

**DEPARTMENT OF EDUCATION**

**EQUALITY AND HUMAN RIGHTS POLICY SCREENING**

**FOR**

**Extended Schools Funding Allocations in light of Covid-19 pandemic**

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# 1. BACKGROUND

## 1.1 Title of policy/policy review/revised policy/pilot/project

Extended Schools Funding Allocations in light of Covid-19 pandemic

## 1.2 Type of Policy Development

This is a Revised Policy

## 1.3 Description of revised policy

Description of the policy:

- What is the policy trying to achieve? (aim/outcomes)

DE's Extended Schools (ES) programme aims to improve levels of educational achievement for disadvantaged children and young people by providing the additional support that they might need to help them reach their full potential.

To determine which schools are eligible for the Extended School programme, the Department identifies the most disadvantaged schools according to the proportion of their pupils which are entitled to Free School Meals (FSM) or live in an area classified as disadvantaged based on a set of social deprivation measures. This is assessed using the FSM and pupil postcode information gathered as part of the annual School Census. This process is conducted annually and leads to some schools leaving and some joining the ES programme each year. If the system is run as normal this year, 19 schools would leave the programme, and receive only 25% of normal rate of funding, and 15 schools would only qualify for buffer funding of 50%.

The policy under consideration is an adjustment to the way DE will allocate the Extended Schools (ES) programme budget of £9.153m in 2020/21. This proposal will mean that schools that were in the programme in 2019/20 will retain the same rate of funding for 2020/21. This is part of DE's response to the challenges presented for schools by Covid-19. This is a short term change and we only envisage it to apply for this financial year.

The context for this decision is the closure of schools during March 2020 as part of the national Covid-19 lockdown, which meant that schools for the most part were unable to continue providing ES activities to their pupils. When schools re-open to non-key worker pupils we expect an increased need for support for pupils.

- How will this be achieved?

DE will calculate annual funding allocations for each school in the normal way, but with the adjustments applied to help mitigate against any negative financial impacts on schools, and notify schools directly. Payments are made to schools by the Education Authority.

1.4 What factors could contribute to, or detract from the intended aim/outcome of the policy/policy review/revised policy/pilot/project ? (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/policy review/revised policy/pilot/project DE	
(b) Implementing it EA	
(c) Explain the relationship? Extended Schools funding is allocated by DE to schools via the Education Authority. Schools determine ES provision / how ES funding should be utilised in accordance with identified needs / priorities of their pupils, families and wider community.	

1.7 Other policies or objectives with a bearing on this policy/policy review/revised policy/pilot/project	
<p>The ES programme is delivered in the context of a range of policies and programmes aimed at tackling educational underachievement – Every School a Good School (ESaGS), Count, Read, Succeed, School Development Planning, Targeting Social Need, Full Service programmes in North and West Belfast.</p> <p>The ES programme contributes to two PfG indicators 11 (Improve Educational Outcomes) and 12 (Reduce Educational Inequality), which focuses on narrowing the achievement gap between those children with a Free School Meal Entitlement (FSME) and those without.</p>	

## 2. EVIDENCE

2.1 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?	
Section 75 Category	Details of Evidence/Information
Religious Belief	<p><b>There is no evidence of a differential impact in respect of religious belief.</b></p> <p>The eligibility of schools for Extended Schools funding is based on criteria indicating disadvantage (free school meal entitlement and/or residence in an area classified as disadvantaged). An amount of funding is allocated to each eligible school according to a formula based on the total number of pupils enrolled in the school. Both the eligibility criteria and funding formula are applied equally across all school sectors.</p> <p>Under the proposed policy option, all 487 schools will receive funding in 2020/21, but as a result of the proposal, a small number of schools (34) will receive substantially more, and the others will receive slightly less than if the funding methodology was run as normal (i.e. without the changes applied as part of the Covid-19 response). Of the 34 schools receiving a greater degree of funding than they ordinarily would, 15 (44%) are Controlled, 11 (32%) Catholic Maintained, 5 (15%) Integrated, and 3 (9%) Other Maintained. The proposal therefore affects all school sectors regardless of religious belief. The 34 schools will receive an average of £14k per year rather than the £6k per year they would have received under normal circumstances. The other schools which were in the programme in 2019/20 will only receive £16 less on average than they received last year, which will have minimal impact in the context of overall schools funding.</p>
Political Opinion	Religion is often regarded as a proxy for political opinion.
Racial Group	<p><b>There is no evidence of a differential impact in respect of racial group.</b></p> <p>Extended Schools funding is distributed on the basis of set eligibility criteria (indicating disadvantage) and a funding formula (based on pupil enrolment numbers) which are applied equally across all school sectors. Whilst the ES programme is not specifically targeted at any particular racial groups, school enrolment data suggests that newcomer pupils are more likely than non-newcomer pupils to attend schools participating in the ES programme. Individual schools may choose to offer extended activities which support pupils/families from minority backgrounds. This will be unaffected by the proposal.</p>
Age	<p><b>There is no evidence of a differential impact in respect of age.</b></p> <p>The ES programme is targeted at all school age children across statutory nursery schools, primary, post-primary and special schools. A full list of schools can be found at:  <a href="https://www.education-ni.gov.uk/sites/default/files/publications/education/DE%20website%20update%202019-20%20ES%20programme%20-">https://www.education-ni.gov.uk/sites/default/files/publications/education/DE%20website%20update%202019-20%20ES%20programme%20-</a></p>

	<a href="#">List%20of%20fully%20eligible%2C%20buffer%20a....pdf.</a>
Marital Status	<b>There is no evidence of a differential impact in respect of marital status.</b> The ES programme is targeted at school age children.
Sexual Orientation	<b>There is no evidence of a differential impact in respect of sexual orientation.</b> ES funding is distributed on the basis of set eligibility criteria (indicating disadvantage) and a funding formula (based on pupil enrolment numbers) which are applied equally across all school sectors.
Men And Women Generally	<b>There is no evidence of a differential impact in respect of gender.</b> ES funding is distributed on the basis of set eligibility criteria (indicating disadvantage) and a funding formula (based on pupil enrolment numbers) which are applied equally across all school sectors. There is an equal split of male and female pupils attending Extended Schools.
Disability	<b>There is no evidence of a differential impact in respect of disability.</b> ES funding is distributed on the basis of set eligibility criteria (indicating disadvantage) and a funding formula (based on pupil enrolment numbers) which are applied equally across all school sectors. Whilst the ES programme is not specifically targeted at children with a disability, school enrolment data suggests that SEN pupils are more likely than non-SEN pupils to attend schools participating in the ES programme. The number of Special Schools in Northern Ireland qualifying for ES funding in 2020/21 will not be affected by the proposal, and those that are eligible will not see a significant change in funding from 2019/20.
Dependants	<b>There is no evidence of a differential impact in respect of dependants.</b> The ES programme includes a specific strand of funding (15%) which is specifically aimed at parenting – this includes activities which seek to support parents, enhance their skills and encourage involvement in their children’s learning. Parents also benefit from reduced childcare needs resulting from extended school provision in the morning and evening. This will be unaffected by the proposal.

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/policy review/revised policy/pilot/project?	
Section 75 category	Needs/Experiences/Uptake/Priorities
Religious Belief	Not applicable.
Political Opinion	Not applicable.
Racial Group	Not applicable.
Age	Not applicable.
Marital Status	Not applicable.
Sexual Orientation	Not applicable.
Men And Women Generally	Not applicable.
Disability	Not applicable.
Dependants	<p>Not applicable.</p> <p>The impact of the Extended Schools Programme is discussed at length in the Annual Report 2018/19 produced by the Education Authority, and in particular Section 7, "Evaluation of the Impact of the Extended Schools Programme", which can be found at: <a href="https://www.education-ni.gov.uk/sites/default/files/publications/education/Extended%20Schools%20Annual%20Report%2018-19%20Final.docx.pdf">https://www.education-ni.gov.uk/sites/default/files/publications/education/Extended%20Schools%20Annual%20Report%2018-19%20Final.docx.pdf</a></p>

### 3. SCREENING QUESTIONS

3.1 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?		
Section 75 category	Level of Impact?	Details of policy impact
Religious belief	NONE	Not applicable.
Political opinion	NONE	Not applicable.
Racial group	NONE	Not applicable.
Age	NONE	Not applicable.
Marital status	NONE	Not applicable.
Sexual Orientation	NONE	Not applicable.
Men and Women generally	NONE	Not applicable.
Disability	NONE	Not applicable.
Dependants	NONE	Not applicable.



### 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	Not applicable.
Political opinion	NO	Not applicable.
Racial group	NO	Not applicable.
Age	NO	Not applicable.
Marital status	NO	Not applicable.
Sexual Orientation	NO	Not applicable.
Men and Women generally	NO	Not applicable.
Disability	NO	Not applicable.
Dependants	NO	Not applicable.

<b>3.3 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?</b>		
<b>Good relations category</b>	<b>Impact</b>	<b>Details of policy impact</b>
Religious belief	NONE	Not applicable.
Political opinion	NONE	Not applicable.
Racial group	NONE	Not applicable.

<b>3.4 Are there opportunities to better promote good relations between people of different religious belief, political opinion or racial group?</b>		
<b>Good relations category</b>	<b>YES/NO*</b>	<b>Provide Details</b>
Religious belief	NO	Not applicable.
Political opinion	NO	Not applicable.
Racial group	NO	Not applicable.

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

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

Not applicable.

## 4. SCREENING DECISION

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

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

This proposal will maintain the 2019/20 funding rate into 2020/21 for 34 schools which would otherwise have been advised that their funding rate would fall substantially, and in many cases that they would be leaving the programme.

This would have impacted significantly on the level of provision those schools could offer pupils. This would have come at a time of great uncertainty, and heightened need, due to Covid-19. The additional management burden this would have placed on school leaders and staff at this time would also have been detrimental to those schools, many of which are providing care for key workers children and providing support for home learning.

The impact on other schools in the ES programme is minimal compared to funding levels in 2019/20.

## 5. TIMETABLING AND PRIORITISING

### 5.1 NOT APPLICABLE AS POLICY SCREENED OUT

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

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

None

**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/policy review/revised policy/pilot/project be amended or changed or an alternative policy introduced to better promote equality of opportunity and/or good relations?

Not applicable.

## 7. MONITORING

Effective monitoring will help identify any future adverse impact arising from the policy/policy review/revised policy/pilot/project, 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/policy review/revised policy/pilot/project on any of Section 75 equality categories

The tackling Educational Disadvantage Team within DE will measure the impact of this policy decision in terms of outcomes including PfG Indicators and keep this under review.

## 8. DISABILITY DISCRIMINATION

8.1	<b>Please state if the policy/policy review/revised policy/pilot/project in any way discourages persons with disabilities from participating in public life or fails to promote positive attitudes towards persons with disabilities.</b>
The proposal does not discourage persons with disabilities from participating in public life or fail to promote positive attitudes towards persons with disabilities.	
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/policy review/revised policy/pilot/project or introducing additional measures.</b>
There is no opportunity to better promote positive attitudes towards persons with disabilities or encourage participation in public life by making changes to the proposal or introducing additional measures.	
8.3	<b>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.</b>
The tackling Educational Disadvantage Team within DE will wish to measure the impact of this policy decision in terms of outcomes including PfG Indicators and keep this under review.	



## 9. CONSIDERATION OF HUMAN RIGHTS ISSUES

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

9.2 If you have identified a negative impact who is affected and how?
<p>Click here to enter:</p> <ol style="list-style-type: none"> <li>1. Human Right impacted</li> <li>2. Nature of the impact and</li> <li>3. Who will be impacted</li> </ol> <p><i>At this stage you should determine whether to seek legal advice and to refer the issue to the Equality Team to consider:</i></p> <ul style="list-style-type: none"> <li>• <i>whether there is a law which allows you to interfere with or restrict rights</i></li> <li>• <i>whether this interference or restriction is necessary and proportionate and</i></li> <li>• <i>what action would be required to reduce the level of interference or restriction).</i></li> </ul>

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

## 10. APPROVAL AND AUTHORISATION

Screened by:	Position	Date
John McConnell	DP, TED Team	11/05/2020
Approved by:	Position	Date
Dale Heaney	Head of Tackling Educational Disadvantage Team	19/05/2020

<b>FOR COMPLETION BY EQUALITY TEAM</b>		
Screening Decision	Agreed	
Quality Assured by:	R Magowan	22/05/2020
Click here to enter comments.		
Date Directorate/Team Informed:	22/05/2020	

<b>FOR COMPLETION BY POLICY TEAM</b>	
TRIM Ref No.	Click here to enter TRIM Ref No. <b>Note:</b> You must store this completed screening form on TRIM and <u>finalise it. Use the record naming convention “Completed Screening form of.....”</u>
Date screening form placed on Internet by policy team	Click here to select date. <b>Note</b> As soon as possible, following quality assurance, you must publish a copy of the screening form on the Department’s website: <a href="https://www.education-ni.gov.uk/publications">https://www.education-ni.gov.uk/publications</a> With a link on the “Policy Screening” page: <a href="https://www.education-ni.gov.uk/de-equality-screenings">https://www.education-ni.gov.uk/de-equality-screenings</a>
Date email sent to Stakeholders by policy team	Click here to select date.