



2022 CHAPTER 15

Final provisions

Regulations

11.—(1) The Department of Education must make regulations in respect of integrated education supplementing the provisions of this Act.

(2) The regulations may, in particular, include—

- (a) provision designed to ensure consistency and effectiveness in the capture of data (including in relation to area-based data capture);
- (b) provision about the formulation and measuring of targets;
- (c) provision about the formulation and measuring of benchmarks;
- (d) provision about the designation of catchment or other areas for area-based data capture;
- (e) provision about other aspects of assessments and monitoring;
- (f) provision about steps to be taken in pursuit of a duty to support integrated education (including measures to support integrated schools);
- (g) provision about training provided to facilitate teaching within the integrated education system (which may include requirements for training in diversity, inclusive and diverse classes and other matters related to integrated education to be incorporated in training provided as part of initial teacher training and in teachers' continuing professional development programmes);
- (h) provision for initial and continuing professional development for all teachers, school governors, non-teaching school staff and education bodies in respect of inclusive and diverse classes;

- (i) provision about inclusion of matters relating to the provision of integrated education in the school inspection regime;
 - (j) provision designed to encourage and enhance collaboration and coordination between other stakeholders in relation to integrated education; and
 - (k) provision designed to integrate assessment of demand for and supply of integrated education in systems for the planning and development (including housing development) or regeneration of urban and rural areas.
- (3) Regulations under this section may include any supplementary, incidental, consequential, transitional, transitory or saving provision the Department considers appropriate—
- (a) for the general purposes, or any particular purpose, of this Act;
 - (b) in consequence of any provision made by this Act; or
 - (c) for giving full effect to the provisions of this Act.
- (4) Provision under subsection (3) may, in particular, include supplementary, incidental or consequential amendments of any Northern Ireland legislation (including amendments equivalent or similar to those effected by sections 4 and 13).
- (5) Regulations under this section may not be made unless a draft of the regulations has been laid before and approved by a resolution of, the Assembly.

Guidance

- 12.—**(1) The Department of Education may give guidance about—
- (a) the implementation or application of a provision of this Act (including a provision amending another enactment);
 - (b) any matter in respect of which regulations under section 11 have been, or could be, made.
- (2) The Department of Education must—
- (a) lay the guidance, and each revision, before the Assembly; and
 - (b) publish the guidance in such a manner as it considers appropriate.
- (3) An education body, and integrated schools must have regard to any guidance issued under subsection (1).
- (4) An education body may give guidance about any matter relating to the body's functions in respect of integrated education.

Consequential amendments

- 13.—**(1) In Article 64(1) of the Education Reform (Northern Ireland) Order 1989 (Department's duties in respect of integrated education) omit “, that is to

say the education together at school of Protestant and Roman Catholic pupils” and insert “and to provide support for integrated education”.

(2) In Article 66(2) of that Order (management of grant-maintained integrated schools) for “are such as are likely to attract to the school reasonable numbers of both Protestant and Roman Catholic pupils” substitute “are such as are likely to ensure the provision of integrated education”.

(3) In Article 71(8) of that Order (proposals for acquisition of grant-maintained integrated status), for “be attended by reasonable numbers of both Protestant and Roman Catholic pupils” substitute “provide integrated education”.

(4) In Article 79(2) of that Order (significant changes to grant-maintained integrated schools), for “be attended by reasonable numbers of both Protestant and Roman Catholic pupils” substitute “provide integrated education”.

(5) In Article 81(3)(d) of that Order (withdrawal of grant by Department) for “attended by reasonable numbers of both Protestant and Roman Catholic pupils” substitute “providing integrated education”.

(6) In Article 88 of that Order (management of controlled integrated schools) for “attract to the school reasonable numbers of both Protestant and Roman Catholic pupils” substitute “ensure the provision of integrated education”.

(7) In Article 92(6) of that Order (proposals for acquisition of controlled integrated status), for “be attended by reasonable numbers of both Protestant and Roman Catholic pupils” substitute “provide integrated education”.

(8) In Article 97 of that Order (significant changes to controlled integrated schools), for “be attended by reasonable numbers of both Protestant and Roman Catholic pupils” substitute “provide integrated education”.

Interpretation: general

14. In this Act—

“education bodies” means—

- (i) the Department of Education; and
- (ii) the Education Authority;

“integrated education” has the meaning given by section 1;

“integrated education strategy” has the meaning given by section 9;

“integrated school” has the meaning given by section 1; and

words and expressions which are defined in Article 2(2) of the Education and Libraries (Northern Ireland) Order 1986 have the same meaning as in that Order.

Commencement

15. This Act comes into operation at the end of the period of 6 months beginning with the day on which it receives Royal Assent.

Short title

16. This Act may be cited as the Integrated Education Act (Northern Ireland) 2022.