EQUALITY SCREENING PRO - FORMA

Policy Title: Health and Safety - Children on University Premises - Procedure

Decision: Screen out for EQIA

Contact: Geoff Gillan, Head of Health, Safety and Wellbeing

Date of Completion: 20 June 2025

Part 1: Policy Scoping

Information about the policy

Name of the Policy
Health and Safety - Children on University Premises - Procedure

Is this an existing, revised, or new policy?
Revised

What is it trying to achieve?
The purpose of this procedure is to ensure the health, safety and wellbeing of children when on campus.

Are there any Section 75 categories which might be expected to benefit from the policy? If so, explain how below.
No, the procedure applies to everyone regardless of their Section 75 category.

Who initiated or wrote the policy?
Ulster University Health Safety and Wellbeing Committee

Who owns and implements the policy?
The Chief People Officer owns the procedure. All staff and students are responsible for implementing the procedure.

Implementation factors

Are there any factors which could contribute to or weaken the intended aim or outcome of the policy?

Yes

If yes, are they financial, legislative or other?

Legislative: Any changes to the relevant legislation or guidance.

Other: Lack of compliance by the Supervising Adult or by those organising the attendance on campus.

Main stakeholders affected

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

- Staff
- Students
- Other service users (for example: prospective students, visitors or conference delegates; a child studying in the library)
- Trade Unions

Other policies with a bearing on this policy

Policy: People, Place and Partnership: Delivering Sustainable Futures for All Strategy
Policy owner: Vice-Chancellor

Policy: Health, Safety and Wellbeing Policy
Policy owner: Chief People Officer

Policy: Risk Assessment Procedure
Policy owner: Chief People Officer

Policy: Accident, Reporting and Investigation Policy
Policy owner: Chief People Officer

Policy: Fire and Emergency Procedures
Policy owner: Chief People Officer

Policy: Safeguarding Children and Adults at Risk of Harm Policy
Policy owner: University Secretary

Available evidence

What evidence or information (both qualitative and quantitative) have you gathered to inform this policy? Please specify details for each of the Section 75 categories below.

Religious Belief

The University's EO data were reviewed. On 6 February 2023, our staff profile was 51.4% Catholic and 48.6% Protestant. Compared with 6 February 2018, this indicates a 4.1% increase in Catholic staff.

In the Academic Year (AY) 2022/23, 60.2% of our students identified as Christian and 11.0% identified as having 'No religion'. Compared with AY2017/18, 76.1% identified as Christian and 13.5% identified as having 'No religion'.

Political Opinion

The University does not collect information on Political Opinion or make assumptions regarding Political Opinion based on Community Background.

Racial Group

The University's EO data were reviewed. On 6 February 2023, our staff profile was 93.5% White, 6.5% Black and Minority Ethnic (BME). This indicates a 1.8% increase in BME staff compared with 2018.

In AY2022/23, 11.2% of students identified as BME. This indicates a 6.7% increase in BME students compared with AY2017/18.

Our BME profile suggests that we are twice as diverse as the local population. The Northern Ireland Census 2021 suggests that 3.4% of the NI population is BME.

Age

The University's EO data were reviewed. On 6 February 2023, almost one third (32.1%) of our staff were in the '46-55' age band. 25.4% of staff were in the '36-45' age band and 26.7% of staff were aged '56 and above', which represents a 4.4% increase in '56 and above' compared to 2018 (22.3%).

In AY2022/23, the majority of students (65.7%) were aged 21 and under 40. This indicates a 1.4% increase in students within this age band compared with AY2017/18.

Marital Status

The University's EO data were reviewed. In February 2023, 57.1% of staff were 'Married or in a Civil Partnership', a decrease of 6.7% compared to 2018 (63.8%).

In AY2022/23, 63.2% of students were 'Single', 15.1% decrease compared with AY2017/18 (78.3%).

Sexual Orientation

The University's EO data were reviewed. In 2023, 72.2% of staff were 'Heterosexual'; 3.6% were 'LGBT+' and 24.2% were 'Not Known'.

Although we collect student data on sexual orientation, this is not considered to be reliable.

Men and Women generally

The University's EO data were reviewed. In 2023, 57.9% of staff were 'Female'. This indicates a 2.6% increase in female staff compared with 2018.

In AY2022/23, 57.2% of students were 'Female', a 1% increase compared with AY2017/18.

Disability

The University's EO data were reviewed. In 2023, 5.6% of staff declared a disability, an increase of 0.5% compared with 2018.

In AY2022/23, 15.5% of students declared a disability, an increase of 5.1% compared with AY2017/18.

Our disability declaration rate is lower than expected, compared with the local population. The NI Census (2021) found that 24% of the NI population stated that their day-to-day activities were limited because of a health problem or disability.

Dependants

The University's EO data were reviewed. In 2023, 44.1% of staff had dependants. This indicates a decrease of 4.3% compared with 2017.

In AY2022/23, 13.3% of students declared they had dependants, a decrease of 4.4% compared to AY2017/18.

Needs, experience 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 or decision?

Religious Belief
None identified

Political Opinion
None identified

Racial Group
None identified

Age
None identified

Marital Status
None identified

Sexual Orientation
None identified

Men and Women generally
None identified

Disability
None identified

Dependants
None identified

Consultation

Consultation with relevant groups, organisations or individuals about the policy can provide useful information about issues or opportunities which are specifically related to them (that is evidence to inform the policy).

Please indicate whether you carried out or intend to carry out any consultation exercises prior to equality screening?

Yes

The following groups were consulted as part of development of the Children on University Premises Procedure:

- Health, Safety and Wellbeing Team
- Trade Unions
- University Health Safety and Wellbeing Committee
- Senior Leadership Team

Part 2: Screening questions

Introduction

The answers to the following screening questions will assist the University in making a decision whether or not there is a need to carry out an equality impact assessment on the policy. The following information is provided to help you to identify and comment on the level of likely impact of the policy in question 1 to 4.

Select 'major' impact if:

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

b) Potential equality impacts are unknown, because, for example, there are 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.

Select 'minor' impact if:

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 opportunities 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;

e) Differential impact observed and opportunities exist to better promote equality of opportunity and/or good relations.

Select 'none' if:

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.

Taking into account the evidence presented in Part 1, please complete the screening questions (Question 1 to 4).

Screening questions

1. What is the likely impact on equality of opportunity for those affected by this policy, for each of the Section 75 categories?

Details of the likely policy impacts on **Religious Belief**

This procedure is unlikely to impact on equality of opportunity for this category as it is technical in nature.

Level of impact
None

Details of the likely policy impacts on **Political Opinion**

This procedure is unlikely to impact on equality of opportunity for this category as it is technical in nature

Level of impact
None

Details of the likely policy impacts on **Racial Group**

This procedure is unlikely to impact on equality of opportunity for this category as it is technical in nature

Level of impact
None

Details of the likely policy impacts on **Age**

This procedure is unlikely to impact on equality of opportunity for this category as it is technical in nature

Level of impact
None

Details of the likely policy impacts on **Marital Status**

This procedure is unlikely to impact on equality of opportunity for this category as it is technical in nature

Level of impact
None

Details of the likely policy impacts on **Sexual Orientation**

This procedure is unlikely to impact on equality of opportunity for this category as it is technical in nature

Level of impact
None

Details of the likely policy impacts on **Men and Women generally**

This procedure is unlikely to impact on equality of opportunity for this category as it is technical in nature

Level of impact
None

Details of the likely policy impacts on **Disability**

This procedure is unlikely to impact on equality of opportunity for this category as it is technical in nature

Level of impact
None

Details of the likely policy impacts on **Dependants**

This procedure is unlikely to impact on equality of opportunity for this category as it is technical in nature

Level of impact
None

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

Religious Belief

No, this procedure is technical in nature and will have no bearing in terms of its likely impact on equality of opportunity

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Political Opinion

No, this procedure is technical in nature and will have no bearing in terms of its likely impact on equality of opportunity

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Racial Group

No, this procedure is technical in nature and will have no bearing in terms of its likely impact on equality of opportunity

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Age

No, this procedure is technical in nature and will have no bearing in terms of its likely impact on equality of opportunity

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Marital Status

No, this procedure is technical in nature and will have no bearing in terms of its likely impact on equality of opportunity

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Sexual Orientation

No, this procedure is technical in nature and will have no bearing in terms of its likely impact on equality of opportunity

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Men and Women generally

No, this procedure is technical in nature and will have no bearing in terms of its likely impact on equality of opportunity

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Disability

No, this procedure is technical in nature and will have no bearing in terms of its likely impact on equality of opportunity

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Dependants

No, this procedure is technical in nature and will have no bearing in terms of its likely impact on equality of opportunity

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3. To what extent is the policy likely to impact on good relations between people of different religious belief, political opinion or racial group?

Religious Belief
Details of the likely policy impacts on **Religious Belief**

This procedure is unlikely to impact on good relations between people of different religious belief as it bears no relation to good relations

Level of impact
None

Political Opinion
Details of the likely policy impacts on **Political Opinion**

This procedure is unlikely to impact on good relations between people of different political opinion as it bears no relation to good relations

Level of impact
None

Racial Group
Details of the likely policy impacts on **Racial Group**

This procedure is unlikely to impact on good relations between people of different racial group as it bears no relation to good relations

Level of impact
None

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

Religious Belief

No, this procedure is technical in nature and bears no relation to good relations

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Political Opinion

No, this procedure is technical in nature and bears no relation to good relations

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Racial Group

No, this procedure is technical in nature and bears no relation to good relations

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Additional considerations

Multiple identity

5. Generally speaking, people can fall into more than one Section 75 category. Taking this into consideration, are there any potential impacts of the policy or decision on people with multiple identities? (For example, disabled minority ethnic people; disabled women; young Protestant men, and young lesbians, gay and bisexual people).

No, this procedure is technical in nature and will have no bearing in terms of its likely impact on equality of opportunity

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Disability Duties

6. Does the policy provide an opportunity to encourage disabled people to participate in University life?

   No, the procedure is technical in nature

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7. Does the policy provide an opportunity to promote positive attitudes towards disabled people?

   No, the procedure is technical in nature

Part 3: Screening decision

Based on the evidence considered and outlined in Part 1 and the responses to the screening questions (Part 2), please indicate the screening decision for this policy.

Note: The University should take particular care not to screen out policies that have a procurement aspect if there is potential to promote equality of opportunity through the procurement of services.

☐ **Screen in** the policy (that is, subject to an Equality Impact Assessment). The likely impact is **major** in respect of one, or more of the equality of opportunity or good relations categories.

☒ **Screen out** the policy without mitigation or an alternative policy proposed to be adopted (that is, **no** Equality Impact Assessment). The likely impact is **none** in respect of all of equality of opportunity or good relations categories.

☐ **Screen out** the policy and **mitigate the impacts on equality** by **amending or changing the policy**, or by **developing an alternative policy or action** (that is, **no** Equality Impact Assessment). The likely impact is **minor** in respect of one or more of the equality of opportunity or good relations categories.

If the decision is to subject the policy to an equality impact assessment (that is, 'screen in' the policy), please provide details of the reasons.

Not applicable

If the decision is not to conduct an equality impact assessment (that is, 'screen out' the policy), please provide details for the reasons.

The likely impact is '**none**' in respect of all of the equality of opportunity and/or good relations categories.

The purpose of this procedure is to ensure the health, safety and wellbeing of children when on University premises.

In line with University policy, the procedure will be reviewed 2 years after it has been implemented and if necessary amended.

If the decision is not to conduct an equality impact assessment (that is, 'screen out' the policy), and mitigate the impacts on equality of opportunity by amending or changing the policy, or by developing an alternative policy or action, please provide reasons to support your decision, together with the proposed changes, amendments or alternative policy.

Not applicable

Timetabling and prioritising

If the policy had been **'screened in'** for an equality impact assessment, then please answer the following questions to determine its priority for timetabling the equality impact assessment.

On a scale of 1 to 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 rating for timetabling the equality impact assessment in terms of effect on equality of opportunity and good relations:

Not applicable

Priority rating for timetabling the equality impact assessment in terms of social need

Not applicable

Priority rating for timetabling the equality impact assessment in terms of effect on people's daily lives

Not applicable

Priority rating for timetabling the equality impact assessment in terms of relevance to the University's functions

Not applicable

Note: The Total Rating Score will 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 University in timetabling. Details of the University's Equality Impact Assessment Timetable will be included in its quarterly Screening Reports.

Is the policy affected by timetables established by other relevant public authorities?

Not applicable

Approval and authorisation

Screened by: 
Position or Job Title: Head of Health, Safety and Wellbeing
Date screened: 04/09/24


Approved by:
Position or Job Title: Chief People Officer
Date approved: 20 June 2025

Review

This policy is due for review (in terms of its impact on equality of opportunity and good relations) by the policy owner on: 20 June 2027