# A4 DAERA Logo process.png

**Equality & Disability Duties**

**Screening Template**

# **Screening flowchart and template (taken from Section 75 of the Northern Ireland Act 1998 – A Guide for public authorities April 2010 *(Appendix 1)).***

**Introduction**

**Part 1. Policy scoping** – asks public authorities to provide details about the policy, procedure, practice and/or decision being screened and what available evidence you have gathered to help make an assessment of the likely impact on equality of opportunity and good relations.

**Part 2. Screening questions** – asks about the extent of the likely impact of the policy on groups of people within each of the Section 75 categories. Details of the groups consulted and the level of assessment of the likely impact. This includes consideration of multiple identity and good relations issues. This section also includes two questions related to the Disability Duties.

**Part 3. Screening decision** –guides the public authority to reach a screening decision as to whether or not there is a need to carry out an equality impact assessment (EQIA), or tointroducemeasures to mitigate the likely impact, or the introduction of an alternative policy to better promote equality of opportunity and/or good relations.

**Part 4. Monitoring** –provides guidance to public authorities on monitoring for adverse impact and broader monitoring.

**Part 5. Consideration of Human Rights** – please note this is not a Human Rights Screening form but rather a prompt that impacts on Human Rights should be considered.

 **Part 6. Approval and authorisation** – verifies the public authority’s approval of a screening decision by a senior manager responsible for the policy.

 A screening flowchart is provided overleaf.

Policy Scoping

* + Policy
	+ Available data

Screening Questions

* Apply screening questions
* Consider multiple identities

Screening Decision: None/Minor/Major

Mitigate

 Publish Template

Re-consider screening

Publish Template

for information

Publish Template

 EQIA

Monitor

**‘None’**

Screened out

**‘Major’**

Screened in for EQIA

**‘Minor’**

Screened out with mitigation

Concerns raised with evidence

Concerns raised with evidence re: screening decision

**Part 1. Policy scoping**

The first stage of the screening process involves scoping the policy under consideration. The purpose of policy scoping is to help prepare the background and context and set out the aims and objectives for the policy, being screened. At this stage, scoping the policy will help identify potential constraints as well as opportunities and will help the policy maker work through the screening process on a step by step basis.

Public authorities should remember that the Section 75 statutory duties apply to internal policies (relating to people who work for the authority), as well as external policies (relating to those who are, or could be, served by the authority).

**Information about the policy**

**Name of the policy**

Schools Garden Pollinator Scheme

**Is this an existing, revised or a new policy?**

New scheme

**What is it trying to achieve? (intended aims/outcomes)**

**Intended Aim**:

To create shared safe space and habitat for pollinators in educational establishments registered with the Department of Education.

**Intended Objectives:**

* To provide a grants programme;
* Support Schools in applying and delivering their projects to ensure the best value for money and high quality outputs;
* To ensure an easily accessible scheme is put in place;
* Ensure awareness of the opportunity is raised sufficiently and in timely fashion to maximise applications;
* To ensure spend is completed within the timeframe; and
* Learning from delivery

**Intended Outcomes:**

* Improved health and wellbeing of pupils and students by helping to improve and/or maintain the quality of community spaces.
* Increased biodiversity value of an area by planting for pollinators.
* Transformation of under used playground spaces into valued learning opportunities and natural habitats.
* Improved civic pride by creating a legacy and transforming under-utilised spaces in the NI school estate;
* Provision of a unique education opportunity for rural and urban communities on the importance of pollinators

**Are there any Section 75 categories which might be expected to benefit from the intended policy?**

**If so, explain how.**

There is the potential for all Section 75 categories to benefit as the scheme is targeted at educational establishments to help them develop a safe space and habitat for pollinators. A shared, safe, and accessible space will be created in these educational establishments in both urban and rural areas.

**Who initiated or wrote the policy?**

Rural Affairs Division

**Who owns and who implements the policy?**

Rural Affairs Division

**Implementation factors**

**Are there any factors which could contribute to/detract from the intended aim/outcome of the policy/decision?** No

**Main stakeholders affected**

**Who are the internal and external stakeholders (actual or potential) that the policy will impact upon?**

**Other public sector organisations (i.e. educational establishments)**

**Other – wider urban and rural communities**

Other policies with a bearing on this policy

* **What are they?**

Draft Programme for Government (PfG) 2021

UK Pollinator Plan

Sustainability for the Future - "DAERA’s Plan to 2050"

* **Who owns them?**

The Executive Office

DEFRA

DAERA

**Available evidence**

Evidence to help inform the screening process may take many forms. Public authorities should ensure that their screening decision is informed by relevant data. The Commission has produced this guide to [signpost to S75 data](https://www.equalityni.org/ECNI/media/ECNI/Publications/Employers%20and%20Service%20Providers/Public%20Authorities/S75DataSignpostingGuide.pdf).

What evidence/information (both qualitative and quantitative) have you gathered to inform this policy? Specify details for each of the Section 75 categories.

*Please ensure all data used is the most current and up to date available. You should verify this by contacting the Departmental Statisticians.*

**Religious belief** evidence/information:

* Consideration of the breakdown of statistical data in the 2011 census of Northern Ireland.

Statistics from the 2011 Census show the make-up of all usual residents in Northern Ireland stating religion as 40.76% Catholic, 41.56% Protestant and other Christian and 10.93% other or no religion. 6.75% did not stage a religion.

This scheme is targeted at educational establishments to help them develop pollinator gardens. The gardens should be inclusive and accessible and help to create a sustainable community where people want to live, work, to visit and invest in.

**Political Opinion** evidence/information:

* Consideration of the breakdown of statistical data in the 2011 census of Northern Ireland
* Northern Ireland Life and Times Survey 2013

Statistics from the 2011 Census show the make-up of all usual residents in Northern Ireland stating religion as 40.76% Catholic, 41.56% Protestant and other Christian and 10.93% other or no religion. 6.75% did not stage a religion.

The Northern Ireland Life and Times Survey 2013 found that 25% of the Northern Ireland population describe themselves as nationalist, 29% as unionist and 43% held neither political opinion. This scheme is targeted at educational establishments to help them develop pollinator gardens. The gardens should be inclusive and accessible and help to create a sustainable community where people want to live, work, to visit and invest in.

**Racial Group** evidence/information:

* Consideration of the breakdown of statistical data in the 2011 census of Northern Ireland.

The 2011 Census of Northern Ireland found that 98.21% of the population is classified as white and 1.79% other ethnic groupings.

This scheme is targeted at educational establishments to help them develop pollinator gardens. The gardens should be inclusive and accessible and help to create a sustainable community where people want to live, work, to visit and invest in.

**Age** evidence/information:

* Consideration of the breakdown of statistical data in the 2011 census of Northern Ireland.
* Lovell, R., Husk, K., Bethel, A. *et al*. What are the health and well-being impacts of community gardening for adults and children: a mixed method systematic review protocol. Environ Evid 3, 20 (2014). <https://doi.org/10.1186/2047-2382-3-20>
* Rural Policy Framework for Northern Ireland, March 2022
* [**https://www.countyhealthrankings.org/take-action-to-improve-health/what-works-for-health/strategies/community-gardens**](https://www.countyhealthrankings.org/take-action-to-improve-health/what-works-for-health/strategies/community-gardens)

Statistics from the 2011 census of Northern Ireland show the make-up of the population to be 20.95% aged 15 and under, 19.42% aged 16 – 29, 20.65% aged 30-44, 24.42% aged 45-64 and 14.56% aged 65+.

Lovell *et al*. (2014) note that wellbeing is strongly linked with employment and income, and community gardening may lead to the development of skills suitable to enhance employability.

A range of evidence on rural needs was gathered for the Rural Policy Framework for NI. Specifically, within Thematic Pillar 3: Health and Wellbeing the key findings noted that programmes through the provision of animated indoor and outdoor rural community space could target groups such as young people and to ensure family friendly participation.

According to countyhealthrankings.org community gardening may encourage an overall healthy lifestyle by promoting physical fitness, strength, flexibility, and social engagement and improving cognitive function among participants, especially older adults. Community gardening can also increase daily fruit and vegetable consumption for adults, teenagers and children.

As with other categories above, this scheme is targeted at educational establishments to help them develop pollinator gardens. The gardens should be inclusive and accessible and help to create a sustainable community where people want to live, work, to visit and invest in. However, as the scheme is targeted at schools it is most likely that young people will benefit most from this initiative.

**Marital Status** evidence/information:

* Consideration of the breakdown of statistical data in the 2011 census of Northern Ireland.

Statistics from the 2011 Northern Ireland census show the make-up of the population aged over 16 to be 36.14% single; 47.56% married; 0.09% in a registered same-sex civil partnership; 3.98% separated; 5.45% divorced or formerly in a same-sex civil partnership which is now legally dissolved and 6.78% widowed or surviving partner from a same-sex civil partnership.

As with other categories above, this scheme is targeted at educational establishments to help them develop pollinator gardens. The gardens should be inclusive and accessible and help to create a sustainable community where people want to live, work, to visit and invest in regardless of their marital status.

**Sexual Orientation** evidence/information:

* Consideration of the breakdown of statistical data in the 2011 census of Northern Ireland.
* Office for National Statistics, Statistical bulletin, Sexual Orientation, UK: 2019

Statistics from the 2011 Northern Ireland census show the make-up of the population aged over 16 to be 36.14% single; 47.56% married; 0.09% in a registered same-sex civil partnership; 3.98% separated; 5.45% divorced or formerly in a same-sex civil partnership which is now legally dissolved and 6.78% widowed or surviving partner from a same-sex civil partnership.

There are no data on the number of lesbian, gay or bisexual (LGB) persons in NI as no national census has ever asked people to define their sexuality. However, according to ONS 2019 data, between 2018 and 2019, the estimated proportion of people who identified as lesbian, gay or bisexual (LGB) was 1.3% in NI.

As with other categories above, this Schools Garden Pollinator Scheme is targeted at educational establishments and is open to anyone that meets the scheme criteria regardless of their sexual orientation.

**Men & Women generally** evidence/information:

* Consideration of the breakdown of rural statistical data in the 2011 census of Northern Ireland.

Statistics from the 2011 Northern Ireland census show the make-up of population to be 49% men and 51% women.

As with other categories above, this Schools Garden Pollinator Scheme is targeted at educational establishments and is open to anyone that meets the scheme criteria and is open to both men and women.

**Disability** evidence/information:

* Consideration of the breakdown of rural statistical data in the 2011 census of Northern Ireland.
* Lovell, R., Husk, K., Bethel, A. *et al*. What are the health and well-being impacts of community gardening for adults and children: a mixed method systematic review protocol. Environ Evid 3, 20 (2014). <https://doi.org/10.1186/2047-2382-3-20>
* <https://greenleafcommunities.org/the-many-benefits-of-community-gardens/>
* Rural Policy Framework for Northern Ireland, March 2022

Statistics from the 2011 Northern Ireland census show that 40.29% of households contain at least one person with a long term health problem or disability.

Lovell *et al*. (2014) note that poor mental health is projected to be one of the most extensive population health issues and current trends, such as the increase in factors such as loneliness and poor social contact, will further exacerbate this situation. Poverty and food insecurity also contribute to the burden of poor health. Community gardening may address chronic and non-communicable disease through the provision of opportunities for physical activity, improved nutrition and reduced stress. Participation in the gardening activities may improve wellbeing through increased social contact, culturally valued activities and mitigation of food poverty.

According to Greenleaf Communities, there are many benefits of community gardens such as:

* Increase physical activity through garden maintenance activities;
* Improve dietary habits through education;
* Reduce risk of obesity and obesity-related diseases;
* Improve mental health and promote relaxation; and
* Creation of social ties and build a greater feeling of community. These connections help reduce crime, empower residents and allow residents to feel safe in their neighborhoods.

A range of evidence on rural needs was gathered for the Rural Policy Framework for NI. Specifically, within Thematic Pillar 3: Health and Wellbeing, a priority area for intervention was identified as follows: ‘Community Assets: Support the strategic development of existing rural community assets as places where people can meet, interact, access services and enhance their health and wellbeing.’ It was also noted as a key finding that provision of animated outdoor rural community space was needed to promote health and wellbeing and to address loneliness and that such space should be affordable and accessible. The increased need for outdoor space is also needed to help communities to maintain social distancing since COVID-19.

As with other categories above, this Schools Garden Pollinator Scheme is targeted at educational establishments and is open to anyone that meets the scheme criteria regardless of their disability. However, the evidence outlined above clearly demonstrates the benefits of pollinator gardens to the overall health and wellbeing of participants so there is potential for a positive impact on this group. The proposed scheme will improve pollinator numbers; access to pollinator habitats and improve recipients and indirect beneficiaries’ wellbeing. The grant application process for the scheme will also be user-friendly.

**Dependants** evidence/information:

* Consideration of the breakdown of statistical data in the 2011 census of Northern Ireland.

Statistics from the 2011 Northern Ireland census show the make-up of households to be 33.86% with dependent children. Also there are 40.29% households which have one or more people in household with a long-term health problem or disability (of these households, 9.25% had dependent children and 31.04% were without dependent children).

As with other categories above, this Schools Garden Pollinator Scheme is targeted at educational establishments and is open to anyone that meets the scheme criteria regardless of whether or not they have dependents.

**Needs, experiences and priorities**

Taking into account the information referred to above, what are the different needs, experiences and priorities of each of the following categories, in relation to the particular policy/decision?

**Specify details of the needs, experiences and priorities for each of the Section 75 categories below:**

***Religious belief***
Data shows that there are slightly fewer Catholics residing in NI than Protestants. However, this scheme is open to all educational establishments to help them develop pollinator gardens. The gardens should be inclusive and accessible and help to create a sustainable community where people want to live, work, to visit and invest in.

***Political Opinion***

The majority of the Northern Ireland population state that they do not hold a political opinion. However, this scheme is open to all educational establishments to help them develop pollinator gardens. The gardens should be inclusive and accessible and help to create a sustainable community where people want to live, work, to visit and invest in.

***Racial Group***

98.21% of the Northern Ireland population is white. However, this scheme is open to all educational establishments to help them develop pollinator gardens. The gardens should be inclusive and accessible and help to create a sustainable community where people want to live, work, to visit and invest in.

***Age***

Whilst the applicant must be aged 18 or over, this scheme is open to all educational establishments to develop pollinator gardens. The gardens should be inclusive and accessible and help to create a sustainable community where people want to live, work, to visit and invest in. It is accepted though that given that applicants will be educational establishments that young people are likely to be the main beneficiaries from this particular scheme, although parent teacher groups and community members will assist in the maintenance of the newly created areas, and the organisation of school/community events. The Rural Policy Framework for NI identified that programmes could target groups such as young people in regards to the provision of animated indoor and outdoor community space, particularly in rural areas.

***Marital status***

Almost half the households in Northern Ireland are made up of married couples. However, this scheme is open to all educational establishments to help them develop pollinator gardens. The gardens should be inclusive and accessible and help to create a sustainable community where people want to live, work, to visit and invest in.

***Sexual orientation***

Almost half the households in Northern Ireland are made up of married couples however this does not indicate the sexual orientation of the population. However, this scheme is open to all educational establishments to help them develop pollinator gardens. The gardens should be inclusive and accessible and help to create a sustainable community where people want to live, work, to visit and invest in.

***Men and Women Generally***

There is a fairly even split of men and women within population of Northern Ireland. However, this scheme is open to all educational establishments to help them develop pollinator gardens. The gardens should be inclusive and accessible and help to create a sustainable community where people want to live, work, to visit and invest in.

***Disability***

With 40% of households containing at least one person with a disability it is highly likely that disabled people will benefit from this scheme. As with other categories above, this Schools Garden Pollinator Scheme is targeted at educational establishments and is open to anyone that meets the scheme criteria regardless of their disability. However, the evidence demonstrates the benefits of pollinator gardens to the overall health and wellbeing of participants so there is potential for a positive impact on this group.

***Dependants***

The majority of households do not have dependents. However, this scheme is open to all educational establishments to help them develop pollinator gardens. The gardens should be inclusive and accessible and help to create a sustainable community where people want to live, work, to visit and invest in.

**Part 2. Screening questions**

**Introduction**

In making a decision as to whether or not there is a need to carry out an equality impact assessment, the public authority should consider its answers to the questions 1-4.

If the public authority’s conclusion is **none** in respect of all of the Section 75 equality of opportunity and/or good relations categories, then the public authority may decide to screen the policy out. If a policy is ‘screened out’ as having no relevance to equality of opportunity or good relations, a public authority should give details of the reasons for the decision taken.

If the public authority’s conclusion is **major** in respect of one or more of the Section 75 equality of opportunity and/or good relations categories, then consideration should be given to subjecting the policy to the equality impact assessment procedure.

If the public authority’s conclusion is **minor** in respect of one or more of the Section 75 equality categories and/or good relations categories, then consideration should still be given to proceeding with an equality impact assessment, or to:

* measures to mitigate the adverse impact; or
* the introduction of an alternative policy to better promote equality of opportunity and/or good relations.

**In favour of a ‘major’ impact**

1. The policy is significant in terms of its strategic importance;
2. Potential equality impacts are unknown, because, for example, there is insufficient data upon which to make an assessment or because they are complex, and it would be appropriate to conduct an equality impact assessment in order to better assess them;
3. Potential equality and/or good relations impacts are likely to be adverse or are likely to be experienced disproportionately by groups of people including those who are marginalised or disadvantaged;
4. Further assessment offers a valuable way to examine the evidence and develop recommendations in respect of a policy about which there are concerns amongst affected individuals and representative groups, for example in respect of multiple identities;
5. The policy is likely to be challenged by way of judicial review;
6. The policy is significant in terms of expenditure.

**In favour of ‘minor’ impact**

1. The policy is not unlawfully discriminatory and any residual potential impacts on people are judged to be negligible;
2. The policy, or certain proposals within it, are potentially unlawfully discriminatory, but this possibility can readily and easily be eliminated by making appropriate changes to the policy or by adopting appropriate mitigating measures;
3. Any asymmetrical equality impacts caused by the policy are intentional because they are specifically designed to promote equality of opportunity for particular groups of disadvantaged people;
4. By amending the policy there are better opportunities to better promote equality of opportunity and/or good relations.

**In favour of none**

1. The policy has no relevance to equality of opportunity or good relations.
2. The policy is purely technical in nature and will have no bearing in terms of its likely impact on equality of opportunity or good relations for people within the equality and good relations categories.

Taking into account the evidence presented above, consider and comment on the likely impact on equality of opportunity and good relations for those affected by this policy, in any way, for each of the equality and good relations categories, by applying the screening questions given overleaf and indicate the level of impact on the group i.e. minor, major or none.**Screening questions**

1. **What is the likely impact on equality of opportunity for those affected by this policy, for each of the Section 75 equality categories?**

Please provide details of the likely policy impacts and determine the level of impact for each S75 categories below i.e. either minor, major or none.

**Details of the likely policy impacts on *Religious belief*:** No impact on equality of opportunity – the scheme is open to all who meet the scheme requirements regardless of religious belief. The scheme shall directly and indirectly benefit communities. The criteria for applications does not disadvantage any particular religious belief.

**What is the level of impact?** None

**Details of the likely policy impacts on *Political Opinion:*** No impact on equality of opportunity – the scheme is open to all who meet the scheme requirements regardless of political opinion. The scheme shall directly and indirectly benefit communities. The criteria for applications does not disadvantage any particular political opinion.

**What is the level of impact?** None

**Details of the likely policy impacts on *Racial Group*:** No impact on equality of opportunity – the scheme is open to all who meet the scheme requirements regardless of racial group. The scheme shall directly and indirectly benefit communities. The criteria for applications does not disadvantage any particular racial group.

**What is the level of impact?** None

**Details of the likely policy impacts on *Age*:** as previously outlined, the scheme is open to educational establishments and therefore it is likely that the direct beneficiaries of the scheme will be young people. In many cases parent teacher groups and community members will assist in the maintenance of the newly created areas, and the organisation of school/community events. However, any gardens developed should be inclusive and accessible and help to create a sustainable community where people want to live, work, to visit and invest in. Therefore, the scheme shall directly and indirectly benefit a range of age groups.

**What is the level of impact?** Minor positive

**Details of the likely policy impacts on *Marital Status*:** No impact on equality of opportunity – the scheme is open to all who meet the scheme requirements regardless of marital status. The scheme shall directly and indirectly benefit communities. The criteria for applications does not disadvantage any particular marital status.

**What is the level of impact?** None

**Details of the likely policy impacts on *Sexual Orientation*:** No impact on equality of opportunity – the scheme is open to all who meet the scheme requirements regardless of sexual orientation. The scheme shall directly and indirectly benefit communities. The criteria for applications does not disadvantage any particular sexual orientation.

**What is the level of impact?** None

**Details of the likely policy impacts on *Men and Women*:** No impact on equality of opportunity – the scheme is open to all who meet the scheme requirements regardless of gender. The scheme shall directly and indirectly benefit communities. The criteria for applications does not disadvantage any particular gender.

**What is the level of impact?** None

**Details of the likely policy impacts on *Disability*:** The scheme is open to all who meet the scheme requirements and the gardens themselves should be inclusive and accessible and help to create a sustainable community where people want to live, work, to visit and invest in. However, given the benefits of community gardening on health and wellbeing, it is likely that those with disabilities will experience a more positive impact than other groups.

**What is the level of impact?** Minor Positive

**Details of the likely policy impacts on *Dependants*:** No impact on equality of opportunity – the scheme is open to all who meet the scheme requirements regardless of whether an applicant has dependents. The scheme shall directly and indirectly benefit communities. The criteria for applications does not disadvantage any particular applicant based on whether or not they have dependents.

**What is the level of impact?** None

1. **Are there opportunities to better promote equality of opportunity for people within the Section 75 equalities categories?** Yes

Detail opportunities of how this policy could promote equality of opportunity for people within each of the Section 75 Categories below:

***Religious Belief* - If Yes, provide details:** The School Pollinator Garden Scheme will allow the creation of a shared space which provides a healthy pit stop for pollinators and humans alike. The gardens should be inclusive and accessible. It is proposed that an external agency delivers the scheme. Therefore there is potential to lead to the promotion of equality of opportunity as it builds the capacity and capability of the population.

***Political Opinion* - If Yes, provide details:** The School Pollinator Garden Scheme will allow the creation of a shared space which provides a healthy pit stop for pollinators and humans alike. The gardens should be inclusive and accessible. It is proposed that an external agency delivers the scheme. Therefore there is potential to lead to the promotion of equality of opportunity as it builds the capacity and capability of the population.

***Racial Group* - If Yes, provide details:** The School Pollinator Garden Scheme will allow the creation of a shared space which provides a healthy pit stop for pollinators and humans alike. The gardens should be inclusive and accessible. It is proposed that an external agency delivers the scheme. Therefore there is potential to lead to the promotion of equality of opportunity as it builds the capacity and capability of the population.

***Age* - If Yes, provide details:** The School Pollinator Garden Scheme will allow the creation of a shared space which provides a healthy pit stop for pollinators and humans alike. The gardens should be inclusive and accessible. It is proposed that an external agency delivers the scheme. Therefore there is potential to lead to the promotion of equality of opportunity as it builds the capacity and capability of the population.

***Marital Status* - If Yes, provide details:** The School Pollinator Garden Scheme will allow the creation of a shared space which provides a healthy pit stop for pollinators and humans alike. The gardens should be inclusive and accessible. It is proposed that an external agency delivers the scheme. Therefore there is potential to lead to the promotion of equality of opportunity as it builds the capacity and capability of the population.

***Sexual Orientation* - If Yes, provide details:** The School Pollinator Garden Scheme will allow the creation of a shared space which provides a healthy pit stop for pollinators and humans alike. The gardens should be inclusive and accessible. It is proposed that an external agency delivers the scheme. Therefore there is potential to lead to the promotion of equality of opportunity as it builds the capacity and capability of the population.

***Men and Women generally* - If Yes, provide details:** The School Pollinator Garden Scheme will allow the creation of a shared space which provides a healthy pit stop for pollinators and humans alike. The gardens should be inclusive and accessible. It is proposed that an external agency delivers the scheme. Therefore there is potential to lead to the promotion of equality of opportunity as it builds the capacity and capability of the population.

***Disability* - If Yes, provide details:** The School Pollinator Garden Scheme will allow the creation of a shared space which provides a healthy pit stop for pollinators and humans alike. The gardens should be inclusive and accessible. It is proposed that an external agency delivers the scheme. Therefore there is potential to lead to the promotion of equality of opportunity as it builds the capacity and capability of the population.

***Dependants* - If Yes, provide details:** The School Pollinator Garden Scheme will allow the creation of a shared space which provides a healthy pit stop for pollinators and humans alike. The gardens should be inclusive and accessible. It is proposed that an external agency delivers the scheme. Therefore there is potential to lead to the promotion of equality of opportunity as it builds the capacity and capability of the population.

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

Please provide details of the likely policy impact and determine the level of impact for each of the categories below i.e. either minor, major or none.

**Details of the likely policy impacts on *Religious belief*:** Whilst there is potential to build the capacity and capability of the population, the School Pollinator Garden Scheme is expected to be neutral as regards the impact on good relations between people of different religious belief, there is likely to be no impact.

**What is the level of impact?** None

**Details of the likely policy impacts on *Political Opinion*:** Whilst there is potential to build the capacity and capability of the population, the School Pollinator Garden Scheme is expected to be neutral as regards the impact on good relations between people of different political opinions, there is likely to be no impact.

**What is the level of impact?** None

**Details of the likely policy impacts on *Racial Group*:** Whilst there is potential to build the capacity and capability of the population, the School Pollinator Garden Scheme is expected to be neutral as regards the impact on good relations between people of different racial groups, there is likely to be no impact.

**What is the level of impact?** None

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

Detail opportunities of how this policy could better promote good relations for people within each of the Section 75 Categories below:

***Religious Belief* -**

**If No, provide reasons:** Given that the School Pollinator Garden Scheme is neutral as regards to promoting good relations between people of different religious beliefs, there is likely to be no impact.

***Political Opinion* -**

**If No, provide reasons:** Given that the School Pollinator Garden Scheme is neutral as regards to promoting good relations between people of different political opinions, there is likely to be no impact.

***Racial Group* -**

**If No, provide reasons:** Given that the School Pollinator Garden Scheme is neutral as regards to promoting good relations between people of different racial groups, there is likely to be no impact.

**Additional considerations**

**Multiple identity**

Generally speaking, people can fall into more than one Section 75 category. Taking this into consideration, are there any potential impacts of the policy/decision on people with multiple identities?  If so, please detail below.

The scheme is open to all who meet the scheme requirements regardless of multiple identities. The scheme shall directly and indirectly benefit rural and urban educational establishments and the wider communities. At this stage it is difficult to know who will choose to avail of the schools garden pollinator scheme, but the pollinator gardens themselves should be inclusive and accessible.

**Provide details of data on the impact of the policy on people with multiple identities. Specify relevant Section 75 categories concerned.**

No data is currently available.

DAERA also has legislative obligations to meet under the Disability Discrimination Order. Questions 5 – 6 relate to these.

Consideration of Disability Duties

1. **Does this proposed policy or decision provide an opportunity for DAERA to better *promote positive attitudes* towards disabled people?**

This scheme is open to all eligible applicants regardless of whether or not they have a disability. In addition, the pollinator gardens will be inclusive and accessible. By being inclusive gardens, this provides an opportunity to better promote positive attitudes towards disabled people. In addition, the benefits of these gardens to overall health and wellbeing are likely to impact positively on disabled people.

6. **Does this proposed policy or decision provide an opportunity to actively *increase the participation* by disabled people in public life?**

This scheme is open to all eligible applicants and it is entirely possible that a disabled person may decide to apply if he/she thinks that their pollinator garden would meet the aims and objectives of the scheme. If successful in developing a pollinator garden further through grant funding, this would undoubtedly increase their participation in public life. In addition, participants using these pollinator gardens may include disabled people.

**Part 3. Screening decision**

 “Screened out” without mitigation or an alternative policy proposed to be adopted

**If the decision is *not to conduct an equality impact assessment*, please provide details of the reasons.**

The scheme is open to all that meet the scheme criteria (i.e. an educational establishment registered with the Department of Education wishing to establish, enhance or develop a pollinator garden and increase pollinator-friendly land management techniques). Applicants will be in competition for limited funds and their success or otherwise in obtaining grant funding will be decided on an assessment of how well they meet the priorities for funding set for this pilot scheme.

Whilst it is accepted that the direct beneficiaries of the scheme will be primarily young people and that those with disabilities may also experience a more positive impact than other groups, the gardens developed will be inclusive and accessible and should help to create a sustainable community where people want to live, work, to visit and invest in. Therefore, the scheme shall directly and indirectly benefit a range of age groups. There is no impact on grounds of equality or human rights on any of the Section 75 groupings as all eligible applicants will be free to apply for grant funding regardless of their gender, disability, religious belief etc.

All public authorities’ equality schemes must state the authority’s arrangements for assessing and consulting on the likely impact of policies adopted or proposed to be adopted by the authority on the promotion of equality of opportunity. The Commission recommends screening and equality impact assessment as the tools to be utilised for such assessments. Further advice on equality impact assessment may be found in a separate Commission publication: [A Practical Guide to Equality Impact Assessment](https://www.equalityni.org/ECNI/media/ECNI/Publications/Employers%20and%20Service%20Providers/PracticalGuidanceonEQIA2005.pdf?ext=.pdf)

**Mitigation**

When the public authority concludes that the likely impact is ‘minor’ and an equality impact assessment is not to be conducted, the public authority may 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.

**Can the policy/decision be amended or changed or an alternative policy introduced to better promote equality of opportunity and/or good relations?** No

**If so, *give the reasons* to support your decision, together with the proposed changes/amendments or alternative policy.**

As the scheme is open to all educational establishments who meet the scheme criteria, there is no impact on grounds of equality or human rights on any of the Section 75 groupings as all eligible applicants will be free to apply for grant funding regardless of their gender, disability, religious belief etc. As the pollinator gardens will be inclusive and accessible there is actually potential to lead to the promotion of equality of opportunity as it builds the capacity and capability of the population.

**Timetabling and prioritising**

Factors to be considered in timetabling and prioritising policies for equality impact assessment.

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

**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.**

| **Priority criterion** | **Rating (1-3)** |
| --- | --- |
| Effect on equality of opportunity and good relations  |  |
| Social need |  |
| Effect on people’s daily lives |  |
| Relevance to a public authority’s functions |  |
| **Total score** |  |

Note: The Total Rating Score should be used to prioritise the policy in rank order with other policies screened in for equality impact assessment. This list of priorities will assist the public authority in timetabling. Details of the Public Authority’s Equality Impact Assessment Timetable should be included in the quarterly Screening Report.

**Is the policy affected by timetables established by other relevant public authorities?**

**If yes, please provide details.**

**Part 4. Monitoring**

Section 75 places a requirement on DAERA to have equality monitoring arrangements in place in order to assess the impact of policies and services etc; and to help identify barriers to fair participation and to better promote equality of opportunity. Please note the following excerpt from The Equality Commission for Northern Ireland in relation to monitoring:

*A system must be established to monitor the impact of the policy in order to find out its effect on relevant groups. The results of ongoing monitoring must be reviewed on an annual basis. The public authority is required to publish the results of this monitoring. And they must be included in the public authorities´ annual review on progress to the Equality Commission. The Equality Scheme must specify how and where such monitoring information will be published. It is therefore essential that monitoring is carried out in a systematic manner and that the results are widely and openly published.*

*If the monitoring and analysis of results over a two year period show that the policy results in greater adverse impact than predicted, or if opportunities arise which would allow for greater equality of opportunity to be promoted, the public authority must ensure that the policy is revised to achieve better outcomes for the relevant equality groups.*

Further advice on monitoring can be found at: [ECNI Monitoring Guidance for Public Authorities](https://www.equalityni.org/ECNI/media/ECNI/Publications/Employers%20and%20Service%20Providers/S75MonitoringGuidance2007.pdf?ext=.pdf)

Outline what data you will collect in the future in order to monitor the impact of this policy or decision on equality, good relations and disability duties.

**Equality:**

As the scheme is being delivered by an external agency and the beneficiaries are educational establishments it has been determined that it is not appropriate to collect section 75 monitoring data. Furthermore, the direct beneficiaries of the scheme are more likely to be the young people in the schools rather than the applicants.

**Good Relations:**

As above.

**Disability Duties:**

As above.

**Part 5. Consideration of Human Rights**

1. **The Human Rights Act (HRA) 1998 brings the European Convention on Human Rights (ECHR) into UK law and it applies in N Ireland. Indicate below by deleting Yes/No as appropriate, any potential *adverse impacts* that the policy or decision may have in relation to human rights issues.**

See Annex A for brief synopsis on each of the Human Rights Articles & Protocols

|  |  |  |
| --- | --- | --- |
| Right to Life | **Article 2** | No |
| Prohibition of torture, inhuman or degrading treatment  | **Article 3** | No |
| Prohibition of slavery and forced labour | **Article 4** | No |
| Right to liberty and security  | **Article 5** | No |
| Right to a fair and public trial | **Article 6** | No |
| Right to no punishment without law | **Article 7** | No |
| Right to respect for private and family life, home and correspondence | **Article 8** | No |
| Right to freedom of thought, conscience and religion | **Article 9** | No |
| Right to freedom of expression | **Article 10** | No |
| Right to freedom of peaceful assembly and association | **Article 11** | No |
| Right to marry and to found a family | **Article 12** | No |
| The prohibition of discrimination | **Article 14** | No |
| Protection of property and enjoyment of possessions | **Protocol 1Article 1** | No |
| Right to education | **Protocol 1Article 2** | No |
| Right to free and secret elections | **Protocol 1Article 3** | No |

8. **Please explain any adverse impacts on human rights that you have identified**

 No adverse impact identified.

9. **Please indicate any ways which you consider the policy positively promotes human rights**

 The decision does not create any opportunity to promote human rights.

**Part 6 - Approval and authorisation**

# **Screening Checklist**

Before signing off this screening template please confirm that you have completed all the actions listed below.

I can confirm that all the actions listed below have been completed –

* I have explained any technical issues in plain English (easily understood by a 12 year old)
* I have used the most relevant, current & up to date data available
* I have added evidence and explained my assessments in full
* I have provided a brief note to justify my decision to ‘Screen In’ or ‘Screen Out’

**Screening assessment completed by (Staff Officer level or above) -**

**Name:** Katrina Killen **Grade:** Deputy Principal

**Branch:** Rural Policy and Delivery Branch **Date:** 21/09/2022

**Signature:**  ****

**Screening decision approved by (must be Grade 3/Deputy Secretary or above) -**

**Name: David Reid**  **Grade:** G3

**Branch:** RAFSET/BOR **Date: 04/10/2022**

**Signature:** 

Note: A copy of the Screening Template, for each policy screened should be ‘signed off’ and approved by a senior manager responsible for the policy, made easily accessible on the public authority’s website as soon as possible following completion and made available on request.

Please save the final signed version of the completed screening form in the CM container (AE2-19-11940) below as soon as possible after completion and forward the CM link to Equality Branch at equality@daera-ni.gov.uk. The screening template must be saved to the container in **HTML format** (not PDF) in order to comply with accessibility requirements. The screening form will be placed on the DAERA website and a link provided to the Department’s Section 75 consultees.

 

For more information about equality screening, contact –

DAERA Equality Unit

Equality, Diversity & Public Appointments Branch

Ballykelly House

111 Ballykelly Road

LIMAVADY
BT49 9HP

Email: equality@daera-ni.gov.uk

Tel: 028 7744 2027



**Annex A**

**Synopsis of Human Rights Act Articles & Protocols**

***Article 2***

 **E+W+S+N.I.*Right to life***

1. Everyone’s right to life shall be protected by law. No one shall be deprived of his life intentionally save in the execution of a sentence of a court following his conviction of a crime for which this penalty is provided by law.**E+W+S+N.I.**
2. Deprivation of life shall not be regarded as inflicted in contravention of this Article when it results from the use of force which is no more than absolutely necessary:**E+W+S+N.I.**

(a) In defense of any person from unlawful violence;

(b) In order to effect a lawful arrest or to prevent the escape of a person lawfully detained;

(c) In action lawfully taken for the purpose of quelling a riot or insurrection.

***Article 3***

 **E+W+S+N.I.*Prohibition of torture***

No one shall be subjected to torture or to inhuman or degrading treatment or punishment.

***Article 4***

**E+W+S+N.I.*Prohibition of slavery and forced labour***

1. No one shall be held in slavery or servitude.**E+W+S+N.I.**
2. No one shall be required to perform forced or compulsory labour.**E+W+S+N.I.**
3. For the purpose of this Article the term “forced or compulsory labour” shall not include:**E+W+S+N.I.**

(a) Any work required to be done in the ordinary course of detention imposed according to the provisions of Article 5 of this Convention or during conditional release from such detention;

(b) Any service of a military character or, in case of conscientious objectors in countries where they are recognised, service exacted instead of compulsory military service;

(c) Any service exacted in case of an emergency or calamity threatening the life or well-being of the community;

(d) Any work or service which forms part of normal civic obligations.

***Article 5***

 **E+W+S+N.I.*Right to liberty and security***

1. Everyone has the right to liberty and security of person. No one shall be deprived of his liberty save in the following cases and in accordance with a procedure prescribed by law:**E+W+S+N.I.**

(a) The lawful detention of a person after conviction by a competent court;

(b) The lawful arrest or detention of a person for non-compliance with the lawful order of a court or in order to secure the fulfilment of any obligation prescribed by law;

(c) the lawful arrest or detention of a person effected for the purpose of bringing him before the competent legal authority on reasonable suspicion of having committed an offence or when it is reasonably considered necessary to prevent his committing an offence or fleeing after having done so;

(d ) the detention of a minor by lawful order for the purpose of educational supervision or his lawful detention for the purpose of bringing him before the competent legal authority;

(e) The lawful detention of persons for the prevention of the spreading of infectious diseases, of persons of unsound mind, alcoholics or drug addicts or vagrants;

(f) The lawful arrest or detention of a person to prevent his effecting an unauthorised entry into the country or of a person against whom action is being taken with a view to deportation or extradition.

1. Everyone who is arrested shall be informed promptly, in a language which he understands, of the reasons for his arrest and of any charge against him.**E+W+S+N.I.**
2. Everyone arrested or detained in accordance with the provisions of paragraph 1(c) of this Article shall be brought promptly before a judge or other officer authorised by law to exercise judicial power and shall be entitled to trial within a reasonable time or to release pending trial. Release may be conditioned by guarantees to appear for trial.**E+W+S+N.I.**
3. Everyone who is deprived of his liberty by arrest or detention shall be entitled to take proceedings by which the lawfulness of his detention shall be decided speedily by a court and his release ordered if the detention is not lawful.**E+W+S+N.I.**
4. Everyone who has been the victim of arrest or detention in contravention of the provisions of this Article shall have an enforceable right to compensation.**E+W+S+N.I.**

***Article 6***

**E+W+S+N.I.*Right to a fair trial***

1. In the determination of his civil rights and obligations or of any criminal charge against him, everyone is entitled to a fair and public hearing within a reasonable time by an independent and impartial tribunal established by law. Judgment shall be pronounced publicly but the press and public may be excluded from all or part of the trial in the interest of morals, public order or national security in a democratic society, where the interests of juveniles or the protection of the private life of the parties so require, or to the extent strictly necessary in the opinion of the court in special circumstances where publicity would prejudice the interests of justice.**E+W+S+N.I.**
2. Everyone charged with a criminal offence shall be presumed innocent until proved guilty according to law.**E+W+S+N.I.**
3. Everyone charged with a criminal offence has the following minimum rights:**E+W+S+N.I.**

(a) To be informed promptly, in a language which he understands and in detail, of the nature and cause of the accusation against him;

(b) To have adequate time and facilities for the preparation of his defense;

(c) To defend himself in person or through legal assistance of his own choosing or, if he has not sufficient means to pay for legal assistance, to be given it free when the interests of justice so require;

(d) To examine or have examined witnesses against him and to obtain the attendance and examination of witnesses on his behalf under the same conditions as witnesses against him;

(e) To have the free assistance of an interpreter if he cannot understand or speak the language used in court.

***Article 7***

**E+W+S+N.I.*No punishment without law***

1. No one shall be held guilty of any criminal offence on account of any act or omission which did not constitute a criminal offence under national or international law at the time when it was committed. Nor shall a heavier penalty be imposed than the one that was applicable at the time the criminal offence was committed.**E+W+S+N.I.**
2. This Article shall not prejudice the trial and punishment of any person for any act or omission which, at the time when it was committed, was criminal according to the general principles of law recognised by civilised nations.**E+W+S+N.I.**

***Article 8***

**E+W+S+N.I.*Right to respect for private and family life***

1. Everyone has the right to respect for his private and family life, his home and his correspondence.**E+W+S+N.I.**
2. There shall be no interference by a public authority with the exercise of this right except such as is in accordance with the law and is necessary in a democratic society in the interests of national security, public safety or the economic well-being of the country, for the prevention of disorder or crime, for the protection of health or morals, or for the protection of the rights and freedoms of others.**E+W+S+N.I.**

***Article 9***

**E+W+S+N.I.*Freedom of thought, conscience and religion***

1. Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief and freedom, either alone or in community with others and in public or private, to manifest his religion or belief, in worship, teaching, practice and observance.**E+W+S+N.I.**
2. Freedom to manifest one’s religion or beliefs shall be subject only to such limitations as are prescribed by law and are necessary in a democratic society in the interests of public safety, for the protection of public order, health or morals, or for the protection of the rights and freedoms of others.**E+W+S+N.I.**

***Article 10***

**E+W+S+N.I.*Freedom of expression***

1. Everyone has the right to freedom of expression. This right shall include freedom to hold opinions and to receive and impart information and ideas without interference by public authority and regardless of frontiers. This Article shall not prevent States from requiring the licensing of broadcasting, television or cinema enterprises.**E+W+S+N.I.**
2. The exercise of these freedoms, since it carries with it duties and responsibilities, may be subject to such formalities, conditions, restrictions or penalties as are prescribed by law and are necessary in a democratic society, in the interests of national security, territorial integrity or public safety, for the prevention of disorder or crime, for the protection of health or morals, for the protection of the reputation or rights of others, for preventing the disclosure of information received in confidence, or for maintaining the authority and impartiality of the judiciary.**E+W+S+N.I.**

***Article 11***

 **E+W+S+N.I.*Freedom of assembly and association***

1. Everyone has the right to freedom of peaceful assembly and to freedom of association with others, including the right to form and to join trade unions for the protection of his interests.**E+W+S+N.I.**
2. No restrictions shall be placed on the exercise of these rights other than such as are prescribed by law and are necessary in a democratic society in the interests of national security or public safety, for the prevention of disorder or crime, for the protection of health or morals or for the protection of the rights and freedoms of others. This Article shall not prevent the imposition of lawful restrictions on the exercise of these rights by members of the armed forces, of the police or of the administration of the State.**E+W+S+N.I.**

***Article 12***

**E+W+S+N.I.*Right to marry***

Men and women of marriageable age have the right to marry and to found a family, according to the national laws governing the exercise of this right.

***Article 14***

**E+W+S+N.I.*Prohibition of discrimination***

The enjoyment of the rights and freedoms set forth in this Convention shall be secured without discrimination on any ground such as sex, race, colour, language, religion, political or other opinion, national or social origin, association with a national minority, property, birth or other status.

**Protocol 1**

***Article 1***

 **E+W+S+N.I.*Protection of property***

Every natural or legal person is entitled to the peaceful enjoyment of his possessions. No one shall be deprived of his possessions except in the public interest and subject to the conditions provided for by law and by the general principles of international law.

The preceding provisions shall not, however, in any way impair the right of a State to enforce such laws as it deems necessary to control the use of property in accordance with the general interest or to secure the payment of taxes or other contributions or penalties.

**Protocol 1**

***Article 2***

 **E+W+S+N.I.*Right to education***

No person shall be denied the right to education. In the exercise of any functions which it assumes in relation to education and to teaching, the State shall respect the right of parents to ensure such education and teaching in conformity with their own religious and philosophical convictions.

**Protocol 1**

***Article***

***3* E+W+S+N.I.*Right to free elections***

The High Contracting Parties undertake to hold free elections at reasonable intervals by secret ballot, under conditions which will ensure the free expression of the opinion of the people in the choice of the legislature