checkbox"/>
Never	<input type="checkbox"/>

<b>Call-in</b>	
Is the decision eligible for Call-in?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>

<b>1.0</b>	<b>Purpose of Report or Summary of main Issues</b>
1.1	To advise Committee of progress with the Stadia Community Benefits Initiative (SCBI) and update on the action plan.
<b>2.0</b>	<b>Recommendations</b>
2.1	The Committee is asked to: <ul style="list-style-type: none"> <li>Note the content of the report.</li> </ul>
<b>3.0</b>	<b>Main report</b>
3.1	The Council has been progressing with the Leisure Transformation Programme to renew and further develop its leisure offering across the City. This programme has been influenced by the partnership opportunities presented by the NI Executive Stadia Programme.

3.2	The Council, Department for Communities (DfC) and the Irish Football Association (IFA) had previously recognised the opportunities presented by the Stadia Programme and had committed to work together to maximise these benefits via the establishment of a Stadium Community Benefits Initiative as part of the Belfast Community Benefits Initiative ('the Project') to implement and deliver agreed objectives including promoting equality, tackling poverty, and tackling social exclusion within the Belfast area.
3.3	In March 2016 the Council, DfC and IFA signed an agreement which sets out their respective commitments to the project. As other major stadia are developed in Belfast it is anticipated that other sports governing bodies shall become parties to the agreement. At its April 2018 meeting, People and Communities committee agreed that Council would work with the Gaelic Athletic Association (GAA) within the Stadia Community Benefits Initiative and recognised their significant planned investment in gaelic games in the city to support their Gaelfast strategy. GAA activities became fully incorporated into the action plan at the start of financial year 2019-2020, with Gaelfast staff imbedded into the governance structure at Communications Board, Delivery Board, Policy and Performance Board. There will be further opportunities for the extension of programme delivery over the next number of years, particularly following recent NI Executive approval for redevelopment of Casement Park.
3.4	The agreement is for a period of ten years with financial commitment from Council and IFA in place to the end of March 2026. Delivery is managed through monthly meetings of the Delivery Board, which reports quarterly to the Policy and Performance Board. Financial and performance reports can be presented to Council and other partners' Boards as necessary with formal reviews of the agreement planned for years 5 and 10.
3.5	<p>The Policy &amp; Performance Group is responsible for agreeing the Benefits Realisation Plan and associated annual targets. Work was undertaken to ensure the end benefits/outcomes are aligned to partners' strategies. To measure the progress of this the Council and the IFA have developed a range of indicators/intermediate benefits which are monitored through programme delivery:</p> <ul style="list-style-type: none"> <li>a. Number of coaching sessions provided</li> <li>b. Number of coaches engaged in delivering coaching</li> <li>c. Number of sessions improving club governance</li> <li>d. Number of volunteering opportunities</li> <li>e. Participation opportunities for under 16s</li> <li>f. Female participation rates</li> <li>g. Number of people completing skills development programme</li> </ul>



	<p>h. Number of people members of at least one sports club</p> <p>i. Number of sessions for under-represented groups</p> <p>j. Number of sessions for school and youth groups</p> <p>k. Community group usage of stadia</p> <p>l. Number of clubs attaining club-mark</p> <p>m. Educational opportunities</p> <p>o. Number of programmes targeting ASB</p> <p>q. Improved collaborative working</p> <p>r. Number of disabled participants</p> <p>s. Number of older people participating</p>
3.6	Following the completion of a baseline assessment in early 2017, annual work-plans were then developed for years 1, 2 and 3.
3.7	It was agreed that year 3 (2019-2020) would be a transition year, with GAA actively joining the partnership and the first year that GAA was incorporated into programme delivery. The action plan for 2019-2020 included a mixture of sports specific programmes (e.g. National Governing Body specific coach education) and some joint collaborative initiatives delivered by both sporting codes. The IFA and GAA were able to access additional resources to enable them to deliver the joint partnership programmes, for example they collaborated to deliver club development workshops in the areas of social media, strength and conditioning and sports psychology. These club development workshops were attended by both gaelic games and football clubs. In addition, a series of tours of the National Football Stadium at Windsor Park took place, with youth football/soccer teams pairing up with youth GAA teams.
3.8	To improve collaborative working and to increase the community benefits in 2020-2021, a joint planning workshop was held in the National Football Stadium at Windsor Park in Nov 2019. This workshop helped to identify specific themes, which both IFA and GAA agreed to be the focus within the new action plan for the forth-coming year. The SCBI Policy and Performance group approved a joint action plan for 2020-2021, at the February 2020 meeting. This included plans for a joint SCBI conference, which was due to be held in June 2020. Other planned joint initiatives included youth summer camp, disability summer camp and community outreach with the BME communities.
3.9	These initiatives unfortunately had to be postponed due to NI executive Covid-19 restrictions. The majority of IFA staff involved in the delivery of the SCBI programmes were placed on furlough/part-time furlough until September 2020 and all of the Gaelfast staff currently remain

	<p>on furlough. Both IFA and Gaelfast staff are likely to return to full time working in November 2020 and each organisation is fully committed to developing a revised action plan to maximise programme delivery in Q3 &amp; Q4 and to develop new and creative ways of working/delivering whilst ensuring compliance with any Executive restrictions.</p>
3.10	<p>Programme delivery to date in Year 4 (financial year 2020/2021) has been limited. Given that some IFA staff returned from furlough on a part-time basis in August/September 2020, this enabled some programmes to commence as summarised below:</p> <ul style="list-style-type: none"> <li>• Five club coaches have been able to complete their IFA level 1 via support of Stadium Community Benefits funds.</li> <li>• Two IFA Educational Programmes have commenced in September 2020, with two schools and 30 young people currently completing a series of qualifications including: grassroots introduction, futsal intro, referee certificate and show racism the red card.</li> <li>• IFA officers are currently working with online developers to try and move some coach education online. It is hoped that grassroots, OCN and part of the NCC (level 1) will be accessible online from November 2020. These courses will then enable aspects of the SCBI educational programme to be delivered online, regardless of further Covid-19 restrictions.</li> <li>• SCBI has supported Street Soccer over the summer months. SCBI funding facilitated Golf soccer sessions. This commenced as soon as Covid-19 restrictions lifted in June 2020. This provided much needed socially distanced activity for this group of adults who have experienced homelessness.</li> <li>• IFA Walking Football and Shooting Stars programmes were due to commence in Belfast in November 2020. However this has now been put on hold due to the most recent Covid-19 restrictions coming into play.</li> <li>• IFA clubmark accreditation system is now online. In 2020, four Belfast clubs have successfully completed the new IFA clubmark accreditation. A further 23 Belfast clubs have registered on the online clubmark platform. These registered clubs are currently being supported by IFA and Belfast City Council Sports Development staff.</li> <li>• The IFA club development officer and volunteer development officer have developed a series of online workshops, which have been accessible to Belfast clubs; including online workshops/videos on: Mental Health, Covid-19 Protocols, Covid Officer training.</li> <li>• The IFA volunteer development officer worked alongside Volunteer Now to assign IFA volunteer roles during lockdown to help in local foodbanks.</li> </ul>

	<u>Financial &amp; Resource Implications</u>
3.10	In accordance with the Council's obligations under its DfC Funding Agreement for the Olympia Regeneration Project, the Council has committed a sum of £100,000 per annum for a minimum of ten years, so that a minimum of £1,000,000 is contributed in total to the Project. Reduced programme delivery leads to reduced expenditure and discussion will take place as to whether this budget can be carried forward into future work plans.
	<u>Equality and Good Relations implications/Rural Needs Assessment</u>
3.11	There are no additional impacts related to this report.
<b>4.1</b>	<b>Appendices – Documents Attached</b>
	Appendix 1. Performance Report update as of 16 October 2020.

This page is intentionally left blank

Stadium Community Benefits Initiative  
Year 4 Delivery (2020/2021)  
Performance Report - 16 October 2020

Intermediate Benefit	Definition	ANNUAL PLAN	ACTUAL YTD
a. Number of coaching sessions provided	In year count of sessions delivered by staff and volunteers commissioned through programme	679	35
b. Number of coaches engaged in delivering coaching	In year count of individuals staff and volunteers delivering commissioned through programme	164	9
c. Number of sessions improving club governance	In year count of sessions through programme	31	0
d. Number of volunteering opportunities	In year count of sessions of volunteering through programme	80	2
e. Participation opportunities for under 16s	In year count of individuals recorded at sessions in programme	4588	90
f. Female participation rates	In year count of females recorded at sessions in programme	2030	90
g. Number of people completing skills development programme	In year count of individuals completing skills development programme	829	146
i. Number of sessions for under-represented groups	In year count of individuals recorded at sessions in programme	1344	32
j. Number of sessions for school and youth groups	in year count of sessions delivered through programme	743	9
k. Community group usage of stadia	In year count of groups attending programmes in stadia	45	0
l. Number of clubs attaining club-mark	In year total number of clubs on database	6	4
m. Educational opportunities	In year total number of opportunities offered through programmes	1989	406
o. Number of programmes targeting ASB	In year total number of programmes	36	26
q. Improved collaborative working	Number of partners directly involved with planning, delivery and evaluation of programmes	51	4
r. Number of disabled participants	Total number of attendees at programmes	41	0
s. Number of older people participating	Total number of attendees at programmes	680	0

This page is intentionally left blank



<b>Subject:</b>	Belfast Physical Activity & Sports Development Strategy
<b>Date:</b>	10 November 2020
<b>Reporting Officer:</b>	Ryan Black, Director of Neighbourhood Services
<b>Contact Officer:</b>	Kelly Gilliland, Neighbourhood Services Manager

<b>Restricted Reports</b>	
Is this report restricted?	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
If Yes, when will the report become unrestricted?	
After Committee Decision	<input type="checkbox"/>
After Council Decision	<input type="checkbox"/>
Some time in the future	<input type="checkbox"/>
Never	<input type="checkbox"/>
<i>Ethantiger22*</i>	

<b>Call-in</b>	
Is the decision eligible for Call-in?	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>

<b>1.0</b>	<b>Purpose of Report or Summary of main Issues</b>
1.1	To seek approval to extend the terms of reference for development of a Belfast City Council Sports Development Strategy and revised timeline for development and completion.
<b>2.0</b>	<b>Recommendations</b>
2.1	The Committee are asked to agree; <ul style="list-style-type: none"> <li>1. The proposed extended terms of reference</li> <li>2. The revised timeline for development of the strategy</li> </ul>
<b>3.0</b>	<b>Main report</b>
	<u>Key Issues</u>
3.1	It was agreed by the Strategic Policy and Resources Committee at its meeting on 5 <sup>th</sup> January 2018 that a Belfast City Council Sports Development Strategy and associated

	<p>funding strategy would be developed. This strategy was to provide a framework for future decision making on providing funding to National Governing Bodies of Sport delivering programmes in Belfast in support of existing funding streams and work programmes which enhance sporting opportunities for Belfast's sporting organisations and individuals.</p>
3.2	<p>People and Communities Committee of 5<sup>th</sup> June 2018 agreed a proposed Terms of Reference and proposed timeline. Since that date the Departmental Change Programme has prompted consideration of wider opportunities to clarify and align the links between sports development and Council's strategic funding and programming decisions in the areas of asset development, health improvement and community development.</p>
3.3	<p>Department for Communities (DfC) are currently developing a Physical Activity and Sport Strategy for Northern Ireland 2020 - 2030. Pre-consultation has been carried out by DfC on this strategy and Council has provided responses to the approach. It would appear that alignment to the DfC approach may support maximising the Belfast Agenda outcomes for Belfast which have a focus on delivery until 2035.</p>
	<p><u>Proposed Extended Terms of Reference</u></p>
3.4	<p>Based on what was agreed at committee on 5<sup>th</sup> June 2018 it is proposed that the Terms of Reference are extended to include the following;</p> <ul style="list-style-type: none"> <li>• In line with the Belfast Agenda the outcomes are extended to 2035</li> <li>• Physical activity programming is considered as part of the pathway into organised sport</li> <li>• Considered and aligned with our Leisure Transformation Programme, including the development of Phase 3.</li> <li>• Identification of alternative sources of financing/partner opportunities.</li> <li>• Facility/asset utilisation and management is maximised through collaborative partnership approaches</li> <li>• Facility/asset planning and development is considered taking account of local, citywide and regional need.</li> <li>• Sport's contribution to improvement of whole health is considered in the context of partnership working through the work of the Belfast Community Planning Partnership and associated Boards – particularly the Living Here Board</li> </ul>



3.5	<ul style="list-style-type: none"> <li>• Sport's contribution to community development is considered in the context of City &amp; Neighbourhood's Departmental approach to area working and neighbourhood regeneration</li> <li>• The strategy 'working title' to be "Belfast Physical Activity and Sports Development Strategy."</li> </ul> <p><u>Proposed Draft Timeline</u></p> <p>Subject to committee's approval of the draft terms of reference the following is a proposed timeline for the development of the strategy.</p> <table> <tr> <td>Establish Board and structures for developing strategy</td><td>December 2020</td></tr> <tr> <td>Clarify and allocate resources for developing strategy</td><td>January 2021</td></tr> <tr> <td>Research and benchmarking of best practice</td><td>February 2021</td></tr> <tr> <td>Draft strategic and policy context completed</td><td>February 2021</td></tr> <tr> <td>Audit of current programming, asset provision &amp; management arrangements.</td><td>February 2021</td></tr> <tr> <td>Draft aim and objectives completed</td><td>March 2021</td></tr> <tr> <td>Pre consultation and co-design with key stakeholders including sporting clubs, community partners, GLL, DfC, Sport NI and key governing bodies to determine what is already available and key needs of the sector</td><td>April and May 2021</td></tr> <tr> <td>Draft strategy document</td><td>June 2021</td></tr> <tr> <td>Draft equality screening and rural needs analysis</td><td>June 2021</td></tr> <tr> <td>Agreement of draft by DMT/CMT</td><td>July 2021</td></tr> <tr> <td>Consideration of draft strategy by SP&amp;R</td><td>August 2021</td></tr> <tr> <td>Council ratification</td><td>September 2021</td></tr> <tr> <td>12 week public consultation</td><td>October to December 2021</td></tr> <tr> <td>Analyse consultation findings and amend strategy as required</td><td>January 2022</td></tr> </table>	Establish Board and structures for developing strategy	December 2020	Clarify and allocate resources for developing strategy	January 2021	Research and benchmarking of best practice	February 2021	Draft strategic and policy context completed	February 2021	Audit of current programming, asset provision & management arrangements.	February 2021	Draft aim and objectives completed	March 2021	Pre consultation and co-design with key stakeholders including sporting clubs, community partners, GLL, DfC, Sport NI and key governing bodies to determine what is already available and key needs of the sector	April and May 2021	Draft strategy document	June 2021	Draft equality screening and rural needs analysis	June 2021	Agreement of draft by DMT/CMT	July 2021	Consideration of draft strategy by SP&R	August 2021	Council ratification	September 2021	12 week public consultation	October to December 2021	Analyse consultation findings and amend strategy as required	January 2022
Establish Board and structures for developing strategy	December 2020																												
Clarify and allocate resources for developing strategy	January 2021																												
Research and benchmarking of best practice	February 2021																												
Draft strategic and policy context completed	February 2021																												
Audit of current programming, asset provision & management arrangements.	February 2021																												
Draft aim and objectives completed	March 2021																												
Pre consultation and co-design with key stakeholders including sporting clubs, community partners, GLL, DfC, Sport NI and key governing bodies to determine what is already available and key needs of the sector	April and May 2021																												
Draft strategy document	June 2021																												
Draft equality screening and rural needs analysis	June 2021																												
Agreement of draft by DMT/CMT	July 2021																												
Consideration of draft strategy by SP&R	August 2021																												
Council ratification	September 2021																												
12 week public consultation	October to December 2021																												
Analyse consultation findings and amend strategy as required	January 2022																												

	Finalise equality screening	January 2022
	Present draft strategy and action plans to P&C Committee	February 2022
	Council ratification	March 2022
3.6	<u>Financial Implications</u> Cost associated with the development of the new strategy and engagement of external partner will be met within existing departmental resources. Members are advised that no capital finance is in place to support the sports development strategy at this stage, which will need to be considered as the strategy is developed and needs become clearer.	
3.7	<u>Equality or Good Relations Implications/Rural Needs Assessment</u> The draft strategy will be equality screened in line with the Council's agreed process.	
<b>4.0</b>	<b>Appendices – Documents Attached</b>	
	None	



<b>Subject:</b>	Proposal for naming new streets
<b>Date:</b>	10th November, 2020
<b>Reporting Officer:</b>	Ian Harper, Building Control Manager
<b>Contact Officer:</b>	Roisin Adams, Business Coordinator

<b>Restricted Reports</b>	
Is this report restricted?	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
If Yes, when will the report become unrestricted?	
After Committee Decision	<input type="checkbox"/>
After Council Decision	<input type="checkbox"/>
Some time in the future	<input type="checkbox"/>
Never	<input type="checkbox"/>

<b>Call-in</b>	
Is the decision eligible for Call-in?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>

<b>1.0</b>	<b>Purpose of Report or Summary of main Issues</b>
1.1	To consider applications for the naming of new streets in the City.
<b>2.0</b>	<b>Recommendations</b>
2.1	Based on the information presented, the Committee is required to make a recommendation in respect of applications for naming new streets in the City. The Committee may either: <ul style="list-style-type: none"> <li>Grant the applications, or</li> <li>Refuse the applications and request that the applicants submit other names for consideration.</li> </ul>
<b>3.0</b>	<b>Main report</b>
3.1	<u>Key Issues</u> The power for the Council to name streets is contained in Article 11 of the Local Government (Miscellaneous Provisions) (NI) Order 1995.

3.2	<p>Members are asked to consider the following applications for naming new streets in the City. The application particulars are in order and the Royal Mail has no objections to the proposed names. The proposed new names are not contained in the Council's Streets Register and do not duplicate existing approved street names in the City.</p> <table><tr><th>Proposed Name</th><th>Location</th><th>Applicant</th></tr><tr><td>Areema Grove</td><td>Off Areema Drive, BT17</td><td>Apex Housing Assn</td></tr><tr><td>Kilwee Lane</td><td>Off Upper Dunmurry Lane, BT17</td><td>Rolston Architects</td></tr></table>	Proposed Name	Location	Applicant	Areema Grove	Off Areema Drive, BT17	Apex Housing Assn	Kilwee Lane	Off Upper Dunmurry Lane, BT17	Rolston Architects
Proposed Name	Location	Applicant								
Areema Grove	Off Areema Drive, BT17	Apex Housing Assn								
Kilwee Lane	Off Upper Dunmurry Lane, BT17	Rolston Architects								
3.3	<p>Apex Housing Association have proposed Areema Grove, as their first choice as the new street is accessed directly off Areema Drive. The housing association has proposed, McComb Gardens as the second choice as the development backs onto McComb Park cricket club and Aghery Crescent for the third choice as the new street is beside Aghery Walk.</p>									
3.4	<p>Rolston Architects have proposed Kilwee Lane as their first choice as the new street is being built directly adjacent to Kilwee Industrial Estate, which is in keeping with the existing area. Birchtree Road is the second choice as the site has a number of large mature Birch trees located around the perimeter of the site that are prominent within the local area. The significant number of Birch trees gives the site a wooded character and they will be retained after construction.</p> <p><u>Financial &amp; Resource Implications</u></p>									
3.5	<p>There are no Financial, Human Resources, Assets and other implications in this report.</p> <p><u>Equality or Good Relations Implications/Rural Needs Assessment</u></p>									
3.6	<p>There are no direct Equality implications.</p>									
4.0	<p><b>Appendices – Documents Attached</b></p>									
	<p>None</p>									



<b>Subject:</b>	Proposed Improvements to Parks and Open Spaces
<b>Date:</b>	10 <sup>th</sup> November 2020
<b>Reporting Officer:</b>	Ryan Black, Director of Neighbourhoods Services
<b>Contact Officer:</b>	Stephen Leonard, Neighbour Services Manager (South)

<b>Restricted Reports</b>	
Is this report restricted?	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
If Yes, when will the report become unrestricted?	
After Committee Decision	<input type="checkbox"/>
After Council Decision	<input type="checkbox"/>
Some time in the future	<input type="checkbox"/>
Never	<input type="checkbox"/>

<b>Call-in</b>	
Is the decision eligible for Call-in?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>

<b>1.0</b>	<b>Purpose of Report</b>
1.1	Members will recall that in December 2019 this committee received an update report on a number of requests from Elected representatives for a range of improvements to our Parks and Open Spaces. This included a notice of motion relating to the provision of artificial lighting in Parks and a request to review the hours our Parks are open to the public.
1.2	In March 2020 members will also recall that this committee agreed to pilot the opening of 3 parks in the city for 24 hours from the start of July to the start of September. It was agreed that this was a pilot scheme would be subject to ongoing review and evaluation. It was also agreed that information sessions would take place where users and residents would be informed of the pilot and these will be used to record and listen to any concerns raised. It was agreed that members would receive feedback on this prior to the commencement of

	the pilot and both the PSNI and the Council legal Services department would also be consulted.
1.3	The 3 sites chosen for the pilot were Ormeau Park, Falls Park and Woodvale Park.
<b>2.0</b>	<b>Recommendations</b>
2.1	<p>The Committee is asked to note the contents of the report and;</p> <ul style="list-style-type: none"> <li>• Note the substantial financial implications of installing lighting in all parks and note that there is no capital financing associated with this. Given this it is recommended that a feasibility study is undertaken into the lighting requirements for different parks (e.g. City Park, Neighbourhood park). Members are also asked to note that lighting has been installed at a number of parks over the past few years as part of a number of recent capital projects and it is further recommended that the learning from these projects is factored into the above feasibility.</li> <li>• Agree that officers recommence work on the Opening Hours Pilots previously agreed and bring a report detailing the outcome of the consultation and engagement to the March 2021 meeting of the People &amp; Communities Committee.</li> </ul>
<b>3.0</b>	<b>Main report</b>
	<b><u>Key Issues</u></b>
3.1	Our green and blue infrastructure including our Parks affects the quality of life for everyone in our city. It helps to define a sense of place and the character of our communities; provides important spaces for recreation with associated health and wellbeing benefits and strengthens the resilience of our natural environment to change. Protecting these assets and enhancing the benefits that they provide is therefore integral to the future of Belfast.
3.2	From the start of the Pandemic parks and greenspaces have played a major part in relation to meeting both physical and mental health needs, during times when access to the outdoors has been limited. Research has shown on numerous occasions that parks and green spaces provide multiple benefits to the health and wellbeing of residents and are a vital component of creating sustainable and healthy communities.
3.3	This is a transformational time for our city, with the Belfast Agenda setting out shared commitments across public services to an ambitious vision to create a better quality of life for us all.
3.4	In order for our Parks and Open Spaces to work effectively they will need to be well designed, regularly maintained and appropriately funded. This needs to be recognized and

	used to help attract sustainable funding to ensure the benefits from any future improvements are fully realized.
3.5	The Green and Blue Infrastructure Plan (GBIP) sets the strategic spatial framework, vision and five strategic principles for the future delivery, management and enhancement of the whole green and blue infrastructure network; helping to meet the outcomes envisaged in the Belfast Agenda's vision. It is supported by a number of other strategies which focus on specific sub-sets of green and blue infrastructure, such as the Belfast Open Spaces Strategy (BOSS).
3.6	Belfast Open Spaces Strategy (BOSS) provides a road map on how the public want to use our Parks and Open spaces over the next 10 -15 years. An update Report on BOSS was brought to SP&R in March and under delegated authority the following recommendation was agreed. 'The Committee is asked to note the update on the draft BOSS consultation process and agree the proposed changes and actions set out at Appendix 1 and the production of the final Strategy document.' Officers will shortly be making the required amendments to the strategy document and this will be published.
3.7	Over the next 12 months, Officers from across City and Neighbourhood Services will work with colleagues across the Council to begin to develop action plans under each of the seven Strategic Principles and these will be brought to members for approval. Within the context of our transformational places approach future action planning will also seek to maximise public assets and funding by engaging and working with partners, such as DfI and DfC to identify other strategic opportunities like the Belfast Urban Greenway and the Bolder Vision for Belfast to identify funding opportunities and work up proposals.
	<b>Provision of Artificial Lighting to our Parks</b>
3.8	In the December 2019 report members were informed that we currently have approximately 300 km of road and pathways in our Parks and Open Spaces and pilot work was required to identify potential sites and work up proposals. This pilot would also need to consider the outcomes benefits and risks/issues etc. including any impact on crime and ASB, any impact on landscape character and wildlife habitats and ultimately costings in relation to purchasing and installing the equipment and any associated revenue and maintenance trail. Due to Covid this work has not been undertaken to date.

3.9	<p>Members are asked to note the substantial financial implications of installing lighting in all 300km of road/pathways in our parks. Members will also be aware of the current limitations of the capital financing budget and that there is no capital financing associated with this proposal. Given this it is recommended that a feasibility report is undertaken into the lighting requirements for the different types of parks within the Council's park portfolio as it will not be a 'one size fits all' model in terms of need (e.g. City Park, Neighbourhood park) . Officers from C&amp;NS will work with the Physical Programmes Department on working this up. This will then allow officers to develop up fully costed proposals. This will then be reported back to Committee once undertaken Members are also asked to note that lighting has been installed at a number of parks over the past few years as part of a number of recent capital projects (see Appendix 1) and it is further recommended that the learning from these projects is factored into the above feasibility. Officers will also collate information on those parks and spaces that have lighting in order to promote their possible use in the winter months.</p>
3.10	<p>Members are further asked to note that any proposals for lighting will be required to be recommended to the SP&amp;R Committee to be added to the Capital Programme as a Stage 1 – Emerging Project and will therefore need to be considered in the context of the organisational financial position.</p>
3.11	<p><b>Amending the Opening and Closing Hours of Parks</b></p> <p>Due to Covid the 24 hour pilot for Ormeau, Woodvale and Falls Park did not take place. Officers were unable to carry out any consultation with local groups, seek the views of legal services and the PSNI and put together any animation programmes for the sites in question.</p>
3.12	<p>Members will also be aware that due to Covid 19 restrictions we were unable to close our Parks during the initial lock down period. At the start this presented few problems however as we began to emerge from lock down our Parks experienced increased Anti-Social Behaviour, vandalism and damage. A number of assaults also took place. Following complaints from the public and elected representatives we began locking our parks again. There is the added concern that should Parks remain open over the winter months the absence of lighting increases the possibility of accidents, additional crime and ASB.</p>



3.13	Prior to amending the opening hours of our Parks further consideration of the risks is therefore required. The opening times for our Parks can be accessed via the following link <a href="https://www.belfastcity.gov.uk/parks/a-z">https://www.belfastcity.gov.uk/parks/a-z</a> . The council has currently no capacity within the existing Open Space & Street Scene service to staff Parks outside of these hours.
3.14	If members are content officers can re-start the pilot proposal and begin consultation with local groups, legal services and the PSNI. Officers could also start to look at animation proposals for these spaces. Officers will report on the outcome of this work to the March 2021 committee.
	<b><u>Financial &amp; Resource Implications</u></b>
	<b><u>Artificial Lighting In parks</u></b>
3.15	Members will be aware of the current limitations of the capital financing budget and that there is no capital financing associated with this proposal, therefore any proposals for lighting will be required to be recommended to the SP&R Committee to be added to the Capital Programme as a Stage 1 – Emerging Project and will therefore need to be considered in the context of the organisational financial position.
	<b><u>Amending the Opening &amp; Closing Times of Parks</u></b>
3.16	The council has currently no capacity within the existing Open Space & Street Scene budgets to amend the opening and closing times of parks outside of the current working times.
	<b><u>Equality or Good Relations Implications/Rural Needs Assessment</u></b>
3.17	There are no known Equality, Good Relations or Rural needs implications.
<b>4.0</b>	<b>Appendices – Documents Attached</b>
	Appendix One: List of Parks with lighting as part of capital redevelopment schemes

This page is intentionally left blank

## Appendix One

**Table 1 List of Parks with lighting as part of capital redevelopment schemes**

Below is a list of parks / open spaces in terms of lighting being installed as part of overall capital redevelopment scheme

*Completed / underway*

- Parks /open spaces along the Connswater Greenway, such as **Victoria Park, Orangfield Park**
- **New Park in Colin**

*As part of Forth Meadow Greenway project,*

- **Forthriver River Linear Park**
- **Springfield Dam Park**
- **Falls Park**

*Development/Pipeline stage*

- **Pitt Park**
- Redevelopment **Marrowbone Park**
- Redevelopment of **Ballysillan**
- **Ballymacarrett Walkway**
- **Cathedral Gardens** city centre

This page is intentionally left blank



<b>Subject:</b>	Membership of the Northern Ireland Resources Network (NIRN)
<b>Date:</b>	10 November 2020
<b>Reporting Officer:</b>	Siobhan Toland, Director City & Neighbourhood Services
<b>Contact Officer:</b>	Brendan Murray, Waste Manager (Strategic Planning and Delivery)

<b>Restricted Reports</b>	
Is this report restricted?	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
If Yes, when will the report become unrestricted?	
After Committee Decision	<input type="checkbox"/>
After Council Decision	<input type="checkbox"/>
Some time in the future	<input type="checkbox"/>
Never	<input type="checkbox"/>

<b>Call-in</b>	
Is the decision eligible for Call-in?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>

<b>1.0</b>	<b>Purpose of Report or Summary of main Issues</b>
1.1	A pilot network is being formed, the Northern Ireland Resources Network (NIRN) to facilitate knowledge sharing and promote joint working between stakeholders interested in increasing the levels of repair and reuse locally.
1.2	Membership of the network will assist the Council in terms of learning, best practice and potentially linking up with project partners to develop the repair and reuse sector. This aligns with our work under the Resourceful Belfast theme of growing the circular economy.
<b>2.0</b>	<b>Recommendations</b>
2.1	The Committee are asked to approve:

	<p>1) The Council's membership of the Northern Ireland Resource Network for the duration of the free membership period (until March 2022).</p> <p>2) The Council's ongoing membership of the network (initially set at £250 per annum and subject to reasonable increases over time) subject to review and assurance that the membership remains worthwhile to the Service.</p>
<b>3.0</b>	<b>Main report</b>
	<u>Key Issues</u>
3.1	DAERA recently commissioned a study into the potential for re-use and repair to contribute to the local circular economy. The findings of the feasibility study are attached in <b>Appendix 1</b> .
3.2	Following interviews with 30 reuse and repair organisations, all 11 Councils and with input from 8 other national networks across Europe confirmed one of the recommendations of the study regarding establishing a re-use and repair network, is about to come to fruition through the establishment of the Northern Ireland Resources Network (NIRN).
3.3	The network aims to facilitate knowledge sharing and promote joint working between stakeholders invested in increasing the levels of repair and reuse.
3.4	The network membership policy is attached in <b>Appendix 2</b> and provides more details on the network activities and benefits; lobbying, awareness raising, training, performance measurement, research and exploring funding opportunities.
3.5	The circular economy model is gaining ground in the public, private and third sectors globally due to the range of social, economic and environmental benefits it generates (cost savings, job creation, skills development and volunteering opportunities for example).
3.6	Strategic Investment Board (SIB), Department for Agriculture, Environment and Rural Affairs (DAERA) and the Department for Economy (DfE) are currently working together to develop a circular economy strategy for N. Ireland and Members will be appraised of developments when the consultation paper is produced.
3.7	The Resources & Fleet Service welcomes the establishment of a formal, local network for repair and re-use. This will assist the Council in delivering more quickly, the social,

	<p>economic and environmental benefits associated with reuse and repair initiatives and circular economy approaches in general.</p> <p><u>Financial &amp; Resource Implications</u></p>
3.8	Membership of the network is free for an initial pilot period (until March 2021) and for the first year of the official network (April 2021 – March 2022).
3.9	Following the free membership period, different types of organisation will be subject to different membership fees thereafter. An annual membership fee of £250 will be payable by Councils. It is assumed that this may change over time, so approval for ongoing paid membership includes an assumption that reasonable increases are also approved and membership remains will be reviewed to ensure it is of benefit for the Service.
3.10	Membership of the network is expected to increase the Council's capacity to deliver, and will therefore act as a net benefit rather than a burden on Council resources. The membership policy includes a commitment to complete NIRN's annual survey of reuse and repair metrics to facilitate reporting on impact. This information will be gathered as a matter of course in the Council's relevant activities and does not present any significant additional workload.
3.11	<p><u>Equality or Good Relations Implications/Rural Needs Assessment</u></p> <p>No impact</p>
<b>4.0</b>	<b>Appendices – Documents Attached</b>
	<p>Appendix 1: Feasibility of a reuse and repair network in Northern Ireland</p> <p>Appendix 2: Northern Ireland Resources Network Membership Policy</p> <p>Further information available at: <a href="https://crni.ie/ni_pilot_reuse_repair_network/">https://crni.ie/ni_pilot_reuse_repair_network/</a></p>

This page is intentionally left blank



## HIGHLIGHTS

This study looked at the value of a network on the reuse and repair sector in Northern Ireland through stakeholder mapping, interviews and surveys.

All reuse and repair organisations indicated a network would be valuable with 47% responding extremely valuable and 30% very valuable.

55% of Councils indicated a network would be extremely valuable and 27% very valuable.

Many stakeholders indicated a network would be valuable to promote the importance of the sector and shift perceptions around reuse and repair.

Funding opportunities, knowledge sharing/ networking and business opportunities ranked as the most important supports for a network to offer from both the reuse and repair organisation & Council perspective.

Cross-border collaboration and the potential to leverage lessons already learned from Irish and EU networks could help to accelerate setting up a reuse and repair network in Northern Ireland.



## Findings from a DAERA-funded research project

Christine Costelloe, CRNI

## Feasibility of Setting up a Reuse and Repair Network in Northern Ireland

### Description

The aim of this Community Resources Network Ireland (CRNI) research project, which was funded by the Department of Agriculture, Environment and Rural Affairs (DAERA), was to qualify and quantify, where possible, the impacts a network would potentially have on the reuse and repair sector in Northern Ireland.

The research involved 1) the completion of a mapping exercise of key repair and reuse stakeholders in Northern Ireland; 2) the identification of issues in Northern Ireland facing key stakeholders; 3) the identification of the main constraints and opportunities facing national networks in developing the sector; 4) a summary of the potential value of a network in addressing the issues identified and supporting key stakeholders; and 5) a summary of all findings including potential cost and structure of establishing a network in Northern Ireland.

### Research Methods

Both secondary and primary research methods were utilized. CRNI first conducted secondary (desk) research to analyse and map the reuse and repair landscape in Northern Ireland. A detailed spreadsheet was developed of about 79 organisations.

Approximately 51 reuse and repair organisations were identified to be approached for primary research (interviews/surveys), reflecting a sample of different organisation types (social enterprise, registered charity, nonprofit, volunteer-led, platform, commercial), activity types (repair, reuse, redistribution, exchange, upcycling, service, physical retail, online retail and educational information, courses and workshops) and material/good types (textiles, furniture, food, WEEE/E, media, household goods, building/home improvement materials, bicycles, bric a brac, craft supplies/stationery, paint).

A total of 30 reuse and repair organisations and all 11 Councils participated in the interviews/surveys, which were primarily conducted by Zero Waste North West on CRNI's behalf. Eight national networks across Europe were interviewed by CRNI.

## HIGHLIGHTS

79 reuse and repair organisations were identified, 30 participated in the research project and represented different types of organisations, reuse and repair activities and geographic areas.

Registered charities and nonprofits were the most prevalent organisation types followed by social enterprises.

Reuse, followed by repair, was the most common activity of participating organisations.

The top barrier to joining a network is cost, with 33% indicating they would not be able to pay a membership fee.

Cross-border collaboration may be possible when it comes to maximizing the repair and reuse of certain items, such as bicycles, whether it takes place between organisations and/or Councils.



## Reuse and Repair Organisations

Of the 30 of participating organisations, 43% identified themselves as registered charities, 43% as nonprofits, 40% as social enterprises, 37% as volunteer-led, 17% as commercial, 17% as other and 13% as a platform (Figure 1).

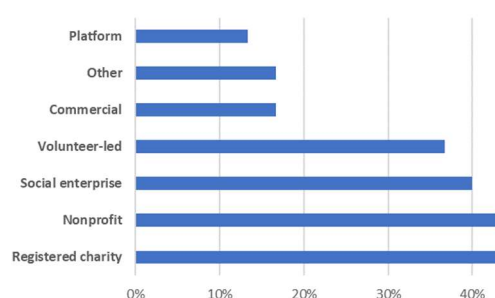


Figure 1: Reuse and Repair Organisation Type

In most cases, organisations identified themselves as at least more than one type. This supports the challenge identified by both organisations and national networks that there is a lack of clear definitions in the sector.

The organisations are involved in a variety of repair and reuse activities, with reuse as the most common (Figure 2).

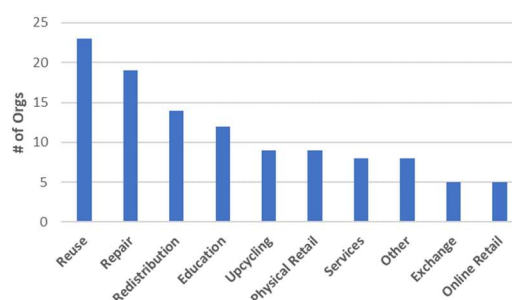


Figure 2: Activity Type

The geographic representation of the organisations was as follows: 12 in Antrim; nine in Derry~Londonderry; two in Down; two in Fermanagh; one in Armagh; one in Tyrone and three with nationwide scope.

The organisations are involved with a variety of material types with textiles, furniture and household goods being the most common (Figure 3).

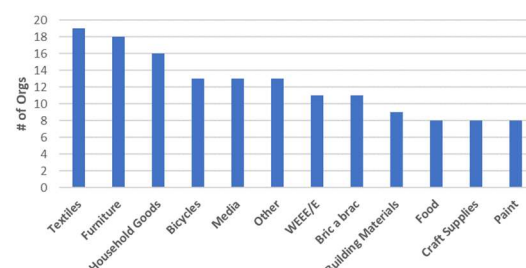


Figure 3: Type of Materials

The top three barriers organisations face in growing their reuse and repair activities are 1. funding, 2. staff/volunteers, and 3. physical space. Competition, primarily due the availability of cheap, new products, is another barrier. The organisations overwhelmingly indicated that most helpful support that would enable them to grow their reuse and/or repair activities is funding, and many specified funding for staff, space, vehicles and equipment.



This finding correlated with their top response as to what supports would be most important for a reuse and repair network to offer. Funding opportunities ranked as the most important, followed by knowledge sharing/networking and equally by promotion, policy representation and business opportunities.

All reuse and repair organisations indicated a network would be valuable with 47% responding it would be extremely valuable and 30% responding it would be very valuable.

40% said it was extremely realistic and 27% very realistic for them to join a network. The primary barrier to organisations joining would be cost with 33% indicating although they value a network, they are unable to afford a membership if one were required. 23% said that an annual membership fee of £100 per year and 20% said £20 per year would be what they would pay if a membership fee was required to join a network.



## Councils

All 11 Councils participated in the research. 27% of Councils responded that reuse and repair is extremely important and 55% very important to their waste prevention strategies.

Councils currently support reuse and repair organisations in a variety of ways (Figure 4), mostly through financial support of premises and least through support of core operating costs.

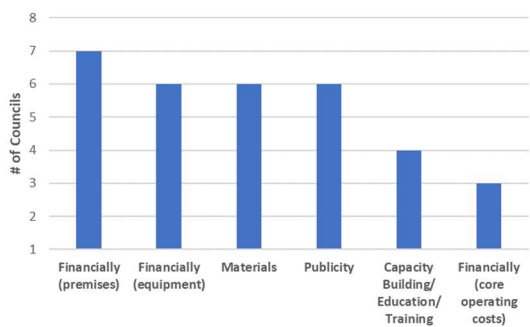


Figure 4: Council Support Type for Organisations

The top three barriers Councils face in growing their reuse and repair activities are 1. funding, 2. lack of reuse targets, and 3. lack of time. Lack of public awareness around reuse is another barrier. What would be the most helpful to Councils to enable them to grow their reuse and/or repair activities are 1. funding, 2. public awareness and 3. good models/ best practices.

Councils indicated that the most important supports for a network to offer are 1. funding opportunities, 2. knowledge sharing/networking, and 3. business opportunities.

Materials and products that end up in Councils' waste streams that can be avoided or reduced through a reuse and repair project include repairable items, bottles and hard plastics, toys, carpets, paint, bicycles, household goods, WEEE/E and textiles/clothing.

55% of Councils indicated a reuse and repair network would be extremely valuable and 27% very valuable. Councils could provide support to a network primarily through meeting/event space, a membership fee and by hiring network members in their region for reuse and repair expertise/ skills (Figure 5).

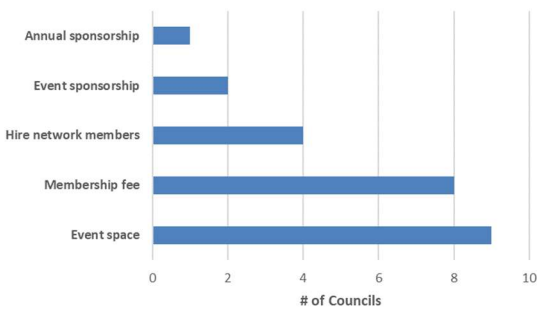


Figure 5: Council Support Type for Network

## HIGHLIGHTS

More than half of the Councils indicated that the lack of legislative targets and budgets for reuse and repair is problematic for sector development.

Almost half of the Councils enable social enterprises to divert items from the waste stream by collecting from containers designated for reuse/repair. Three Councils have Household Waste Recycling Centres and four councils do not have a reuse/repair option.

Four Councils and ten organisations indicated that reuse and repair could be integrated into the circular economy side of Council business and has great potential in the education and social dividend it could produce.

Both organisations and Councils suggested an online/website aspect to the network would be important to share knowledge, resources and scale up initiatives.

## Perspectives from research participants

"I think it (a network) is one of the most needed things in Northern Ireland at the minute, especially for growing reuse!"

"There's too much good stuff ending up in landfill and too many people who could benefit from these goods or get satisfaction and wellbeing from repairing them."

"It would be an important ambition to identify ways to capture data on a regional basis (e.g., identifying data capture methodology)."

"I think there's definitely a need for it and it is likely to stimulate the sector."

"I think such a network would be extremely useful in growing the sector. Can share good practice, join up thinking between Council regions, raise public awareness re. importance of reuse & repair to social economy, climate change, environment."

"It's about changing perception so that we stop the tide of endlessly buying new stuff. So, we need to get a presence on high streets... It's a really difficult task. We need governments with vision, big communication campaigns and promotion campaigns."

"Keen to join if this starts up!"





## HIGHLIGHTS

National networks play an important role in the contribution and development of reuse and circular economy policy.

Preparation for reuse or reuse targets were suggested in order to increase reuse in Northern Ireland.

Examples of countries/ regions with targets in the EU are Spain, Flanders in Belgium and the Balearic Islands.

Core funding will be required to establish and sustain a national network.



## National Networks

Eight EU-based national networks were interviewed to understand how they measure value to their members and the sector in which they operate. Of the networks, five were either Ireland or UK-based, five were reuse-focused and two were social enterprise-focused networks.

Metrics that networks track include member growth, event attendance, and participation in working groups. Six of the participating networks conduct member surveys to assess what members perceive as the benefits of membership, better understand members' needs and identify how they can improve their service offering to members.

The reuse-focused networks track the impact their members have on the sector, such as tonnes of goods reused, tonnes of carbon savings, number of jobs, training positions, volunteer opportunities provided by their members and the resulting estimated social value created, as well as the turnover of their members' combined activities and how many customers were reached, number of reuse centres & shops (see Figure 6).

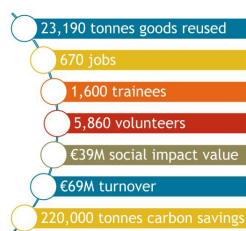


Figure 6: CRNI 2019 Member Impact

Constraints facing national networks on their ability to measure value include a lack of clear definitions for reuse, repair, social enterprise and a reliance on members to prioritize reporting.

Some networks provided examples that demonstrated their value. For example, one network created business opportunities for members by securing and managing a green and social public procurement project and cited that members have also successfully secured funding from opportunities provided by the network. Another network was a central contributor to a new policy that improved the definition of and business climate for its social enterprise members.

One network developed a successful reuse consortium where members came together to lead national procurement involving the purchase second hand furniture. Five of their members are currently active and the consortium has now traded £1 million.

Anecdotally networks hear from their members that it is better to be in a network rather than working alone as it raises their visibility in the sector, they can have collective impact and the knowledge sharing between members is very valuable. Some networks create case studies to illustrate member impact.

Opportunities for national networks include informing potential national & local policies to prioritize environment, social enterprise, advance EU Waste Framework Directive and Circular Economy Package, Extended Producer Responsibility (EPR) schemes.

In terms of revenue models, national networks indicated that membership fees do not represent a sufficient source of income and that core funding, primarily from Government, is required to run the network. Several networks view membership fees as more of a commitment fee. For example, membership fees for one established network represents only 4% of revenue and for another established network less than 10% of revenue. Other ways some networks generate financial support is by tendering for work, charging for events and applying for project grants.

## Next Steps

This research project has demonstrated that there is a keen interest in increasing the reuse and repair sector in Northern Ireland and a network would catalyse this potential. Services a network could provide to members would be funding opportunities, knowledge sharing/networking, promotion, policy representation and business opportunities. It is proposed members would join the network for free or pay a voluntary membership fee. The network would conduct an annual member survey to demonstrate its impact to members and work with members to begin self-reporting metrics to show their collective impact on the sector. The research also found a network would require core funding.

## Northern Ireland Resources Network (NIRN) Membership Policy

NIRN is the representative body for re-use and repair organisations.

Our main aim is to promote sustainable reuse and repair as a practical and effective way of tackling Northern Ireland's waste generation. The key activities NIRN will undertake to develop and grow this market are education and awareness raising, supporting our members, tackling barriers to reuse, policy advocacy and research and promoting funding opportunities.

### Membership Support

- **Funding** - NIRN will engage with governmental departments and funding organisations to develop and promote funding opportunities and/or training/funding roadmap ideas.
- **Lobbying:** NIRN will work with members to develop policy and lobby on key member issues. Members have access through NIRN as a single point of contact to key policy makers, as well as to similar networks in the UK, Ireland & Europe.
- NIRN represents the authority on reuse and repair and provides a single reporting mechanism for reuse and repair organisations in Northern Ireland to relevant bodies
- **Promotion of sustainable resource management including reuse & repair:** NIRN will engage in major awareness raising campaigns and projects to promote reuse and repair at local and national level, as well as raising awareness through our website and social media, newsletter and presenting at conferences and events.
- **Networking Events:** Members are provided with opportunities to attend regular meetings, conferences and events at national level, and to present to or carry out workshops at various events.
- **Training:** NIRN will provide training and networking opportunities with similar organisations to facilitate knowledge sharing and discuss potential for collaborations.
- **Measurement:** Collaborating with policy makers, NIRN and members, develop a single measurement and reporting mechanism for reuse and repair which can be used as a tool to support and promote this sector.
- **Research:** NIRN supports and participates in research addressing key barriers to the reuse and repair sector and providing business opportunities. Members are provided with an opportunity to participate in such funded projects at national or European level.

### Membership types

There are two main classes of members:

#### *i) Full Members*

Any social enterprise community organisation or umbrella group representing the same, local authority registered in Northern Ireland, that primarily operates with re-use, and repair activities for the benefit of the community and the protection of the natural environment.

***i) Affiliate Members***

Networks or private sector and small to medium enterprises (SME) that primarily operate in reuse and repair activities for the protection of the natural environment.

Third level institutions who are offering courses in the Circular Economy and/or Sustainability who are keen to engage their students and collaborate on projects to understand and develop the reuse and repair market.

**Other Membership classes**

Other Memberships, including the appointment of honorary members, may be made at the discretion of the Steering Committee.

The NIRN Steering Committee will determine who will be responsible for the approval of membership type on the basis of meeting the above criteria and information submitted.

**Membership Benefits**

All members receive:

- Promotion through awareness campaigns, social media and other channels
- Invitations to participate in a selection of network meetings and networking opportunities
- Opportunities to participate in conferences, events and research projects
- Listing on NIRN's website
- Internal & external newsletters

Additional Full Membership benefit:

- Business development opportunities eg participation in workshops, retail opportunities, funded programmes
- Access to all network meetings
- Participation in all events & networking opportunities
- Opportunity to contribute to and representation in NIRN policy development and lobbying on key issues

## Membership Criteria

All applicants applying for membership must :

- i) Operate in Northern Ireland
- ii) Satisfy the network as to their professional ability as practicing community-based reuse and repair activities
- iii) Operate to all relevant environmental, financial and other legislation relevant to the sector
- iv) Agree to the NIRN's code of conduct (see below)
- v) Agree to complete NIRN's annual survey of reuse and repair metrics to facilitate reporting on impact
- vi) Make an application in the prescribed NIRN form

An eligible organisation that is approved for membership will become a member on payment of the annual subscription. During the Pilot phase and for the first 12 months of a member joining, no fee will be applied.

Membership is terminated if the member organisation concerned:

- Gives written notice of resignation to the association
- Fails to pay the annual subscription within the allocated time (by end March of the year in question)
- Conducts any activity that may be harmful to the network or results in it being brought into disrepute

If a full member ceases to operate as a not-for-profit organisation, the membership category will be reviewed.

Membership of the network is not transferable.

## Fee proposal

Type	Member Category	Fee
Full	Any social enterprise community organisation or umbrella group representing same, that operates with re-use, recycling or waste prevention activities to the benefit of the community and the protection of the natural environment	£50
Full	Local Council in Northern Ireland	£250

<b>Affiliate</b>	Third Level Institution	£50
<b>Affiliate</b>	SME <5 employees	£50
<b>Affiliate</b>	National Networks	None if reciprocal membership or TBA by board

\*Please note. All memberships approvals are at the discretion of the NIRN Steering Committee and the decision is final.

### **NIRN Membership Code of Conduct**

All members are expected to:

- Support the network's mission and objectives and actively promote them
- Demonstrate a commitment to the principles of the Circular Economy
- Share knowledge and collaborate with NIRN and its members
- Strive to be well governed and managed organisations
- Declare any conflict of interest as soon as it arises
- Respect organisation and individual confidentiality
- Take an active interest in NIRN's public interest
- Seek to operate in a sustainable and ethical manner
- Support the creation of local employment and volunteering opportunities





<b>Subject:</b>	Supporting Vulnerable People COVID-19
<b>Date:</b>	10 November 2020
<b>Reporting Officer:</b>	Ryan Black, Director of Neighbourhood Services
<b>Contact Officer:</b>	Alison Allen, Neighbourhood Services Manager

<b>Restricted Reports</b>	
Is this report restricted?	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
If Yes, when will the report become unrestricted?	
After Committee Decision	<input type="checkbox"/>
After Council Decision	<input type="checkbox"/>
Some time in the future	<input type="checkbox"/>
Never	<input type="checkbox"/>

<b>Call-in</b>	
Is the decision eligible for Call-in?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>

<b>1.0</b>	<b>Purpose of Report or Summary of main Issues</b>
1.1	The purpose of this paper is to update Members on the planning, partner engagement and support mechanisms in place to support vulnerable people in a way that is complementary to existing community and voluntary sector delivery.
<b>2.0</b>	<b>Recommendations</b>
2.1	<p>The Committee is asked to:</p> <ul style="list-style-type: none"> <li>- note this approach is based on extensive partner engagement (including debrief with strategic community partners) and will be discussed with our community partners for any further feedback</li> <li>- endorse the Frequently Asked Questions at Appendix 2</li> </ul>
<b>3.0</b>	<b>Main report</b>
	<b>Background</b>
3.1	Members will be aware of the extensive work by community and voluntary sector partners, Council and other statutory partners as part of the initial COVID-19 wave.

3.2	<p>Members will also be aware though that during that initial wave, there was a strong sense:</p> <ul style="list-style-type: none"> <li>- There was potential duplication (particularly in relation to food)</li> <li>- Council (on request from DfC) had stepped in to a space in relation to food delivery and running a helpline which it had not traditionally operated in</li> <li>- That alignment between services a statutory and community/voluntary level could be improved upon</li> <li>- That because of all of the above, we were collectively not always getting to those who most needed the support.</li> </ul>
3.3	<p>A debrief with the strategic community partners Council worked with during the initial wave of COVID-19, was held on 13 October 2020 and our strategic community partners supported this position. In particular, they felt that Council should add value by connecting, facilitating and advocating, rather than stepping in to a space we did not traditionally operate in and duplicate existing provision. The summary of their feedback is attached at Appendix 1.</p>
	<p><b><u>Second Wave Planning</u></b></p>
3.4	<p>Taking all of this in to account, Officers have worked with partners to work through the processes that would support a more holistic approach to supporting vulnerable people, with the Council enhancing and adding value if there were gaps and when it was needed, rather than duplicating existing services.</p>
3.5	<p>Partners involved in that planning were:</p> <ul style="list-style-type: none"> <li>- Advice NI (Funded by DfC to run the Regional Helpline)</li> <li>- Volunteer Now (supporting the volunteer eco system across the city should it be needed)</li> <li>- Fareshare (Strategic food supply chain partners regionally and funded by DfC to enhance this, provides food supply to community/voluntary organisations working with vulnerable people, rather than individuals)</li> <li>- Red Cross (Welfare, Hardship and Food support regionally as well as logistics support in the form of volunteers/vehicles if needed. On contract to BCC)</li> <li>- Trussell Trust (Citywide Network supporting majority of existing foodbanks in Belfast, also with strategic food supply chain partners)</li> <li>- Belfast Trust (supporting clinically vulnerable individuals, also with a contract with Red Cross in similar areas as Council)</li> </ul>

3.6	<p>The outcome of that engagement has supported the feedback from strategic community partners. Additionally, individual planning by these organisations has identified the following (please note this is the position as things stand today and whilst surge planning has taken place, the position is not guaranteed and will needed reviewed weekly).</p> <ul style="list-style-type: none"> <li>- Food supply in to Belfast to support food banks and community/voluntary organisations providing food to vulnerable people is not an issue at present and not expected to be for the next 6 months. The supply chain is strong and food banks are reporting to us there are high levels of stock at present</li> <li>- There is an extensive bank of individuals who volunteered in the first wave who can be called upon to support community/voluntary partners if needed and systems are in place to enhance that if needed</li> <li>- Financial hardship support is in place from within the existing system (including the DfC COVID-19 discretionary payment for anyone on a low income who has to self-isolate or is ill due to COVID-19 and other benefits). However, there is also fall back financial hardship support provided by Red Cross (on contract to both Belfast Trust and Belfast City Council which will include utilities/fuel) should existing systems not alleviate the immediate pressure for the individual/family.</li> <li>- The expertise in accessing support to alleviate financial hardship (access to benefits and debt alleviation) lies with local advice providers who are already funded to deliver this work. They continue to provide support as needed and are not identifying unmanageable pressures at present, however, we keep in regular touch with them to ensure early identification of pressures on the system that may need further support.</li> <li>- There are a number of key inter-dependencies which will determine how significant the expected surge in relation to financial hardship including any job support schemes brought forward by the UK Government/NI Executive and the Universal Credit application waiting times (currently 4-6 weeks). Contacts in DfC have been identified to keep us informed on the Universal Credit waiting times so we can adjust plans with all partners.</li> <li>- Social and Emotional Support systems are already in place regionally should they be needed, with referral pathways to local service providers if needed and this is also in place for prescriptions.</li> <li>- Advice NI has undertaken the necessary preparations to ensure their operations can be scaled appropriately in response to demand.</li> <li>- A formal request has been made to DfC to ensure local authority level reporting can be provided through their contract with Advice NI (rather than regional as is the</li> </ul>
-----	--

	current position) to ensure early warning of issues/pressures in Belfast and to ensure individual/family queries to the helpline are being appropriately managed.
3.7	<p>The frequently asked questions at Appendix 2 outlines how the regional services interact with citywide and local services to ensure individual/family need is met in the most effective and timely manner possible:</p> <ul style="list-style-type: none"> <li>- Access to Food and Food Poverty (due to affordability)</li> <li>- Prescriptions</li> <li>- Financial hardship in areas other than food (e.g. utilities)</li> <li>- Social and Emotional Support</li> </ul>
3.8	<p>Please note the frequently asked questions are based on the official Department for Communities position on supporting vulnerable people. They will also be continually reviewed and updated as appropriate both by the Department for Communities and Belfast City Council.</p> <p><u>Financial implications</u></p>
3.9	<p>None identified at this stage. There remains significant value in the existing Council contract with Red Cross, which is expected will cover any emergency needs within Belfast that the existing system and services cannot alleviate.</p> <p><u>Equality or Good Relations Implications</u></p>
3.10	None identified at this stage
<b>4.0</b>	<b>Appendices – Documents Attached</b>
	<p>Appendix 1 – Strategic Community Partners ‘Lessons Learned’ Workshop 131020</p> <p>Appendix 2 – Support for Vulnerable People Frequently Asked Questions</p>

**Strategic Community Partners:**

Danny Power (Frank Gillen Centre)  
Sinead McKinley (North Belfast Advice Partnership)  
Helen Crickard (Forward South)  
Brian Kingston (Forward South)  
Jackie Redpath (Greater Shankill Partnership/Spectrum Centre)  
Nicola Verner (Greater Shankill Partnership/Spectrum Centre)  
Michael Doherty (Lenadoon Neighbourhood Renewal Partnership)  
Jim Girvan (Upper Andersonstown Community Forum)  
Bob Stoker (South City Resource Centre)  
Conor Maskey (Intercomm)

**Belfast City Council:**

Alison Allen (Neighbourhood Services Manager Social & Community Recovery)  
Stevie Lavery (Neighbourhood Services Manager, West Belfast)  
Kelly Gilliland (Neighbourhood Services Manager, North Belfast)  
Cate Taggart (Neighbourhood Services Manager, East Belfast)  
Stephen Leonard (Neighbourhood Services Manager, South Belfast)  
Margaret Higgins (Neighbourhood Integration Manager, North Belfast)  
Alice McGlone (Neighbourhood Integration Manager, West Belfast)  
Kathy Watters (Neighbourhood Integration Manager, East Belfast)  
Denise Smith (Neighbourhood Integration Manager, South Belfast)

**What worked well:**

- Scale of the problem. Large numbers of ppl needing support and the number of groups delivering parcels and volunteering was great. Widespread need and response.
- Quick response from council and having a single point of contact was helpful.
- Identifying a local centre to support food distribution in the area was vital – central point. Unfortunate that BCC were not able to support via their CC network.
- DFC very quickly giving flexibility to their funded groups and providing budget for first 6 months. The NR structure was essential in areas where it exists
- Local knowledge was vital – and the best way of identifying peoples unique needs
- North Belfast Directory went out with every food parcel. Also worked with businesses – key
- NBAP offer a benefit check for ppl who present with food poverty. Need to identify what support ppl need. They had an urgent list/weekly list, manage need and expectations.
- Going local was more effective. Communications across the NR areas was very important.
- Local knowledge was so very important – ppl still out shopping and receiving parcels. But this has to be balanced with the structures in place by govt departments.

**Didn't work well**

- Data Sharing – this was mentioned by most of the attendees. Both between different stats and between stats and community partners.
- Shielded model – lack of information/data and volume grossly underestimated. Also, levels of vulnerability not always linked to a medical diagnosis.
- Lack of clarity around who should receive shielding letters and the basis on what those were made

- Confusion around who DfC eligibility criteria for food parcels. Needed to be more clear. Facilitated mixed messaging re need v entitlement.
- Communication between BCC/DFC/Health – felt like 3 separate structures. Too many helplines.
- Information overload. Very overwhelming and difficult at times. BCC and stats coming in with the food and helpline after the community groups were all set up and operating. BCC and Communities need to be more synchronised and do things at the same time
- Disruption to suppliers/ service companies, eg. printing services, had to make innovative arrangements.
- Need to be more strategic and work together. There was duplication and ppl getting food parcels who didn't need them. Ppl were getting food parcels not suited to them, diabetic, celiac etc. Can we get local businesses involved?

#### **Other points raised/discussed:**

- A database of all community organisations across Belfast – shared – would be useful.
- A community response plan for Belfast would be useful.
- Bigger Challenge around this winter. Potential for severe weather. Not as many volunteers available. Fuel poverty.
- Flu vaccinations – could we help promote and encourage? Example of the Drive through flu vaccines in east at Holywood arches. How do we get information from GP practices to the VCSE sector to help promote this?
- Social prescribing – importance of physical activities, mental stimulation, connecting to other services
- Areas of weak community infrastructure. How to identify and respond to gaps in support. Importance of the foodbanks and using that structure.
- Peoples needs are getting greater again
- BCC – fund 21 advice services. Vitally important and key role going forward. Debt solutions.
- Digital inequality and access to internet.
- Domestic Violence – stay at home stay safe message – not universally application to all family situations
- Increase in ASB and family disputes.
- 18-25yr olds – may have been overlooked in the first phase. Communication with them and all groups is very important. A community message going to all, everyone has a part to play
- Information from a central point providing communities with advice/info
- Still important to pursue the recovery strategy, opportunity to look creatively toward opportunities, employment, giving people hope, positivity.
- Covid exhaustion – need a clear message to ppl – which is not traumatising. Clear, sensible and a bit longer term. Can we give positive messages? Hope and light at the end of the tunnel.
- Strategic messaging, informing realistic expectations.
- BCC role as a facilitator, information sharing.
- How do we make sure we are getting to the most vulnerable people.
- Information on the warm and well scheme.
- BCC doesn't need to lead the charge on everything. The key is to get the existing services and referrals to work better.
- Increase in ASB/Neighbourhood disputes as a consequence of lockdown restrictions
- Food shouldn't be an entitlement, again local knowledge is key.

**Supporting Vulnerable People COVID-19 FAQ's**  
**Updated 3 November 2020 by DfC/Belfast City Council**

**Q1: Can I get a food package delivered to me in the same way that I did in May?**

- Food packages were introduced by DfC in the early stages of the COVID-19 pandemic and were a short term measure to support those who were advised to shield by the Department of Health. This support has now ended and food packages are no longer available.
- We are acutely aware of the ongoing needs of the most vulnerable in our society and of the need to ensure they have access to alternative sources of help including access to food.
- You can visit the **AdviceNI** website for more information about supports and services available to you [adviceni.net](https://adviceni.net)
- A more sustainable long term support offer has now been developed by the Department for Communities and Councils.
- The Department has invested £800k of financial support to Fareshare, who are working in partnership with local community partners (including but not limited to foodbanks), to ensure adequate food infrastructure and additional supply is in place across NI until the end of March 2021.
- Fareshare is a food redistribution charity, who have been brought on board to help supply community food providers. Therefore, Belfast City Council is encouraging local community organisations involved in the provision of food to vulnerable people, to sign up to a partner agreement with Fareshare ASAP, as that is the most effective method of securing ongoing food supply. Contact Méabh Austin to find out more Tel: 028 9024 6440.
- Anyone needing help with accessing food should contact the **COVID 19 Community Helpline** where an advisor will match them with local help and support tailored to their circumstances. Freephone 0808 802 0020, text ACTION to 81025, or email [covid19@adviceni.net](mailto:covid19@adviceni.net)

**Q2: I've been asked to self-isolate but if I do, I have no way of getting access to the food I need. Can I get assistance with this?**

- Have you family or friends who would be able to help by shopping for you and bringing it to your home?
- Most of the larger supermarkets offer online delivery options and during COVID many have increased their delivery capacity with many more delivery slots available. If you are not able to secure a delivery slot the smaller shops such as Spar, Eurospar and Vivo stores as well as a large variety of independent retailers now offer home delivery.
- If you are a vulnerable consumer, you may be entitled to a priority online delivery slot. A list of the stores offering this service and their direct telephone number is available on the Consumer Council website / [Vulnerable Consumers](#).
- If you still need assistance, the **COVID-19 Community Helpline** will connect people to a wide range of supports including assistance with access to food that are available locally. Contact Freephone 0808 802 0020, Email: [covid19@adviceni.net](mailto:covid19@adviceni.net) Text: ACTION to 81025.

**Q3: I can't afford to feed my family. Where do I go to get support?**

- The **COVID-19 Community Helpline** will have advisers on hand who will be able to talk through your circumstances and offer you advice as well as matching you to a wide range of support services. Freephone 0808 802 0020, text ACTION to 81025, or email [covid19@adviceni.net](mailto:covid19@adviceni.net)
- There are also a wide range of resources available on the [www.CovidWellbeingNI.info](https://www.CovidWellbeingNI.info) website. These resources are designed to help those whose mental health and emotional wellbeing have been impacted by the pandemic.
- The Department for Communities has introduced a short term financial support package for COVID-19 living expenses payable in the form of a grant through the **Discretionary Support**

**scheme.** If you or a member of your immediate family has been affected by COVID-19 you can apply for the **COVID-19 grant payment**. The grant is payable for short-term living expenses if you have a positive COVID-19 diagnosis or you are in self-isolation. Specific eligibility criteria must be met in order to receive the grant. You can contact the finance support service on Freephone 0800 587 2750 or you can make an application via the [COVID 19 Grant Application. Further information and Eligibility for the COVID 19 Grant](#)

- **Make the Call.** An Advisor will provide a full assessment of all income and benefits to make sure individuals are getting all the benefits, services and supports they are entitled to. Contact: Freephone: 0800 2321271 or visit [nidirect - Make the Call](#)
- **Income Related Benefits** are available dependant on income levels, health status and National Insurance contributions.
  - Universal Credit. Web Link: [Universal Credit](#). Web Link: [Claim Universal Credit Online](#)
  - New Style Employment and Support Allowance. Web Link: [Claim New Style Employment and Support Allowance](#)
  - New Style Job Seekers Allowance. Web Link: [Claim New Style Jobseekers Allowance](#)

**Q4: I am afraid to leave the house to go to the shops as I was asked to shield last time. Can I get my shopping delivered?**

- Most of the larger supermarkets offer online delivery options and during COVID many have increased their delivery capacity with many more delivery slots available. If you are not able to secure a delivery slot the smaller shops such as Spar, Eurospar and Vivo stores as well as a large variety of independent retailers now offer home delivery.
- A list of the stores offering this service and their direct telephone number is available on the Consumer Council website / [Vulnerable Consumers](#).
- There are other online resources to help secure a delivery – ‘[InYourArea](#)’ is a collaboration by Belfast Live and small businesses to help advertise who is offering delivery in each postcode area. There is a map on the Consumer Council’s website.
- If you have access to or use Facebook then ‘[Who is delivering? Northern Ireland](#)’ is a Facebook page that shares information on who is delivering fresh food, groceries and pre-made meals in your area. The [interactive map](#) will allow you to see what is available near you.
- If you still need assistance, the **COVID-19 Community Helpline** will connect people to a wide range of supports including assistance with access to food that are available locally. Contact Freephone 0808 802 0020, Email: [covid19@adviceni.net](mailto:covid19@adviceni.net) Text: ACTION to 81025.

**Q5: I am wary about going to my local chemist/pharmacy as I am extremely vulnerable. Can you help me to get my prescription delivered?**

- If you are concerned about going to your local chemist/pharmacy, have you family or friends who could help?
- Many chemists/pharmacies are offering their own delivery service. You could check if any chemists/pharmacies in your area are offering this service.
- Your GP should ask which pharmacy you would like to collect your prescription from at the time of ordering – they may also be able to advise which ones locally are able to deliver or you can nominate one that you know delivers if you have found out in advance.
- If you don’t have family/friends who can help or if there aren’t any chemists/pharmacies offering a delivery service in your local area, you should contact the Freephone COVID-19 Community Helpline where an adviser will discuss your circumstances and connect you to appropriate services and supports including volunteer led prescription delivery services in your area. Freephone 0808 802 0020, Email: [covid19@adviceni.net](mailto:covid19@adviceni.net) Text: ACTION to 81025)

**Q6: I am struggling with the pandemic and am worried and anxious. Can I get help or talk to someone?**



- The **CovidWellbeingNI** online hub is a website that offers a range of information, self-help guides and ways to get help to support your mental health and wellbeing during and after the Covid19 pandemic. Web Link: [CovidWellBeingNI Hub](#)
- If you need to speak to someone you can contact the **COVID-19 Community Helpline** (Freephone 0808 802 0020, Email: [covid19@adviceni.net](mailto:covid19@adviceni.net) Text: ACTION to 81025) where an adviser will be on hand to offer advice and referral to appropriate support to meet your needs.
- You can also visit the **AdviceNI** website for more information about supports and services available to you [adviceni.net](http://adviceni.net)
- If you feel you still need help or advice, please contact your GP.

**Q7: I have been asked to self-isolate but if I do I won't have any income. Can I get any financial assistance?**

- The Department for Communities has introduced a short term financial support package for COVID-19 living expenses payable in the form of a grant. If you or a member of your immediate family has been affected by COVID-19 you can apply for the **COVID-19 grant payment**. The grant is payable for short-term living expenses if you have a positive Covid-19 diagnosis or you are in self-isolation. Specific eligibility criteria must be met in order to receive the grant. You can contact the finance support service on freephone 0800 587 2750 or you can make an application via the website [COVID 19 Grant Application](#)  
[Further information and Eligibility for the COVID 19 Grant](#)
- **Make the Call**. An Advisor will provide a full assessment of all income and benefits to make sure individuals are getting all the benefits, services and supports they are entitled to. Contact: Freephone: 0800 2321271 or visit [nidirect - Make the Call](#)
- **Income Related Benefits** are available dependant on income levels, health status and National Insurance contributions.
  - Universal Credit. Web Link: Universal Credit. Web Link: [Claim Universal Credit Online](#)
  - New Style Employment and Support Allowance. Web Link: [Claim New Style Employment and Support Allowance](#)
  - New Style Job Seekers Allowance. Web Link: [Claim New Style Jobseekers Allowance](#)
- You can also visit the **AdviceNI** website for more information about supports and services available to you [adviceni.net](http://adviceni.net)

**Q8: I can't afford to heat my home or pay for electricity. Can I get any assistance with paying for utilities?**

- **The COVID-19 Community Helpline** will connect people to a wide range of supports including assistance with fuel costs that are available locally. Contact Freephone 0808 802 0020, Email: [covid19@adviceni.net](mailto:covid19@adviceni.net) Text: ACTION to 81025.
- **Make the Call**. An Advisor will provide a full assessment of all income and benefits to make sure individuals are getting all the benefits, services and supports they are entitled to. Contact: Freephone: 0800 2321271 or visit [nidirect - Make the Call](#)
- **Income Related Benefits** are available dependant on income levels, health status and National Insurance contributions.
  - Universal Credit. Web Link: Universal Credit. Web Link: [Claim Universal Credit Online](#)
  - New Style Employment and Support Allowance. Web Link: [Claim New Style Employment and Support Allowance](#)
  - New Style Job Seekers Allowance. Web Link: [Claim New Style Jobseekers Allowance](#)

This page is intentionally left blank