



DEPARTMENT OF EDUCATION

EQUALITY AND HUMAN RIGHTS POLICY SCREENING

FOR

**GUDIANCE FOR SCHOOLS - A NEW APPROACH TO
PUPIL ATTENDANCE REPORTING USING ABSENCE
TIERS**

- Please note that this document should always be referred to as an Equality Screening not an Equality Impact Assessment (which is a more detailed document requiring a consultation period of at least three months).
- Please use easy to understand language and short sentences. Try to aim for a comprehension level for a P7 pupil.
- Hyperlinks may be added (as can annexes) but avoid tables.
- The screening must explain which Section 75 categories are likely to benefit from (or be impacted by) the policy and how/why this is likely.
- The screening should show data/statistics specific to the "policy" being screened.
- Monitoring (follow-up action) is an important part of the screening.

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Equality Screening: A NEW APPROACH TO PUPIL ATTENDANCE REPORTING USING ABSENCE TIERS

Further advice can be found in [ECNI - Screening for Public Authorities, Effective Section 75 Equality Assessments: Screening and Equality Assessments \(ECNI, 2017\)](#) and [Section 75: Using Evidence in Policy Making - a signposting guide](#)

Index

PART ONE -	3
BACKGROUND	3
PART TWO – SCREENING QUESTIONS -	14
LIKELY IMPACT	14
PART THREE -	19
SCREENING DECISION.....	19
PART FOUR	2122
- MONITORING	2122
PART FIVE -	2223
DISABILITY DISCRIMINATION.....	2223
PART SIX -	2324
HUMAN RIGHTS ISSUES.....	2324
PART SEVEN -	2426
RURAL NEEDS	2426
PART EIGHT.....	2527
- APPROVAL AND AUTHORISATION.....	2527

**Equality Screening: A NEW APPROACH TO PUPIL ATTENDANCE
REPORTING USING ABSENCE TIERS**

Equality Screening: A NEW APPROACH TO PUPIL ATTENDANCE REPORTING USING ABSENCE TIERS

PART ONE - BACKGROUND

1.1 Title of policy

To outline a new approach to pupil attendance through the use of Absence Tiers

1.2 Type of policy.

New policy – this is a voluntary policy, providing guidance for schools who wish to use it.

1.3 Description of the Policy

The Department of Education, in partnership with Education Authority (EA), schools and other organisations is continuing to promote the benefits of regular attendance at school and the implications of poor attendance on educational outcomes through [promotional materials](#) and the “[Miss School = Miss Out](#)” strategy.

“Poor” attendance is defined by Education Welfare Service (EWS) as 85% or less. Before a pupil’s attendance reaches this level, a school should be proactively trying to address the issues associated with poor attendance before they get worse. They should speak to an involve EWS as appropriate. Ideally the issues should be resolved by the school before EWS support is needed. If the reasons for absence are authorised / genuine, then no action may be necessary however, if they are unauthorised / unexplained then EWS plays an important role.

The impact of the pandemic is such that schools and EWS are seeing unprecedented numbers of children falling into Chronic and Severe Chronic attendance categories.

The new voluntary guidance for schools will see the introduction of a methodology used in the USA by [AttendanceWorks](#). This is being provided to schools in the form of voluntary guidance to look at pupil attendance / absence differently. Rather than look at an overall attendance level for each pupil / school, schools would be encouraged to look at the number and percentage of pupils falling into specific absence tiers.

- a. Tier 1a – Regular (0%-4.9% absence)
- b. Tier 1b – At Risk (5%-9.9% absence)
- c. Tier 2 – Chronic (10%-19.9% absence); and

Commented [SC1]: Could be good to include examples if available

Commented [LP2R1]: Done

Commented [SC3]: Suggest linking the strategy for further background

Commented [LP4R3]: Done

Commented [SC5]: Suggest reviewing the wording here to make it a bit clearer on when EWS get involved: 6.1 to 6.3 of the strategy provides detail and understanding on EWS involvement which may be of use here: [Miss School = Miss Out A Strategy for Improving Pupil Attendance \(2\).pdf](#) (education-ni.gov.uk)

Commented [LP6R5]: Would suggest leaving as is and amend if EWS change their position after their review.

Commented [SC7]: If this evidence has been published somewhere, would suggest including it as a source

Commented [LP8R7]: Dougie, is this actually published?

Commented [SC9]: Could include hyperlink for further background

Commented [LP10R9]: Done

Commented [SC11]: Review wording here, may need to start a new sentence after ‘AttendanceWorks’ and would review the use of the wording ‘which we believe’

Commented [LP12R11]: Done

Commented [SC13]: Were the tiers developed by AttendanceWorks or the department? Either way would suggest adding a source or bit of background on where the % figures have come from.

Commented [LP14R13]: Dale / Dougie, the figures are those of Attendance Works but whose is the terminology?

Equality Screening: A NEW APPROACH TO PUPIL ATTENDANCE REPORTING USING ABSENCE TIERS

d. Tier 3 – Severe Chronic (20%+ absence)

1.4 What factors could contribute to, or detract from the intended aim/outcome of the policy?

Application of policy

Commented [SC15]: Using the phrase "schools may be reluctant" could be seen as speculative unless a consultation took place and schools have expressed this view? Tends to be listed as Financial/Legislative or other so would suggest reviewing this para again

Commented [LP16R15]: Done

1.5 Main stakeholders affected (Please delete as appropriate)

Pupils (Actual or Potential)

Parents

Teaching Staff

Trade Unions or Professional Organisations

Boards of Governors

1.6 Who is responsible for?

(a) Devising the policy

Department of Education

(b) Implementing it

Schools will be encouraged to use the new guidance and both DE and the Education Authority will provide support as needed.

1.7 Other policies or objectives with a bearing on this policy

•

[Draft Programme for Government \(PfG\) Outcome](#), "Our children and young people have the best start in life" and "We have an equal and inclusive society where everyone is valued and treated with respect" and "Everyone can reach their potential" and "We have a caring society that supports people throughout their lives".

Miss School = Miss Out Strategy

Commented [SC17]: Could Miss School=Miss Out also be included here?

Commented [LP18R17]: Done

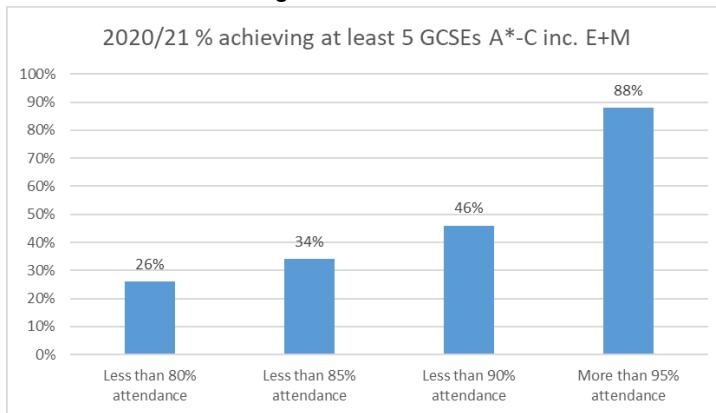
Commented [SC19]: Is there a link for this?

Commented [LP20R19]: Done

Equality Screening: A NEW APPROACH TO PUPIL ATTENDANCE REPORTING USING ABSENCE TIERS

EVIDENCE

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



Religious Belief

In 2020/21, 47.9% (465) of Protestant boys entitled to free school meals achieved at least five GCSEs at grades A* - C or equivalent including GCSE English and Maths compared with 58.3% (895) of Catholic boys entitled to free school meals. A greater proportion of Protestant boys with entitlement to free school meals have achieved at least five GCSEs at grades A* - C or equivalent including GCSE English and Maths in 2020/21 when compared with 2019/20, representing an increase of 1.2 percentage points. The corresponding measure for Catholic boys with entitlement to free school meals has increased by 5.3 percentage points from 2019/20 to 2020/21.

Source: [Qualifications and destinations of Northern Ireland school leavers - 2020/21](#)

We know that attending school regularly is strongly correlated with positive outcomes at 16 as the above graph illustrates. It follows therefore that if outcomes for protestant boys are lower than catholic boys, their attendance at school is also likely to be lower. If we can improve pupil attendance particularly for S75 categories where it is low, we can in turn improve the educational outcomes.

Equality Screening: A NEW APPROACH TO PUPIL ATTENDANCE REPORTING USING ABSENCE TIERS

Political Opinion

The political opinion of pupils is not known as it is not collected. See above as a proxy for political opinion

Racial Group

Irish Traveller children have a markedly higher absence rate than any other ethnic group (see Table 2.3 in Statistical bulletin below). They missed 34.8% of total half days, compared with a rate of 7.5% for pupils from a Minority Ethnic background and 5.2% for White pupils

Commented [SC21]: If the tables used here can't be copied/pasted over would suggest using 'Snipping Tool' instead of print screen. It means you will be able to include just the table rather than all of the other detail on your screen

Commented [LP22R21]: Snipping tool is something that I think only Victoria has access to via Adobe.

Table 2.3: Attendance by ethnicity, 2020/21

Ethnicity		Percentage of total half days			
		Attended	Overall absence	Authorised absence	Unauthorised absence
Primary	White	95.8	4.2	2.3	1.9
	Minority Ethnic Background ¹	92.4	7.6	3.2	4.4
	Irish Traveller	66.8	33.2	8.2	25.0
	Total	95.6	4.4	2.3	2.1
Post Primary	White	93.5	6.5	3.3	3.2
	Minority Ethnic Background ¹	92.9	7.1	3.0	4.1
	Irish Traveller	59.2	40.8	11.0	29.8
	Total	93.4	6.6	3.3	3.3
Special	White	90.0	10.0	5.7	4.3
	Minority Ethnic Background ¹	88.0	12.0	6.3	5.8
	Irish Traveller	71.4	28.6	10.6	18.0
	Total	89.7	10.3	5.7	4.5
All Schools	White	94.8	5.2	2.7	2.5
	Minority Ethnic Background ¹	92.5	7.5	3.2	4.3
	Irish Traveller	65.2	34.8	9.0	25.8
	Total	94.6	5.4	2.8	2.6

In addition in 2020/21, Newcomer pupils had a lower attendance rate (91.3%) than those who were not Newcomer pupils (94.7%) across all school types. The difference in absence rates was greatest in post-primary schools where the absence rate was 11.0% for Newcomer pupils and 6.5% for non-Newcomer pupils, a difference of 4.5 percentage points (see Table 2.8 in Statistical bulletin below).

Equality Screening: A NEW APPROACH TO PUPIL ATTENDANCE REPORTING USING ABSENCE TIERS

Table 2.8: Attendance by Newcomer status and school type, 2020/21

		Percentage of total half days			
		Attended	Overall absence	Authorised absence	Unauthorised absence
Primary	Newcomer	92.0	8.0	3.4	4.6
	Non Newcomer	95.8	4.2	2.3	1.9
	Total	95.6	4.4	2.3	2.1
Post Primary	Newcomer	89.0	11.0	3.7	7.3
	Non Newcomer	93.5	6.5	3.3	3.2
	Total	93.4	6.6	3.3	3.3
Special	Newcomer	87.0	13.0	7.4	5.6
	Non Newcomer	89.8	10.2	5.7	4.5
	Total	89.7	10.3	5.7	4.5
All Schools	Newcomer	91.3	8.7	3.5	5.2
	Non Newcomer	94.7	5.3	2.7	2.5
	Total	94.6	5.4	2.8	2.6

Statistical bulletin for 2020/2021 Pupil attendance levels across grant aided primary, post primary and Special Schools

Age

- In primary schools, 4.4% of all half days were missed, comprising 2.3% authorised and 2.1% unauthorised absence (see Table 1.1 below).
- In post-primary schools, 6.6% of all half days were missed, comprising 3.3% authorised absence and 3.3% unauthorised absence (see Table 1.1 in Statistical bulletin below).
- In special schools, 10.3% of all half days were missed, comprising 5.7% authorised absence and 4.5% unauthorised absence (see Table 1.1 in Statistical bulletin below).

Commented [SC23]: Same as before, if it can't be copied/pasted then would suggest using snipping tool. I would also suggest including a line advising that 'attendance is mandatory between x and x ages'

Table 1.1: Attendance and absence by school type, 2020/21

	% of total half days		
	Primary Schools	Post-primary Schools	Special Schools
Attended	95.6	93.4	89.7
Overall absence	4.4	6.6	10.3
Authorised absence	2.3	3.3	5.7
Unauthorised absence	2.1	3.3	4.5

Statistical bulletin for 2020/2021 Pupil attendance levels across grant aided primary, post primary and Special Schools

Marital Status

In 2019 there were 7,255 marriages in Northern Ireland; in the age band 16-19 there were 63 males and 102 females. In the same period, there were 206

Equality Screening: A NEW APPROACH TO PUPIL ATTENDANCE REPORTING USING ABSENCE TIERS

civil partnerships; in the under 25 age band there were 4 partners - 0 male partners and 4 female partners. (Source: Registrar General Annual Report 2019)

Sexual Orientation

From the Post-Primary School Experiences of 16-21 year old people who are Lesbian, Gay, Bisexual and/or Transgender (LGB&T) Final Report – April 2016 the evidence shows that overall the experience as an LGB or T young person in a Post-primary school environment had a negative or very negative impact on the majority (62.8%, n=333) of respondents in relation to their emotional well-being at school and outside of school.

Proportion of respondents who said the impact of their experiences as an LGB&T student had a negative impact on...	LGB (n=467)
<i>Educational achievement</i>	19.4% (n=90, base=463) of respondents

Source: [Department of Education - Post Primary School Experiences of 16-21 year old people who are LGBT](#)

Men And Women Generally

Information drawn from the annual school census exercise (2021/22) shows that there is a fairly even distribution of males and females within the school population, with 50.7% male pupils and 49.3% female based on those pupils attending primary, post primary and special schools.

70.7% of the Special School population are male with 29.3% female

In gender terms, overall absence rates were similar for males and females of primary school age at 4.5% and 4.3% respectively. In post primary schools males (6.8%) had a slightly higher overall absence rate than females (6.4%). In special schools overall absence was higher for females (11.1%) compared with males (9.9%). See below.

Commented [SC24]: Need to include comments to support the evidence included here

Commented [LP25R24]: Done

Commented [SC26]: Font review needed

Equality Screening: A NEW APPROACH TO PUPIL ATTENDANCE REPORTING USING ABSENCE TIERS

2. Pupil Level Analysis

2.1 Gender

Overall absence rates were similar for males and females of primary school age at 4.5% and 4.3% respectively. In post primary schools males (6.8%) had a slightly higher overall absence rate than females (6.4%). In special schools overall absence was higher for females (11.1%) compared with males (9.9%).

Table 2.1: Attendance by gender, 2020/21

Gender		Percentage of total half days			
		Attended	Overall absence	Authorised absence	Unauthorised absence
Primary	Male	95.5	4.5	2.4	2.2
	Female	95.7	4.3	2.3	2.1
	Total	95.6	4.4	2.3	2.1
Post Primary	Male	93.2	6.8	3.2	3.5
	Female	93.6	6.4	3.3	3.1
	Total	93.4	6.6	3.3	3.3
Special	Male	90.1	9.9	5.5	4.4
	Female	88.9	11.1	6.3	4.8
	Total	89.7	10.3	5.7	4.5
All Schools	Male	94.4	5.6	2.8	2.8
	Female	94.7	5.3	2.7	2.5
	Total	94.6	5.4	2.8	2.6

Commented [SC27]: As before with the print screen, also source link needed

Disability

Data gathered as part of the annual school census exercise in 2021 shows that 18.2% of pupils in schools were recorded as having special educational needs; and that 6.3% had a statement of special educational needs.

Source: [Annual enrolments at schools and in funded pre-school education in Northern Ireland 2021-22](#)

Commented [SC28]: Is there any evidence linked to attendance that can be used here?

Commented [HD29R28]: Not really – we could include a comparison between Primary, Post-primary and Special Schools – that is all

Dependants

The [2015 YLT Survey](#) (of 16 year old young people) reported 9% of their respondents had caring responsibilities. The average age of a young carer is 12 (Barnardo's).

At 31 March 2020, there were 3,383 looked after children in Northern Ireland¹¹; at that time the total population of children was 440,705,12. Furthermore, 22,414 children were known to Social Services and 2,298 were on the Child Protection Register.

Commented [SC30]: Could there be a link to the EWS that could be included?

Commented [HD31R30]: There is a table in the annual attendance bulleting for Children Looked After which may be useful to include here

Commented [LP32R30]: Again one for Victoria

Equality Screening: A NEW APPROACH TO PUPIL ATTENDANCE REPORTING USING ABSENCE TIERS

In 2019/20, 2,635 looked after children were in education; 80 in pre-school; 1,168 in primary education; 1,092 in post-primary school and a further 295 in Special Schools¹

Source: [A Life Deserved - Caring for Children & Young People in Northern Ireland Strategy](#)

Equality Screening: A NEW APPROACH TO PUPIL ATTENDANCE REPORTING USING ABSENCE TIERS

NEEDS, EXPERIENCES AND PRIORITIES

1.9 Taking into account the evidence gathered at 1.8 what are the needs, experiences and priorities of each category in relation to this particular policy/policy review/revised policy/pilot/project?

Religious Belief

The Equality Commission in their [Summary of policy positions relating to poverty and socio-economic disadvantage](#) state, “a trend of underachievement and lack of progression persists for those entitled to free school meals (FSME), particularly boys, notably Protestant boys”. Therefore increased efforts to address pupil absence for protestant boys would be very welcome and potentially very positive,

Political Opinion

The political opinion of pupils is not known as it is not collected. See above as a proxy for political opinion.

Racial Group

It is recognised that attendance levels of Irish Traveller and Newcomer children are lower than average. Work is ongoing from within the Education Welfare Service and in particular the [Intercultural Education Service](#) to tackle a range of challenges that these groups are experiencing.

Commented [SC33]: Suggest a hyperlink to this
Commented [LP34R33]: Done

Age

The Equality Commission in their [Summary of policy positions relating to poverty and socio-economic disadvantage](#) state, “High quality early years provision plays a key role in children’s development, and can have significant beneficial impacts for those children most at risk of educational underachievement. It has a significant impact on children

Equality Screening: A NEW APPROACH TO PUPIL ATTENDANCE REPORTING USING ABSENCE TIERS

from particular equality groups – including children from minority ethnic communities and children with disabilities.”

The proposed new attendance guidance will enable all settings to consider how they might better support pupils in their school.

Establishing routines from an early age and involving parents in recognising the benefits of regular attendance at school will be of benefit in the long term as well as the short term.

Marital Status

The percentage who reported high levels of anxiety significantly increased for people who are married or in a civil partnership during lockdown to 39%, up from 19% in the last quarter of 2019; prior to the pandemic. Those who are married or in a civil partnership are more likely to be balancing homeschooling alongside other commitments, with 1 in 4 people homeschooling during the pandemic, compared with approximately 1 in 10 people who are single, separated or divorced.

(More information can be found here: [Coronavirus and anxiety, Great Britain - Office for National Statistics \(ons.gov.uk\)](https://www.ons.gov.uk/peoplepopulationandcommunity/people/mentalwellbeing/coronavirusandmentalwellbeing/coronavirusandanxiety/greatbritain))

Sexual Orientation

[Growing up LGBT+: The impact of school, home and coronavirus on LGBT+ young people \(Cibyl, 2021\)](https://www.cibyl.com/growing-up-lgbt-the-impact-of-school-home-and-coronavirus-on-lgbt-young-people-2021/) states, “68% of LGBT+ young people say their mental health has ‘got worse’ since the pandemic, compared to 49% of their non-LGBT+ peers”.

Men And Women Generally

The Equality Commission in their [Summary of policy positions relating to poverty and socio-economic disadvantage](https://www.equalitycommission.org.uk/sites/default/files/2021-06/Summary%20of%20policy%20positions%20relating%20to%20poverty%20and%20socio-economic%20disadvantage.pdf) state, “Protestant male pupils entitled to free school meals have the lowest rates of attainment in respect of GCSE and A Level results when compared to either female or Roman Catholic peers. They also have the lowest proportions of school leavers moving on to higher education.”

Equality Screening: A NEW APPROACH TO PUPIL ATTENDANCE REPORTING USING ABSENCE TIERS

Disability

[Impact of COVID-19 on Children and Young People with SEND in NI \(NCB, 2021\)](#) states, “School closures generally impacted negatively on children with SEND, not only due to a loss in learning, but also in terms of social and emotional development and in terms of missing out on valuable therapies (i.e. speech and language therapy; physiotherapy; occupational therapy; sensory therapy)”.

Dependants

The results of a 2020 Carers Trust [survey](#) into the impact of Covid on young carers aged 12 to 17 and young adult carers aged 18 to 25 was, “67% of young carers and 78% of young adult carers are more worried about the future since Coronavirus”.

**Equality Screening: A NEW APPROACH TO PUPIL ATTENDANCE
REPORTING USING ABSENCE TIERS**

PART TWO – SCREENING QUESTIONS - LIKELY IMPACT

Equality Screening: A NEW APPROACH TO PUPIL ATTENDANCE REPORTING USING ABSENCE TIERS

2.1 What is the likely impact of this policy/policy review/revised policy/pilot/project on equality of opportunity for each of the Section 75 equality categories?

Religious Belief Minor

Political Opinion Minor

Racial Group Minor

Age Minor

Marital Status

Sexual Orientation Minor

Men And Women Generally Minor

Disability Minor

Dependants Minor

Equality Screening: A NEW APPROACH TO PUPIL ATTENDANCE REPORTING USING ABSENCE TIERS

OPPORTUNITIES TO BETTER PROMOTE EQUALITY OF OPPORTUNITY

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

Religious Belief

Political Opinion

Marital Status **No**

Men And Women Generally No

Disability No

Dependants No

Equality Screening: A NEW APPROACH TO PUPIL ATTENDANCE REPORTING USING ABSENCE TIERS

LIKELY IMPACT ON GOOD RELATIONS

2.3 To what extent is the policy/policy review/revised policy/pilot/project likely to impact on good relations between people of different religious belief, political opinion or racial group?

Religious belief	None
Political opinion	None
Racial group	None

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

Religious belief	No
Political opinion	No
Racial group	No

Equality Screening: A NEW APPROACH TO PUPIL ATTENDANCE REPORTING USING ABSENCE TIERS

MULTIPLE IDENTITIES

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

There is a strong link between household income and educational outcomes. Children with multiple Section 75 characteristics are likely to be impacted to a greater degree than others and the effects of socio-economic disadvantage similarly impacts across all Section 75 categories. We also know from our monthly attendance statistics that children in receipt of FSME have on average, lower attendance figures than non-FSME children.

Commented [SC35]: Direct lift from Engage II so look to reword slightly – review this: [EQIA Screening Form \(education-ni.gov.uk\)](http://EQIA Screening Form (education-ni.gov.uk)) for support with wording here

Equality Screening: A NEW APPROACH TO PUPIL ATTENDANCE REPORTING USING ABSENCE TIERS

PART THREE - SCREENING DECISION

3.1 Please select as appropriate and provide details and reasons:

a) The decision is not to conduct an equality impact assessment.

Reasons

- The guidance is voluntary for schools to use.
- The proposed new guidance will enable all children to benefit since it is open to all settings and does not give priority to one section 75 group over another.
- No adverse impacts are anticipated.

Commented [SC36]: Would suggest mentioning here that this is voluntary guidance

Commented [LP37R36]: Done

Equality Screening: A NEW APPROACH TO PUPIL ATTENDANCE REPORTING USING ABSENCE TIERS

MITIGATION

3.2

Although option a. was chosen, it may be useful to give some further background on the policy proposed.

The new policy will see the introduction of a successful methodology used in the USA by AttendanceWorks which we believe will encourage schools to look at pupil attendance / absence differently. Rather than look at an overall attendance level for each pupil / school, schools would be encouraged to look at the number and percentage of pupils falling into specific absence tiers.

Other supports available for pupils and their parents/guardians within the education sector include:

Commented [SC38]: Useful to also include a link to EWS here
Commented [LP39R38]: Done

- [Emotional Health and Wellbeing](#)
- [Support for parents and pupils](#)
- [Counselling service in schools](#)
- [Pupil Support Services - Education Authority](#)
- [SEN Early Years Inclusion Service - Education Authority](#)
- [The Education Welfare Service](#)
- The [Intercultural Education Service](#) helps schools to meet the additional educational needs of pupils from our target communities: Traveller; Newcomer; Asylum-Seekers; Refugees and Roma.

Equality Screening: A NEW APPROACH TO PUPIL ATTENDANCE REPORTING USING ABSENCE TIERS

PART FOUR - MONITORING

Please detail what data you will collect in the future in order to monitor the effect of the policy/policy review/revised policy/pilot/project on any of Section 75 equality categories:

On a monthly basis, the Department receives attendance data from C2K. This data is then scrutinised in order to ascertain attendance and absence levels by setting. It is then distributed to colleagues across the Education Authority as well as the Education and Training Inspectorate.

The Department recognises that schools/settings are best placed to identify the individual needs of their pupils, their intended outcomes and to identify success criteria against which to monitor and evaluate success. Ultimately, if we see improvements in the proportion of pupils defined as having chronic or severe chronic absence, that will be a success.

Commented [SC40]: If the attendance data from C2K is going to be updated to reflect 'Chronic' 'Severe Chronic' it would be worth mentioning this here

Commented [LP41R40]: Done

Equality Screening: A NEW APPROACH TO PUPIL ATTENDANCE REPORTING USING ABSENCE TIERS

PART FIVE - DISABILITY DISCRIMINATION

5.1 Will the policy/policy review/revised policy/pilot/project in any way discourage persons with disabilities from participating in public life or fail to promote positive attitudes towards persons with disabilities?

No

5.2 Is there an opportunity to better promote positive attitudes towards persons with disabilities or encourage participation in public life by making changes to the policy/policy review/revised policy/pilot/project or introducing additional measures?

No

5.3 Please detail what data you will collect in the future in order to monitor the effect of the policy/policy review/revised policy/pilot/project with reference to the disability duties.

On a monthly basis the Department receives attendance data from C2K.

This data is then scrutinised in order to ascertain attendance and absence levels by setting. It is then distributed to colleagues across the Education Authority as well as the Education Training Inspectorate.

Equality Screening: A NEW APPROACH TO PUPIL ATTENDANCE REPORTING USING ABSENCE TIERS

PART SIX - HUMAN RIGHTS ISSUES

6.1 Does the policy/policy review/revised policy/pilot/project review/revised policy/pilot/project affect anyone's Human Rights?

Particularly consider:

- [The Human Rights Act \(1998\)](#)
- [The United Nations Convention on the Rights of the Child](#)
- [The United Nations Convention on the Rights of Persons with Disabilities](#)
- [The United Nations Convention on the Elimination of All Forms of Discrimination Against Women \(CEDAW\)](#)

No

6.2 If you have identified a negative impact; what Human Right is impacted, what is the nature of the impact and who is affected and how?

N/A

At this stage you should determine whether to seek legal advice and to refer the issue to the Equality Unit to consider:

- whether there is a law which allows you to interfere with or restrict rights;
- whether this interference or restriction is necessary and proportionate; and
- what action would be required to reduce the level of interference restriction).

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/policy review/revised policy/pilot/project .

None

Equality Screening: A NEW APPROACH TO PUPIL ATTENDANCE REPORTING USING ABSENCE TIERS

PART SEVEN - RURAL NEEDS

The undertaking of a [Rural Needs Impact Assessment \(RNIA\)](#) is an integral part of the development, adoption, implementation or review of a policy, strategy or plan or the design or delivery of a public service.

Will a separate RNIA be completed? Yes

Reason for non-completion: N/A

Completed RNIA's are published on the Department's Internet site and shown under [Rural Needs Impact Assessments](#).

Equality Screening: A NEW APPROACH TO PUPIL ATTENDANCE REPORTING USING ABSENCE TIERS

PART EIGHT - APPROVAL AND AUTHORISATION

FOR COMPLETION BY POLICY TEAM

Screened by: Peter Lockhart Grade SO Date 01/07/2022

Approved by: Dale Heaney Grade 7 Date 22/07/2022

Notes:

The Screening Form must be approved and 'signed off' by a senior manager responsible for the policy.

The TRIM version of the completed Screening Form must be sent to the Equality Team (DE.Equality@education-ni.gov.uk) for quality assurance

FOR COMPLETION BY EQUALITY TEAM

Screening Decision Agreed

Quality Assured by: Date xxxxxx
Team Informed: Date xxxxxx

RECORDING AND PUBLISHING BY POLICY TEAM

You must store this completed screening form on Content Manager and finalise it. Use the record naming convention "Completed Screening form of....."

Content Manager Ref No: ED1/23/9107

Placed on Internet by policy team Date 03 August 2023

As soon as possible, following quality assurance, you must publish a copy of the screening form in Microsoft Word (or other Open Document Format) on the Department's website: <https://www.education-ni.gov.uk/publications> with a link on the "Policy Screening" page: <https://www.education-ni.gov.uk/de-equality-screenings>