

# Gateshead Teenage Pregnancy



# Introduction to Gateshead

- 142 sq km
- Population 191,500
- 84,000 households
- UK's 25<sup>th</sup> most deprived out of 354
- 4.1% unemployment
- Level of income – low waged

# Under 18 Conception Rates

Year	G'shd	T&W	NE	Engl'd
1998	57.1	59	56.5	46.6
2001	42.3	52	48.2	42.5
2002	44.3	53.7	51.0	42.6
2003	48.3	55.2	51.9	42.3
2005	44.3	50.1	49.3	41.3
2006	48.4	50	48.3	40.4
% change	- 15.1	-15.3	- 14.5	-13.3

# Under 16 Conception Rates

<b>Year</b>	<b>Gateshead</b>	<b>England</b>
<b>1998</b>	<b>12.2</b>	<b>8.9</b>
<b>2001</b>	<b>9.1</b>	<b>8</b>
<b>2002</b>	<b>5.4</b>	<b>7.9</b>
<b>2003</b>	<b>9.3</b>	<b>7.9</b>
<b>2004</b>	<b>7.3</b>	<b>7.5</b>
<b>2005</b>	<b>8.0</b>	<b>7.7</b>
<b>% change</b>	<b>- 34.4</b>	<b>-12.5</b>

# Why we need to embed?

**Too many young people**

**Gateshead 15 -17 cohort = 7533**

**Too many sites**

**Schools                      Secondary = 10**

**PRU = 3**

**FE = 3 sites**

**Training providers = 3**

# Targeted Settings

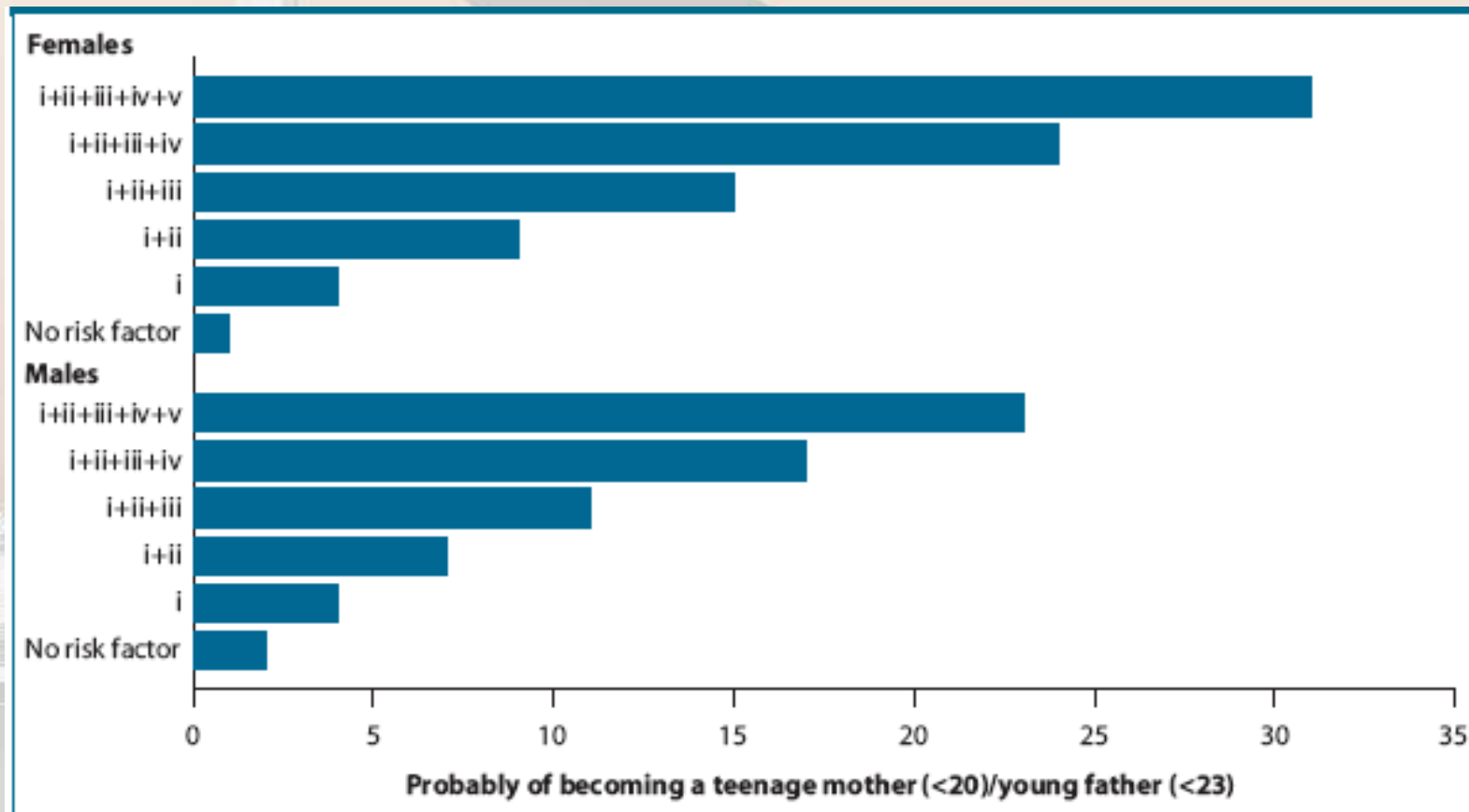
**NEET - 363 M 179 F184**

**Offending/at risk of – 390 M 260 F 130**

**In or leaving care – 126 M 73 F53**

**Already conceived – estimated 65**

# Figure 1: Predicted probabilities of becoming a teenage mother (<20 yrs) and young father (<23 yrs) according to risk factors



Source: Analysis of 1970 British Cohort Study data in Berrington A, et al (2005)<sup>xx</sup>

# How Many Conceptions to Save

If we focus on females

NEET – 363 F184 x 15% =28

Offending – 390 F 130 x 25% = 32

LAC up to 18 – 126 F53 x 15% = 8

Already conceived – est. 65x 20% =  
13

Total 81

Young men becoming fathers 70

# **Key Indicators**

**PSA 14 – we now have an integrated positive pathways board**

**LAA's – reducing under 18 conceptions is now in the LAA**

# **Key Strategies**

**NEET strategy**

**MALAP's**

**YP drug and alcohol**

**Children's centres**

**Integrated working**

**Workforce development**

# **SRE Review**

**School nurses have agreed to carry out needs assessments for their schools and develop and implement an action plan**

**SRE lesson plans being reviewed to incorporate abortion, delay, and positive content**

# **Interventions in Gateshead**

**Lac sexual health worker**

**Young men and boys work**

**Delivery in pupil referral units**

**Delivery in SEN schools**

**Sex education nurse**

**Specialist nurse teenage pregnancy**

**Chlamydia screening**

# **LAC Sexual Health Worker**

**Part of virtual LAC team**

**Delivers mandatory training to care workers foster carers and social workers**

**Group work with LAC substance misuse worker**

**One to one work**

# **Specialist Nurse Teenage Pregnancy**

**Works with young women's outreach  
project**

**Very dependent on good  
relationships with GP's and  
midwives**

**Promotion of service through youth  
and community workers**

# Delivery in Pupil Referral Units

**‘Sex, drugs & self esteem’ programme**



# **Who Is Involved**

**Developed in 2006 by**

**Young peoples substance misuse  
workers**

**Sexual health promotion staff**

**Youth and community learning  
workers**

# **Aims - Engaging Young People Most at Risk to**

**Reflect on and understand the  
relationship between substance  
misuse and potential unintended  
outcomes**

**Engage with local preventative  
initiatives - c-card, young peoples  
sexual health clinics SMART team  
etc**

# **Did It Make a Difference?**

***It was superb!***

***Brilliant!***

***Excellent!***

**(Feedback given by 3 Year 9 pupils at  
the end of the programme at  
Shipcote Pupil Referral Unit:  
December 2006)**

# **Did It Make a Difference?**

***‘Pupils mainly looked forward to the lessons so it was almost a reward’***

***‘Just keep coming back!’***

**Sheila Atkinson**

**Head teacher**

**Shipcote Pupil Referral Unit**

# **Did It Make a Difference?**

***‘It brings a range of skills and experiences to the programme and helps the young people feel comfortable with a range of adults who can help them’.***

**Vicki McLeod.**

**Teacher and PSHE curriculum lead.**

**Bleach Green Pupil Referral Unit.**

# Social Norms Approach Communicating the Truth

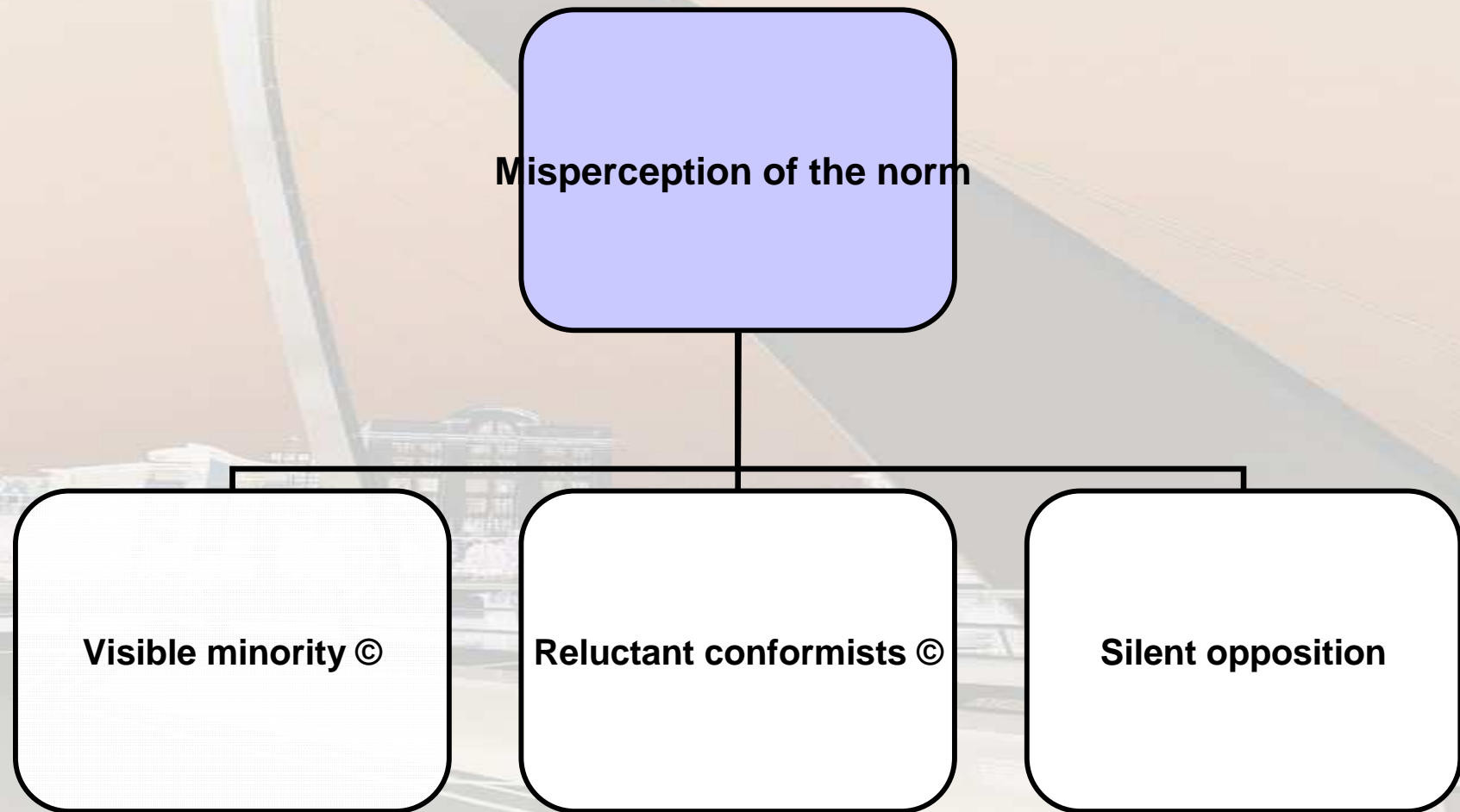
Patterns of misperception

**'Reign of error'** **The herd animal**



**"If it bleeds it leads"** **Admitted information  
to form impressions**

# Negative Peer Influence



# **“We Lose the Cultural Cataracts That Sustain the Idea That Everybody Is Doing It.”**

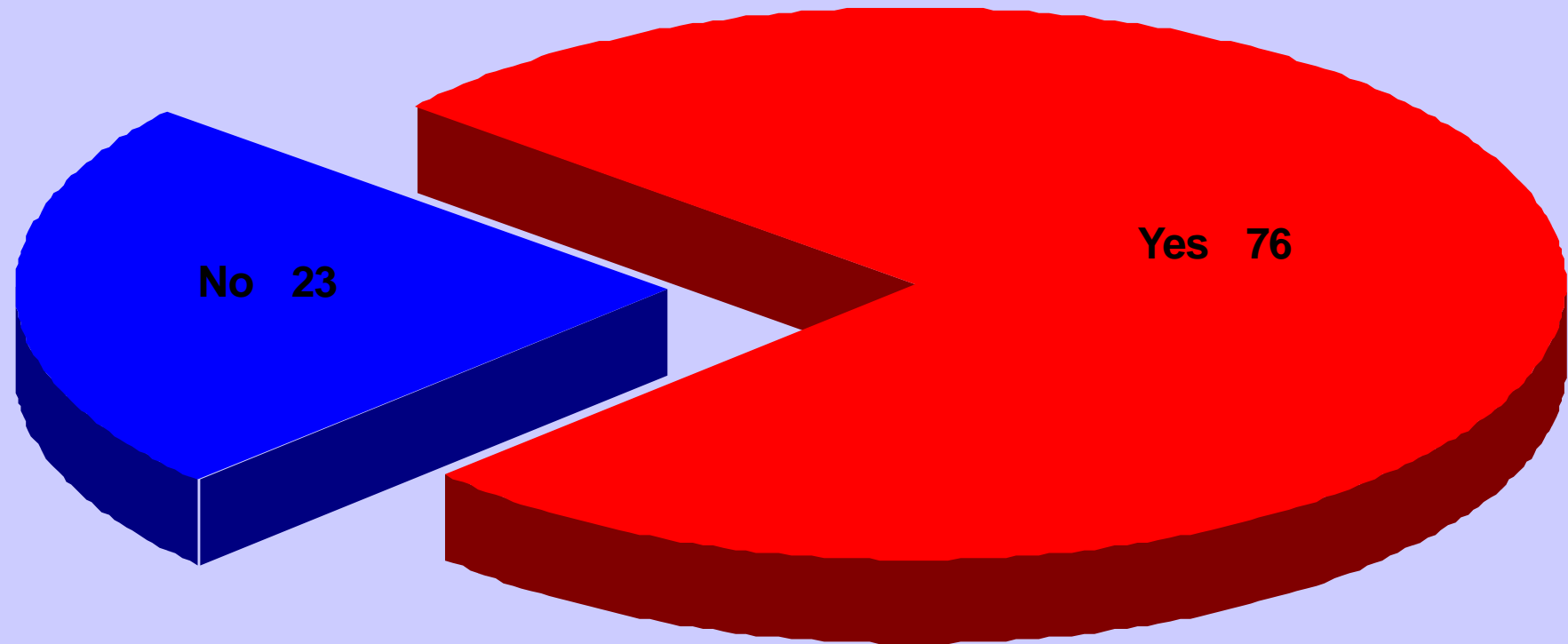
- More realistic perceptions of peers
- Creates the opportunity to make choices about behaviour based on fact rather than fiction
- Strengthens positive behaviour

# Hookergate School Pilot Project

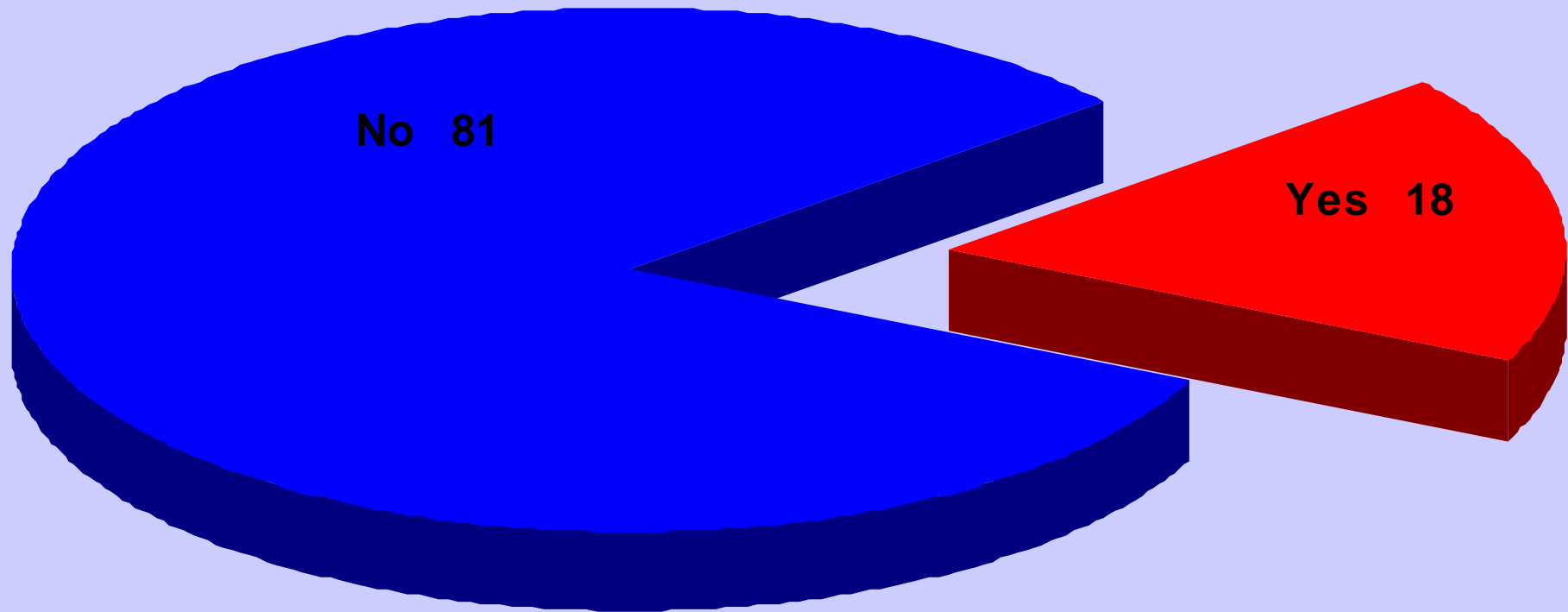
- Pilot carried out with year 7 & year 9 pupils
- E-voting system used to ensure privacy



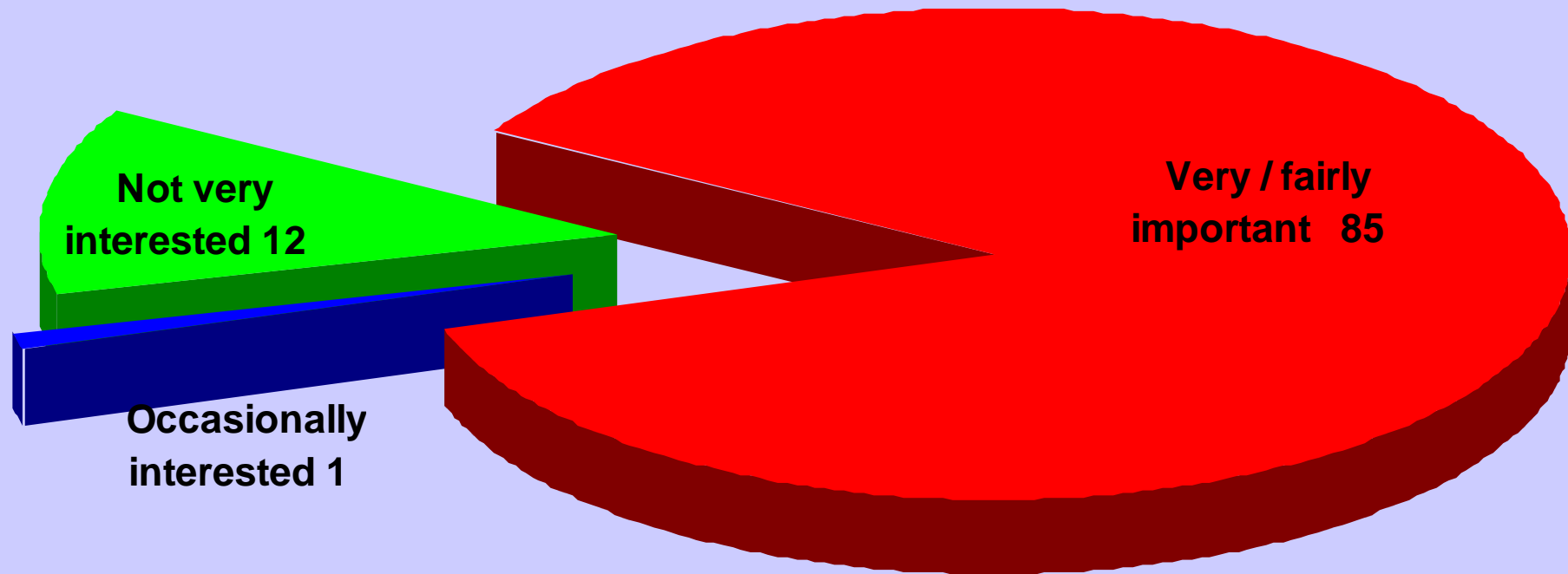
**Do you think most of year 9 have had sex in the last three months? (year 7)**



# Have you had sex in the last three months?

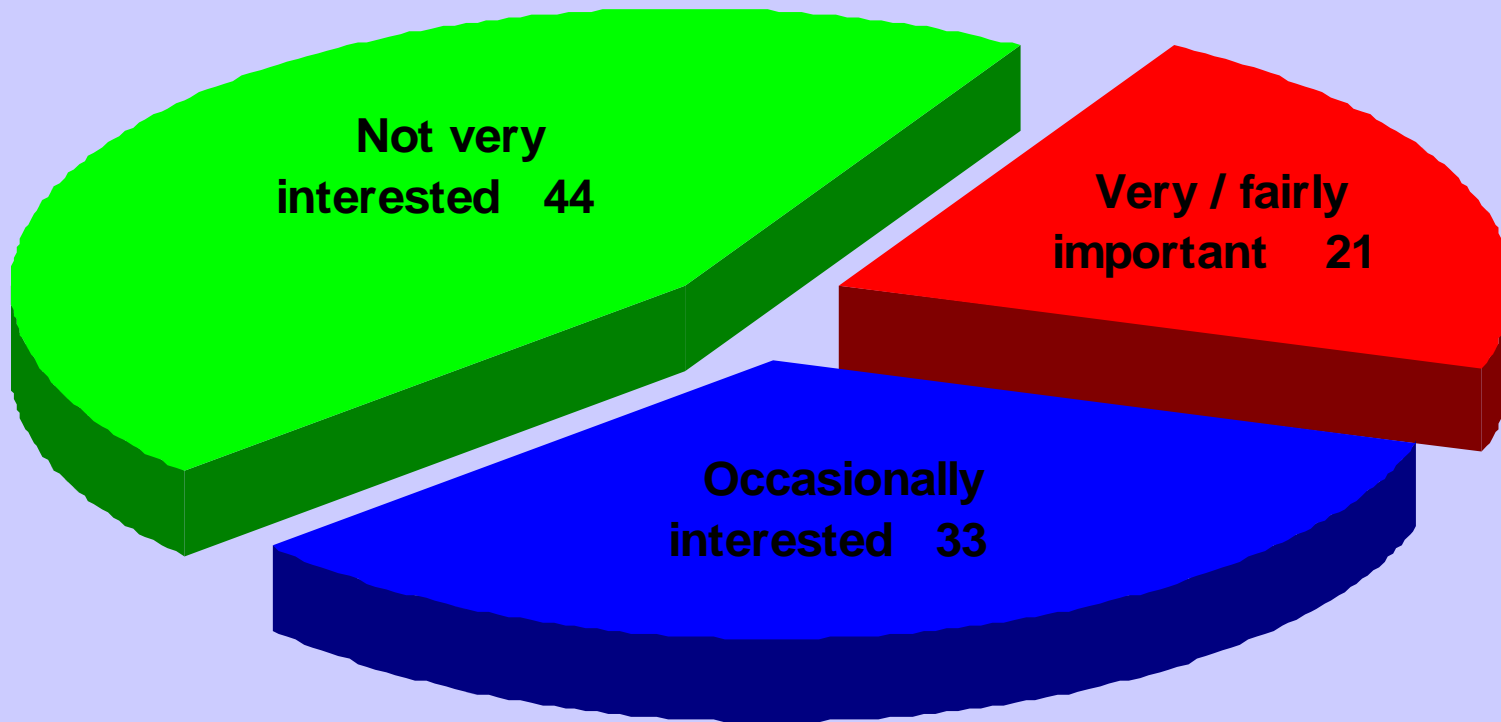


# How important do you think alcohol is for the majority (most) of year 9 pupils? (year 7)

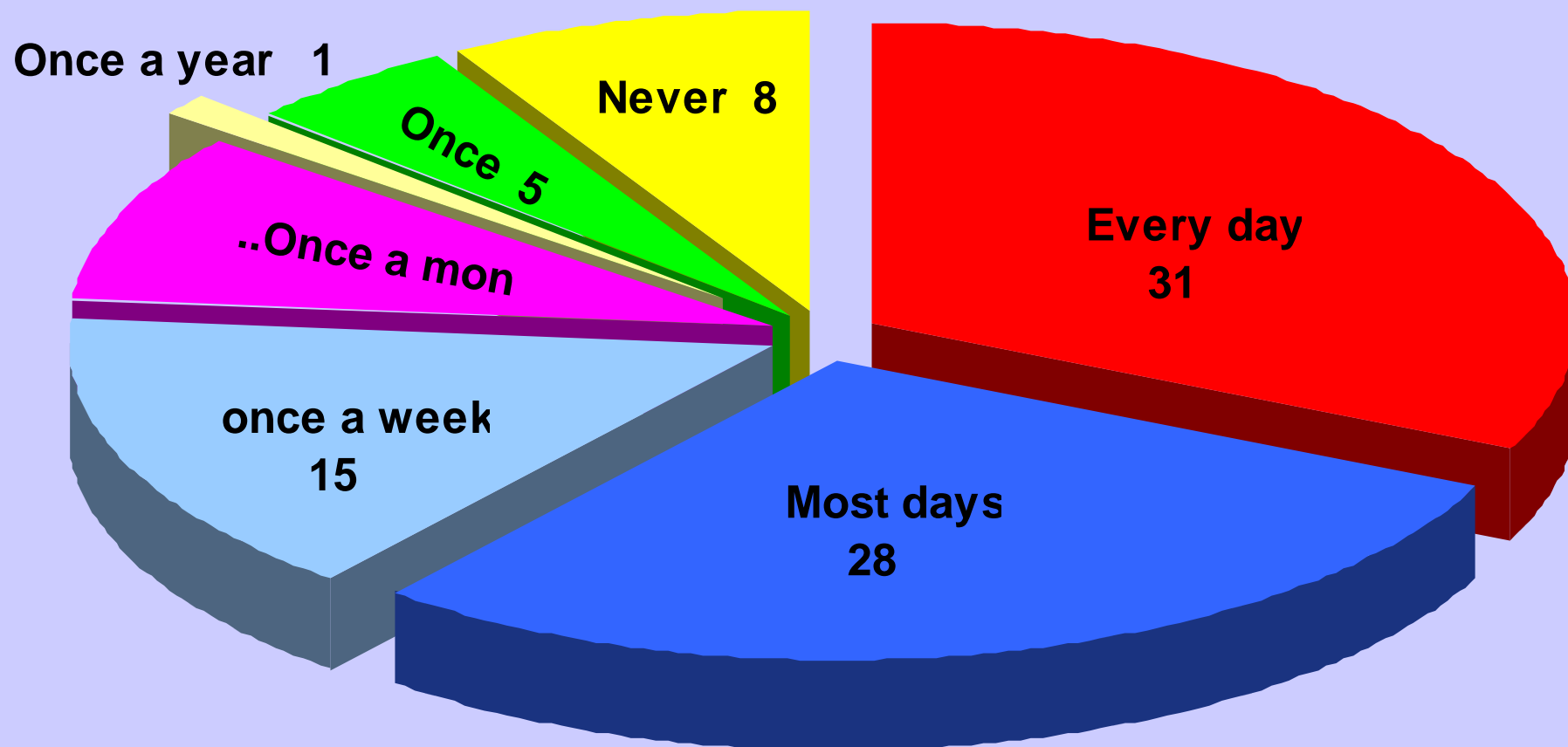


# How important is alcohol to you?

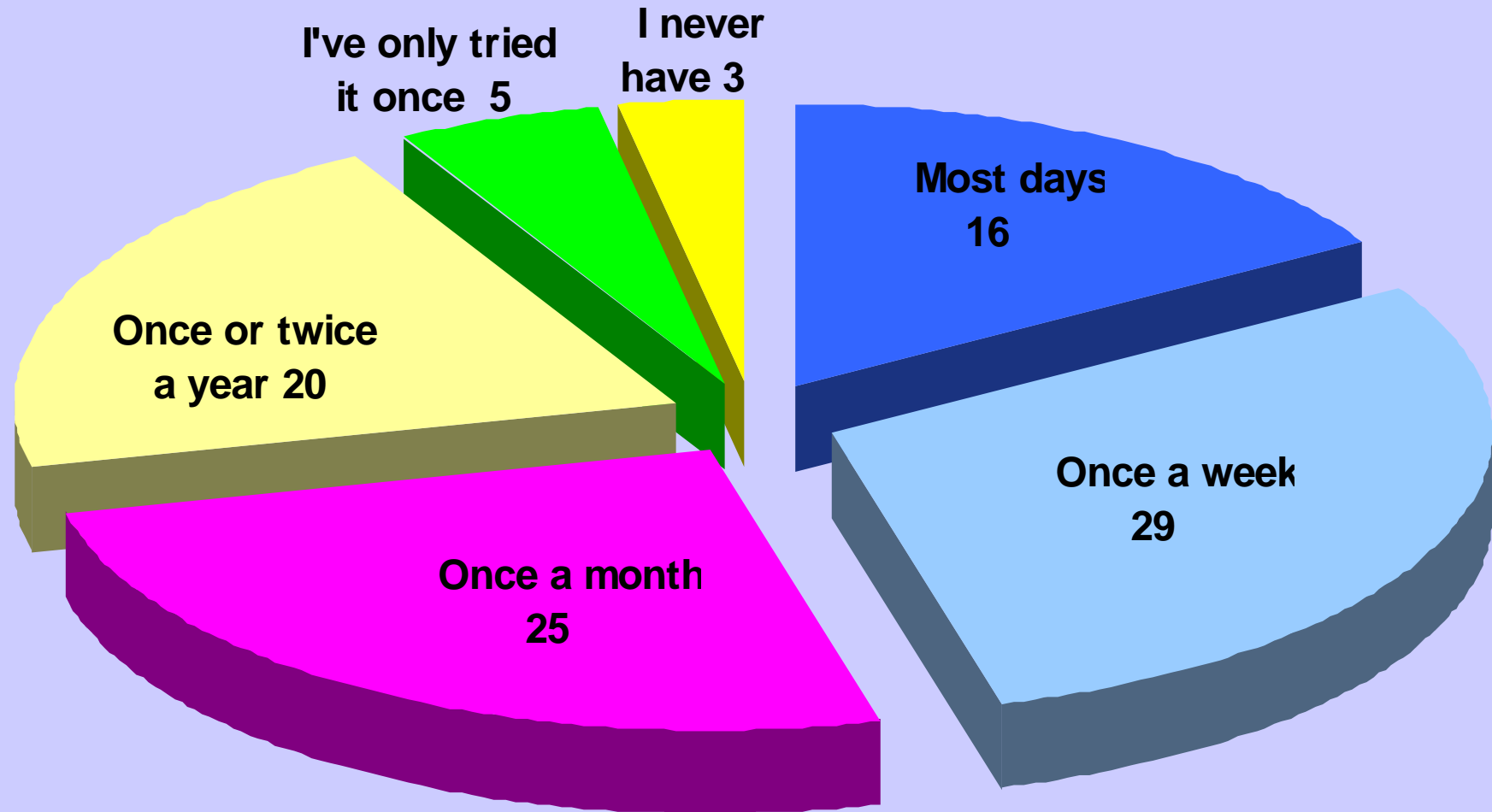
## Year 9



# How often do you think the majority (most) of year 9 pupils drink alcohol? (Year 7)



# How often do you drink alcohol? (year 9)



# How Can This Support Vulnerable Young People?

- Feeding this back creates discussion, can support the ones who often don't have a voice.
- When fed back young people, it encouraged them to become critical thinkers in terms of information that is presented to them.

# **Giving Young People Choices**

We talk about giving young people informed choice, however if their information is inaccurate, their choices are limited.

This can help young people make choices based on the realistic behaviour of the peers rather than the perceived behaviour.

# What About Us?


It can also help us as workers to be more realistic about young peoples behaviour, we can at times be just as guilty in thinking that 'everybody is doing it'

# Support for Workers

- **Encouragement**
- **Training and skills sharing**
- **Negotiation**
- **Reframing perceptions**
- **Reinforce ownership**
- **Share success**

# Benefits

- **Greater appreciation of young peoples issues**
- **Working with others creates a bigger picture**
- **Keeps on growing !**



**Thank You !**  
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