

# ARDS AND NORTH DOWN BOROUGH COUNCIL

## Policy Screening Form

1.	Policy Reference (Equality use only)	E 121
2.	Policy Name	Peace IV project: To Deliver a Primary School (Out of School Hours) Active Diversity Programme in Multi Sports and Good Relations
3.	Existing / Revised / New Policy	New Peace IV project
4.	Responsible Officer	Director of Community and Wellbeing
5.	Description of policy to be screened	<p>The Primary School (Out of School Hours) Active Diversity Programme in Multi Sports and Good Relations programme was developed following the public consultation exercise and statistics obtained from stakeholders including Policing and Community Safety Partnership, Good Relations and Community Planning. There are many reasons for focusing on this type of programme at this younger age. The following evidence gives a further rationale for it.</p> <ul style="list-style-type: none"> <li>• Cognitive and non-cognitive abilities already acquired early in life (aged 3-8 years) are key determinants of success later in life.</li> <li>• Sport and play programmes in school can improve academic attitudes, behaviours and overall success.</li> <li>• Overall, Sport Matters makes clear the growing recognition in government with respect to both the potential of sport to help achieve the interconnected goals of social inclusion, personal wellbeing and a more shared society, and the importance of overcoming the barriers to sports participation that hinder the realisation of this potential.</li> <li>• (OFMDFM), Together: Building a United Community, May 2013 (Office of the First Minister and Deputy First Minister) includes piloting cross-community sporting activities in contested, 'interface' areas as sport can play a central role in breaking down divisions in society and provide a mechanism to encourage sharing, learning, and friendship; as well as, healthy competition across all parts of our society".</li> </ul>
	Aims and	To develop and deliver a cross community Primary

	<p>Expected Outcomes – what is the Policy expected to achieve?</p>	<p>School (Out of School Hours) Active Diversity Programme in Multi Sports and Good Relations with young people to create and develop opportunities to take part in mass participation events such as multi skills events. The programme will focus on learning about the diversity of others and develop children’s physical, literacy, skills for sport, social, communication and listening skills. It should build confidence in a fun and safe environment.</p> <p>The programme will be cross community and will engage with a minimum of 390 children aged 7-11 years, recruited from 16 targeted Primary Schools (240) and 10 afterschool clubs (150). Recruitment from schools/afterschool clubs must be from across the Ards and North Down Borough Council area including 6 targeted social need areas (top 25%).</p> <p>The minimum requirement is that 48 sport coaching sessions of an Active Diversity Programme will be delivered during school terms and over holiday periods but outside of school hours. The project will also deliver coaching through summer schemes and holiday schemes such as Easter, Summer, Halloween in partnership with community organisations and the Council’s Community Development Section. Of the 48 sport coaching sessions there must be a minimum of:</p> <ul style="list-style-type: none"> <li>• 4 sessions with 4 schools for joint sports and social activities; and</li> <li>• 4 good relations and diversity sessions.</li> </ul> <p>In addition, there will be 4 cross community full-day (7 hours) sports festivals with the 390 young people.</p>
6.	<p>Section 75 categories which might be expected to benefit and how they may benefit.</p>	<p>All Section 75 categories are expected to benefit. However as the project is within the theme of children and young people it will specifically target children and young people from as broad a range of multi-dimensional categories. Working with this age group also influences people as the young people engage, share and learn. The adults working with young people also benefit from learning in these programmes.</p>
7.	<p>Factors which could contribute to/ detract from the intended aims / outcomes of the Policy when being implemented</p>	<p>If the project is not delivered as intended.</p>
8.	<p>The main stakeholders on whom the policy will impact.</p>	<p>PEACE IV Partnership, SEUPB, Council, Elected Members, Council officers, delivery partners, schools,</p>

<p>For example, Employees, Potential Service Users and Community Groups Consider the internal and external impacts (either actual or potential) and comment, or list, information where appropriate</p>	<p>local and regional sports clubs and governing bodies, Education Authority, PSNI, local community groups, youth forums, training providers, those making all provisions to support those in attendance. Individuals and groups with whom those receiving training will engage and interact.</p>
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<p>9.</p>	<p>Please provide details of other policies which have a bearing on this one.</p>	
<p>Policies: E 14 Sustainability and Environmental Policy E 15 Ards and North Down Borough Council - Corporate Plan E 16 Good Relations Strategy and Action Plan E 19 PCSP Strategy E 22 Community Development Service Delivery E 56 Ards and North Down Rural Partnership Interim Rural Development Strategy E 82 Ards and North Down Borough Council Peace IV Plan 2014-2020 E 92 Review of Data Protection Act E 110 Peace IV Action Plan Projects 2017 award</p>	<p>Owned by :  Ards and North Down Borough Council</p>	

<p>10.</p>	<p>Available evidence (quantitative and qualitative) considered as important to encourage completion in relation to :</p>	
<p>Religious Belief</p>	<p>Ards and North Down Borough Council data that is available for the Electoral Ward areas providing a profile of residents. In particular data on age profile of the Borough and age profile in each electoral ward scrutinized for those areas where this project is to be delivered. Data on school provision and attendance at school in relation to NINIS data. Data on age groups this project is targeted at and population of these children and young people in electoral areas across the Borough. Data on PEACE funding to both legacy councils and the Section 75 data available on the recipients of funding and the unsuccessful applicants for funding. NISRA and NINIS Borough profile data on all areas where funding has been made available and where no funding has been made available. Ards and North Down Good Relations Strategy 2015-2018. Ards and North Down Policing and Community Safety Strategy 2015-2018</p>	
<p>Political Opinion</p>		
<p>Racial Group</p>		
<p>Age</p>		
<p>Marital Status</p>		
<p>Sexual orientation</p>		
<p>Men &amp; Women generally</p>		
<p>Disability</p>		
<p>Dependents</p>		

11.	Based on data previously provided what are the needs, experiences and priorities for each of the following categories, in relation to this policy/decision?	
	Religious Belief	<p>All Peace IV projects will be monitored in relation to the applicants and participants in relation to each of the nine Section 75 categories. Peace IV needs and priorities are detailed in the Ards and North Down Peace IV Plan.</p> <p>This project will monitor children and young people participants in particular of school age in relation to their multi dimensions and monitor the leaders of projects also.</p> <p>Ongoing monitoring and evaluation of projects will also provide relevant qualitative data that will be integrated and independent of the project.</p>
	Political Opinion	
	Racial Group	
	Age	
	Marital Status	
	Sexual orientation	
	Men & Women generally	
	Disability	
	Dependents	

### Does this Policy require an Equality Impact Assessment?

1.	What is the likely impact on equality of opportunity for each of the Section 75 categories?		
		Detail of Impact	Level of Impact Minor/Major/None
	Religious Belief	<p>This project aims to make a significant impact on children and young people between the ages of 7 and 11 years of age. Each participating young person will have their own multidimensional profile as will all those they will subsequently impact on and those that deliver the training.</p> <p>All the needs of the categories will be considered and addressed as this is a significant part of the project – to improve equality of opportunity.</p>	Major
	Political Opinion		
	Racial Group		
	Age		
	Marital Status		
	Sexual orientation		
	Men & Women generally		
	Disability		
	Dependents		

2.	Are there opportunities to better promote equality of opportunity for people within the Section 75 equality categories?		
		If "Yes", provide details	If "No", provide details
	Religious Belief	<p>No, as this project is to develop and enhance youth capacity and participation in sport to also engage them in a range of other opportunities to meet and work with individuals and groups they would not otherwise experience.</p> <p>Although the target is children and young people 7 – 11 years of age and the outcomes will impact on many multiple dimensions as their learning is shared with siblings, parents, teachers and the broader community they live in or socialise with.</p>	
	Political Opinion		
	Racial Group		
	Age		
	Marital Status		
	Sexual orientation		
	Men & Women generally		
	Disability		
	Dependents		

3.	To what extent is the Policy likely to impact on Good Relations between people of different religious belief, political opinion or racial group?		
		Details of Impact	Level of Impact Minor/Major/None
	Religious Belief	This project will address issues where the individuals particularly from TSN areas have the opportunity after school and in school holidays to participate in sports to develop skills and have the opportunity to meet others they would not otherwise engage with. The project addresses the good relations responsibilities.	
	Political Opinion		
Racial Group			

4.	Are there opportunities to better promote Good Relations between people of different religious belief, political opinion or racial group?		
		If "Yes" provide details	If "No" provide details
	Religious Belief	No as the project addresses the Good Relations duties and responsibilities as an inherent part of the project.	
	Political Opinion		
Racial Group			

#### Additional Considerations

	Multiple Identity Considerations	Details of Impact or potential impact (Positive/Negative)
	Are there any potential impacts of the policy decision on people with multiple identities? (e.g. disabled minority ethnic persons)	This project will impact on a broad range of individuals and groups of single and multiple identity dimensions. Although it focuses on children and young people between 7 and 11 years of age each individual's involvement in the project will influence many multiple dimensions as they learn and share their experiences. The range of needs of participants has been considered following intensive consultation and building on previous successful programmes to ensure each project is inclusive of all multiple identities. The outcome of the project should be generational as the participants take home and into school their learning and skills development.
	Where appropriate provide details of data on the impact of the policy on people with multiple identities. Specify relevant Section 75 categories concerned.	

#### **Disability Discrimination Order (NI) 2006**

	Does this proposed policy provide an opportunity to:	Yes / No	Explain your reasoning:
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	<ul style="list-style-type: none"> <li>- <u>better promote positive attitudes</u> towards disabled people</li> <li>- <u>increase participation</u> by disabled people in public life</li> </ul>	Yes	<p>Access to all information about the menu of activities will be made widely available and alternative formats will be produced where a need is identified for participants, carers, parents and teachers. All programmes and activities associated with the project will ensure reasonable adjustments are made where requested to enable access to trainings and events. Attendance of any individual with a disability and carers will be encouraged through meeting requests for reasonable adjustments as well as anticipating requirements.</p>
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### Monitoring Arrangements

Section 75 places a requirement on the Council to have equality monitoring arrangements in place in order to assess the impact of policies and services, help identify barriers to fair participation and to better promote equality of opportunity.

	<p>Outline what data you could collect in the future in order to monitor the impact of this policy / decision on <u>equality, good relations and disability duties</u></p>	<p>Monitoring of each project will be undertaken through monthly update reports on results. A toolkit will be provided that will gather data on participants, numbers, gender, community background of participants, type and number of activities, what was learned, what cross community was undertaken, communications activity together with a financial summary detailing proposed against actual expenditure with explained differences</p> <p>The toolkit will include:</p> <ul style="list-style-type: none"> <li>• an equality / registration form per participant</li> <li>• registration/ attendance sheets for events</li> <li>• information on establishing baseline data where data is not currently available, based on the expected results of their projects.</li> <li>• Increase in the % of children and young people participants with new friendships with someone from a different community background - Target 30% increase</li> <li>• Increase in the % of participants with an increase in confidence to engage with others from a different community background – Target 30% increase</li> <li>• Increase in the % of children and young people with a greater respect for others of a different community background – Target 15% increase</li> <li>• Increase in the percentage of children and young people who play sport or socialise with someone from a</li> </ul>
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		different community background – very often and sometimes - Target increase 21% and 12% respectfully (note triple the NI general population increase)
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Consideration of Human Rights

The Human Rights Act 1998 brings the European Convention on Human Rights (ECHR) into UK and, therefore, Northern Ireland. Indicate below any potential adverse impacts that the policy / decision may have in relation to human rights issues

Right to Life	Article 2	<input type="checkbox"/>
Prohibition to torture, inhuman or degrading treatment	Article 3	<input type="checkbox"/>
Prohibition of slavery and forced labour	Article 4	<input type="checkbox"/>
Right to Liberty and Security	Article 5	<input type="checkbox"/>
Right to a Fair and Public Trial	Article 6	<input type="checkbox"/>
Right to no punishment without due legal process	Article 7	<input type="checkbox"/>
Right to respect for private and family life, home and correspondence	Article 8	<input type="checkbox"/>
Right to freedom of thought, conscience and religion	Article 9	<input type="checkbox"/>
Right to freedom of Expression	Article 10	<input type="checkbox"/>
Right to freedom of peaceful assembly and association	Article 11	<input type="checkbox"/>
Right to marry and found a family	Article 12	<input type="checkbox"/>
The prohibition on discrimination	Article 14	<input type="checkbox"/>
Protection of property and enjoyment of possessions	Protocol 1 Article 1	<input type="checkbox"/>
Right to education	Protocol 1 Article 2	<input type="checkbox"/>
Right to free and secret election	Protocol 1 Article 3	<input type="checkbox"/>

	Please explain any adverse impacts on human rights that you have identified?	
	Please indicate any ways in which you consider the policy positively promotes Human Rights	

I can confirm that the proposed policy / decision have been screened for:-

<input checked="" type="checkbox"/>	Equality of opportunity and good relations
<input checked="" type="checkbox"/>	Disabilities duties; and
<input type="checkbox"/>	Human rights issues

On the basis of the answers to the screening questions, I recommend that this policy / decision is:-

<input checked="" type="checkbox"/>	Screened Out – No EQIA necessary (no impacts)
<input type="checkbox"/>	Screened Out – Mitigating Actions (minor impacts)
<input type="checkbox"/>	Screened In – Necessary to conduct a full EQIA
	Please detail actions to be taken:

Screening assessment completed by:-

Name: Jan Nixey  
 Title: Head of Community and Culture  
 Date: 10 July 2017  
 Signature:

Director/Head of Service decision approved by:

Name: Graeme Bannister  
 Title: Director of Community and Wellbeing  
 Date: 10 July 2017  
 Signature:

If an Equality Impact Assessment is required

Priority Rating for Timetabling an Equality Impact Assessment. (1-3)	Priority Criterion	Rating
	Effect on equality of opportunity and good relations	
	Social need	
	Effect on people's daily lives	
	Relevance to a public authority's functions	

Is this Policy Affected by Timetables established by other relevant Public Authorities?	
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Monitoring Recommendation	
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	Approval and Authorisation		
	Screened by :	Position/Job Title: Head of Community and Culture	Date: 10 July 2017
	Approved by:	Director of Community and Wellbeing	10 July 2017