SECTION 75 POLICY SCREENING FORM

Section 75 Statutory Equality Duties
http://www.equalityni.org/S75duties

The promotion of equality of opportunity entails more than the elimination of discrimination. It may also require proactive measures to be taken to maintain and secure equality of opportunity.

Section 75 (1) requires the University in carrying out its functions, powers and duties 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
- men and women generally
- persons with a disability and persons without
- persons with dependants and persons without.

Without prejudice to the obligations set out above, the University is also required to:

a) have *regard to the desirability of promoting good relations* between persons of different

- religious belief
- political opinion; or
- racial group

b) meet legislative obligations under the Disability Discrimination Order.

What is a policy?

The Equality Commission for Northern Ireland state in their guidance[1] that the term 'policy' is used to denote any strategy, policy (proposed/amended/existing) or practice and/or decision, whether written or unwritten.

The University's Equality Scheme reflects the Equality Commission's definition of a policy and this should be applied in determining what needs to be screened.

If you are in doubt, please contact the Diversity and Inclusion Unit for advice. Equality screening guidance is also available at Queen's Online or by contacting the Diversity and Inclusion Unit.

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.

It should be remembered that the Section 75 statutory duties apply to internal policies (relating to people who work for the University), as well as external policies (relating to those who are, or could be, served by the University).

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[1]'Section 75 of the Northern Ireland Act 1998, A Guide for Public Authorities' (April 2010), page 30. A policy may include planning decisions, service changes, corporate strategies, policy development, practices, guidelines, procedures and protocols; board papers

A.   Information about the policy

Name of the policy to be screened and description

Queen's University Belfast Supporting our Return to Campus – Managers Guide.

Is this an existing, revised or a new policy? (please append policy to the screening form)

New Guide.

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

As we start planning for the transition to campus, in addition to ensuring that we follow Public Health Guidance, the following three key tests should also be met before an employee returns to the work place:

1.   Is it Essential?
2.   Is it Safe?
3.   Is it Agreed?

The current Northern Ireland Executive guidance indicates that **work that can be done from home should still be done from home**. Managers need to identify which activities require staff to be on campus, either for operational or student-facing reasons. Queen's has a duty of care and a legal obligation to identify and manage risks to ensure that the workplace is sufficiently safe to return to work. It is vital that there is a clear dialogue between managers and their staff so that personal circumstances, challenges and concerns, including but not limited to health and wellbeing, caring responsibilities, travel, safety in the work place etc. can be raised and taken into account. Flexibility will be required on both sides to accommodate different working times or schedules as ways of managing some of these issues, where possible.

The resources in the guide are designed to support managers who are transitioning staff back on campus as lock down measures ease. While the Head of School is the Line Manager for academic staff, for the purposes of this document and the transition, the manager will normally be the Personal Development Reviewer. The Head of School will confirm these arrangements with individual members of staff. They may also nominate the Deputy Head of School, Dean of Education, SWAN Champion or other individual, to provide advice in this process, and to help to organise the work patterns of staff as appropriate. Even with these measures in place, the return to campus must be structured so that social distancing can be respected and maintained. It is also acknowledged that during the transition there will be a combination of on campus and remote working with managers responsible for virtual teams.

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

Yes, all section 75 categories might be expected to benefit from the guide.

Who initiated or wrote the policy?

Organisational Development, People and Culture Directorate

Directorate responsible for devising and delivering the policy?

People and Culture Directorate.

Background to the Policy to be screened.

Include details of any pre- consultations/consultations which have been conducted and/or whether the policy has previously been tabled at the University's Operating Board or the Standing Committee of the Senate.

There has been extensive consultation on the initial spine document, the Manager Guide and further resources. Comments and feedback have been provided by the Project Management Office, Staff Matters Group and the three Trade Unions - UCU, NIPSA and Unite, and incorporated as appropriate. There has also been consultation with iRISE members.

Remote consultation was undertaken with the University's LGBT+ Network (PRISM), and the University's BAME and International Staff Network (iRise) and feedback was incorporated.

The paper was shared with UEB/UOB on 22 June who approved its implementation.

B. Implementation factors

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

If yes, are they- To discuss- there are any potential financial costs in relation to equipment in relation the ensuring safety equipment, providing reasonable adjustments etc?

| X | financial - potential financial costs in relation to safety equipment, providing reasonable adjustments etc. |

| | legislative? |

| | other?(please specify) _____ |

C. Main stakeholders affected

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

| X | staff |

| | service users |

| | other public sector organisations |

| X | trade unions |

| X | other, visitors to campus, contractors etc. |

D. Other policies with a bearing on this policy

What are they? (please list)
- Corporate Plan
- People and Culture Strategy 'People First'
- Equality, Diversity and Inclusion Policy
- Flexible Working Policy
- Health and Safety Policy
- Work/Life Balance Policies

Who owns them?
- Corporate Plan (Institutional Policy)
- People and Culture Strategy 'People First' (People and Culture Directorate)
- Equality, Diversity and Inclusion Policy (People and Culture Directorate)

- Flexible Working Policy (People and Culture Directorate)
- Health and Safety Policy (Estates)
- Work/Life Balance Policies (People and Culture Directorate)

E.   Available evidence

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

This means any data or information you currently hold in relation to the policy or have gathered during policy development. Evidence to inform the screening process may take many forms and should help you to decide who the policy might affect the most. It will also help ensure that your screening decision is informed by relevant data.

Section 75 category	Details of evidence/information
Religious Belief	Under Fair Employment legislation, the University has a statutory duty to monitor the religious composition of the workforce and applicants. These statistics reflect our Workforce Composition by NI Community Background as at June 2020:

Community Background	No of Staff	%
Perceived Protestant	61	1.4%
Perceived Roman Catholic	81	1.8%
Perceived Non-determined	285	6.5%
Non-determined	398	9.1%
Neither	499	11.4%
Protestant	1432	32.6%
Roman Catholic	1640	37.3%
Grand Total	**4396**	**100.0%**

These statistics reflect our Workforce Composition by Religious Belief as at June 2020:

Religious Beliefs	No of Staff	%
Jewish	9	0.2%
Buddhist	12	0.3%
Information refused	18	0.4%
Hindu	25	0.6%
Spiritual	33	0.8%
Christian - Methodist Church	36	0.8%
Any other religion or philosophical belief	36	0.8%
Muslim	37	0.8%
Christian - Church of Ireland	129	2.9%
Prefer not to say	140	3.2%
Christian - Other Denomination	141	3.2%

	Christian - Presbyterian	205	4.7%
	Christian - Roman Catholic	524	11.9%
	No Religion	605	13.8%
	Not Known	2446	55.6%
	Grand Total	**4396**	**100.0%**

Political opinion	We do not collect data in relation to staff political opinion(s).
	We do not make assumptions on staff political opinion(s) based on staff community background.

Racial group	These statistics reflect our Workforce Composition by Ethnicity as at June 2020:

Ethnicity	No of Staff	%
Not Known	243	5.5%
Ethnic	294	6.7%
White	3859	87.8%
Grand Total	**4396**	**100.0%**

These statistics reflect our Workforce Composition by Ethnic Origin as at June 2020:

Ethnic Origin	No of Staff	%
Irish Traveller	1	0.0%
Black or Black British - Caribbean	2	0.0%
Asian or Asian British - Bangladeshi	4	0.1%
Other Black background	6	0.1%
Asian or Asian British - Pakistani	15	0.3%
Other Ethnic background	17	0.4%
Information refused	23	0.5%
Black or Black British - African	24	0.5%
Other Mixed background	30	0.7%
Prefer not to say	37	0.8%
Other Asian background	46	1.0%
Asian or Asian British - Indian	65	1.5%
Chinese	84	1.9%
Other White Background	169	3.8%
Not Known	183	4.2%
White - Other European	298	6.8%
White - Irish	1388	31.6%
White - British	2004	45.6%
Grand Total	**4396**	**100.0%**

These statistics reflect our Workforce Composition by Nationality as at June 2020:

Nationality	No of Staff	%
Albanian	1	0.0%

	Algerian	1	0.0%
	American	51	1.2%
	Argentinian	2	0.0%
	Armenian	1	0.0%
	Australian	12	0.3%
	Austrian	7	0.2%
	Bangladeshi	3	0.1%
	Belgium	5	0.1%
	Brazil	9	0.2%
	British (not Channel Islands or IOM)	1548	35.2%
	Bulgarian	4	0.1%
	Cameroon	1	0.0%
	Canadian	16	0.4%
	Chile	4	0.1%
	China	63	1.4%
	Columbian	1	0.0%
	Congo	1	0.0%
	Croatian	2	0.0%
	Cuba	2	0.0%
	Cypriot	1	0.0%
	Cyprus (European Union)	3	0.1%
	Czech	4	0.1%
	Danish	1	0.0%
	Dutch	17	0.4%
	Egyptian	3	0.1%
	England	72	1.6%
	Ethiopian	1	0.0%
	Finnish	2	0.0%
	French	33	0.8%
	German	42	1.0%
	Greek	36	0.8%
	Guatemalan	1	0.0%
	Hong Kong	1	0.0%
	Hungarian	13	0.3%
	Icelandic	1	0.0%
	Indian	57	1.3%
	Indonesian	3	0.1%
	Iranian	15	0.3%
	Iraqi	2	0.0%
	Irish	785	17.9%
	Isle of Man	2	0.0%
	Italian	55	1.3%
	Japanese	2	0.0%
	Jordanian	2	0.0%
	Kazakhstani	1	0.0%
	Kenyan	2	0.0%
	Kyrgyzstani	1	0.0%
	Libyan	2	0.0%
	Lithuanian	2	0.0%

	Macedonian	1	0.0%
	Malaysian	5	0.1%
	Maltese	1	0.0%
	Mexican	7	0.2%
	Nepalese	2	0.0%
	Netherlands Antilles	1	0.0%
	New Zealander	3	0.1%
	Niger	2	0.0%
	Nigeria	11	0.3%
	Northern Ireland	1201	27.3%
	Norwegian	1	0.0%
	Not Known	45	1.0%
	Pakistani	12	0.3%
	Peruvian	2	0.0%
	Polish	35	0.8%
	Portuguese	19	0.4%
	Romanian	7	0.2%
	Russian	10	0.2%
	Scotland	38	0.9%
	Serbia	5	0.1%
	Singapore	1	0.0%
	Slovakian	3	0.1%
	South African	2	0.0%
	South Korean	4	0.1%
	Spanish	40	0.9%
	Sri Lankan	3	0.1%
	Swedish	4	0.1%
	Swiss	1	0.0%
	Syrian	3	0.1%
	Taiwanese	2	0.0%
	Thai	3	0.1%
	Turkish	5	0.1%
	Ukrainian	3	0.1%
	Vietnamese	9	0.2%
	Wales	5	0.1%
	West Bank	3	0.1%
	Zimbabwean	1	0.0%
	Grand Total	**4396**	**100.0%**

External Source Data

The Office of National Statistics has reported that COVID-19 has had a disproportionate effect on people from BAME backgrounds.
- Black People are four times more likely to die from a COVID-19-related cause than white people.
- After taking into account age, measures of self-reported health and disability and other socio-demographic characteristics, black people were still almost twice as likely as white people to die a COVID-19 related death.
- Bangladeshi and Pakistani males were 1.8 times more likely to die from COVID-19 than white males
- Females from those ethnic groups were 1.6 times more likely to die from the virus than their white counterparts.

	• The risk of COVID-19 death for people from Chinese and mixed ethnic groups was found to be similar to that for white people.
Age	These statistics reflect our Workforce Composition by age as at June 2020:

Age Range	No of Staff	%
Under 25	56	1.3%
25-29	354	8.1%
30-34	653	14.9%
35-39	727	16.5%
40-44	696	15.8%
45-49	607	13.8%
50-54	528	12.0%
55-59	453	10.3%
60-64	248	5.6%
65+	74	1.7%
Grand Total	**4396**	**100.0%**

The data shows that 59% of our workforce is aged over 40 years old.

External Source Data

The World Health Organisation (WHO) advised that although all age groups are at risk of contracting COVID-19, older people face significant risk of developing severe illness if they contract the disease due to physiological changes that come with ageing and potential underlying health conditions. |
| Marital status | These statistics reflect our Workforce Composition by Marital Status as at June 2020:

Mar Stat	No of Staff	%
Widowed	24	0.5%
Civil Partnership	39	0.9%
Separated	66	1.5%
Prefer not to say	89	2.0%
Divorced	118	2.7%
Other	148	3.4%
Not Known	185	4.2%
Single	1404	31.9%
Married	2323	52.8%
Grand Total	**4396**	**100.0%**	
Sexual orientation	These statistics reflect our Workforce Composition by Sexual Orientation as at June 2020:

Sexual Orientation	No of Staff	%
Of either sex	42	1.0%
Of the same sex	137	3.1%
I do not wish to answer	486	11.1%
Not Known	605	13.8%	

Of a different sex	3126	71.1%
Grand Total	**4396**	**100.0%**

Stonewall's Health in Britain report in 2018 revealed that LGBT people are at greater risk of marginalisation in times of crises, and those with multiple marginalised identities can struggle even more. Some key findings included:

- Half of LGBT people (52 per cent) said they've experienced depression
- One in eight LGBT people aged 18-24 (13 per cent) said they've attempted to take their own life.
- Almost half of trans people (46 per cent) have thought about taking their own life in the last year, 31 per cent of LGB people who aren't trans said the same.
- Forty-one per cent of non-binary people said they harmed themselves in the last year compared to 20 per cent of LGBT women and 12 per cent of GBT men
- One in six LGBT people (16 per cent) said they drank alcohol almost every day.
- One in eight LGBT people aged 18-24 (13 per cent) took drugs at least once a month.
- One in eight LGBT people (13 per cent) have experienced some form of unequal treatment from healthcare staff because they're LGBT.
- One in twenty LGBT people (five per cent) have been pressured to access services to question or change their sexual orientation when accessing healthcare services.
- One in five LGBT people (19 per cent) aren't out to any healthcare professional about their sexual orientation when seeking general medical care. This number rises to 40 per cent of bi men and 29 per cent of bi women.
- One in seven LGBT people (14 per cent) have avoided treatment for fear of discrimination because they're LGBT.

ILGA-Europe also identified similar issues in the current context, noting that COVID-19 presented specific complex challenges for LGBTI people, whilst not an exhaustive list, some challenges included:

- Social distancing may be particularly difficult for those where there has been family relationship breakdown, are not out to families and are forced to quarantine. This may result in increased mental ill health;
- LGBTI people have significantly lower health outcomes due to stigma and discrimination and biases by healthcare providers.

Men and women generally	These statistics reflect our Workforce Composition by Gender as at June 2020:

Sex	No of Staff	%
M	2019	45.9%
F	2377	54.1%
Grand Total	**4396**	**100.0%**

External Source Data

We reviewed the Equality Commission NI's advice note on Caring responsibilities and returning to work after lockdown, findings include:

- caring may be a source of concern for employees of both sexes, but traditionally they have affected more women than men

- these concerns are often identified as a potential cause of indirect sex discrimination against women

A briefing paper written by a Lancaster academic, (Von Benzen): Childcare availability and related challenges for working parents: academic year 20/21. The briefing highlights potential challenges facing working parents, with the multiple challenges arising from lack of access to reliable childcare, schooling, after-school events, informal childcare (grandparents etc).

Von Benzen made a number of recommendations to mitigate the impacts on working parents for the academic year 2021, including:
- An employee's status as a parent should be taken into consideration in workload planning and distribution of work.
- Line managers should engage one-to-one with any employee identifying as a working parent, in order to determine their perceived needs and specific requirements
- These conversations should be ongoing, and particularly reoccur around times when decisions are being made that impact on workloads
- It should be clear that there are no potential negative consequences for articulating perceived needs and requirements
- Where possible, research groups and senior staff will work with working parents to facilitate a work-load and work schedule that meets their needs
- Mentors/contact people who are not line managers might be arranged for working parents in order that they can regularly talk over parents' home situations, and to ensure that no members of staff are left in isolation
- Working parents should not be required to attend campus in person.
- Working parents should not be required to regularly teach synchronously, or to deliver a significant quantity of synchronous teaching. Where working parents are required to teach synchronously, they should be invited to contribute to the scheduling of these sessions.
- Working parents should not be required to regularly attend virtual meetings. Where working parents are required to attend virtual meetings, they should be invited to contribute to the scheduling of these meetings.
- Whilst sick leave, parental leave, or part time working might be offered, these should only be mandated where all other avenues of support for working parents have been explored thoroughly. Many families may be facing other reductions in household income and reductions to salary may result in significant financial hardship
- Where additional ad-hoc tasks require completion, as come up from time to time, attempts should be made to allocate these to other members of staff, before approaching working parents.
- Many working parents will find they need to work at unsociable hours and at weekends to juggle childcare and work. Whilst clearly working these sorts of 'double shifts' is not 'ideal' it should be recognized that parents may have no alternative, and this working practice should be accepted and supported as far as possible.
- Moving forward, specific support should be offered to ensure that working parents do not experience long term career impacts as a result of COVID-19.

We also reviewed the Oireachtas Library & Research Service note on Anticipating the gendered impacts of COVID-19, findings include:

- In most countries women bear most of the responsibility for childcare and housework

- 40% of women compared to 26% of men reported daily involvement in

childcare

- 81% of women compared to 44% of men reported doing daily housework

If women continue to bear most of the domestic burden in this context, consequences may include:

- women's productivity in employment will suffer more than men's

- potentially fewer economic opportunities for women (e.g. merit-based promotion)

- a wider gender remuneration gap.

Organisations such as Women's Aid have reported that the COVID-19 pandemic threatened to escalate abuse and close down routes to safety for women to escape. Women's Aid reported that:
- 67.4% of survivors who are currently experiencing abuse reported that it had got worse since COVID-19.
- 76.1% said they are having to spend more time with their abuser.

Universities UK (UUK) published a briefing which highlighted that Universities should already have policies and practices in place to support their staff and students experiencing domestic violence and abuse. The briefing also provides useful information to support staff and students at greater risk during the lockdown including such as services provided by external organisations and helplines. In addition, UUK identified some points that higher educations should consider:
- Reiterate messages that domestic abuse and online harassment is always unacceptable
- Promote understanding that stress and anxiety does not cause domestic abuse, but it may increase in families where it is already being perpetrated.
- Signposting, sensitively and appropriately, that help from the university, doctors, health services, hospitals, external support agencies and the police is still available, although this may have moved largely online
- Messaging should also include support and advice for anyone who might require medical attention following physical harm
- Pregnancy can be a trigger for domestic abuse and existing abuse may get worse during pregnancy or after giving birth which also highlights the need the including information on how medical care can be accessed. Consideration as to how universities with the NHS, GPs and third-party support agencies might work through this challenge could be helpful
- Signposting could be done via university communication channels such as websites, social media pages and email to relevant sexual violence and domestic violence and mental health organisations.

UUK noted that experts suggest that universities may see an increase in reports after the lockdown. This could be due to the closing down of some routes to safety, or difficulties in accessing support from services during the lockdown, or that a person did not feel it was right or safe to leave the leave home during the lockdown period. UUK emphasised that Universities should plan now to ensure that counselling and student support services are aware of the potential raise and the need for increased capacity will be important.

In respect of transgender and non-binary people, Stonewall's Health in Britain Report in 2018 found:
- Almost half of trans people (46 per cent) have thought about taking their

own life.

- Forty-one per cent of non-binary people said they harmed themselves.

ILGA-Europe identified that COVID-19 presented some challenges in relation to Trans people, for example transition related medical care may be deemed non urgent, postponed or cancelled in light of COVID-19. ILGA-Europe highlighted that these procedures, delays or cancellations of care can lead to infection, surgical scaring and re-injury sometimes requiring additional surgical correction, chronic pain, hormone imbalances, osteoporosis, migraines, and de-transition, among others. Physical consequences are coupled with psychological consequences, such as depression, anxiety, heighted dysphoria, self-harm, suicidal ideation, and suicide attempts.

Disability

These statistics reflect our Workforce Composition by Disability as at June 2020:

Disability	No of Staff	%
Yes	321	7.3%
Not Known	1059	24.1%
No	3016	68.6%
Grand Total	**4396**	**100.0%**

These statistics reflect our Workforce Composition by Type of Disability as at June 2020:

Type of Disability	No of Staff	%
Multiple Disabilities	8	0.2%
Other	16	0.4%
Disabled	23	0.5%
Sensory Impairment	32	0.7%
Learning Disability/Difficulty	34	0.8%
Physical Impairment	36	0.8%
Mental Health Condition	39	0.9%
Declined to specify	40	0.9%
Long Standing Illness or Health Condition	133	3.0%
Not known	1019	23.2%
No disability	3016	68.6%
Grand Total	**4396**	**100.0%**

External Source Data

CIPD reported that four in ten people were anxious about returning to the workplace. They reported that:

- 44 per cent of employees agreed they felt anxious about returning to their workplace because of COVID-19 and 37 per cent disagreed they were anxious about returning.
- 31 per cent were anxious about commuting to work, in contrast to just over half (54 per cent) that weren't anxious about the commute. However, those based in London were far more likely than other parts of the UK to have concerns about this, with 52 per cent saying they were anxious about commuting to work because of COVID-19

The Equality Commission for Northern Ireland reported that they received many

enquiries from individuals believing that they had suffered disability discrimination. Most of these enquiries related to employment and to the consequences of the pandemic. Issues included:

- employees who are vulnerable because of disabilities feeling that they are being required to go back to work;
- perceptions that employers are making assumptions about what disabled employees can and cannot do and that this is affecting decisions on their work;
- concerns about confidentiality and availability and quality of occupational health assessments during lockdown.

ECNI advised that employers should ensure they make reasonable adjustments, as they are obliged to do, in addition to what they will have done to protect the health and safety of all of their employees. ECNI recommended if a disabled employee previously had tailored adjustments at work, these might still adequately meet their particular needs when they return to work. However, they also recommended that employers should not be complacent and are prepared to do more, where reasonable, recognising that individual needs change and may have changed during the pandemic.

Autistica, a UK autism research charity has reported that autistic people are additionally vulnerable during COVID-19 for social, psychological and economic reasons. They highlighted that a change in structure and routine can present particular challenges,

- Maintaining a healthy work-life balance will be severely disrupted during this period of social distancing measures which could impact long-term mental and physical wellbeing.
- Changes to working patterns and communication may also adversely affect job experience.
- Autistic people already experience challenges in accessing adjustments within the workplace.
- Autistic people are highly likely to experience mental health challenges including anxiety and depression.
- The consequences of social distancing and self-isolation measures are also likely to impact mental health.

Autistica note that after lockdown and easing of restrictions, people with Autism have to again transition and adapt into a new routine and structure and now starting a new transition which can feel uncomfortable and uneasy. Conversations with employers, as well as family and friends are recommended to help support and manage the transition.

Dependants	These statistics reflect our Workforce Composition by Dependants as at June 2020:	

Dependants	No of Staff	%
Not Known	439	10.0%
No	1974	44.9%
Yes	1983	45.1%
Grand Total	**4396**	**100.0%**

Of the 1,983 staff with dependants, see the breakdown below of the type of dependants they have responsibility for:

Type of Dependants	No of Staff	%
Care of all three dependant groups	14	0.7%

Care of both a dependant older person and disabled person(s)	21	1.1%
Not Known	34	1.7%
Care of both children and disabled person(s)	44	2.2%
Care of a person/persons with a disability/disabilities	51	2.6%
Care of both children and a dependant older person	79	4.0%
Care of a dependant older person(s)	110	5.5%
Care of a child/children	1630	82.2%
Grand Total	**1983**	**100.0%**

External Source Data

We reviewed the Equality Commission NI's advice note on Caring responsibilities and returning to work after lockdown, findings include:

- particular problem if workplaces re-open at a time when the schools and other childcare and social care facilities remain closed, wholly or partly
- caring may be a source of concern for employees of both sexes, but traditionally they have affected more women than men
- these concerns are often identified as a potential cause of indirect sex discrimination against women
- there may now be a need for new or modified flexible working arrangements due to changes in circumstances, as a result of the pandemic

The Equality Commission made a number of good practice recommendations, stating that when planning an employees' return to work, it would be good practice to invite them to submit requests for any changes to their working arrangements, temporary or permanent, that they might wish you to consider to enable them to continue with their caring responsibilities. Such requests might include various elements such as requests:

- to remain on furlough, providing the Government's furlough scheme continues to operate and the employee is otherwise eligible to benefit from it,
- to change hours of work, start or end times, specific days off,
- to work from home, or
- to take paid holiday leave or unpaid leave.

We considered a briefing written by a Lancaster academic, (Von Benzen): Childcare availability and related challenges for working parents: academic year 20/21. There is already considerable evidence that COVID-19 is having a highly uneven impact, with those with childcare responsibilities, findings include:

- those with childcare responsibilities, mothers in particular - being hardest hit
- significant impacts for members of staff with other sorts of caring duties
- there are limitations to the availability, accessibility and willingness to use, out of home childcare
- continued pressures of home-schooling (flexi and full-time)

F.   Needs, experiences and priorities

Having looked at the data/information you have collected in the question above, what does this tell you are the needs, experiences and priorities for the people who fall into the groups below, in relation to your policy[2]? And what is the actual or likely impact on equality of opportunity for those affected by the policy. **(See appendix 1 for information on levels of impact).**

Section 75 category	Details of needs/experiences/priorities and details of policy impact	Level of Impact
Religious belief	The University is committed to the promotion of equality of opportunity and is an equal opportunities employer. The aim of the Guide is to support line managers who are transitioning staff back to the workplace as lockdown restrictions ease and will potentially have a positive impact on all staff, including on the grounds of religious belief.	Minor and positive
Political opinion	The University is committed to the promotion of equality of opportunity and is an equal opportunities employer. The aim of the Guide is to support line managers who are transitioning staff back to the workplace as lockdown restrictions ease and will potentially have a positive impact on all staff, including on the grounds of political opinion.	Minor and positive
Racial group	Our review of data found that people from BAME backgrounds were disproportionately impacted by COVID-19. Appendix 1 of the Guide contains principles to underpin decisions and discussions relating to the return to campus. Decisions and discussions about return to campus should be structured and sensitive to personal issues and inclusive, with particular consideration given to BAME and International staff, amongst others. Appendix 1 of the Guide provides guidance to managers on Equality, Diversity and Inclusion considerations around staff returning to campus and highlights the University is aware and sensitive to the reports that COVID 19 has disproportionately affected people from BAME backgrounds. As part of the University's continuing effort to safeguard people's health and wellbeing, it commits to updating managers and staff about matters relating to the adverse impact on BAME staff. The Guide also advises that Managers should engage with BAME staff and listen to those concerns and are expected to be reasonable in accommodating staff circumstances. Appendix 1 of the Guide also provides information and contact details for engaging with Staff networks, including iRise, the University's BAME and International Staff.	Minor and positive

	The Guide also recognises that there may be questions and concerns specific to international staff (for example issues relating to travel, finance, visa work etc) and provides contact details for International Staff Support and HR Hub. The aim of the Guide is to support line managers who are transitioning staff back to the workplace as lockdown restrictions ease and will potentially have a positive impact on all staff, including on the grounds of race.	
Age	The University is committed to the promotion of equality of opportunity and is an equal opportunities employer. Our review of the data showed that older people faced significant risk of developing severe illness as a result of COVID-19. Appendix 1 of the Guide states that "In developing a plan for return to work on campus, careful consideration must be given to an individual's personal circumstances and a range of equality issues". This includes on the grounds of age. Appendix 1 also states that Staff aged over 70 are considered "vulnerable" and should be protected from possible exposure to COVID-19 on campus. The aim of the Guide is to support line managers who are transitioning staff back to the workplace as lockdown restrictions ease and will potentially have a positive impact on all staff, including on the grounds of age.	Minor and positive.
Marital status	The University is committed to the promotion of equality of opportunity and is an equal opportunities employer. The aim of the Guide is to support line managers who are transitioning staff back to the workplace as lockdown restrictions ease and will potentially have a positive impact on all staff, including on the grounds of marital and civil partnership status.	Minor and positive
Sexual orientation	The University is committed to the promotion of equality of opportunity and is an equal opportunities employer. Our review of the data has identified some particular challenges experienced by LGBT people as a result of COVID-19. Appendix 1 of the Guide reflects such challenges and contains information on contact details for PRISM, the University's LGBT+ Staff Network who have been coming together to meet and show each other solidarity and support. Sexual Orientation Awareness training sessions will be available for all staff to attend remotely from July 2020 and managers should also be cognisant of the resources and support available which they can signpost staff to.	Minor and positive

	Appendix 1 also provides information for managers on mental health and wellbeing support, including remote online Mental Health Awareness training, our Staff Wellbeing Programme; and access to professional confidential support by Inspire Wellbeing. The Guide will potentially have a positive impact on all staff, including on the grounds of sexual orientation.	
Men and women generally	The University is committed to the promotion of equality of opportunity and is an equal opportunities employer. Our review of the data shows that COVID-19 had a particular impact on women who bear a disproportionate burden in respect of childcare and caring responsibilities. Appendix 1 of the Guide provides that in developing a plan for return to work, careful consideration must be given to an individual's personal circumstances, including pregnancy, dependant or other caring responsibilities. It also states that staff who are pregnant are considered "vulnerable" and should be protected from possible exposure to COVID-19 on campus. Appendix 1 of the Guide also acknowledges that many staff have childcare and caring responsibilities and encourages staff to consider the full range of family friendly leave and support available including Annual leave, Dependant's leave, Parental and Shared Parental Leave. Appendix 5 of the Guide highlights that Managers need to accommodate employee's needs while maintaining a positive team culture. Appendix 8 of the guide contains Frequently Asked Questions which outlines that if a member of staff wishes to change hours or working patterns they should have discussion with their line manager and that requests to reduce hours should be made via the University's flexible working policy. Our review of the data also recognises that transgender people have experienced particular adverse impacts, for example transition related medical care may be deemed non urgent, postponed or cancelled in light of COVID-19. Appendix 1 of the guide provides that in developing a plan for return to work, careful consideration must be given to an individual's personal circumstances, including gender identity. The Guide will potentially have a positive impact on all staff, including on the grounds of gender, to include Transgender and Non-Binary people.	Minor and positive

| Disability | The University is committed to the promotion of equality of opportunity and is an equal opportunities employer.

Our review of data identified the challenges experienced by people with disabilities as a result of COVID-19, as well as advice provided by the Equality Commission NI for employers on reasonable adjustments.

The review of the data shows that those with autism have experienced particular challenges caused by changes to routine and structure as a result of lockdown and potentially due to further changes on easing of restrictions.

Appendix 1 of the guide provides that in developing a plan for return to work, careful consideration must be given to an individual's personal circumstances, including disability/health status. It also states that staff who have a disability or long-term condition are considered "vulnerable" and should be protected from possible exposure to COVID-19 on campus.

Appendix 1 of the Guide includes Guide for managers on reasonable adjustments for the extremely clinically vulnerable, and those with disabilities long -term conditions. The Guide highlights that it will be extremely important for managers to revisit, review and agree upon reasonable adjustments which may be required for staff to work safely on an off the campus.

The Guide will potentially have a positive impact on all staff, including on the grounds of disabilities or long-term conditions. | Minor and positive |
|---|---|---|
| Dependants | The University is committed to the promotion of equality of opportunity and is an equal opportunities employer.

The review of the data has shown that COVID-19 has presented particular challenges for working parents and those with caring responsibilities.

Appendix 1 of the Guide acknowledges that many staff have childcare and caring responsibilities and encourages staff to consider the full range of family friendly leave and support available including Annual leave, Dependant's leave, Parental and Shared Parental Leave.

Appendix 5 of the Guide highlights that Managers need to accommodate employee's needs while maintaining a positive team culture. Appendix 8 of the Guide contains Frequently Asked Questions which outlines that if a member of staff wishes to change hours or working patterns they should have discussion with their line manager and that requests to reduce hours should be made via the University's Flexible Working policy.

The Guide will potentially have a positive impact on all staff, including on the grounds of dependants. | Minor and positive |

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Part 2 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?		
Section 75 category	Issue	Minor/major/none?
Religious belief	The Guide is potentially likely to have a positive impact regardless of religious belief.	Minor and positive
Political opinion	The Guide is potentially likely to have a positive impact regardless of political opinion.	Minor and positive
Racial group	The Guide is potentially likely to have a positive impact regardless of race.	Minor and positive
Age	The Guide is potentially likely to have a positive impact regardless of age.	Minor and positive
Marital status	The Guide is potentially likely to have a positive impact regardless of marital status.	Minor and positive
Sexual orientation	The Guide is potentially likely to have a positive impact regardless of sexual orientation.	Minor and positive
Men and women generally	The Guide is potentially likely to have a positive impact regardless of gender.	Minor and positive
Disability	The Guide is potentially likely to have a positive impact for persons with disabilities and those without.	Minor and positive

Dependants	The Guide is potentially likely to have a positive impact, including those with dependants and those without.	Minor and positive

2	Are there any actions which could be taken to reduce any adverse impact which has been identified or opportunities to better promote equality of opportunity?	
Section 75 category	Issue	Mitigating Measure
Religious belief	N/A	None
Political opinion	N/A	None
Racial group	N/A	None
Age	N/A	None
Marital status	N/A	None
Sexual orientation	N/A	None
Men and women generally	The guide contains information on mental health and wellbeing and support available. The guide includes specific reference to the challenges experienced, and which transgender staff may continue to experience. The guide advises that when developing a plan for return to work, careful consideration must be given to an individual's personal circumstances, including gender identity. A review of evidence highlighted the challenges faced by Transgender people as a result of the COVID-19 Pandemic. As a	Minor and positive

	result of the screening, Appendix 1 of the Guide has been revised to reflect such challenges (e.g due to a lack of understanding of specific health needs or delays or cancellations on gender affirming treatment). Transgender Awareness training sessions will be available for all staff to attend from July 2020 and managers should also be cognisant of resources and support available. A link has also been provided with a full list of external resources regarding support for transgender and/or non- binary people and their families. The guide considers the issue of domestic violence and abuse. The evidence suggests universities may see an increase in reporting after lockdown restrictions ease. The Guide has therefore been updated as a result of screening in Appendix 1 to provide that Managers should emphasise the counselling and services which are available to staff and be cognisant that some staff may be experiencing difficulty living in the home environment.	
Disability	A review of the evidence highlighted challenges faced by neurodiverse people as a result of the COVID-19 pandemic and transitioning from lockdown. As a result of the screening, Appendix 1 the Guide has been updated to reflect potential challenges faced by neurodiverse staff as they adjust to a new way of working. The guide advises that managers can support colleagues by practising clear communication, as well as discussing with staff how they can accommodate and support their preferred way of working.	Minor and positive
Dependants	No further action could be taken to reduce any adverse impact identified or opportunities to better promote equality of opportunity in relation to dependants.	None

3 To what extent is the policy likely to impact on good relations between people of different religious belief, political opinion or racial group?		
Good relations category	Details of policy impact	Level of impact minor/major/none
Religious belief	N/A	None
Political opinion	N/A	None
Racial group	N/A	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		The guide provides support for line managers who are transitioning all staff back to work.
Political opinion		The guide provides support for line managers who are transitioning all staff back to work.
Racial group		The guide provides support for line managers who are transitioning all staff back to work.

E   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*).

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

> We do not hold any data which would indicate the potential impact of the Guide on people with multiple identities.

F   Disability Duties

Disability Duties
Consider whether the policy: a) **Discourages disabled people from participating in public life and fails to promote positive attitudes towards disabled people.**   No.   The University is an equal opportunities employer. The guide provides support for line managers who are transitioning staff, including those with disabilities/long term conditions and the extremely clinically vulnerable back to the workplace as lock down measures ease, as well as guidance on reasonable adjustments in Appendix 1. Point ii. of the Principles to Support the Transition also reflects that particular consideration should be given to employees with disabilities.   b) **Provides an opportunity to better positive attitudes towards disabled people or encourages their participation in public life.**   Yes, see above.

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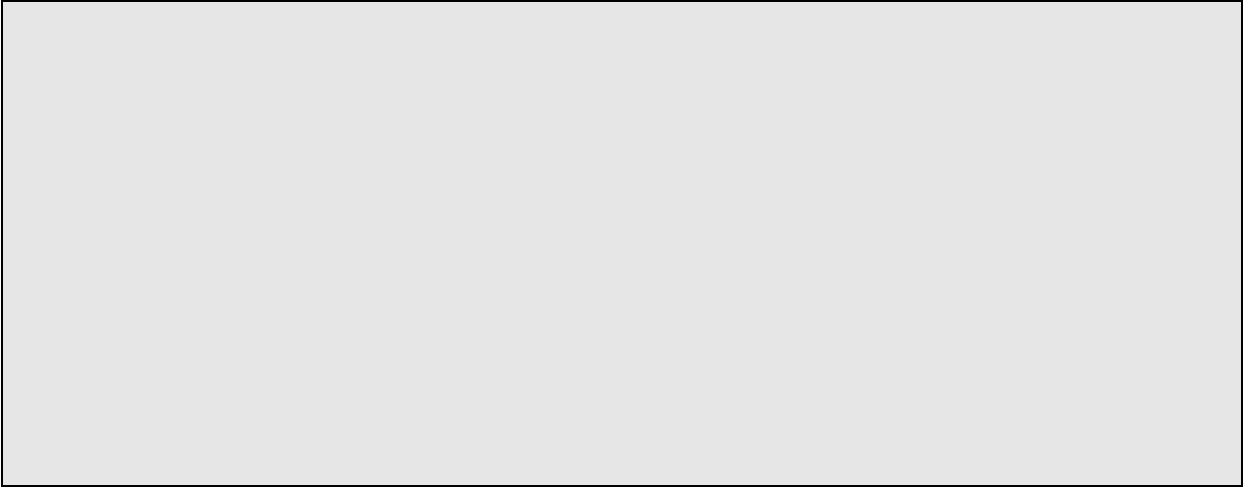
Part 3. Screening decision

Through screening, an assessment is made of the likely impacts, either major, minor or none, of the policy on equality of opportunity and/or good relations for the relevant categories. Completion of screening should lead to one of the following three outcomes; please mark an x in the appropriate box:

☐ '**Screened out**' i.e. the likely impact is none and no further action is required

X '**Screened out' with mitigation** i.e. the likely impact is minor and measures will be taken to mitigate the impact or an alternative policy will be proposed

☐ '**Screened in' for an equality impact assessment (EQIA)** i.e. the likely impact is major and the policy will now be subject to an EQIA

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

The guide has been reviewed and whilst no adverse impacts have been identified as a result of the screening, it has been updated to include further guidance to mitigate against potential adverse impact in respect of the Equality, Diversity and Inclusion (EDI) Considerations around staff returning to work on campus. Specifically in respect of Transgender and non-binary people, those with Autism and those who have experienced domestic violence and abuse, the following sections have been revised: Protecting staff with disabilities/ long term conditions, International Staff Section, LGBT+ Staff, and Mental Health and Wellbeing.

Mitigating measures and new additions to the guidance include:

- **Protecting staff with disabilities/ long term conditions Section paragraph 3 and 4 –** specific reference to Neurodiverse staff has been made to recognise the challenges which Neurodiverse staff may face as they adjust to new ways of working.

- **International Staff Section –** amended following consultation with iRise, the University's BAME and International staff Network.

- **International Staff Section Paragraph 1 -** specific reference has been made to recognising the challenges that International staff may have faced, or may continue to face as a result of Covid-19.

- **International Staff Section Paragraph 5 –** amended to include international staff who may identify with other groupings discussed in the document such as LGBT, and those with caring responsibilities in light of consultation feedback.

- **International Staff Section – International Staff Support –** added to emphasise the sources of International Staff Support available to support International staff

- **International Staff Section – Useful Links –** added to emphasise further details of support available to support International staff at the University

- **International Staff Section – Engagement with staff networks** – added to further strengthen the University's commitment to engagement with staff networks.

If the decision is not to conduct an equality impact assessment, but the policy has minor equality impacts, please provide details of the reasons for this decision and of any proposed mitigating measures or proposed alternative policy.

> N/A

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

> Click here to enter text.

D Timetabling and prioritising

If the policy has been **'screened in'** for equality impact assessment 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	Click
Social need	Click
Effect on people's daily lives	Click
Relevance to the University's functions	Click

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

If yes, please provide details

Part 4. Monitoring

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

Please detail how you will monitor the effect of the policy?

The Guide will be monitored by gathering feedback from Line Managers and via groups such as Staff Forum, Staff Networks and HRBPs etc.

What data is required in the future to ensure effective monitoring of the policy?

Part 5 - Data Protection

If applicable, has legal advice been given due consideration?

    Yes   **X**   No   ☐   N/A   ☐

Has due consideration been given to information security in relation to this policy?

    Yes   **X**   No   ☐

Part 6 - Approval and authorisation

Screened by:		Position/Job Title	Date
Fiona O'Connell	*Fiona O'Connell*	Staff Engagement Manager	22 July 2020
Approved by:			
Laura Lynch		Head of Organisational Development	23 July 2020

A copy of the screening form, for each policy screened, should be 'signed off' and approved by the senior manager responsible for the policy

In instances where a screening decision concludes that an EQIA is required then the screening form should be countersigned by a Director.

There may at times be policy issues which fall within the scope of being novel, contentious or politically sensitive and could only be taken forward following consultation with the University's Operating Board and/or Standing Committee of the Senate. Where a policy screening highlights such issues the screening form must be signed off by the Director prior to proceeding to the University's Operating Board and/or the Standing Committee of the Senate.

Following ratification, a copy of the approved screening form, and associated policy must be forwarded to the Diversity and Inclusion Unit for publication on the University's website.

ADDITIONAL INFORMATION TO INFORM THE ANNUAL EQUALITY PROGRESS REPORT TO THE EQUALITY COMMISSION

1. Please provide details of any measures taken to enhance the level of engagement with individuals and representative groups as part of screening.

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2. In developing this policy were any changes made as a result of equality issues raised during :

(a) pre-consultation / engagement;
(b) formal consultation;
(c) the screening process; and/or
(d) monitoring / research findings.

If so, please provide a brief summary including how the issue was identified, what changes were made, and what will be the expected outcomes / impacts for those affected.

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3. Does this policy / decision include any measure(s) to improve access to services including the provision of information in accessible formats? If so please provide a short summary.

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Appendix 1

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Levels of Impact (Questions 6-9)

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Introduction

In making a decision as to whether or not there is a need to carry out an equality impact assessment, you should consider the answers provided to the questions above.

In addition, the **screening questions** above further assist you in assessing your policy and must be completed. Some of these questions require you to assess the level of impact of the proposed policy on "equality of opportunity" and "good relations". The scale used when assessing this impact is either "None", "Minor" or "Major". The following paragraphs set out what each of these terms mean.

If your conclusion is **none** in respect of all of the Section 75 equality of opportunity and/or good relations categories, then you may decide to screen the policy out. If a policy is 'screened out' as having norelevance to equality of opportunity or good relations, you should give details of the reasons for the decision taken.

If your 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 your 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 introduce:

- measures to mitigate the adverse impact; or

- an alternative policy to better promote equality of opportunity and/or good relations.

In favour of a '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;

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

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

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

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.