# **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.

**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. 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:

Your School Your Club

Is this an existing, revised or a new policy?

Revised

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

Your School Your Club (YSYC) is an initiative to help promote community use of existing school sports facilities.

* To open the school estate and contribute to addressing sports facilities deficit through an investment in the physical improvement of school facilities.
* To increase (and/or sustain) participation in sport for clubs and the local community through investment in sports facilities located on the school estate.
* Increase opportunities for social engagement and interaction with the aim of reducing social isolation.
* Increase the number of community activities held at the facility.

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

Yes

If so, explain how:

All Section 75 categories will benefit from the investment aiming to deliver **Outcome 1: People in Northern Ireland adopting and sustaining participation in sport and physical recreation**. Accessible, Quality Infrastructure and Safety - 14. Advocate for and support the delivery of a modern, fit for purpose physical sports infrastructure to meet the local and regional needs of communities, and sports clubs in delivering increased, inclusive, and safe sustained participation in sport and physical recreation.

Who initiated or wrote the policy?

Sport Northern Ireland

Who owns and who implements the policy?

Sport Northern Ireland

**Implementation factors**

Are there any factors which could contribute to/detract from the intended aim/outcome of the policy/decision?

Yes

If yes, are they (please delete as appropriate)

Financial

In these times of economic austerity and budget constraints on Sport NI there is a limit on the resources available to achieve Sport NI’s Corporate Plan outcome and hence investment must be targeted in way to ensure best value for money.

**Main stakeholders affected**

Who are the internal and external stakeholders (actual or potential) that the policy will impact upon? (please delete as appropriate)

Staff

Sport NI

Service Users

Sports clubs and community organisations as well as members of the local community.

Other public sector organisations

Department for Communities, and other stakeholders across DAERA, and Department for Education, Education Authority, Chief Leisure Officers Association (CLOA).

Voluntary/community/trade unions

n/a

other, please specify:

n/a

Other policies with a bearing on this policy

* what are they?
* who owns them?

Sport Northern Ireland Corporate Plan

The Sport Northern Ireland Corporate Plan sets out the mission statement and outcomes which will focus its delivery across the period 2022-2026.

**Mission**: We are passionate about maximising the **power of sport** to change lives. By 2026 we want the power of sport to be recognised and valued by all.

**Outcome 1**: People adopting and sustaining participation in sport and physical activity.

**Outcome 2**: NI Athletes among the best in the world.

Sport NI believes the delivery of these outcomes will be with the implementation of a strategic approach to investing in appropriate renewable energy projects in clubs across Northern Ireland.

Northern Ireland Executive

Programme for Government

New Decade, New Approach

Department for Communities

Active Living; A Strategy for Sport and Physical Activity

DAERA

Environmental Strategy for NI, particularly Outcome 2 - Healthy and accessible environment and landscapes everyone can connect with and enjoy.

**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.

**Religious belief** evidence / information:  
We do not have information available to provide a breakdown of the religious beliefs of those participating in sport.

The 2021/22 Continuous Household Survey (CHS) included questions on participation in sport. The tables at <https://www.communities-ni.gov.uk/system/files/publications/communities/engagement-culture-arts-heritage-sport-by-adults-in-northern-ireland-202122.ods> present the findings from these questions.

The associated tables present participation levels relating to the S75 categories of religious background but only in relation to Catholic (43%), Protestant (42%) and Other (56%).

[The 2023/24 Continuous Household Survey (CHS)](https://www.communities-ni.gov.uk/publications/engagement-culture-arts-heritage-and-sport-by-adults-northern-ireland-202324) does not present the information of religious beliefs for the participants of adults who engaged in sports participation.

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**Political Opinion** evidence / information:

We do not have information available to provide a breakdown of the political opinion of those participating in sport. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Racial Group** evidence / information:

We do not have information available to provide a breakdown of the racial groups of those participating in sport. However, Sport NI throughout 2021 took part in a collaborative study with the 4 other UK Sports Councils commissioned the tackling Race and racial inequality study.

<https://equalityinsport.org/docs/Tackling%20Racism%20and%20Racial%20Inequality%20in%20Sport%20Review%202021-%20Tell%20Your%20Story.pdf>

A key finding in relation to NI was the lack of availably of information and data of those participating in sport.

Part of this report was the lived experience piece #Tellyourstory, this piece also states that:

*‘The final numbers provide sufficient data for the England analysis, and the in-depth 121 interviews conducted in Scotland, Northern Ireland and Wales gives some initial insights for these Countries. Low engagement may also indicate poor networks and relationships between the councils and local communities.’*

Grassroots sport in NI: a summary of participation and potential challenges

<http://www.niassembly.gov.uk/globalassets/documents/cal/committee-motions/grassroot-and-elite-sports-facilities/3.grassroots-sport-in-ni-a-summary-of-participation-and-potential-challenges.pdf>

<https://equalityinsport.org/docs/Tackling%20Racism%20and%20Racial%20Inequality%20in%20Sport%20Review%202021-%20Tell%20Your%20Story.pdf>

**Age** evidence / information:  
The 2021/22 Continuous Household Survey (CHS) included questions on participation in sport. The tables at <https://www.communities-ni.gov.uk/system/files/publications/communities/engagement-culture-arts-heritage-sport-by-adults-in-northern-ireland-202122.ods> present the findings from these questions.

The associated tables present participation levels relating to Age.

* 16-24- 62%
* 25-34- 58%
* 35-44- 56%
* 45-54- 46%

[The 2023/24 Continuous Household Survey (CHS)](https://www.communities-ni.gov.uk/publications/engagement-culture-arts-heritage-and-sport-by-adults-northern-ireland-202324) does not present the findings as per previous surveys. However, it does provide a percentage of adults who engaged in Sport participation.

|  |  |
| --- | --- |
| Year | Percentage of adults who engaged in Sport Participation |
| 2021-22 | 45% |
| 2022-23 | 48% |
| 2023-24 | 51% |

As a direct comparison this shows a 3% increase year on year of adults who have participated in Sport, this does not include walking.

In the Equality Impact assessment of the Corporate Plan we reviewed academic and other sources pertaining to Age in NI and beyond on their experiences of sport.

(2018) The Children’s Sport Participation and Physical Activity Study 2017- 2018 Ulster University, University College Dublin, University College Cork, University of Limerick.

*The CSPPA 2017-18 survey was expanded to include a representative sample of Northern Ireland pupils allowing comparison between the two jurisdictions. CSPPA provides a detailed picture of children and young peoples’ (10-18 years) participation in sport and physical activity in across seven domains including extracurricular sport, sport outside of school and sedentary behaviour. The determinants of participation in these activities were also explored. This report found that thirteen percent of Northern Irish children and youth met the recommended physical activity guidelines (20% primary school pupils, 11% post primary school pupils) of 60 minutes of moderate-to-vigorous physical activity (MVPA) per day. Fewer girls met the physical activity guidelines, compared to boys (10% vs. 16%). This gender difference was evident in both primary school (19% vs. 21%) and post primary school (7% vs. 14%) levels. Post-primary school girls had the lowest prevalence of meeting the physical activity guidelines, with only 7% obtaining ≥60 minutes of MVPA.*

(2015) Kids Life and Times and Young Life and Times Survey

*Kids Life and Times (KLT) & Young Life & Times Surveys (2015) which reported that 32% of P7 pupils were meeting physical activity guidelines compared to only 9% of 16-year-olds. These findings suggest that there has been a decline in physical activity in P7 children in Northern Ireland with the KLT (2015) reporting that 32% of P7 children were achieving the recommended physical activity guidelines compared with only 23% in the current study’s data.*

(2016) Young People and Sport In NI: A response to the 2015 Young Life and Times and Kids Life and Times surveys, Sport NI.

*The available evidence consistently shows that participation in sport reduces with age*

(2015) Marie H. Murphy, Niamh M. Murphy, Catherine Woods, Alan M. Neville, Aoife Lane, Prevalence and Correlates of Physical Inactivity in Community-Dwelling Older Adults in Ireland.

Females were over twice as likely to be inactive as their male counterparts (Odds Ratio 2.2). Increasing old age was associated with inactivity among males and females.

**Marital Status** evidence / information:  
The 2021/22 Continuous Household Survey (CHS) included questions on participation in sport. The tables at <https://www.communities-ni.gov.uk/system/files/publications/communities/engagement-culture-arts-heritage-sport-by-adults-in-northern-ireland-202122.ods> present the findings from these questions.

The associated tables present participation levels relating to Marital Status.

Married/ Cohabiting 48%

Single 48%

Widowed 15%

Separated/ Divorced 31%

[The 2023/24 Continuous Household Survey (CHS)](https://www.communities-ni.gov.uk/publications/engagement-culture-arts-heritage-and-sport-by-adults-northern-ireland-202324) does not present figures in relation to Marital Status.

**Sexual Orientation** evidence / information:  
We do not have information available to provide a breakdown of the sexual orientation of those participating in sport.

In our Corporate Plan consultation report we heard about:

*The invisibility of narrative on Trans inclusion and sexuality, the lack of athletes who are comfortable to come out, and the cultural normalisation of homophobic micro aggressions and unreported/reported Hate Crime presents serious barriers to accessibility into the sporting system. We have some examples of single identity teams, which struggle to sustain themselves.*

In the Equality Impact assessment of the Corporate Plan, we reviewed academic and other sources pertaining to the LGBTQIA+ in NI and beyond on their experiences of sport.

(2016) OUTstanding in your field: Exploring the needs of LGB&T people in rural Northern Ireland, Rainbow Project. (2015) Through Our Eyes: The housing and homeless experiences of lesbian, gay, bisexual and trans people in Northern Ireland, by The Rainbow Project and Council for the Homeless NI. (2013) Through Our Minds: Exploring the emotional health and well-being of lesbian, gay, bisexual and transgender people in Northern Ireland, by Malachai O’Hara. (2012) Multiple Identity; Multiple Exclusions and Human Rights: The experiences of people with disabilities who identify as Lesbian, Gay, Bisexual and Transgender people living in Northern Ireland, by Disability Action and The Rainbow Project. (2012) All Partied Out: Substance use in Northern Irelands Lesbian, Gay, Bisexual and Transgender Community, by Eoin Rooney. (2011) Making this Home my Home: Making nursing and residential care more inclusive for older lesbian, gay, bisexual and/or transgender people, by AgeNI and The Rainbow Project. (2011) Left Out Of The Equation: A report on the experiences of lesbian, gay and bisexual young people at school, by Gavin Boyd. (2011) Through Our Eyes: Experiences of Lesbian, Gay & Bisexual People in the Workplace, by Matthew McDermott. (2009) Through Our Eyes: Perceptions and Experiences of Lesbian, Gay and Bisexual People towards Homophobic Hate Crime and Policing in Northern Ireland, by John O’Doherty.

We note the Department for Communities screening assessment on their Active Living Strategy. The pre-consultation focus group meetings provided some anecdotal evidence and insight. These included:

* Access to facilities that offer exclusive access for certain groupings e.g. LGBT. Suitable changing facilities/regime
* Lack of understanding and knowledge of the needs of LGBTQ+ community
* People need to belong to belong to be motivated to participate in a group – many don’t and feel isolated because of their sexual orientation.
* LGBTQ+ sometimes feel you are being judged if for example the go to a gym.
* Transphobic abuse when walking. More comfortable walking in a different area
* Transgender issue is an issue across all sports.
* Individual sessions with separate changing facilities for those from the trans community needed.

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

The 2021/22 Continuous Household Survey (CHS) included questions on participation in sport. The tables at <https://www.communities-ni.gov.uk/system/files/publications/communities/engagement-culture-arts-heritage-sport-by-adults-in-northern-ireland-202122.ods> present the findings from these questions.

The associated tables present participation levels relating to the S75 categories of Religious background but only in relation to Women (53%), Men (37%).

(2019) Sport NI Club Survey and Sporting Clubs Investment

Sports Club Membership Split 65% male, 35% female. Female representation is particularly low in the 19 to 49 age bracket where the split is 71% male, 29% female. Coaches: The survey returns show there are 10,559 coaches, an average of 13 coaches per club, split 69% male 31% female. Nearly a third (32%) of all coaches are men in the 31-49 age bracket whilst women in this age bracket account for only 11% of all coaches. A similar picture is found in the over 50s age bracket. Overall, the gender ratio for coaches is 2.2 males for every 1 female.

[The 2023/24 Continuous Household Survey (CHS)](https://www.communities-ni.gov.uk/publications/engagement-culture-arts-heritage-and-sport-by-adults-northern-ireland-202324) does not present figures in relation to gender.

**Disability** evidence / information:

The 2021/22 Continuous Household Survey (CHS) included questions on participation in sport.

The tables at <https://www.communities-ni.gov.uk/system/files/publications/communities/engagement-culture-arts-heritage-sport-by-adults-in-northern-ireland-202122.ods> present the findings from these questions.

The associated tables present participation levels relating to Disability.

• Have a disability 29%

• Do not have a disability 52%

[The 2023/24 Continuous Household Survey (CHS)](https://www.communities-ni.gov.uk/publications/engagement-culture-arts-heritage-and-sport-by-adults-northern-ireland-202324) does not present figures in relation to adults who engaged in Sports participation with a disability.

(2015) Northern Ireland Assembly: Research and Information Service, Dr Dan Hull, Provision of sport for those with a disability

People with a disability in Northern Ireland exercise significantly less than those without a disability: 19% of people with disabilities participate regularly in physical activity, compared with 37% of non-disabled adults. Disability Sports NI has indicated that around 20% (or 360,000) of the population of Northern Ireland are considered to have a long-term limiting illness (currently used as a working definition of ‘disability’)

**Dependants** evidence / information:

The YSYC Programme addresses the needs of all categories and does not discriminate against any specific category. The programme will provide funding for facilities who draw their usership from across Northern Ireland. The aim of this programme is to enhance access to the school estate for local community use.

**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**

Sport NI acknowledges that community background is often reflected in sporting activities and interests. The different needs of communities will continue to be recognised and reflected in the distribution of resources. In terms of representation, Sport NI will continue to recognise the element of personal choice in relation to individuals representing Northern Ireland, Ireland or UK in international sport.

We note the Department for Communities screening assessment on their Active Living Strategy highlights needs and experiences of this group;

*‘Access to facilities on day/times to accommodate religious practices;*

*Being mindful of participation rates in activities that may be impacted as a result of cultural and religious practices e.g., females from some faiths or beliefs cannot take part in gym classes or swimming in the presence of men. The need for organised female only sessions to accommodate this’.*

**Political Opinion**

Sport NI acknowledges that community background is often reflected in sporting activities and interests. The different needs of communities will continue to be recognised and reflected in the distribution of resources. We note the Department for Communities screening assessment on their Active Living Strategy highlights needs and experiences of this group;

*‘Facilities that are neutral territory or locally accessible.*

*Making sure people feel safe and secure when using any facility or venue or recreation space – free from any type of territorial markings etc. that might discourage people from using facilities’*

**Racial Group**

Through the tackling Race and racial inequality study.

<https://equalityinsport.org/docs/Tackling%20Racism%20and%20Racial%20Inequality%20in%20Sport%20Review%202021-%20Tell%20Your%20Story.pdf>

The study summarised:

‘*In Scotland and Northern Ireland, we consider racism in sport exclusively and as an intersection with sectarianism. In Northern Ireland and, to a lesser extent Scotland the intersection of these phenomena affects ethnically diverse communities. Our forum facilitator described it as a “third wheel”. Historically, the impact of racism was considered of secondary importance to sectarianism, in Northern Ireland these issues are invisible’*

*The study found the communities of Northern Ireland the hardest to engage. Through a series of in-depth 1-2-1 interviews and several smaller group discussions, we pieced together the experience of racism for ethnically diverse sports participants. The Northern Ireland story of racism is nuanced by the long history of anti-Irish racism and the most recent struggles.*

*Clashes between communities have resulted in a closed, single identity community exhibiting high stress and anxiety levels. This translates to how racism might be expressed. The focus on Northern Ireland is community healing, but this does not include welcoming new ethnically diverse arrivals. People of colour, who look different represent a threat to identity, and ethnically diverse sports participants told stories of being actively excluded from day-to-day activities, sporting structures and performance pathways. These exclusionary practices are normalised.*

**The Sport NI Corporate Plan Consultation with Culturally diverse groups heard the following messages:**

We heard from culturally diverse groups about the perceived and structural barriers into the sporting system.

More concerning, we heard of some of the lived experiences expressed also to the Race and Racial Inequality In Sport study and reported conscious bias and micro aggressions in sporting environments.

We note the Department for Communities screening assessment on their Active Living Strategy highlights needs and experiences of this group, some of which are highlighted below:

Facilities that are neutral territory or locally accessible.

* Racial inequality in sports
* Lack of funding for ethnic minority sports and physical activities
* Lack of Refugees and Asylum Seekers integration programmes through sports
* Lack of capacity to develop grassroot sport
* Non-sustainability of sport groups due to lack of funding and capacity
* Underrepresentation of ethnic minority in government sports bodies/agencies

**Age**

There is a need to reduce the early stage focus from competition and ball sports to skill development across the PE curriculum range of sports, and to increase links to clubs.

Whilst 16-year-olds from less affluent background were least likely to say that a lack of time prevented them from being more active, they were disproportionately more likely to reference all other reasons, including: the cost involved; access to transport; the lack of knowledge about activities; and the lack of someone to go with to the activities. Sixteen-year-olds – in particular 16-year-old females – reported that a lack of time prevented them from taking part in more sport and physical activity, as also reported in 2015.

We note the Department for Communities screening assessment on their Active Living Strategy highlights needs and experiences of this group.

Access to facilities on day/times that suit. Safe facilities – well-lit etc

Older people:

* Accessibility issues including transport and lack of facilities in rural areas.
* Financial reasons - High Cost of public transport to and the cost of Sports and Physical Activity services e.g., would like to try golf but too expensive.
* Low motivation, confidence and self-esteem, being afraid of going to gym and into changing areas and being judged negatively by others.
* Having no-one to go to classes with and feeling self-conscious about attending alone - it’s easier in a group of people who know each other.
* Some walking clubs can be very regimented and cycling activities too competitive.
* Current lack of changing/showering facilities. Must arrive in sports gear.
* People with chronic pain are afraid to engage in any exercise in case it worsens their pain.
* Older men need more support to get engaged – getting out of the house.
* Health issues can impact people engaging in activity- fear.
* Need an advocate or buddy, better information and signposting.
* Need support to get active from professionals that older people can trust.
* Social interaction was as important as the physical exercise.
* Physiotherapists should be consulted more in recommending activities for people with chronic pain.
* More fun/non-competitive classes should be available.
* Need for older generation to obtain a digital knowledge to access online classes
* Provision of a volunteer led activity programme in care homes
* Population of older people is diverse and the needs of older people differ across age ranges, backgrounds, circumstances and communities.
* Planning for an ageing population composed of a diverse group of people across a wide age range including the oldest older people to promote participation in sport and physical activity
* Ensuring that the needs of all older people are met at key stages to maintain participation in sport and physical activity to support wellbeing and independence.
* Compliance with the DDA and UNCRPD mindful of the needs of people of all ages
* Promoting older people’s voice and engagement in developing, implementing and monitoring the strategy
* Linking with Age Friendly initiatives in local councils and the Active Ageing Strategy at the DfC
* Linking with the All Party Group (APG) on Ageing and Older People and the APG on Loneliness
* Linking with the Frailty Network at the PHA
* Linking with the Action Group on Loneliness Policy and developments for a strategy to address loneliness
* Learning from the lived experience of lockdown during the COVID-19 pandemic and developing cross agency and
* Sectoral initiatives developed in crisis to maintain physical and mental health and wellbeing
* Reflecting virtual as well as real experiences of sport and physical activity for older people
* Access and transport to sporting/physical activity opportunities
* Safe/priority access to classes/other mindful of vulnerability
* Designing opportunities appropriate to age and ability
* Cost of participation and access
* Volunteering opportunities and contribution
* Engaging carers to support participation of older people and selves
* Address loneliness and isolation
* Promote safety through greater mobility to reduce falls and frailty

**Young people:**

Poverty that creates stigma, insecurity and embarrassment. Listen and engage with children. Need to inspire young people in schools to engage in sport and PA, letting them have fun and co-designing curriculum with them.

Young people mentioned:

* lack of facilities large enough and nearby their homes.
* lack of choice of classes to participate in physical activity for their age group (17/18), or in their local area (in particular rural areas).
* cultural barriers: ‘’Catholics play hurling, Gaelic, Protestants play rugby, so this limits trying new things and we would like these opportunities.”
* too much focus on one particular sport in their area, and if you are not interested in that one sport, there is no support to try something else.
* sport is not inclusive and has stereotypes – not all sport is targeted towards both girls and boys.
* “Sports is targeted to those who already play sport but has limited opportunity to join as you get older.”
* Some people are reluctant to join an activity group on their own, as they feel it takes a lot of motivation and courage to do so.
* Having a disability, lack of accessibility and lack of availability are obstacles to participation.
* There are not enough teams or opportunities for people with disabilities
* Access to parks was also highlighted as a problem
* need for greater availability of a mix of activities for those with a range of abilities, especially those that may be less physically demanding. These should be inclusive or adapted for all. For example, badminton.
* more age banded activities.
* Boxing, Swimming, Gymnastics, Hurling, Basketball, Archery and Martial Arts were all suggested.
* activities that are new to them, as they want to try new activities, and this would encourage greater self confidence and self-esteem. Some sports are not a huge feature in some communities. Some young people might want a change from other sports they do.
* The transition between 14 and 16 into adulthood results in a lot of young people dropping out of sport and physical activity.
* Lack of outdoor spaces in many urban Primary schools
* Important that school facilities / pitches are open to the community in non-term time and out of school hours.
* Barriers included transport, confidence, self-esteem; lack of equality and stereotypes n some sports; cots; time commitment parasports- not enough awareness or opportunities; make school sport more exciting and fun; lack of awareness of the health benefits.

**Children:** Early years seen as the most important stage in building a lifestyle of being physically active – building fundamental movement skills, physical literacy and movement from birth is really important to develop good habits in later life. Play is physical movement.

Getting children off their devices… screen time. More focus on outdoor activities. Ability for families to afford to engage in sports and physical activity in terms of club and group fees, purchase of appropriate clothes, equipment and travel. Poverty that creates stigma, insecurity and embarrassment. Listen and engage with children.

Build partnerships with local sporting organisations to offer low cost/no cost access to children and families. Greater accessibility of access particularly for those that disabled, additional needs, newcomer families.

**Older People**

The older people focus group, and other consultee comments concerning older people, considered the range of adapted sports that could be offered for older people from clubs, such as dander football, walking netball, Nordic walking, table tennis, yachting, bowls, fishing etc. Lack of information and communication were key issues for this generation. The clear rationale was provided from evidenced research that fitness in older people staved off illness such as dementia and early intervention was a cost saving for the health service.

**Marital status**

We note the Department for Communities screening assessment on their Active Living Strategy highlights needs and experiences of this group:

* Access to facilities on day/times that suit.
* Working with parents to get them more engaged in working with the children in sports and physical activity.

**Sexual orientation**

The YSYC Programme addresses the needs of all categories and does not discriminate against any specific category. The programme will provide funding for facilities who draw their usership from across Northern Ireland. The aim of this programme is to enhance access to the school estate for local community use.

**Men and Women Generally**

The programme will provide more participation opportunities - The development of more opportunities for social and recreational sport and/or physical activity is a factor that would encourage and sustain participation.

Those from rural areas described the challenges they faced such as lack of choice of sports, transport issues and social isolation.

**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 which are given on pages 66-68 of this Guide.

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**

The policy has no relevance to equality of opportunity or good relations.

1. 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 equality of opportunity | Minor/Major/None |
| Religious belief | 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; | Minor |
| Political Opinion | Minor |
| Racial Group | Minor |
| Age | Minor |
| Marital Status | Minor |
| Sexual Orientation | Minor |
| Gender | Minor |
| Disability | Minor |
| Dependency | Minor |

1. **Are there opportunities to better promote equality of opportunity for people within the Section 75 equalities categories?** Yes/No

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

|  |  |  |
| --- | --- | --- |
|  | Details of the likely policy impacts on equality of opportunity | Minor/Major/None |
| Religious belief | The programme aims to create more opportunities and improve access to facilities for all people, irrespective of their Section 75 category. | Minor |
| Political Opinion | Minor |
| Racial Group | Minor |
| Age | Minor |
| Marital Status | Minor |
| Sexual Orientation | Minor |
| Gender | Minor |
| Disability | Minor |
| Dependency | Minor |

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**: (insert text here)

What is the level of impact? Minor / Major / None (circle as appropriate)

|  |  |  |
| --- | --- | --- |
|  | Details of the likely policy impacts on equality of opportunity | Minor/Major/None |
| Religious belief | The programme aims to create more opportunities and improve access to facilities for all people, irrespective of their Section 75 category. Sport and physical activity provide common ground for people of different religious belief, political opinion or racial group to associate. As such, the investment aims to have a positive impact on good relations | Minor |
| Political Opinion | Minor |
| Racial Group | Minor |
| Age | Minor |
| Marital Status | Minor |
| Sexual Orientation | Minor |
| Gender | Minor |
| Disability | Minor |
| Dependency | Minor |

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:

|  |  |  |
| --- | --- | --- |
|  | Details of the likely policy impacts on equality of opportunity | Minor/Major/None |
| Religious belief | The programme aims to create more opportunities and improve access to facilities for all people, irrespective of their Section 75 category. Sport and physical activity provide common ground for people of different religious belief, political opinion or racial group to associate. As such, the investment aims to have a positive impact on good relations | Minor |
| Political Opinion | Minor |
| Racial Group | Minor |
| Age | Minor |
| Marital Status | Minor |
| Sexual Orientation | Minor |
| Gender | Minor |
| Disability | Minor |
| Dependency | Minor |

**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?

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

**The programme aims to create more opportunities and improve access to facilities for all people, irrespective of their Section 75 category, including those with multiple identities.**

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

The investment will have a positive impact on each individual category and by extension, those with multiple identities.

The investment aims to improve sport facilities across Northern Ireland for all within the local community in which the school estate is located.

**Part 3. Screening decision**

In light of your answers to the previous questions, do you feel that the policy should: (please underline one)

1. **Not be subject to an EQIA**

2. Not be subject to an EQIA (with mitigating measures /alternative policies)

3. Be subject to an EQIA

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

**Sport NI has decided that it is not necessary to conduct an equality impact assessment. This decision is made on the basis that the policy will help further promote equality of opportunity and as none of the categories are adversely affected by this policy.**

If the decision is not to conduct an equality impact assessment the public authority should consider if the policy should be mitigated or an alternative policy be introduced - please provide details.

**n/a**

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

**n/a**

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: Practical Guidance on Equality Impact Assessment.

**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?

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

**n/a**

**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 | N/A |
| Social need | N/A |
| Effect on people’s daily lives | N/A |
| Relevance to a public authority’s functions | N/A |

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**

Public authorities should consider the guidance contained in the Commission’s Monitoring Guidance for Use by Public Authorities (July 2007).

The 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).

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.

**All facilities will be monitored to ensure that they are open to the local community outside of school hours. The profile of users is not collected and would depend entirely upon the social demographic of the local community. The opening of the facility will not change this demographic but provide increased opportunities for local people irrespective of their social demographic.**

**Part 5 - Approval and authorisation**

Screened by: Aaron McGrady

Position/Job Title: Deputy Principal

Date: 04/09/2024

Approved by: Rebecca Hope

Position/Job Title: Interim Director of Sport

Date: 06/10/25

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.