

Equality and Human Rights Screening Template

PART 1 - POLICY INFORMATION

1.1. Policy Title

OPERATIONS AND ESTATES: PUPIL SERVICES & PROCUREMENT

Proposed 4th and 5th Tier Structure

1.2. Description of policy or decision

The Education Authority employs almost 40,000 staff, has an annual budget of almost £1.5 billion and provides a wide range of educational services for nearly 340,000 children and young people.

The division impacted by the proposed changes is Pupil Services and Procurement, which sits within the Directorate of Facilities Management.

Function of the Pupil Services & Procurement Division

The Pupil Services and Procurement divisions' key functions are leading and developing all aspects of pupil services, procurement and continuous service improvement across EA. It is responsible for the strategic planning and effective management of Student Finance, Free School Meals, School Admissions and Continuous Service Improvement. It will also lead on the development and delivery of an effective procurement function for EA including the management and maintenance of a Centre of Procurement Expertise (CoPE) and ensuring excellent relationships across Directorates and with Central Procurement Directorate (CPD).

This requires ongoing liaison with the Department of Education (DE) to ensure that planning and delivery of all services is in line with policy and complies with DE, CPD and industry-wide standards. There is also very close liaison with other sectorial bodies to ensure that the delivery of the procurement service is achieved in line with Ministerial expectations.

Principles

The principles underpinning the development of the proposed structure are designed to:

- support the Authority's Vision and its five overarching 10-Year Strategic Priorities in order to achieve its Mission, which is to *"provide a high quality education to every child"*;
- provide a strategic focus on procurement as a driver for strategic change;
- provide a high quality professional procurement function that is linked directly

to the strategic priorities of the Authority;

- deliver a regional programme management structure to support the delivery of pupil services across Northern Ireland;
- provide a performance management framework which reflects EA targets, Ministerial and Board priorities, corporate objectives and corporate compliance;
- deliver responsive management and administrative support in line with single functional areas;
- attract and retain a skilled, competent and committed workforce by encouraging career development and progression; and
- maximise employment security of any officer who may be impacted, in line with established HR practices and protocols.

In order to achieve these principles, the proposed structure has been developed to reflect the need to deliver regional services which ensures consistency, quality and value for money.

Description of the Legacy Structure

The 3rd and 4th tier management structures for the former Procurement, Pupil Services and Best Value departments that transferred to the Education Authority in April 2015 were broadly similar across each of the Education and Library Boards (ELBs).

Procurement

Procurement Services within each of the ELBs were managed by the Head of Procurement. Across the former ELBs, this role was graded at Education officer in the Belfast and Dundonald office and Assistant Principal Officer in Armagh, Principal Officer in Ballymena and Senior Principal Officer [1] in Omagh office. Each had a reporting line to Head of Finance or the Head of Property. The Head of Finance and Head of Property were members of the ELB Senior Management Team.

Operationally each Head of Procurement was supported by differing numbers of 4th and 5th tier officers, including posts such as Deputy / Assistant Procurement Officer, Senior / Contracts Managers.

Pupil Services

Transfer and Open Enrolment services / Student Finance and Free School Meals / Uniform within each of the ELBs were managed by a range of Senior Principal officers and Assistant Principal officers. In Omagh and Ballymena, these post holders reported to an Education Officer who reported to a Chief Administrative Officer (CAO) while in Belfast, Dundonald and Armagh these post holders reported directly to the CAO equivalent e.g. Head of Finance. The CAO's were members of the ELB Senior Management Team.

Operationally each Head of Student Finance and Transfer and Open Enrolment was supported by differing numbers of 4th and 5th tier officers including posts such as Deputy Student Finance Managers and Deputy Transfer and Open Enrolment Managers. The Free School Meals services were managed by the Student

Finance Manager in four of the offices and by a Senior Executive Officer reporting to an Education Officer in Omagh.

Best Value

The Central Management Support Unit provided support to the legacy five Education and Library Boards on best value work, the Head of this unit was an Education officer. Staff within this unit also worked on job evaluation and equality, these officers have been transferred to the relevant Directorates. This has left 3 officers, the Education officer, a Best Value officer in the Dundonald office who is a Principal officer and a Research and Support officer who is grade Senior Executive officer.

The Pupil Services and Procurement Division has a key role to play in providing children and young people with access to education and it is essential that the Authority has appropriate management arrangements in place to deliver a service that is fit for purpose.

The legacy arrangements were derived to support administrative and governance structures associated with five independently managed Education and Library Boards. Further to the establishment of the Education Authority, it is essential that arrangements for the management of the single, Authority-wide service reflect the prominence and scale of the new organisation's estate requirements.

In particular there are a number of key drivers which require the Authority to develop and implement a new Pupil Services and Procurement Division management structure and these are reflected in the proposed new 4th and 5th tier structure.

- **Educational Transformation**

The current arrangements are wedded to the legacy ELBs' functions and do not reflect or adequately support the Authority's strategic priorities.

- **Operations and Estates Transformation**

A new structure is required to reflect organisational and statutory requirements associated with the Authority's current progression towards CoPE status; DE's recently changed organisational and functional lines; the outworkings of area planning; and the rapidly emerging role of the Authority as a statutory partner in community planning.

- **Consistent Service Delivery**

The legacy arrangements continue to support varying degrees of inconsistent management and administrative functions.

- **Opportunities for Staff**

The current arrangements artificially restrict the opportunity for staff to work beyond their former ELB boundary. A new 4th and 5th tier management structure will do away with the boundaries of the past and present new opportunities for staff to work on projects across Northern Ireland whilst taking cognisance of their base location.

- **Equity**

The current management and administrative structures reflect degrees of inequity within grading and levels of responsibility across various posts.

Description of the Proposed Structure

The proposed new structure has been developed to reflect the Case for Change and in particular is underpinned by the following principles:

- strategic oversight;
 - efficiency and effectiveness;
 - consistency in operational delivery;
 - professional and technical excellence in programme and project delivery;
- and
- focus on customer service and end-user satisfaction.

All new 4th and 5th tier posts are subject to job evaluation. It is anticipated that, should job evaluation identify roles at higher grades, this will create opportunities for those officers that meet the criteria.

Combined with the role of Assistant Director of Pupil Services and Procurement, the proposed new structure is likely to result in slightly more 4th and 5th tier officers within the Infrastructure and Capital Development Division but this is not considered to represent an increase on individual workloads.

The planned staffing changes are outlined in **Table 1**.

Table 1: Planned Staffing Changes

Position	Grade in proposed structure
Head of Procurement	ASEO grade
Head of Pupil Services	ASEO grade (TBC)
Head of Continuous Improvement	ASEO grade (TBC)

4th Tier Arrangements

The following three 4th tier posts are proposed:

Head of Procurement

The post holder’s key responsibilities will include the following.

- Promote Public Procurement Policy and best practice within the EA.
- Define and develop the necessary organisational structures, roles and governance arrangements for all procurement activity associated with construction works, supplies and services within the EA, to ensure compliance with the requirements of the CoPE accreditation model and to support the delivery of the EA’s strategic objectives.
- Support and guide the Accounting Officer, Corporate Leadership Team and Board Members in relation to all procurement and related governance matters.

- Provide professional leadership, management and guidance to the Procurement Staff, EA Service Managers and other Education stakeholders in all matters relating to procurement.
- Enhance procurement standards across the EA to ensure continuing Centre of Procurement Expertise (CoPE) accreditation and ensure compliance with EU Directives, UK Regulations, Northern Ireland Public Procurement Policy, Procurement Guidance Notes and other relevant policies and best practice.
- Lead, develop and maintain functional performance indicators and additional key performance metrics supported by a suite of performance management reports for all procurement activity across the EA.
- Embed effective audit processes for all procurement activity, including, taking the lead with internal and external auditors, assisting with investigations and to be responsible for the closure of assigned actions in a robust, confidential and timely manner to ensure continuous improvement.
- Take the lead in ensuring that the extensive procurement requirements for the EA are planned, regularly reviewed and effectively communicated.
- To actively participate in the development and application of procurement strategies for all procurement exercises from initiation to contract award and the ongoing contract management.
- Develop appropriate strategies and methodologies to determine the optimum staff resource levels, address identified skills gaps and the related staff development requirements to meet demand and ensure the benefits from effective procurement in both construction, supplies and services are maximised for the EA.
- Support the delivery of sustainable procurement and equality through sustainable procurement initiatives, action plans and ensure procurement advice and decisions incorporate sustainable procurement considerations.
- Develop robust data capture and management information systems to enable the implementation of policies and best practice to be measured and reported on to inform strategic and operational decision making with regard to procurement activity.
- Regularly benchmark EA procurement activities both internally and externally through self-audit, benchmarking with relevant organisations and third party accreditation.
- Maximise the potential of the IFS Finance system and other EA Management Information Systems to integrate financial and procurement data to better inform procurement management, decision making and performance.
- Develop engagement strategies and plans to ensure procurement delivery plans are developed and communicated for all procurement projects whether construction, supplies or services and that there is regular and effective engagement with both customers and suppliers to ensure that procurement strategies take account of market and customer need.
- Liaise with Central Procurement Directorate and contribute to the development of strategic Northern Ireland Public Procurement Policy, ensuring that the EA's interests are appropriately represented and considered.
- Represent EA on the Procurement Practitioners' Group and other relevant procurement forums, using participation in this and other groups as an

opportunity to share best practice and to avail of collaborative procurement opportunities.

- Maximise opportunities for collaboration and innovation in procurement solutions, through drawing on market knowledge to assess market capability and encourage supplier innovation, working with CPD and other Public Sector CoPEs.
- Maximise procurement benefits through the pro-active review of service specific and corporate spend and income generating opportunities.
- Manage and develop the supplier base including Small and Medium sized Enterprises (SMEs) and the Social Economy Enterprises (SEEs).
- Actively pursue, implement and maintain a quality management system for the service
- Develop a risk management strategy and the supporting risk management arrangements to ensure that adequate controls are in place for Construction, Supplies and Services procurement.
- Lead and direct in the area of procurement fraud, corporate risk avoidance and mitigation.
- Continuously monitor and conduct regular risk assessments for all contracted suppliers within the supply chain.
- Ensure consistency in the development, approval, renewal and cost recovery arrangements associated with current or proposed procurement related Memorandums of Understanding (MOA's) and Service Level Agreements (SLA's) with sponsoring Government Departments and other Education partners.
- Develop, maintain and implement specialist commercial terms and conditions for contracts and provide advice on special conditions for specialist and complex procurements.
- Provide professional expertise on procurement disputes, legal challenges and provide support to Service areas on high value procurements as required, in support of the Assistant Director for Pupil Services and Procurement, CLT and the EA Board.

3.2.2 Head of Pupil Services

The post holder's key responsibilities will include the following.

- Provide leadership in the delivery of services to pupils, students, schools, universities & colleges and the general public.
- Manage service delivery effectively to ensure that the services achieve the highest possible standards of performance and focuses on the needs of internal and external customers.
- Agree service performance targets with the Assistant Director and provide regular progress reports.
- Develop, agree and implement a robust annual operational plan for the services.
- Delegate responsibilities and deploy staff according to their skills and abilities to meet the needs of the service.
- Regularly monitor and review plans and make adjustments as required.
- Manage and continuously improve the services to ensure delivery against performance targets, and to ensure that best value for money is achieved.

- Ensure that the service contributes to overall Directorate and Corporate performance as appropriate, and provide update reports as required.
- Ensure that the Assistant Director receives high quality service-specific advice.
- Apply resources effectively across the service to maximise the delivery of front-line services.
- Consider the financial implications relating to effective models of service delivery, and contribute to the successful achievement of the Savings Delivery Plan.
- Ensure compliance with relevant legal, regulatory and statutory performance requirements.
- Manage the service budget in accordance with all relevant financial policy and procedures.
- Monitor the financial position of the services and report regularly to the Assistant Director.
- Follow agreed measures to deliver the services within budget, and take immediate corrective action as required.
- Contribute effectively to quality and performance management systems and ensure that the services are being managed as per the requirements of these systems.
- Ensure that employees within the service team are provided with clear structure, roles and responsibilities and are supported to work in an integrated way.
- Focus on addressing key workforce issues including recruitment, employee engagement, retention and training and development.
- Investigate all complaints and adverse incidents where outcomes are below expected standards.
- Establish effective and rigorous quality assurance systems to maintain high standards.

Head of Continuous Improvement

The post holder's key responsibilities will include the following.

- Support the Assistant Director of Pupil Services and Procurement in the development and implementation of an EA wide information services strategy.
- Manage and provide strategic leadership for the Continuous Improvement function with EA.
- Ensure the Information function supports the delivery of EA's corporate objectives and achievement of its strategic goals.
- Ensure the Digital Transformation strategy supports the delivery of EA's corporate objectives and achievement of its strategic goals.
- Develop and implement robust systems to manage risk in areas of performance and information.
- Represent EA at local and regional fora and develop links with other organisations in respect of the performance, information and service improvement agenda to ensure that EA adopts best practice.
- Develop and maintain a performance management framework which reflects regional targets, ministerial and Board priorities, corporate objects and

corporate compliance and ensure appropriate engagement with operational staff, service users and carers in this process.

- Develop performance management reporting within and across Directorates, to Directorate Senior Management Team, Corporate Leadership Team, Board and general public.
- Co-ordinate the production of reports from EA information systems required to review progress against performance targets for both internal and external stakeholders as required and ensure that monitoring timescales are met.
- Ensure that robust performance management arrangements are developed and implemented within EA to monitor the achievement of targets, objectives and compliance with corporate governance.
- Liaise directly with Directorates in relation to issues arising from performance reports to agree any action required.

Assessment of Workload at 4th Tier

These three newly created posts are not representative of any other post in the Authority or in the former ELB structure and have not come about as a result of amalgamating existing posts into one.

All three posts are subject to job evaluation and, if evaluated at ASEO grade, will result in internal promotional opportunities for those officers that meet the criteria.

It is expected that these roles and responsibilities will apply to all school and youth sectors in Northern Ireland.

The workloads will be representative of that of a regional Head of Service with EA-wide leadership and management responsibilities spanning multiple service areas and impacting on service areas delivered by other directorates and divisions. There will be extensive external cross-working both within the education sector and beyond and the post-holders will be expected to publically represent the Authority in engagement with school principals, chairs of boards of governors, senior civil servants, MPs, MLAs and councillors, industry groups and leaders in private sector organisations.

The posts all require considerable business, financial and people management skills as well as an in-depth knowledge and understanding of the Authority's corporate objectives. As well as fully understanding the function and responsibilities of the Directorate of Operations and Estates, it is essential that there is a broad understanding of the front facing roles that both the Directorates of Education and Children and Youth Peoples' Services play and of the support functions that are provided by the Directorates of both Finance & ICT and Human Resources.

Furthermore, it is absolutely imperative that the post-holders have an in-depth knowledge and understanding of the wider business and infrastructure sectors in which the Authority's delivery partners operate.

Planned Staffing Changes

Unable to provide a table of comparison from current staff in post to proposed new

structure as some of the functions in the new structure did not exist in the old structure and therefore no straight read across.

5th Tier Arrangements

Under the Head of Procurement it is proposed to have one Quality & Compliance Manager who will ensure the retention of CoPE status and develop and maintain a Quality Management System for EA Procurement. There will also be eight Senior Category Managers who will provide specialist procurement advice to customers

Under the Head of Pupil Services it is proposed to have three service Managers. It is likely that these officers will lead on the delivery of the transfer and open enrolment; student finance; and the meals & uniform services.

Under the Head of Continuous Improvement it is proposed to have three service Managers. It is likely that these officers will lead on the delivery of the digital transformation programme; performance and information service; and the business planning service.

At present it is not possible to firmly agree the 5th tier structure as it is expected that the three officers appointed into the 4th tier posts will have a certain amount of autonomy to design and shape the services that they lead, including consideration of the staff cohort at 5th tier and below. As such, the 5th tier arrangement described above remains indicative. As requested by trade union side representatives, management side is content to agree to a further consultation period on the 5th tier structure once it has been designed, evaluated and equality screened as necessary.

Benefits of the Proposed Structure

Benefits of this proposal are numerous and include the creation of a new structure that:

- will provide a professionally led and delivered service ensuring high standards of practice;
- effectively supports the Authority's Vision and its five overarching 10-Year Strategic Priorities in order to achieve its Mission;
- clearly defines a professional and technical team that will strive to provide excellence in programme and project delivery across Northern Ireland;
- is in line with the recently established DE staffing arrangement and programme approach to delivery and enables DE reporting requirements to be routinely met;
- provides a focus on consistency in service delivery, irrespective of managing authority or location;
- leads to the development of single functional management lines;
- creates a culture of continuous improvement;
- will facilitate continuous improvement and support through the quality and compliance role;

PART 2 – EVIDENCE AND MITIGATION

2.1. What information did you use to inform this screening? E.g. census data, Equality Impact Assessments (EQIAs), consultation reports, service level data?

- HMRC Accounting Services Programme 2006
- Workplace 2010 / Accounting Services Programme 2006
- Workplace 2010

2.2. Quantitative Data

What is the profile of the people that are impacted by this policy or decision?
Please provide a statistic breakdown of the people impacted by this policy or decision. Note, if the policy or decision impacts both staff and service users, please provide data on both.

Section 75 Group	Make up of affected groups?
Age	This is the first stage in screening the potential impacts of the procurement restructuring. Information is currently being collected by HR to get a sense of individual staff needs as they relate to section 75. This will be shared when the information is available.
Dependants	
Disability	
Religious Belief	
Gender	
Marital Status	
Political Opinion	
Ethnicity	
Sexual Orientation	

Rural Impacts	
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2.3. Qualitative Data

What are the needs and experiences of the groups that are impacted by this policy or decision?

Are there different needs and experiences for any of the equality groups and what equality issues emerge from this?

Section 75 Group	What are the needs and experiences of the groups as they relate to the policy or decision?
Age	<p>From other equality exercises, EA understand the potential impacts for any staff in a restructuring process to be:</p> <ul style="list-style-type: none"> if changes in work activity take place younger people may be disadvantaged if specific experience is required;
Dependants	<p>From other equality exercises, EA understands the potential impacts for any staff in a restructuring process to be:</p> <ul style="list-style-type: none"> negative impacts if needs are not taken on board if re-training is necessary negative impacts if changes in work patterns are needed
Disability	<p>From other equality exercises, EA understand the potential impacts for any staff in a restructuring process to be:</p> <p>Attitudes of new colleagues:</p> <ul style="list-style-type: none"> stress/worries/anxieties in relation to changes if change in work activity requires re-training potential disadvantages
Religious Belief	<p>From other equality exercises, EA understand the potential impacts for any staff in a restructuring process to be:</p> <ul style="list-style-type: none"> if changes in work activity take place some may be unable to undertake certain roles due to their beliefs (eg. some Muslims re. payment/receipt of interest)
Gender	<p>From other equality exercises, EA understand the potential impacts for any staff in a restructuring process to be:</p> <p>Part-time workers (primarily female) experience adverse</p>

	<p>impacts due to</p> <ul style="list-style-type: none"> • if business needs dictates change in working patterns • if re-training is required (travel and residential) <p>negative impacts on part-time workers (mostly female w/dependants) who hold two jobs</p> <p>some men feel disadvantaged vis-à-vis women when decisions are taken</p> <p>Transgender people:</p> <p>anxiety/stress re. potential attitudes of new colleagues & line manager</p> <ul style="list-style-type: none"> • feeling comfortable to advise new colleagues/line manager of trans* status <p>or those in the process of transitioning, anxiety/stress as to stability of support arrangements agreed with the current employer</p>
Marital Status	<p>If 92,000 families in NI are lone parents families and they incorporate around 150,000 children. <i>Source: Gingerbread 2017/18</i></p> <p>Then any change in workplace circumstance will have a negative impact on lone parents the majority of which are women.</p>
Political Opinion	<p>There is no evidence to suggest different needs, experiences or priorities.</p>
Ethnicity	<p>From other equality exercises, EA understand the potential impacts for any staff in a restructuring process to be:</p> <p>particular consideration might need to be given to staff whose first language is not English if capability issues relate to language.</p>
Sexual Orientation	<p>From other equality exercises, EA understand the potential impacts for any staff in a restructuring process to be:</p> <p>anxiety/stress re. potential attitudes of new colleagues & line manager</p>

What are the social and economic impacts of the policy of people living in rural areas?

Please consider positive and negative impacts around issues such as access to education or youth provision, transport, broadband accessibility and employment impacts

Rural Impacts	Rural impacts have been considered and there are no social and economic impacts from this 4th tier structure to people living in rural areas
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2.4. Policy / Decision changes

Based on the equality issues that have been identified, what changes (mitigation) can you make to the policy in order to better promote equality of opportunity?

<p><i>In developing the policy or decision, what changes did you make, or do you intend to make to address any equality issues that you identified?</i></p> <p>As the Pupil Services & Procurement division is being restructured the following principles will be applied.</p> <ul style="list-style-type: none"> • No member of staff is at risk of compulsory redundancy as part of this restructuring as there are enough posts within the new structure to accommodate all existing staff however staff roles will change. • Posts will be trawled within EA in the first instance but transport experience will be an essential criteria. • The service in terms of geographical spread will remain the same; it will become a functional structure with responsibilities still remaining spread across the Authority. • Any training needs will be met. • Staff who need additional time/support will be accommodated or experience anxiety will be assisted.

Based on the rural impacts that you have identified, what changes (mitigation) can you make to the policy?

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PART 3 – GOOD RELATIONS

3.1. Are there any changes to the policy or decision that you would make to better promote good relations?

GROUP	Impact on Good Relations	Policy / Decision Changes
Religion	As the PS&P division is being restructured and is largely a functional restructuring, there is no evidence of an impact on	

	good relations.	
Ethnicity	As the PS&P division is being restructured and is largely a functional restructuring, there is no evidence of an impact on good relations.	
Political Opinion	As the PS&P division is being restructured and is largely a functional restructuring, there is no evidence of an impact on good relations.	

PART 4 – SCREENING DECISION

4.1. How would you categorise the impacts of the policy or decision?

Please refer to guidance notes on categorising impacts

Please select:

Major Impact	
Minor Impact	X
No Impact	

4.2. Does the policy or decision require a full Equality Impact Assessment?

Please select:

Yes	
No	x

Please provide reasons for your decision

This is the first stage of the screening process, concerned with the functional restructuring. An individual staff engagement exercise will be undertaken with staff, which will gather data on the background and needs of staff and explore any potential impacts so they can be mitigated.

This will be kept under review and if required, a decision to EQIA the restructuring can be taken.

PART 5 – DISABILITY DUTIES

5.1. Does the policy or decision encourage the participation of disabled people in public life? Or is there anything you can do within the policy or decision to encourage participation of disabled people in public life?

<i>How does the policy encourage the participation of disabled people in public life?</i>	<i>Is there anything further you can do to encourage the participation of disabled people in public life?</i>

5.2. Does the policy or decision promote positive attitudes towards disabled people? Or is there anything you can do within the policy or decision to promote positive attitudes towards disabled people?

<i>How does the policy promote positive attitudes towards disabled people?</i>	<i>Is there anything further you can do promote positive attitudes towards disabled?</i>

PART 6 – HUMAN RIGHTS

6.1. Are Human Rights Relevant?

Article	Relevant Yes/No

Article 2:	Right to Life	No
Article 3:	Right to freedom from torture, inhuman or degrading treatment or punishment	No
Article 4:	Right to freedom from slavery, servitude & forced compulsory labour.	No
Article 5:	Right to liberty and security of person.	No
Article 6:	Right to a fair & public trial in a reasonable time	No
Article 7:	Right to freedom from retrospective criminal law & no punishment without law	No
Article 8:	Right to respect for private & family life, home & correspondence.	No
Article 9:	Right to freedom of thought, conscience & religion.	No
Article 10:	Right to freedom of expression.	No
Article 11:	Right to freedom of assembly & association	No
Article 12:	Right to marry & found a family.	No
Article 14:	Prohibition of discrimination in the enjoyment of the convention rights	No
Protocol 1, Article 1	Right to a peaceful enjoyment of possessions & protection of property	No
Protocol 1, Article 2	Right of access to education	No

If you answered 'no' to all human rights considerations, please go to section 7 – monitoring

6.2. If you have answered yes to any of the Articles, does the policy or decision have a potential positive impact or does it potentially interfere with anyone's Human Rights?

Article number	Positive impact or potential interference?	How?	Any legal issues arise?

PART 7 – MONITORING

7.1. What data will you collect to monitor the impact of the policy in terms of equality of opportunity, disability duties or human rights compliance?

Section 75	Disability Duties	Human Rights
<p>We will engage staff and gather information and understand their needs that related to section 75 characteristics as part of an engagement exercise.</p> <p>We will monitor any adverse impacts that are unknown at this stage.</p> <p>We will monitor any section 75 related staff complaints throughout the staff engagement and relocation process</p>		

SIGN OFF**Approved Lead Officer:**

Donna Allen – Assistant Director for Pupil Services & Procurement

Policy Screened by: Suzanne Rea – Business Support officer**Date** 10 October 2018

Please note that the template **must be published** as part of the screening process. Please forward the completed template to equality.unit@eani.org.uk for publication