



**Section 75 NI Act 1998**

**EQUALITY SCREENING FORM**

**Policy Title: Guidance for the Appointment  
Of Chief Officers and Senior Police Staff  
Equivalents**

**Policy Owner: Director of Corporate  
Services**

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## **The Legal Background**

Under section 75 of the Northern Ireland Act 1998, the NI Policing Board is required **to have due regard to the need to promote equality of opportunity:**

- between person of different religious belief, political opinion, racial group, age, marital status or sexual orientation;
- between men and women generally;
- between persons with a disability and persons without; and,
- between persons with dependants and persons without<sup>1</sup>.

Without prejudice to the obligations set out above, the NI Policing Board is also required to:

- **have regard to the desirability of promoting good relations between persons of different religious belief, political opinion or racial group; and**
- **meet legislative obligations under the Disability Discrimination Order.**

## **Introduction**

1. This Equality Screening form should be read in conjunction with the Equality Commission's revised [Section 75, "A Guide for Public Authorities" April 2010](#) **Staff should complete a form for each new or revised policy for which they are responsible (see page 6 for a definition of policy in respect of section 75).**
2. The purpose of screening is to identify those policies that are likely to have an impact on equality of opportunity and/or good relations and so determine whether an Equality Impact Assessment (EQIA) is necessary. Screening should be introduced at an early stage when developing or reviewing a policy.

<sup>1</sup>A list of the main groups identified as being relevant to each of the section 75 categories is at Annex B of the document.

3. **The lead role in the screening of a policy should be taken by the policy decision-maker who has the authority to make changes to that policy and should involve, in the screening process:**

- other relevant team members;
- those who implement the policy;
- staff members from other relevant work areas; and
- key stakeholders.

A flowchart which outlines the screening process is provided at **Annex A**.

4. The first step in the screening exercise is to gather evidence to inform the screening decisions. Relevant data may be either quantitative or qualitative or both (this helps to indicate whether or not there are likely equality of opportunity and/or good relations impacts associated with a policy). Relevant information will help to clearly demonstrate the reasons for a policy being either 'screened in' for an equality impact assessment or 'screened out' from an equality impact assessment.
5. The absence of evidence does not indicate that there is no likely impact but if none is available, it may be appropriate to consider subjecting the policy to an EQIA.
6. Screening provides an assessment of the likely impact, whether 'minor' or 'major', of its policy on equality of opportunity and/or good relations for the relevant categories. In some instances, screening may identify the likely impact as 'none'.
7. The Equality Commission has developed four questions, included in Part 2 of this screening form with supporting sub-questions, which should be applied to all policies as part of the screening process. They identify those policies that are likely to have an impact on equality of opportunity and/or good relations.

## Screening decisions

8. Completion of screening should lead to one of the following three outcomes. Namely, the policy has been:
  - i. 'screened in' for equality impact assessment;
  - ii. 'screened out' with mitigation or an alternative policy proposed to be adopted; or
  - iii. 'screened out' without mitigation or an alternative policy proposed to be adopted.

## Screening and good relations duty

9. The Equality Commission recommends that a policy is 'screened in' for equality impact assessment if the likely impact on **good relations** is 'major'. While there is no legislative requirement to engage in an equality impact assessment in respect of good relations, this does not necessarily mean that equality impact assessments are inappropriate in this context.

## Part 1

### Definition of Policy

There have been some difficulties in defining what constitutes a policy in the context of section 75. It is recommended that you consider any new initiatives, proposals, schemes or programmes as policies or changes to those already in existence. It is important to remember that even if a full EQIA has been carried out in an “overarching” policy or strategy, it will still be necessary for the policy maker to consider if further screening or an EQIA needs to be carried out in respect of those policies cascading from the overarching strategy.

The Equality Commission document entitled ‘Section 75 of the Northern Ireland Act 1998- A Guide for Public Authorities indicates that:

“In the context of Section 75, the term policies cover all the ways in which a public authority carries out or proposes to carry out its functions relating to Northern Ireland. Policies include unwritten as well as written policies”.<sup>1</sup>

### Overview of Policy Proposals

The aims and objectives of the policy must be clear and terms of reference well defined. You must take into account any available data that will enable you to come to a decision on whether or not a policy may or may not have a differential impact on any of the s75 categories.

### Policy Scoping

10. 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.
11. 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).

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<sup>1</sup> Page 87, Equality Commission: Section 75 of the Northern Ireland Act 1998, ‘A Guide for Public Authorities, April 2010’.

## Information about the policy

Name of the Policy

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Guidance for the Appointment of Chief Officers and Senior Police Staff Equivalents

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Is this an existing, revised or a new policy?

Revised

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

The aim of the guidance is to ensure that the appointment process for Chief Officers and Senior Police Staff Equivalents, which are the responsibility of NIPB, is conducted in line with best practice. The guidance supports an appointment process based on merit, fairness and openness with the most suitable candidate/s being selected for the advertised post/s.

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Are there any Section 75 categories which might be expected to benefit from the intended policy? If so, explain how.

No

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Who initiated or wrote the policy?

Project Manager

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Who owns and who implements the policy?

Responsibility for this guidance document falls to Corporate Services. The Director of Corporate Services is responsible for the monitoring, updating and implementation of the guidance.

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## Implementation factors

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

If yes, are they

- financial
- legislative
- other, please specify \_\_\_\_\_

## Main stakeholders affected

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

staff

service users

other public sector organisations

voluntary/community/trade unions

X other, please specify \_\_\_Any potential candidate who considers applying to an advertised post at Chief Officer or Senior Police Equivalent level. \_\_\_\_\_

**Other policies with a bearing on this policy (please list and provide further details) N/A**

- what are they & who owns them?



## Available evidence

14. Evidence to help inform the screening process may take many forms. Public authorities should ensure that their screening decision is informed by relevant data.
15. What evidence/information (both qualitative and quantitative) have you gathered to inform this policy? Specify details for each of the Section 75 categories.

Section 75 Category	Details of evidence/information
Religious belief	N/A
Political opinion	N/A
Racial group	N/A
Age	N/A
Marital status	N/A
Sexual orientation	N/A
Men and Women generally	N/A
Disability	In line with the Guidance, the Candidate Information Pack will include the option for the applicant to indicate if he/ she has any disability that may affect their performance at each stage of the process. Where this is indicated reasonable adjustments will be made to ensure that the applicant is not disadvantaged as a result of their indicated disability and any appropriate reasonable adjustments will be considered to support the applicant within the further stages of the assessment process.
Dependants	N/A

## Needs, experiences and priorities

16. 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 for each of the Section 75 categories.

Section 75 Category	Details of evidence/information
Religious belief	There is no difference in needs, experiences and priorities in respect of the Guidance.
Political opinion	There is no difference in needs, experiences and priorities in respect of the Guidance.
Racial group	There is no difference in needs, experiences and priorities in respect of the Guidance.
Age	There is no difference in needs, experiences and priorities in respect of the Guidance.
Marital status	There is no difference in needs, experiences and priorities in respect of the Guidance.
Sexual orientation	There is no difference in needs, experiences and priorities in respect of the Guidance.
Men and Women generally	There is no difference in needs, experiences and priorities in respect of the Guidance.
Disability	<p>If a potential applicant has a disability or leaning difficulty (eg sight, hearing, dyslexia) it may have an impact within some stages of the assessment process ie presentation.</p> <p>In line with the Guidance, the Candidate Information Pack will include the option for an applicant to indicate if he/ she has any disability that may affect their performance at each stage of the process. Where this is indicated reasonable adjustments will be made to ensure that the applicant is not disadvantaged as a result of their indicated disability and any appropriate reasonable adjustments will be considered to support the applicant within the further stages of the assessment process.</p>
Dependants	There is no difference in needs, experiences and priorities in respect of the Guidance.

## Part 2

### SCREENING QUESTIONS

#### Introduction

17. In making a decision as to whether or not there is a need to carry out an equality impact assessment, consider questions 1-4 listed below.
18. If the conclusion is **none** in respect of all of the Section 75 equality of opportunity and/or good relations categories, then the decision may be to screen the policy out. If a policy is 'screened out' as having no relevance to equality of opportunity or good relations, please detail the reasons for the decision taken.
19. If the 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.
20. If the 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

21 (a) The policy is significant in terms of its strategic importance;

(b) 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;

- (c) 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;
- (d) 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;
- (e) The policy is likely to be challenged by way of judicial review;
- (f) The policy is significant in terms of expenditure.

### **In favour of 'minor' impact**

- 22 (a) The policy is not unlawfully discriminatory and any residual potential impacts on people are judged to be negligible;
- (b) 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;
- (c) 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;
- (d) By amending the policy there are better opportunities to better promote equality of opportunity and/or good relations.

## **In favour of none**

23 (a) The policy has no relevance to equality of opportunity or good relations.

(b) 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.

24. 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

<p>1. 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</p>		
Section 75 category	Details of policy impact	Level of impact? Minor/Major/None
Religious belief	None	None
Political opinion	None	None
Racial group	None	None
Age	None	None
Marital status	None	None
Sexual orientation	None	None
Men and Women generally	None	None
Disability	<p>If a potential applicant has a disability or learning difficulty (eg sight, hearing, dyslexia) it may have an impact within some stages of the assessment process ie presentation.</p> <p>In line with the Guidance, the Candidate Information Pack will include the option for an applicant to indicate if he/ she has any disability that may affect their performance at each stage of the process. Where this is indicated reasonable adjustments will be made to ensure that the applicant is not disadvantaged as a result of their indicated disability and any appropriate reasonable adjustments will be considered to support the applicant within the further stages of the assessment process.</p>	Minor – mitigated by consideration of appropriate reasonable adjustments
Dependants	<b>None</b>	<b>None</b>

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

<b>Section 75 category</b>	<b>If Yes, provide details</b>	<b>If No, provide reasons</b>
Religious belief	No	Applications will not be screened according to this category and any data recorded will be used for statistical purposes only.
Political opinion	No	As above
Racial group	No	As above
Age	No	As above
Marital status	No	As above
Sexual orientation	No	As above
Men and Women generally	No	As above
Disability	Yes – the Candidate Info pack allows an applicant to advise on any particular disability and consideration will be given to reasonable adjustments. Therefore potential applicants should not be discouraged or disadvantaged in making an application.	N/A
Dependants	No	Applications will not be screened according to this category and any data recorded will be used for statistical purposes only.

**3.** To what extent is the policy likely to impact on good relations between people of different religious belief, political opinion or racial group?  
 Minor/Major/None

<b>Good relations category</b>	<b>Details of policy impact</b>	<b>Level of impact Minor/Major/None</b>
Religious belief	None	N/A
Political opinion	None	N/A
Racial group	None	N/A

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

<b>Good relations category</b>	<b>If Yes, provide details</b>	<b>If No, provide reasons</b>
Religious belief	Yes – ensuring the advertisement of any vacancy is equally accessible to potential applicants of all religious beliefs.	N/A
Political opinion	Yes – ensuring the advertisement of any vacancy is equally accessible to potential applicants of all political opinion.	N/A
Racial group	Yes – ensuring the advertisement of any vacancy is equally accessible to potential applicants of all ethnic backgrounds.	N/A



## **Additional considerations**

### **Multiple identity**

25. 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? (*For example; disabled minority ethnic people; disabled women; young Protestant men; young lesbians, gay and bisexual people*).

**NO**

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

N/A

## Part 3

### Screening decision

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

If a potential applicant has a disability or leaning difficulty (eg sight, hearing, dyslexia) it may have an impact within some stages of the assessment process ie presentation.

In line with the Guidance, the Candidate Information Pack will include the option for an applicant to indicate if he/ she has any disability that may affect their performance at each stage of the process. Where this is indicated reasonable adjustments will be made to ensure that the applicant is not disadvantaged as a result of their indicated disability and any appropriate reasonable adjustments will be considered to support the applicant within the further stages of the assessment process.

28. If the decision is not to conduct an equality impact assessment, consider if the policy should be mitigated or an alternative policy be introduced.

Consideration of appropriate reasonable adjustments will be provided on a case by case basis to mitigate any potential applicant who may face a disadvantage during the assessment process.

29. If the decision is to subject the policy to an equality impact assessment, please provide details of the reasons.

N/A

30. Further advice on equality impact assessment may be found in a separate Equality Commission publication: "Practical Guidance on Equality Impact Assessment".

## Mitigation

31. 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.
32. Can the policy/decision be amended or changed or an alternative policy introduced to better promote equality of opportunity and/or good relations?
33. If so, give the **reasons** to support your decision, together with the proposed changes/amendments or alternative policy.

Consideration of appropriate reasonable adjustments will be provided on a case by case basis to mitigate any potential applicant who may face a disadvantage during the assessment process. This approach is in line with Section 13.1.15 of the Guidance document.

## Timetabling and prioritising

34. **Factors to be considered in timetabling and prioritising policies for equality impact assessment.**
35. 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.
36. 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	

37. **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.
38. Is the policy affected by timetables established by other relevant public authorities?
39. If yes, please provide details.

## Part 4

### Monitoring

40. Public authorities should consider the guidance contained in the Equality Commission's Monitoring Guidance for Use by Public Authorities (July 2007).
41. The Equality Commission recommends that where the policy has been amended or an alternative policy introduced, the public authority should monitor more broadly than for adverse impact (See Benefits, P.9-10, paras 2.13 – 2.20 of the Monitoring Guidance).
42. Effective monitoring will help the public authority identify any future adverse impact arising from the policy which may lead the public authority to conduct an equality impact assessment, as well as help with future planning and policy development.

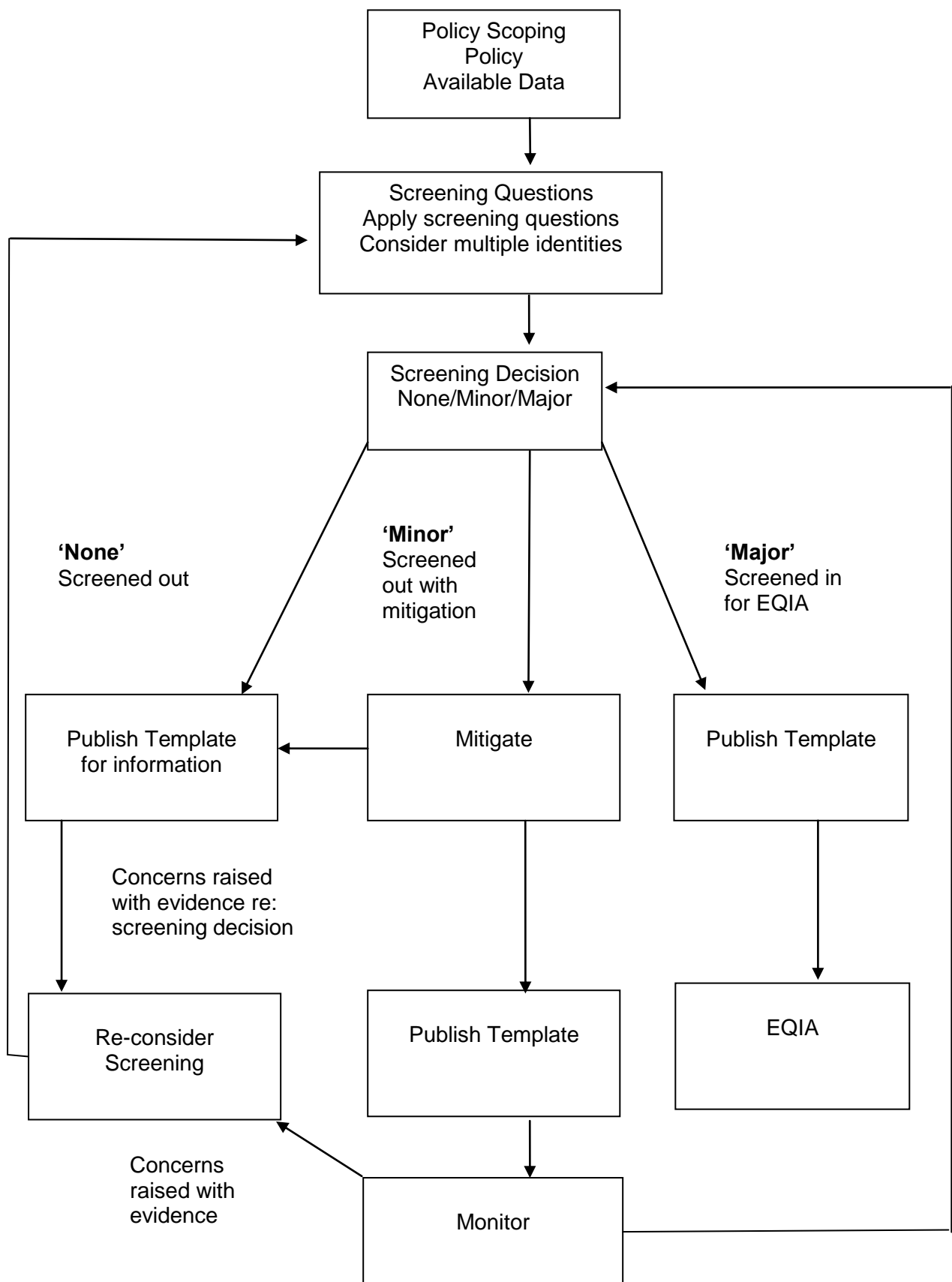
## Part 5

### Approval and authorisation

<b>Screened by:</b>	<b>Position/Job Title/ Organisation</b>	<b>Date</b>
<b>Terry McKeown</b>	<b>PSNI Appointments Manager, NIPB</b>	<b>4/7/19</b>
<b>Approved by:</b>		
<b>Amanda Stewart</b>	<b>Chief Executive - NIPB</b>	<b>4/7/19</b>

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.

## EQUALITY SCREENING FLOWCHART



## MAIN GROUPS IDENTIFIED AS RELEVANT TO THE SECTION 75 CATEGORIES

Category	Main Groups
Religious Belief	Protestants; Catholics; people of other religious belief; people of no religious belief
Political Opinion	Unionists generally; Nationalists generally; members/supporters of any political party
Racial Group	White people; Chinese; Irish Travellers; Indians; Pakistanis; Bangladeshis; Black Africans; Afro Caribbean people; people of mixed ethnic group, other groups
Age	For most purposes, the main categories are: children under 18; people aged between 18 and 65. However the definition of age groups will need to be sensitive to the policy under consideration. For example, for some employment policies, children under 16 could be distinguished from people of working age
Marital/Civil Partnership Status	Married people; unmarried people; divorced or separated people; widowed people; civil partnerships
Sexual Orientation	Heterosexuals; bisexual people; gay men; lesbians
Men and Women generally	Men (including boys); women (including girls); trans-gender and trans-sexual people
Persons with a disability and persons without	Persons with a physical, sensory or learning disability as defined in Schedules 1 and 2 of the Disability Discrimination Act 1995.
Persons with dependants and persons without	Persons with primary responsibility for the care of a child; persons with personal responsibility for the care of a person with a disability; persons with primary responsibility for a dependent elderly person.