

Equality and Human Rights Screening Template

The BSO is required to address the 4 questions below in relation to all its policies.

What is the likely impact on equality of opportunity for those affected by this policy, for each of the Section 75 equality categories? (minor/major/none)

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

To what extent is the policy likely to impact on good relations between people of a different religious belief, political opinion or racial group? (minor/major/none)

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

As part of the audit trail documentation needs to be made available for all policies and decisions examined for equality and human rights implications. The screening template is a pro forma to document consideration of each screening question.

For information (evidence, data, research etc.) on the Section 75 equality groups see the Equality Portal - [Screening Resources & Evidence](#).

SCREENING TEMPLATE

See [Guidance Notes](#) for further information on the ‘why’ ‘what’ ‘when’, and ‘who’ in relation to screening, for background information on the relevant legislation and for help in answering the questions on this template.

(1) INFORMATION ABOUT THE POLICY OR DECISION

1.1 Title of policy or decision

1. BSO Risk Management Strategy including policy statement; and
2. Staff Procedure for the Management of Risk Registers

1.2 Description of policy or decision

The purpose of the risk management strategy and policy statement is to establish a consistent and integrated approach to the management of risk throughout the BSO.

The procedure for the management of risk registers provides guidance on the management of risk registers by outlining the method for identifying and assessing risk, scoring and recording of risks on risk register, development of risk action plans and the process for escalation and aggregation of risks.

1.3 Main stakeholders affected (internal and external)

For example staff, actual or potential service users, other public sector organisations, voluntary and community groups, trade unions or professional organisations or private sector organisations or others

Staff, other public sector organisations, actual or potential service users.

1.4 Other policies or decisions with a bearing on this policy or decision

Departmental Instruction
Health & Safety at Work Acts

Data Protection Act

Links to all other BSO Strategies e.g. HR (esp. Learning & Development),
Equality and Diversity.

(2) CONSIDERATION OF EQUALITY AND GOOD RELATIONS ISSUES AND EVIDENCE USED

2.1 Data gathering

What information did you use to inform this equality screening? For example previous consultations, statistics, research, Equality Impact Assessments (EQIAs), complaints. Provide details of how you involved stakeholders, views of colleagues, service users, staff side or other stakeholders.

Statistical information on BSO staff, as provided by Human Resources

2.2 Quantitative Data

Who is affected by the policy or decision? Please provide a statistical profile. Note if policy affects both staff and service users, please provide profile for both. Also give consideration to multiple identities.

Category	<i>What is the makeup of the affected group? (%) Are there any issues or problems? For example, a lower uptake that needs to be addressed or greater involvement of a particular group?</i>		
Gender	Male	43.11%	
	Female	56.89%	
Age	16-24	2.96%	
	25-29	8.94%	
	30-34	13.55%	
	35-39	14.28%	
	40-44	14.06%	
	45-49	15.57%	
	50-54	14.35%	
	55-59	10.38%	
	60-64	5.12%	
	>=65	0.79%	
Religion	Perceived Protestant	2.60%	
	Protestant	30.43%	
	Perceived Roman Catholic	3.17%	

	Roman Catholic	40.23%	
	Neither	1.59%	
	Perceived Neither	0.07%	
	Not assigned	21.92%	
Political Opinion	Broadly Nationalist	2.24%	
	Other	2.31%	
	Broadly Unionist	2.31%	
	Not assigned	90.05%	
	Do not wish to answer	3.10%	
Marital Status	Divorced	2.31%	
	Mar/CP	49.96%	
	Other	1.01%	
	Seprate	1.01%	
	Single	25.02%	
	Unknwn	19.75%	
	Widw/R	0.94%	
	Not assigned	0.00%	
Dependent Status	Yes	7.57%	
	Not assigned	87.67%	
	No	4.76%	
Disability	No	60.71%	
	Not assigned	38.36%	
	Yes	0.94%	
Ethnicity	Not assigned	75.20%	
	White	24.73%	
	Other	0.00%	
	Black African	0.00%	
	Indian	0.07%	
	Chinese	0.00%	
Sexual Orientation	Do not wish to answer	0.72%	
	Not assigned	88.90%	
	Opposite sex	9.66%	
	same sex	0.65%	
	Both sexes	0.07%	

2.3 Qualitative Data

What are the different needs, experiences and priorities of each of the categories in relation to this policy or decision and what equality issues emerge from this? Note if policy affects both staff and service users, please discuss issues for both. Also give consideration to multiple identities (such as single parents for example).

Category	Needs and Experiences
Gender	delivery of training – need to ensure equal access for part-time workers (the majority of whom currently tend to be female)
Age	There is no data to suggest that the needs and experiences of service users differ on the basis of age
Religion	There is no data to suggest that the needs and experiences of service users differ on the basis of religion
Political Opinion	There is no data to suggest that the needs and experiences of service users differ on the basis of political opinion
Marital Status	There is no data to suggest that the needs and experiences of service users differ on the basis of marital status
Dependent Status	delivery of training – need to ensure equal access for part-time workers (the majority of whom currently tend to have dependants)
Disability	Issues relating to accessible information for people with disabilities are considered in our Accessible Formats Policy. delivery of training – need to ensure equal access for people with disabilities in terms of venue, online platform and materials.
Ethnicity	Issues relating to accessible information for people whose first language is not English are considered in our Accessible Formats Policy
Sexual Orientation	There is no data to suggest that the needs and experiences of service users differ on the basis of sexual orientation

2.4 Making Changes

Based on the equality issues you identified in 2.2 and 2.3, what changes did you make or do you intend to make in relation to the policy or decision in order to promote equality of opportunity?

<i>In developing the policy or decision what did you do or change to address the equality issues you identified?</i>	<i>What do you intend to do in future to address the equality issues you identified?</i>
<p>Gender: Will ensure that training times are suitable for part time workers</p> <p>Dependents: Will ensure that training times are suitable for those who have dependents who may be part time workers</p> <p>Disability: Any associated training will continue to account for needs in terms of disability. On-line training (e-learning) platforms will be compatible with assistive technologies.</p> <p>All requests for information in an alternative format such as easy read, braille etc will be considered in line with the BSO Accessible Formats Policy.</p> <p>Ethnicity: All requests for information in an alternative language will be considered in line with the BSO Accessible Formats Policy.</p>	

2.5 Good Relations

What changes to the policy or decision – if any – or what additional measures would you suggest to ensure that it promotes good relations? (refer to guidance notes for guidance on impact)

<i>Group</i>	<i>Impact</i>	<i>Suggestions</i>
Religion	None	
Political Opinion	None	
Ethnicity	None	

(3) SHOULD THE POLICY OR DECISION BE SUBJECT TO A FULL EQUALITY IMPACT ASSESSMENT?

A full equality impact assessment (EQIA) is usually confined to those policies or decisions considered to have major implications for equality of opportunity

**How would you categorise the impacts of this decision or policy?
(refer to guidance notes for guidance on impact)**

Please tick:

Major impact	<input type="checkbox"/>
Minor impact	<input type="checkbox"/>
No further impact	<input checked="" type="checkbox"/>

Do you consider that this policy or decision needs to be subjected to a full equality impact assessment?

Please tick:

Yes	<input type="checkbox"/>
No	<input checked="" type="checkbox"/>

Minor amendments to existing policy – training has moved to e-learning and the e-learning package will be updated to ensure compatibility with assistive technologies

(4) CONSIDERATION OF DISABILITY DUTIES

4.1 In what ways does the policy or decision encourage disabled people to participate in public life and what else could you do to do so?

<i>How does the policy or decision currently encourage disabled people to participate in public life?</i>	<i>What else could you do to encourage disabled people to participate in public life?</i>
N/A	

4.2 In what ways does the policy or decision promote positive attitudes towards disabled people and what else could you do to do so?

<i>How does the policy or decision currently promote positive attitudes towards disabled people?</i>	<i>What else could you do to promote positive attitudes towards disabled people?</i>
N/A	

(5) CONSIDERATION OF HUMAN RIGHTS

5.1 Does the policy or decision affect anyone's Human Rights? Complete for each of the articles

ARTICLE	Yes/No
Article 2 – Right to life	No
Article 3 – Right to freedom from torture, inhuman or degrading treatment or punishment	No
Article 4 – Right to freedom from slavery, servitude & forced or compulsory labour	No
Article 5 – Right to liberty & security of person	No
Article 6 – Right to a fair & public trial within a reasonable time	No
Article 7 – Right to freedom from retrospective criminal law & no punishment without law	No
Article 8 – Right to respect for private & family life, home and correspondence.	No
Article 9 – Right to freedom of thought, conscience & religion	No
Article 10 – Right to freedom of expression	No
Article 11 – Right to freedom of assembly & association	No
Article 12 – Right to marry & found a family	No
Article 14 – Prohibition of discrimination in the enjoyment of the convention rights	No
1 st protocol Article 1 – Right to a peaceful enjoyment of possessions & protection of property	No
1 st protocol Article 2 – Right of access to education	No

*If you have answered no to all of the above please move on to **Question 6** on monitoring*

5.2 If you have answered yes to any of the Articles in 5.1, does the policy or decision interfere with any of these rights? If so, what is the interference and who does it impact upon?

List the Article Number	Interfered with? Yes/No	What is the interference and who does it impact upon?	Does this raise legal issues? Yes/No*

** It is important to speak to your line manager on this and if necessary seek legal opinion to clarify this*

5.3 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 or decision.

No

(6) MONITORING

6.1 What data will you collect in the future in order to monitor the effect of the policy or decision on any of the categories (for equality of opportunity and good relations, disability duties and human rights)?

Equality & Good Relations	Disability Duties	Human Rights

Approved Lead Officer: Patricia Maginnis

Position: Customer Care and Performance Officer

Date: 20 May 2020

Policy/Decision Screened by: Patricia Maginnis

Please note that having completed the screening you are required by statute to publish the completed screening template, as per your organisation's equality scheme. If a consultee, including the Equality Commission, raises a concern about a screening decision based on supporting evidence, you will need to review the screening decision.

**Please forward completed template to:
Equality.Unit@hscni.net**

Any request for the document in another format or language will be considered.
Please contact the Equality Unit:

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