



SCREENING FORM

Background

Under Section 75 of the Northern Ireland Act 1998, the FE Sector is required to have due regard to the need to promote equality of opportunity:

- between persons 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.

Without prejudice to the obligations set out above, the FE Sector is also required to have regard to the desirability of promoting good relations between persons of different religious belief, political opinion or racial group.

Belfast metropolitan College's (Belfast Met) 2nd Generation Equality Scheme was approved by the Equality Commission in January 2012. The College is committed to equality screening all policy decisions.

Screening

The College uses the tools of screening and equality impact assessment to assess the likely impact of a policy on the promotion of equality of opportunity and good relations.

Equality Commission guidance states:-

'In the context of Section 75, **'policy'** is very broadly defined and it covers all the ways in which we carry out or propose to carry out our functions in relation to Northern Ireland. In respect of this Equality Scheme, the term policy is used for any

(proposed/amended/existing) strategy, policy initiative or practice and/or decision, whether written or unwritten and irrespective of the label given to it, eg, 'draft', 'pilot', 'high level', or 'sectoral'.

Completion of this equality screening exercise will lead to one of the following three outcomes:-

- the policy has been 'screened in' for equality impact assessment
- the policy has been 'screened out' of an equality impact assessment but with mitigation measures or alternative policy has been proposed
- the policy has been 'screened out' of an equality impact assessment without mitigation measures or an alternative policy has been proposed.

Mitigation – Where an assessment (screening in this case) reveals that a particular policy has an adverse impact (or is likely to have an adverse impact) on equality of opportunity and good relations, a public authority must consider ways of delivering the policy outcomes which have a less adverse effect on the relevant Section 75 categories.

Policy Title	Fire Safety Policy.
Screening Date	9/2/17
Screening outcome (to be inserted after the completion of this form)	Option 1 - None required as the policy does not in way disadvantage the groups listed in section 75 but actually ensures equality of service to all BMC students, staff and regular visitors who have a level of disability such that they need assistance to evacuate a building in an emergency.
Date submitted to the Equality and Good Relations officer	9/2/17

1.0 Information about the policy

Name of the policy Fire Safety Policy.

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

Aim and Description of Policy – What is it trying to achieve: how will this be achieved i.e. key elements: what are the key considerations e.g. financial, legal.

To comply with the statutory duty requirements under The Fire Safety Regulations (Northern Ireland) 2010 and the Health & Safety at Work (Northern Ireland) Order 1978 and all subsequent and subordinate legislation to provide a robust fire safety framework which will be implemented to secure the safety and wellbeing of everyone within the College community and to protect the College's assets.

Who owns and who implements the policy?

The Fire Safety Policy is owned by the Executive Team. The Executive Team are also responsible for ensuring its management and implementation throughout the organisation.

1.1 Implementation factors

a) What are the factors that would detract from the achievement of the aims of the Policy?

Are they:-

x	Financial
	Legislation
x	Communication
x	Staff Development
x	Consistent approach

Other – please specify:-

This policy requires detailed full support and implementation from all staff listed as having a responsibility in the policy.

b) What action is necessary to ensure that the aims/outcomes of the policy are met?

A detailed training plan developed to communicate the Policy.

All staff who are listed as having a responsibility must be made aware of their responsibilities. These staff must fully support this policy and implement as necessary.

A review mechanism developed to ensure that the Policy is understood, remains relevant and is being implemented effectively.

A consistently sufficient number of staff are trained as fire marshals, fire wardens and in the use of an Evac Chair.

1.2 Main stakeholders affected

Who are the internal and external stakeholders (actual or potential) that the policy will impact upon and who need to be consulted with as part of the equality consultation.

Please tick

x	Governing Body
x	Managers/staff
x	staff
x	Students/service users
	other public sector organisations
	voluntary/community/trade unions
	other, please specify:- Regular visitors who have a disability that prevents them from evacuating a building.

Detail any consultation that has taken place with stakeholders in the development of this policy in respect of equality of opportunity and good relations.

Draft Fire Safety policy will be presented to the Good to Great team in February 2017 for approval.

1.3 Other college policies that relate to this policy

Policies:-	Local policies/Sector policies
Health and Safety Policy	Local
Draft PEEP Policy	Local
Disability policy	Sector
Equal Opportunity Policy	Local
Equality Opportunity Policy for students	Local

1.4 Available evidence

Evidence to help inform the screening process may take many forms. We must ensure that our screening decision is informed by relevant data. This can be obtained from MIS (quantitative data) or evidential/qualitative data (surveys, reports, conversations etc).

What evidence/information (both qualitative and quantitative) have you gathered to inform this policy? Specify details below.

It is BMC policy to do several emergency evacuation drills on each campus per year. On some of the resulting emergency evacuations reports it states:

- 1. There is an insufficient number of, fire wardens, and staff trained in the use of**

an Evac Chair

2. Person(s) with a disability were at a Refuge Area but there was no procedures in place to move them to a place of safety outside the building.
3. Person with a disability, who could not evacuate a building unaided, did not know what to do when the emergency evacuation alarm sounded.
4. Person with a disability did not have a PEEP (Personal Emergency Evacuation Plan).
5. Person with a severe sight impairment found trying to vacate the building unaided.

Student made a request to his lecturer asking for a PEEP and lecturer did not know what to do.

1.5 Needs, experiences and priorities

Taking into account the information referred to above, what considerations are essential to ensure those in the following categories can achieve equal access/fair participation in relation to this policy, and what actions the College will take to address these considerations?

(considerations may include access to courses (e.g. those with caring responsibility – action could be timetabling courses at different times, provision of crèche facilities, distance learning, use of Blackboard and technology); Some faith groups need prayer time which may fall during a lesson – Action to promote equality is to ensure Attendance policy incorporates permission for approved absences for students).

Section 75 category	Details of needs/experiences/priorities	
	Consideration*	Actions to promote equality**
Religious belief	N/A	N/A
Political opinion	N/A	N/A

Racial group	N/A	N/A
Age	<p>Procedures must be in place, for people of any age, which ensure all people can safely evacuate a BMC Campus.</p> <p>The implementation of this policy will ensure the completion of PEEPs for all frequent building users of any age who cannot evacuate a building unaided. This will mean that tried and tested procedures will be put in place to ensure that all building users of any age can get to a place of safety outside the building in the event of an emergency evacuation.</p>	<p>Appoint and train a sufficient number of fire wardens.</p> <p>The development of robust procedures and a communication and training plan to ensure effective implementation of this, and the PEEP, policy</p>
Marital status	N/A	N/A
Sexual orientation	N/A	N/A
Men and women generally	N/A	N/A
Disability	<p>Procedures must be in place, for all people with a disability, which ensure they can safely evacuate a BMC Campus.</p> <p>The implementation of this policy will ensure:</p> <ul style="list-style-type: none"> • a sufficient number of fire wardens are appointed and trained. • a sufficient number of staff are trained in the use of an Evac Chair 	<p>Appoint and train a sufficient number of fire wardens.</p> <p>The development of robust procedures and a communication and training plan to ensure effective implementation of this, and the PEEP, policy</p>

	<ul style="list-style-type: none"> the completion of PEEPs for all frequent building users who cannot evacuate a building unaided. This will mean that tried and tested procedures will be put in place to ensure that all building users, including those people with a disability, can get to a place of safety outside the building in the event of an emergency evacuation. 	
Dependants	N/A	N/A

Part 2

Introduction

Having collated relevant information in relation to Part 1, it is now necessary to use this information when making a decision as to whether or not there is a need to carry out an equality impact assessment.

In assessing the questions in Section 2 it will be necessary to determine the impact of the policy in respect of Section 75.

If the college's conclusion is that there is a **major** impact 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 college's conclusion is that there is a **minor** impact 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.

If the college's conclusion is that there is no impact, i.e. **none** in respect of all of the Section 75 equality of opportunity and/or good relations categories, then the College may decide that the policy does not have any adverse impact or is likely to have any adverse impact on any of the Section 75 equality or good relations categories, then the policy is 'screened out'. If a policy is 'screened out' as having no relevance to equality of opportunity or good relations, the College must document the reasons for that decision in the screening form.

Reasons/Factors

'Major' impact

- 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 (i.e. more than one equality category is impacted);
- e) The policy is likely to be challenged by way of judicial review;
- f) The policy is significant in terms of expenditure.

'Minor' impact

- 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 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.

None

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

- a) 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.

2.0 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? (major/ minor/ none)		
Section 75 category	Details of policy impact	Level of impact? major/minor/none
Religious belief	N/A	N/A
Political opinion	N/A	N/A
Racial group	N/A	N/A
Age	The impact of this policy is major but in a positive way if communicated and implemented properly. The opposite applies if detailed procedures are not communicated effectively nor implemented properly and consistently.	Major (positive)
Marital status	N/A	N/A
Sexual orientation	N/A	N/A
Men and women generally	N/A	N/A

Disability	The impact of this policy is major but in a positive way if communicated and implemented properly. The opposite applies if detailed procedures are not communicated effectively nor implemented properly and consistently.	Major (positive)
Dependants	N/A	N/A

2 Are there opportunities to better promote equality of opportunity for people within the Section 75 equalities categories?		
Section 75 category	If Yes, provide details	If No, provide reasons
Religious belief	N/A	N/A
Political opinion	N/A	N/A
Racial group	N/A	N/A
Age	Yes. Through the effective communication and implementation of this policy and supporting procedures.	N/A
Marital status	N/A	N/A
Sexual	N/A	N/A

orientation		
Men and women generally	N/A	N/A
Disability	Yes. Through the effective communication and implementation of this policy and supporting procedures.	N/A
Dependants	N/A	N/A

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		
Good relations category	Details of policy impact	Level of impact major/minor/none
Religious belief		None
Political opinion		None
Racial group		None

4 Are there opportunities to better promote good relations between people of different religious belief, political opinion or racial group?		
Good relations category	If Yes, provide details	If No, provide reasons
Religious belief		No. Belfast Met already has robust procedures and policies that promote good relations between people of different religious beliefs.
Political opinion		No. Belfast Met already has robust procedures and policies that promote good relations between people of different political opinions.

Racial group		No. Belfast Met already has robust procedures and policies that promote good relations between people of different racial groups.
--------------	--	---

5. Is there a better opportunity to promote positive attitudes towards people with a disability or encourage participation of people with a disability in public life? (as required by the DDA 1995 as amended)		
	If Yes, provide details	If No, provide reasons
Disability	<p>If this policy is fully implemented BMC staff will notice how few (as a proportion of all staff and students) people with a disability actually need assistance to evacuate a building and how keen they are to maintain their independence in all situations.</p> <p>BMC building users who need assistance to evacuate a building during an emergency evacuation will be greatly reassured knowing that there is now a sufficient number of fire wardens and a means to get them to a place of safety outside the building without the assistance of the NIFRS. Staff are constantly told they are BMC's greatest asset. The implementation of this policy will reaffirm this statement.</p>	

Part 3

3.0 Screening decision

Option 1 (no impact)	If the decision is not to conduct an equality impact assessment, please details the reasons.	Enter screening decision below:- None required as the policy does not in way disadvantage the groups listed in section 75 but actually ensures equality of service to all BMC students, staff and regular visitors who have a level of disability such that they need assistance to evacuate a building in an emergency.
Option 2 (minor impact)	If the decision is not to conduct an equality impact assessment the public authority should consider if the policy should be mitigated i.e. the risks should be managed down, or an alternative policy be introduced. Please document the reasons at 3.1 below.	Enter screening decision below:-
Option 3 (major impact)	If the decision is to subject the policy to an equality impact assessment, please detail the reasons.	Enter screening decision below:-

If Option 1 is identified proceed to Part 4 of the form.

If Option 2 is identified proceed to 3.1 Mitigation (minor impact).

If Option 3 is identified proceed to 3.2 EQIA - Timetabling and prioritising

3.1 Mitigation (minor impact)

When the college concludes that the likely impact is 'minor' and an equality impact assessment is not to be conducted, the college may consider mitigation (or managing down the risk) to lessen the severity of any negative equality impact, or alternatively introduce 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?

Yes/No (please delete as appropriate). If no please proceed to 3.2

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

The actions to be taken forward to mitigate/manage down the impact of this policy decision are as follows:-

If No, please proceed to 3.2 as an EQIA is necessary.

3.2 EQIA - Timetabling and prioritising

An Equality Impact Assessment (EQIA) is a mechanism where existing and proposed policies are assessed in order to determine whether they have an adverse impact on

equality of opportunity and/or good relations for the Section 75 categories. EQIA's require the analysis of both quantitative and qualitative data (explained earlier).

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	3
Social need	1
Effect on people's daily lives	1
Relevance to College functions	1

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?
No

If yes, please provide details

The Fire Safety regulations (NI) 2010 – effective 15/11/10 - state that the college must have procedures in place to ensure all building occupants can get to a place of safety

outside the building in the event of an emergency.

Part 4

4.1 Monitoring

Equality monitoring is a legal obligation under our Equality Scheme. Equality monitoring is more than data collection, it is also about analysing information that is relevant to, and necessary for, promoting equality of opportunity and good relations. Monitoring is an ongoing process, the objective of which is to highlight possible inequalities and why these might be occurring. Monitoring will allow the college demonstrate that its services are accessible to all sections in the community and how it has adapted services to better meet the needs of specific users and community groups thereby widening participation.

More detailed guidance can be provided by the Equality and Good Relations Officer mcoffey@belfastmet.ac.uk/ 90265456 or through the Equality Commissions'

Monitoring Guidance

<http://www.equalityni.org/archive/pdf/S75MonitoringGuidance0707.pdf>.

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).

Effective monitoring will help the college identify any future adverse impact arising from the policy which may lead the college to conduct an equality impact assessment, as well as help with future planning and policy development.

As part of the monitoring qualitative and quantitative data may be used.

Please state monitoring proposals below:

What will be monitored?	What is the timescale?	Who will monitor the impact?
The implementation of Fire Safety policy	Annual	Estate Compliance Officer, HoDs, Health & Safety Committees and Good to Great Team

Reporting on Monitoring (insert college arrangements)

The E&FM Compliance Officer will on a regular basis:


1. Audit Fire Safety Management on all BMC Campuses
2. Review emergency evacuation reports and fire incident reports and report any identified deficiencies.

HoDs and HR/Centre of Excellence should ensure Fire Safety Training is incorporated in to staff inductions and that these inductions are recorded and happen in a timely manner.

Part 5

Signing off of Screening form for the policy.

Signed  Date: 9/9/19.

Signed  Date: 10/9/19

Signed _____ Date: _____

