



Department of
Education
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DRAFT BUDGET 2015-16

EQUALITY AND HUMAN RIGHTS SCREENING

REDUCTION IN SCHOOLS' ESTATE MAINTENANCE

BUDGET

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1. POLICY SCOPING

1.1 Title of policy

Reduction in schools' estate maintenance budget.

1.2 Type of Policy Development

This is an ~~Existing/Revised/~~ New Policy

1.3 Description of policy

- *What is it trying to achieve? (aims/outcomes)*
- *How will this be achieved? (key elements)*

Reduction of the budget that DE supplies for the infrastructure maintenance of the education estate.

1.4 What factors could contribute to, or detract from the intended aim/outcome of the policy? *(Please tick ✓ relevant boxes)*

None	
Legislative	
Financial	✓
Others please specify)	

1.5 Main stakeholders affected *(Please tick ✓ relevant boxes)*

Pupils (Actual or Potential)	✓
Parents	✓
Teaching Staff	✓
Trade Unions or Professional Organisations	
Other Public Sector Organisations	
Departmental Staff	
Others (please specify)	

1.6 Who is responsible for :

(a) Devising the policy

(i.e. is it DE, a Whitehall Department, EU etc)

Department of Education

(b) Implementing it

(i.e. is it DE, another Department, NDPB etc.)

Department of Education

(c) Explain the relationship?

N/A

1.7 Other policies or objectives with a bearing on this policy

- *What are they? (Programme for Government, Public Service Agreement targets etc.)*
- *Who owns them?*
- *Are there any links to other NI departments/NDPBs?*
- The construction work that will flow from maintenance contracts 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? *(Relevant details should be given for 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: 166,758 (51.1%) Catholic, 118,101 (36.2%) Protestant, 9,679 (3.0%) Other Christian, 2,227 (0.7%) Non Christian, and 29,440 (9.0%) No Religion/Not recorded. (Table 5b).</p> <p>Source: http://www.deni.gov.uk/enrolments_in_schools_1314_-_february_release_-_final_rev_2.pdf</p>
Political Opinion	<p>This information is not collected for education purposes but religion is sometimes used as a proxy for Political opinion.</p>
Racial Group	<p>In 2013/14 there were 10,697 Newcomer pupils in schools in Northern Ireland.</p> <p>Source: School Census Newcomer Pupils 2001/02 - 2013/14 Excel 21KB</p>
Age	<p>In 2013/14 there were 1,583 schools and pre-school education centres in Northern Ireland containing 335,325 pupils. Source: School Census Schools and pupils in Northern Ireland 1991/92 to 2013/14 Excel 32KB</p>
Marital Status	<p>This information is not collected for education purposes.</p>
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>
Men And Women Generally	<p>School level data on gender and Special Educational Needs are available from the School Census. http://www.deni.gov.uk/index/facts-and-figures-new/education-statistics/32_statistics_and_research-numbersofschoolsandpupils_pg/32_statistics_and_research-schoolleveldata_pg/statistics_and_research_school_enrolment_1314.htm</p>
Disability	
Dependants	<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 of the categories in relation to this particular policy? (Relevant details should be given for each of the categories.)

Section 75 category	Needs/Experiences/Uptake/Priorities
Religious Belief	N/A
Political Opinion	N/A
Racial Group	N/A
Age	N/A
Marital Status	N/A
Sexual Orientation	N/A
Men And Women Generally	N/A
Disability	N/A
Dependants	N/A

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?

(* Please tick ✓ relevant boxes)

Section 75 category	None*	Minor *	Major *	Details of policy impact Level of impact?
Religious belief	✓			This budget relates to maintenance of the existing education estate.
Political opinion	✓			
Racial group	✓			
Age	✓			
Marital status	✓			
Sexual Orientation	✓			
Men and women generally	✓			
Disability	✓			
Dependants	✓			

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

(* Please tick ✓ relevant boxes)

Section 75 category	NO*	Yes*	Provide Details
Religious belief	✓		This budget relates to maintenance of the existing education estate.
Political opinion	✓		
Racial group	✓		
Age	✓		
Marital status	✓		
Sexual Orientation	✓		
Men and women generally	✓		
Disability	✓		
Dependants	✓		

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? (* Please tick ✓ relevant boxes)

Good relations category	No impact*	Minor impact*	Major impact*	Details of policy impact
Religious belief	✓			This budget relates to maintenance of the existing education estate.
Political opinion	✓			
Racial group	✓			

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

(* Please tick ✓ relevant boxes)

Good relations category	NO*	YES*	Provide Details
Religious belief	✓		This budget relates to maintenance of the existing education estate.
Political opinion	✓		
Racial group	✓		

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.

Are there any potential impacts of the policy/decision on people with multiple identities? i.e.: disabled minority ethnic children, school age mothers, religion and gender, young LGB and T people etc).

N/A

4. SCREENING DECISION

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

Please provide details which support the decision

Reasons stated in previous sections.

- If the Decision was:*
- 1 Proceed to Section 5.*
 - 2 Proceed to Section 6.*
 - 3 Proceed to Section 7*

5. TIMETABLING AND PRIORITISING

5.1 If the policy has been ‘screened in’ for equality impact assessment, then please answer the following questions to determine its priority.

On a scale of 1-3, with 1 being the lowest priority and 3 being the highest, assess the policy in terms of its priority for equality impact assessment.

Criterion	Priority Rating
Effect on equality of opportunity and good relations	
Social need	
Effect on people’s daily lives	
Relevance to a public authority’s functions	
Total	

Details of the Department’s Equality Impact Assessment Timetable will be included in a Quarterly Screening Report.

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

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?

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.

None

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?

I.E.

[The Human Rights Act \(1998\)](#)

[The United Nations Convention on the Rights of the Child \(UNCRC\)](#)

[The United Nations Convention on the Rights of Persons with Disabilities \(UNCRPD\)](#)

[The United Nations Convention on the Elimination of All Forms of Discrimination Against Women \(CEDAW\)](#)

(* Please tick ✓ as appropriate)

Insert Right Considered	*
Positive Impact	
Negative Impact (human right interfered with or restricted)	
Neutral Impact	✓

If the effect you have identified is positive or neutral proceed to Question 9.3.

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

At this stage you should determine whether to seek legal advice and to refer to the issue to the Equality Team 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*
- *what action would be required to reduce the level of interference or 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/decision.

N/A

10 CONSIDERATION OF RURAL IMPACTS

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

(Please tick ✓ as appropriate)*

YES*	
NO*	✓

Guidance on Rural Impact Assessment can be found in [Thinking Rural: The Essential Guide to Rural Proofing](#)

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