



Department of  
**Education**  
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**DEPARTMENT OF EDUCATION**

**EQUALITY AND HUMAN RIGHTS POLICY SCREENING**

**FOR**

**SCHOOL ENHANCEMENT PROGRAMME SECOND  
CALL – PROTOCOL FOR SELECTION**

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Further advice on equality impact assessment may be found in the Equality Commission publication [Practical Guidance on Equality Impact Assessment](#)

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# 1. POLICY SCOPING

1.1 Title of Policy
School Enhancement Programme (SEP) Second Call - Protocol for Selection

1.2 Type of Policy Development
This is a Revised Policy

1.3 Description of policy:
<p>Within the Department’s strategy for capital investment, in the context of ‘Schools for the future: A Policy for Sustainable Schools’, the process set out in the SEP protocol will consider School Enhancement Programme projects that have a capital value between £0.5 million and £4 million. The funding ceiling represents all project costs including construction cost, fees, furniture and equipment etc.</p> <p>The purpose of this protocol, which builds on the procedures set for the first SEP call in January 2013, is to set out the processes to be used to identify and rank proposals submitted to the second call.</p> <p>The aim of the policy is to prioritise applications in order of need in line with the Department’s available capital budget in the period 2017/18 and beyond.</p> <p>The criteria used are that all works progressing through this protocol must support at least one of the Ministers’ priorities for major capital investment as follows:</p> <ul style="list-style-type: none"> <li>• Effecting agreed rationalisation of schools</li> <li>• Addressing serious accommodation inadequacies and substandard accommodation to ensure effective delivery of the curriculum</li> <li>• Supporting unmet need for educational facilities</li> </ul> <p>In addition, to reflect where pupils are more greatly impacted by social issues, the following criteria will be taken into account:</p> <ul style="list-style-type: none"> <li>• Percentage of SEN registered pupils.</li> <li>• Percentage of pupils taking free school meals.</li> </ul>

1.4 What factors could contribute to, or detract from the intended aim/outcome of the policy? (Please click on relevant boxes)	
None	<input type="checkbox"/>
Legislative	<input type="checkbox"/>
Financial	<input checked="" type="checkbox"/>

Others (please specify)  
Click here to insert text.

1.5 Main stakeholders affected (Please click on relevant boxes)

Pupils (Actual or Potential)	<input checked="" type="checkbox"/>
Parents	<input checked="" type="checkbox"/>
Teaching Staff	<input checked="" type="checkbox"/>
Trade Unions or Professional Organisations	<input type="checkbox"/>
Other Public Sector Organisations	<input type="checkbox"/>
Departmental Staff	<input type="checkbox"/>
Others (please specify) Click here to insert text.	

1.6 Who is responsible for?

(a) Devising the policy  
Department of Education

(b) Implementing it  
Department of Education

(c) Explain the relationship?  
**N/A**

1.7 Other policies or objectives with a bearing on this policy

The Department's Sustainable Schools' Policy sets out guidelines for the applicability of capital funding in schools

- The Area Plans produced via the Department's Area Planning Process are an important input to the Protocol. These are produced by the Planning Authority with input from the sectional bodies such as the EA, CCMS, NICIE, CnaG etc.
- The investment under the School Enhancement Programme will meet PfG and DE targets aimed at improving the learning environment for pupils and teachers
- The construction work that will flow from the announcement will also contribute to PfG targets related to supporting employment and economic growth.

## 2. EVIDENCE

2.1 What evidence/information (both qualitative and quantitative) have you gathered to inform this policy in respect of each of the categories?

Section 75 Category	Details of Evidence/Information
Religious Belief	All works progressing through the protocol must support at least one of the Minister's priorities for capital investment relating to enhancement works.
Political Opinion	
Racial Group	The only Section 75 consideration relates to taking into account the percentage of SEN registered pupils in the school.
Age	
Marital Status	
Sexual Orientation	
Men And Women Generally	
Disability	
Dependants	

**2.2 Taking into account the evidence gathered at 2.1 what are the needs, experiences and priorities of each category in relation to this particular policy?**

<b>Section 75 category</b>	<b>Needs/Experiences/Uptake/Priorities</b>
Religious Belief	<p>The Department's statutory duties under Article 64 of the Education Reform Order 1989 and Article 89 of the Education Order 1998 require particular consideration to be given to schools in the Irish Medium (IM) and Integrated sectors.</p> <p>In particular, in relation to Integrated Schools, a strand of funding separate from the Education Capital Budget will be made available under Fresh Start Agreement (FSA) funds.</p>
Political Opinion	As above
Racial Group	There is no evidence to suggest that the needs /experiences or uptake in respect of this policy will vary according to Race.
Age	<p>The protocol affects pupils in both the primary and post primary school age ranges.</p> <p>Given the differing scale and accommodation requirements of primary and post primary schools their respective application streams will be considered separately.</p>
Marital Status	It is expected that very few, if any pupils will be married
Sexual Orientation	There is no evidence to suggest that the needs /experiences or uptake in respect of this policy will vary according to Sexual Orientation
Men And Women Generally	There is no evidence to suggest that the needs /experiences or uptake in respect of this policy will vary according to gender.
Disability	Given the differing design and accommodation requirements of Special Schools there will be a separate list for Special Schools.

Dependants	There is no evidence to suggest that the needs /experiences uptake in respect of this policy will be different in respects of pupils with dependants.
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### 3. SCREENING QUESTIONS:

3.1 What is the likely impact of this policy on equality of opportunity for each of the Section 75 equality categories?		
Section 75 category	Level of Impact?	Details of policy impact
Religious belief	NONE	N/A
Political opinion	NONE	N/A
Racial group	NONE	N/A
Age	NONE	N/A
Marital status	NONE	N/A
Sexual Orientation	NONE	N/A
Men and Women generally	NONE	N/A
Disability	NONE	<p>Any new design for extension or refurbishment to the schools estate will take account of all Disability Discrimination Act (DDA) legislation. The protocol has a criterion which allows a school to have a score against pupils with social needs.</p> <p>In addition, given the differing scale and accommodation needs of Special Schools and primary/post primary schools there will be a separate prioritised list for Special Schools.</p>
Dependants	NONE	N/A

### 3.2 Are there opportunities to better promote equality of opportunity for people within the Section 75 equality categories?

Section 75 category	YES/NO	Provide Details
Religious belief	NO	N/A
Political opinion	NO	N/A
Racial group	NO	N/A
Age	NO	N/A
Marital status	NO	N/A
Sexual Orientation	NO	N/A
Men and Women generally	NO	N/A
Disability	NO	N/A
Dependants	NO	N/A

**3.3 To what extent is the policy likely to impact on good relations between: people of different religious belief, political opinion or racial group?**

<b>Good relations category</b>	<b>Impact</b>	<b>Details of policy impact</b>
Religious belief	NONE	It is proposed that a strand of funding separate from the Education Capital budget will be made available from FSA funds for SEP works in Integrated schools, both primary and post primary .
Political opinion	NONE	N/A
Racial group	NONE	N/A

**3.4 Are there opportunities to better promote good relations between people of different religious belief, political opinion or racial group?**

<b>Good relations category</b>	<b>YES/NO*</b>	<b>Provide Details</b>
Religious belief	NO	N/A.
Political opinion	NO	N/A
Racial group	NO	N/A

### **3.5 Additional considerations - Multiple identities**

Please provide details of data on the impact of the policy on people with multiple identities and specify relevant Section 75 categories concerned.

Additional weight has been given to schools where pupils are more greatly impacted by social issues. This will involve all Section 75 groups.

## 4. SCREENING DECISION

Not to conduct an equality impact assessment because no equality issues have been identified.

### **Details which support the screening decision**

Reasons stated in previous sections

## 5. TIMETABLING AND PRIORITISING

### 5.1 NOT APPLICABLE AS POLICY SCREENED OUT

Criterion	Priority Rating
Effect on equality of opportunity and good relations	Choose score.
Social need	Choose score
Effect on people's daily lives	Choose score
Relevance to a public authority's functions	Choose score
<b>Total</b>	<b>Choose Total</b>

### 5.2 If the policy is affected by timetables established by other relevant Public Authorities please provide details

N/A

**Note:** Details of the Department's Equality Impact Assessment Timetable will be included in a Quarterly Screening Report.

## 6. MITIGATION

If you conclude that the likely impact is ‘**minor**’ and an equality impact assessment is not to be conducted, you should consider: mitigation to lessen the severity of any equality impact, or the introduction of an alternative policy to better promote equality of opportunity or good relations.

Why and how will the policy/decision be amended or changed or an alternative policy introduced to better promote equality of opportunity and/or good relations?

N/A

## 7. MONITORING

Effective monitoring will help identify any future adverse impact arising from the policy, as well as help with future planning and policy development.

Please detail what data you will collect in the future in order to monitor the effect of the policy on any of Section 75 equality categories

The number of pupils attending Integrated schools, both Primary and Post Primary.

The number of pupils attending Special Schools.

## 8. DISABILITY DISCRIMINATION

8.1	<b>Please state if the policy/decision in any way discourages persons with disabilities from participating in public life or fails to promote positive attitudes towards persons with disabilities.</b>
N/A	
8.2	<b>Please state if there is an opportunity to better promote positive attitudes towards persons with disabilities or encourage participation in public life by making changes to the policy/decision or introducing additional measures.</b>
	<p>Any new design for extension or refurbishment to the school's estate will take account of all DDA legislation. The protocol has a criterion which allows the school to have a score against SEN pupils although relatively low weighting is given to this criterion (10 points out of a total of 120).</p> <p>In addition given the differing scale and accommodation of Special Schools and primary/post primary schools there will be a separate list for Special Schools.</p>
8.3	<b>Please detail what data you will collect in the future in order to monitor the effect of the policy with reference to the disability duties.</b>
	The number of pupils attending Special Schools.

## 9 CONSIDERATION OF HUMAN RIGHTS ISSUES

9.1 How does the policy/decision affect anyone's Human Rights?	
<a href="#"><u>Human Rights Act (1998)</u></a>	Neutral Impact
<a href="#"><u>The United Nations Convention on the Rights of the Child (UNCRC)</u></a>	Neutral Impact
<a href="#"><u>The United Nations Convention on the Rights of Persons with Disabilities (UNCRPD)</u></a>	Neutral Impact
<a href="#"><u>The United Nations Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW)</u></a>	Neutral Impact
Other,(please state here)	None

9.2 If you have identified a negative impact who is affected and how?
N/A

9.3 Outline any actions which could be taken to promote or raise awareness of human rights or to ensure compliance with the legislation in relation to the policy/decision.

N/A

## 10 CONSIDERATION OF RURAL IMPACTS

*Guidance on Rural Impact Assessment can be found in:*

[Thinking Rural: The Essential Guide to Rural Proofing](#)

10.1 Is there potentially a direct, or indirect, impact on rural areas?

NO

10.2 If YES please attach a DARD Rural Issues Statement Pro-forma  
(The Pro-forma can be found in TRIM Document DE1/14/117152)

## 11 APPROVAL AND AUTHORISATION

Screened by:	Position	Date
<b>James McFarlane</b>	<b>Executive Officer 1</b>	<b>12/09/2016</b>
Approved by:	Position	Date
<b>Anne Conaty</b>	Head of School Enhancement Programme	<b>12/09/2016</b>

<b><u>FOR COMPLETION BY EQUALITY TEAM</u></b>		
Screening Decision	<b>Agreed</b>	
Quality Assured by:	<b>Richard Magowan</b>	<b>22/02/2017</b>
Click here to enter comments.		
Date Directorate/Team Informed:	<b>22/02/2017</b>	