

# Equality Screening, Disability Duties and Human Rights Assessment Template

Part 1 – Policy scoping

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*Guidance on completion of the template can be found on the Equality Commission website at [S75 screening template 2010 \(web access checked 230920\) .docx](#)*

## Part 1. Policy scoping

### 1.1 Information about the policy

Name of the policy:

NICE Clinical Guideline NG204 - Babies, children and young people's experience of healthcare

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Is this an existing, revised or a new policy?

New

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

This guideline describes good patient experience for babies, children and young people, and makes recommendations on how it can be delivered. It aims to make sure that all babies, children and young people using NHS services have the best possible experience of care.

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

If so, explain how.

This guidance should benefit all people aged 17 and under using healthcare services.

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Who initiated or wrote the policy?

National Institute for Health and Care Excellence (NICE)

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Who owns and who implements the policy?

NICE owns the policy. The Department determines whether the policy should be endorsed for Northern Ireland, and, if endorsed, the HSCB / HSC Trusts implement it.

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## 1.2 Implementation factors

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

N/A

## 1.3 Main stakeholders affected

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

staff

service users

other public sector organisations

voluntary/community/trade unions

other, please specify \_\_\_ Families/Carers\_\_\_\_\_

## 1.4 Other policies with a bearing on this policy

- what are they? NICE Clinical Guideline CG138 - Patient experience in adult NHS services: improving the experience of care for people using adult NHS services (endorsed by DoH in July 2012) - <https://www.nice.org.uk/guidance/cg138>
- who owns them? NICE/DoH

## 1.5 Available evidence

What evidence/information (both qualitative and quantitative<sup>1</sup>) have you gathered to inform this policy? Specify details for each of the Section 75 categories.

**In developing this guidance, NICE have assessed its equality impact in scoping, consulting and before issuing the final guideline. This process is designed to mitigate the impact on equality. In addition, DoH locally consult on equality and human rights issues.**

**Religious belief** evidence / information:

Religion will have no bearing on the guidance

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**Political Opinion** evidence / information:

Political opinion will have no bearing on the guidance

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**Racial Group** evidence / information:

Ethnicity will have no bearing on the guidance

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**Age** evidence / information:

This guidance is aimed at all people aged 17 and under using healthcare services.

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**Marital Status** evidence / information:

Marital status will have no bearing on the guidance

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<sup>1</sup> \* Qualitative data – refers to the experiences of individuals related in their own terms, and based on their own experiences and attitudes. Qualitative data is often used to complement quantitative data to determine why policies are successful or unsuccessful and the reasons for this.

Quantitative data - refers to numbers (that is, quantities), typically derived from either a population in general or samples of that population. This information is often analysed either using descriptive statistics (which summarise patterns), or inferential statistics (which are used to infer from a sample about the wider population).

**Sexual Orientation** evidence / information:

Sexual orientation will have no bearing on the guidance

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

Gender will have no bearing on the guidance

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**Disability** evidence / information:

Disability will have no bearing on the guidance

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**Dependants** evidence / information:

Dependant status will have no bearing on the guidance

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## **1.6 Needs, experiences and priorities**

Taking into account the information referred to above, what are the different needs, experiences and priorities of each of the following categories, in relation to the particular policy/decision?

Specify details of the needs, experiences and priorities for each of the Section 75 categories below:

### **Religious belief**

There is no evidence that different religions will have any different needs, experiences, priorities or issues in relation to the guidance.

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### **Political Opinion**

There is no evidence that different political opinions will have any different needs, experiences, priorities or issues in relation to the guidance.

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## **Racial Group**

An issue was raised relating to the consideration of parents or carers of babies and young children from minority ethnic or other under-represented groups. Although several of the recommendations had advised actively targeting or supporting children or young people from these groups (for example, in the recommendations on measuring experience, design of services or access to healthcare), it had not mentioned parents or carers. The committee addressed this by including parents or carers of babies or young children in these recommendations as well.

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## **Age**

An issue was raised relating to digital poverty and inequality in access to technology. This may prevent some children and young people or the parents or carers of babies and young children from taking part in video consultations, having access to telephone or text messages, or being able to access online information, resources delivered via apps, or digital health records. To address this, the committee made two new recommendations in the overarching principles section at the beginning of the guideline about digital access. These recommendations advise that not all children and young people, or the parents or carers of babies or young children will have access to digital resources, and that non-digital methods should be available as an alternative.

**This guidance relates to, and should benefit all people aged 17 and under using healthcare services.**

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## **Marital status**

There is no evidence that those of different marital status will have any different needs, experiences, priorities or issues in relation to the guidance.

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## **Sexual orientation**

There is no evidence that different sexual orientation will have any different needs, experiences, priorities or issues in relation to the guidance.

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## **Men and Women Generally**

There is no evidence that different genders will have any different needs, experiences, priorities or issues in relation to the guidance. However an issue was noted on the use of the correct gender pronouns when addressing children and young people. To address this the committee added an additional section to a recommendation on communication to advise that children should be asked how they wished to be addressed, including their pronouns.

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## **Disability**

It was raised that the guideline did not make explicit enough the rights and needs for children with disabilities – either physical, sensory or learning – and the need to make reasonable adjustments. To address this, the committee made a new recommendation in the overarching principles section at the beginning of the guideline about disabilities. The committee also added details or amendments to some of the communication and information recommendations regarding sensory and learning disabilities.

An issue was also raised relating to privacy and confidentiality for children or young people with disabilities or who require support to communicate. In many cases, parents or carers will be present to assist these children communicate, but this then removes the ability of these children to have private conversations without their parents or carers present. To address this, the committee amended their recommendations on communication to provide more detail on communicating with children who need support, and added an additional recommendation into the section on privacy and confidentiality to advise that additional support is provided if necessary, to enable children and young people to have private conversations with healthcare professionals without the presence or involvement of their parent or carer, and providing some examples of how this could be done.

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## **Dependants**

There is no evidence that those of different dependant status will have any different needs, experiences, priorities or issues in relation to the guidance.

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## Part 2. Screening questions

### 2.1 What is the likely impact on equality of opportunity for those affected by this policy, for each of the Section 75 equality categories? minor/major/none

**Details of the likely policy impacts on Religious belief:** No impact on equality of opportunity

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

**Details of the likely policy impacts on Political Opinion:** No impact on equality of opportunity

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

**Details of the likely policy impacts on Racial Group:** No impact on equality of opportunity

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

**Details of the likely policy impacts on Age:** No impact on equality of opportunity

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

**Details of the likely policy impacts on Marital Status:** No impact on equality of opportunity

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

**Details of the likely policy impacts on Sexual Orientation:** No impact on equality of opportunity

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

**Details of the likely policy impacts on Men and Women:** No impact on equality of opportunity

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



**Details of the likely policy impacts on Disability:** No impact on equality of opportunity

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

**Details of the likely policy impacts on Dependants:** No impact on equality of opportunity

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

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

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

**Religious Belief** - If Yes, provide details:  
If No, provide reasons: No evidence to support this

**Political Opinion** - If Yes, provide details:  
If No, provide reasons: No evidence to support this

**Racial Group** - If Yes, provide details:  
If No, provide reasons: No evidence to support this

**Age** - If Yes, provide details:  
If No, provide reasons: No evidence to support this

**Marital Status** - If Yes, provide details:  
If No, provide reasons: No evidence to support this

**Sexual Orientation** - If Yes, provide details:  
If No, provide reasons: No evidence to support this

**Men and Women generally** - If Yes, provide details: this  
If No, provide reasons: No evidence to support

**Disability** - If Yes, provide details:  
If No, provide reasons: No evidence to support this

**Dependants** - If Yes, provide details:  
If No, provide reasons: No evidence to support this

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

Please provide details of the likely policy impact and determine the level of impact for each of the categories below i.e. either minor, major or none.

**Details of the likely policy impacts on Religious belief:** The policy will not impact on good relations

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

**Details of the likely policy impacts on Political Opinion:** The policy will not impact on good relations

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

**Details of the likely policy impacts on Racial Group:** The policy will not impact on good relations

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

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

Detail opportunities of how this policy could better promote good relations for people within each of the Section 75 Categories below:

**Religious Belief** - If Yes, provide details:

If No, provide reasons: No evidence to support this

**Political Opinion** - If Yes, provide details:

If No, provide reasons: No evidence to support this

**Racial Group** - If Yes, provide details:

If No, provide reasons: No evidence to support this

## 2.5 Additional considerations

### Multiple identity

Generally speaking, people can fall into more than one Section 75 category.

**Taking this into consideration, are there any potential impacts of the policy/decision on people with multiple identities?**

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

No impact. This guidance will benefit all relevant service users, including those with multiple identities.

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

N/A

**2.6 Was the original policy / decision changed in any way to address any adverse impacts identified either through the screening process or from consultation feedback. If so please provide details.**

N/A

### **Part 3. Screening decision**

#### **3.1 Would you summarise the impact of the policy as; No Impact/ Minor Impact/ Major Impact?**

No Impact

#### **3.2 Do you consider that this policy/ decision needs to be subjected to a full equality impact assessment (EQIA)?**

No

#### **3.3 Please explain your reason.**

This guidance will impact on all sections of the community equally.

#### **3.4 Mitigation**

When the public authority concludes that the likely impact is 'minor' and an equality impact assessment is not to be conducted, the public authority may consider mitigation to lessen the severity of any equality impact, or the introduction of an alternative policy to better promote equality of opportunity or good relations.

#### **Can the policy/decision be amended or changed or an alternative policy introduced to better promote equality of opportunity and/or good relations?**

No

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

N/A

### 3.5 Timetabling and prioritising

Factors to be considered in timetabling and prioritising policies for equality impact assessment.

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

**On a scale of 1-3, with 1 being the lowest priority and 3 being the highest, assess the policy in terms of its priority for equality impact assessment.**

Effect on equality of opportunity and good relations – **Rating** \_\_\_\_ (1-3)

Social need – **Rating** \_\_\_\_ (1-3)

Effect on people's daily lives – **Rating** \_\_\_\_ (1-3)

Relevance to a public authority's functions – **Rating** \_\_\_\_ (1-3)

Note: The Total Rating Score should be used to prioritise the policy in rank order with other policies screened in for equality impact assessment. This list of priorities will assist the public authority in timetabling. Details of the Public Authority's Equality Impact Assessment Timetable should be included in the quarterly Screening Report.

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

N/A

**If yes, please provide details.**

## **Part 4. Monitoring**

Monitoring is an important part of policy development and implementation. Through monitoring it is possible to assess the impacts of the policy / decision both beneficial and adverse.

### **4.1 Please detail how you will monitor the effect of the policy / decision?**

The HSC Board will be responsible for monitoring implementation of NICE guidance within HSC. To provide further assurance regarding implementation, RQIA will lead on assessing the implementation of NICE Guidelines.

### **4.2 What data will you collect in the future in order to monitor the effect of the policy / decision?**

N/A

***Please note:*** - *For the purposes of the annual progress report to the Equality Commission you may later be asked about the monitoring you have done in relation to this policy and whether that has identified any Equality issues.*

## **Part 5. Disability Duties**

**5.1 Does the policy/decision in any way promote positive attitudes towards disabled people and/or encourage their participation in public life?**

N/A

**5.2 Is there an opportunity to better promote positive attitudes towards disabled people or encourage their participation in public life by making changes to the policy/decision or introducing additional measures? N/A**

N/A

## **Part 6. Human Rights**

### **6.1 Does the policy / decision affects anyone's Human Rights?**

Not applicable to NICE guidance.

### **6.2 If you have identified a likely negative impact who is affected and how?**

*At this stage we would recommend that you consult with your line manager to determine whether to seek legal advice and to refer to Human Rights Guidance to consider:*

- *whether there is a law which allows you to interfere with or restrict rights*
- *whether this interference or restriction is necessary and proportionate*
- *what action would be required to reduce the level of interference or restriction in order to comply with the Human Rights Act (1998).*

N/A

### **6.3 Outline any actions which could be taken to promote or raise awareness of human rights or to ensure compliance with the legislation in relation to the policy/decision.**

N/A



## Part 7 - Approval and authorisation

<b>Screened by:</b>	<b>Position/Job Title</b>	<b>Date</b>
Jonathan Adair	Acting EO1	17/01/2022
<b>Approved by:</b>		
Angela Brown	Acting DP	17/01/2022
<b>Copied to EHRU:</b>		

*The Screening Template is 'signed off' and approved by a senior manager responsible for the policy (at least Grade 7), made easily accessible on the public authority's website as soon as possible following completion and made available on request.*

