



Department of
Education
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DEPARTMENT OF EDUCATION

EQUALITY AND HUMAN RIGHTS POLICY SCREENING

FOR

**MAJOR WORKS PROJECTS – PROTOCOL FOR
SELECTION FOR PROJECTS TO PROCEED IN
PLANNING**

Major Capital Implementation Team
Ext 028 91279843
Email Address: mcit@deni.gov.uk

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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

Major Works Projects – Protocol for Selection for Projects to Proceed in Planning

1.2 Type of Policy Development

This is an Existing Policy

1.3 Description of policy:

The process set out in this protocol will consider proposed new build primary school projects that have a capital value greater than £0.5 million. While there is no firm upper limit to the size of the project, consideration will be given to phasing particularly large projects (in the order of £30m and above) which would consume a significant proportion of the available budget. These projects will be redefined as smaller discrete projects with merit in their own right.

The aim of the process is to ensure the Department has sufficient projects at an advanced stage in planning to utilize capital funds in the period 2017/18 and beyond.

All works progressing through this protocol must support at least one of the Minister's priorities for major capital investment as follows:

- Supporting unmet need for educational facilities
- Addressing serious accommodation inadequacies and substandard accommodation to ensure effective delivery of the curriculum; or
- Effecting agreed rationalisation of schools.

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)

N/A

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 Education Authority with input from the sectoral bodies such as CCMS, NICIE, CnaG etc.
- The construction work that will flow from the announcement will 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	<p>The reported religion of pupils has remained broadly consistent over time. The breakdown is as follows: 172,855 (51.0%) Catholic, 118,282 (34.9%) Protestant, 10,988 (3.2%) Other Christian, 2,573 (0.8%) Non Christian, and 34,429 (10.2%) No Religion/Not recorded. (Table 5b).</p> <p>Source: https://www.deni.gov.uk/sites/default/files/publications/de/census-statistical-bulletin-feb-2016-final.pdf</p>
Political Opinion	This information is not collected for education purposes but religion is taken as a proxy for Political Opinion.
Racial Group	<p>In 2015/16 there were 12,932 Newcomer pupils in schools in Northern Ireland. Source: School Census</p> <p>https://www.deni.gov.uk/sites/default/files/publications/de/newcomer%20time%20series%201516.XLSX</p>
Age	<p>In 2015/16 there were 1,571 schools and pre-school education centres in Northern Ireland containing 339,870 pupils. Source: School Census</p> <p>https://www.deni.gov.uk/sites/default/files/publications/de/enrolment%20time%20series%201516.XLSX</p>
Marital Status	This information is not collected for education purposes.
Sexual Orientation	<p>This information is not collected for education purposes. However the shout Report stated that, “analysis of the 2001 Census indicates that between 2% and 10% of the population may be lesbian, gay or bisexual.”</p> <p>In the 2014 School Omnibus Survey, approximately 84% of the responding post primary schools were aware of LGB pupils having attended the school. The figure for primary schools was 11.4%</p>

<p>Men And Women Generally</p>	<p>School level data on gender is available from the School Census. https://www.deni.gov.uk/publications/school-enrolments-school-level-data-201516</p> <p>In respect of transgender men and women, a UK wide study for the Gender Identity Research and Education Society (GIRES) http://www.gires.org.uk/assets/Medpro-Assets/GenderVarianceUKreport.pdf</p> <p>suggests that the prevalence rate for Northern Ireland is 8/100,000 (16 and over) population or approximately .0008% of the population (16 and over, 1,432,501 people in 2011), i.e. approximately 115 people.</p> <p>In the 2014 Schools Omnibus Survey just under one-quarter of the post-primary schools (23%) responding are aware of transgender pupils having attended the school. This is compared to 1.6% of responding primary schools.</p>
<p>Disability</p>	<p>School level data on Special Educational Needs are available from the School Census. https://www.deni.gov.uk/publications/school-enrolments-school-level-data-201516</p>
<p>Dependants</p>	<p>The 2010 Young Life and Times Survey indicated that about one in ten of the respondents provide care for someone else, usually a family member.</p>

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?

Section 75 category	Needs/Experiences/Uptake/Priorities
Religious Belief	Particular consideration will be given to schools in the Irish Medium (IM) and Integrated sectors given the Department's statutory duties under Article 64 of the Education Reform Order 1989 and Article 89 of the Education Order 1998.
Political Opinion	As above
Racial Group	Assessment Criterion 3 which deals with "Social Issues" sets out that additional weight should be given to schools where pupils are more greatly impacted by social issues. The indicators selected to identify these schools are; - the numbers of pupils identified as having special education needs (SEN) and the level of free school meal (FSM) provision with the school.
Age	Assessment Criterion 3 which deals with "Social Issues" sets out that additional weight should be given to schools where pupils are more greatly impacted by social issues. The indicators selected to identify these schools are; the numbers of pupils identified as having special education needs (SEN) and the level of free school meal (FSM) provision with the school. The protocol is aimed at pupils from nursery school age to Y7 and this range will be treated the same.
Marital Status	Assessment Criterion 3 which deals with "Social Issues" sets out that additional weight should be given to schools where pupils are more greatly impacted by social issues. The indicators selected to identify these schools are; - the numbers of pupils identified as having special education needs (SEN) and the level of free school meal (FSM) provision with the school.
Sexual Orientation	Assessment Criterion 3 which deals with "Social Issues" sets out that additional weight should be given to schools where pupils are more greatly impacted by social issues. The indicators selected to identify these schools are; - the numbers of pupils identified as having special education needs (SEN) and the level of free school meal (FSM) provision with the school.
Men And Women Generally	Assessment Criterion 3 which deals with "Social Issues" sets out that additional weight should be given to schools where pupils are more greatly impacted by social issues. The indicators selected to identify these schools are; the numbers of pupils identified as having special education needs

	(SEN) and the level of free school meal (FSM) provision with the school.
Disability	Assessment Criterion 3 which deals with “Social Issues” sets out that additional weight should be given to schools where pupils are more greatly impacted by social issues. The indicators selected to identify these schools are; - the numbers of pupils identified as having special education needs (SEN) and the level of free school meal (FSM) provision with the school.
Dependants	Assessment Criterion 3 which deals with “Social Issues” sets out that additional weight should be given to schools where pupils are more greatly impacted by social issues. The indicators selected to identify these schools are; - the numbers of pupils identified as having special education needs (SEN) and the level of free school meal (FSM) provision with the school.

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	Any new design for a primary school will take account of any 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 (15 points out of a total of 130).
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?

Good relations category	Impact	Details of policy impact
Religious belief	NONE	N/A
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?

Good relations category	YES/NO*	Provide Details
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
Total	Choose Total

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

N/A

8. DISABILITY DISCRIMINATION

8.1	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.
N/A	
8.2	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.
N/A	
8.3	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.
N/A	

9 CONSIDERATION OF HUMAN RIGHTS ISSUES

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

9.2 If you have identified a negative impact who is affected and how?
38T

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
June Armstrong	Deputy Principal	04/04/2016
Approved by:	Position	Date
Stephen Creagh	Deputy Director Investment and Infrastructure	11/04/2016

<u>FOR COMPLETION BY EQUALITY TEAM</u>		
Screening Decision	Agreed	
Quality Assured by:	Richard Magowan	12/04/2016
38T		
Date Directorate/Team Informed:	12/04/2016	

<u>FOR COMPLETION BY POLICY TEAM</u>	
TRIM Ref No.	DE1/16/91159
Date screening form placed on Internet by policy team	<u>21/04/2016</u>
Date email sent to S75 Consultees by policy team	38T