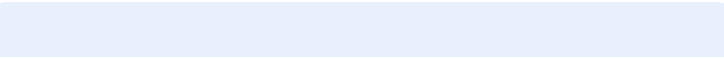




Public Authority Statutory Equality and Good Relations Duties

Annual Progress Report

Contact details:

<ul style="list-style-type: none"> Section 75 of the NI Act 1998 and Equality Scheme 	Name: Michael Keenan Telephone: 02892 013014 Email: michael.keenan@ccmsschools.com
<ul style="list-style-type: none"> Section 49A of the Disability Discrimination Act 1995 and Disability Action Plan 	As above <input checked="" type="checkbox"/> Name: Click or tap here to enter text. Telephone: Click or tap here to enter text. Email: Click or tap here to enter text.
Documents published relating to our Equality Scheme can be found at:	See attached policy
Signature:	

This report has been prepared using a template circulated by the Equality Commission.

It presents our progress in fulfilling our statutory equality and good relations duties, and implementing Equality Scheme commitments and Disability Action Plans.

This report reflects progress made between April 2023 and March 2024

PART A – Section 75 of the Northern Ireland Act 1998 and Equality Scheme

- 1** In 2023-24, please provide **examples** of key policy/service delivery developments made by the public authority in this reporting period to better promote equality of opportunity and good relations; and the outcomes and improvements achieved.

Please relate these to the implementation of your statutory equality and good relations duties and Equality Scheme where appropriate.

Click or tap here to enter text.

CCMS have created a working group that is currently reviewing all of CCMS policies which will include the Equality Scheme and Disability Action Plan.

CCMS reviewed its recruitment documentation and Appointments Scheme to incorporate legislative changes around FEST for teachers.

Contributed to working groups for Joint Working Party and Management Side in relation to the review and/or creation of recruitment and selection, terms and conditions and other policies for teachers.

Responded to a number of consultations by DE and other statutory bodies.

Area planning groups in all Employing Authority regions have integrated equality considerations into planning process through Section 75 analysis which are carried out on all proposals

Chairmanship and provision of financial management for the West Belfast Full Service Community Network which is multi agency and cross community

Contribute to the policy development in relation to Traveller education as the key stakeholder in this area.

CCMS contributes to in the Shared Education initiative which currently involves four significant projects across Northern Ireland

CCMS works with the Irish Medium Sector in exploring the development of Irish Medium Education through the establishment of Irish Medium Units in Maintained Schools

CCMS promotes policies of inclusion and equality within its own organisation and within the Catholic Maintained sector within its policies which advocate access to the full NI Curriculum at Nursery, Primary and Post Primary level.

PART A

DOE and DSPS contribute to the DE Integrated Education Implementation Act working group.

PART A

- 2** Please provide **examples** of outcomes and/or the impact of **equality action plans/** measures in 2023-24 (*or append the plan with progress/examples identified*).

Working Group established for the review of the CCMS Scheme for Appointment of Principal and Vice Principals to ensure policy was changed in line with legislation.

Working Group established for the review of the CCMS Scheme for Appointment of Teachers to ensure policy was changed in line with legislation.

Policies issued to all Catholic maintained schools and uploaded to the CCMS website.

PART A

3 Has the **application of the Equality Scheme** commitments resulted in any **changes** to policy, practice, procedures and/or service delivery areas during the 2023-24 reporting period? *(tick one box only)*

Yes

No (go to Q.4)

Not applicable (go to Q.4)

Please provide any details and examples:

Plans put in place to set up monitoring.

3a With regard to the change(s) made to policies, practices or procedures and/or service delivery areas, what **difference was made, or will be made, for individuals**, i.e. the impact on those according to Section 75 category?

Please provide any details and examples:

Changes to process to provide assurance that no negative impact for anyone who may fall under the Section 75 category.

3b What aspect of the Equality Scheme prompted or led to the change(s)? *(tick all that apply)*

As a result of the organisation's screening of a policy *(please give details):*

Click or tap here to enter text.

As a result of what was identified through the EQIA and consultation exercise *(please give details):*

Click or tap here to enter text.

As a result of analysis from monitoring the impact *(please give details):*

Click or tap here to enter text.

PART A

As a result of changes to access to information and services (*please specify and give details*):

Click or tap here to enter text.

Other (*please specify and give details*):

Introduction of legislation

Section 2: Progress on Equality Scheme commitments and action plans/measures

Arrangements for assessing compliance (Model Equality Scheme Chapter 2)

4 Were the Section 75 statutory duties integrated within job descriptions during the 2023-24 reporting period? (*tick one box only*)

Yes, organisation wide

Yes, some departments/jobs

No, this is not an Equality Scheme commitment

No, this is scheduled for later in the Equality Scheme, or has already been done

Not applicable

Please provide any details and examples:

Amended changes to Job Descriptions communicated to all Catholic maintained schools and checked with returned to CCMS

5 Were the Section 75 statutory duties integrated within performance plans during the 2023-24 reporting period? (*tick one box only*)

Yes, organisation wide

Yes, some departments/jobs

PART A

- No, this is not an Equality Scheme commitment
- No, this is scheduled for later in the Equality Scheme, or has already been done
- Not applicable

Please provide any details and examples:

Click or tap here to enter text.

6 In the 2023-24 reporting period were **objectives/ targets/ performance measures** relating to the Section 75 statutory duties **integrated** into corporate plans, strategic planning and/or operational business plans? *(tick all that apply)*

- Yes, through the work to prepare or develop the new corporate plan
- Yes, through organisation wide annual business planning
- Yes, in some departments/jobs
- No, these are already mainstreamed through the organisation's corporate plan
- No, the organisation's planning cycle does not coincide with this 2023-24 report
- Not applicable

Please provide any details and examples:

Specific workstream established to ensure all FEST legislation is met and linked to CCMS Business Plan

Equality action plans/measures

7 Within the 2023-24 reporting period, please indicate the **number** of:

Actions completed:

Recruitment paperwork reviewed to take into account FEST legislation

Actions ongoing:

PART A

Ongoing work with other educational partners around monitoring of teaching staff

Actions to commence:

Click or tap here to enter text.

Please provide any details and examples (*in addition to question 2*):

Click or tap here to enter text.

- 8** Please give details of changes or amendments made to the equality action plan/measures during the 2023-24 reporting period (*points not identified in an appended plan*):

As previously detailed around appointment process

- 9** In reviewing progress on the equality action plan/action measures during the 2023-24 reporting period, the following have been identified: (*tick all that apply*)

Continuing action(s), to progress the next stage addressing the known inequality

Action(s) to address the known inequality in a different way

Action(s) to address newly identified inequalities/recently prioritised inequalities

Measures to address a prioritised inequality have been completed

Arrangements for consulting (Model Equality Scheme Chapter 3)

- 10** Following the initial notification of consultations, a targeted approach was taken – and consultation with those for whom the issue was of particular relevance: (*tick one box only*)

All the time

Sometimes

Never

PART A

- 11** Please provide any **details and examples of good practice** in consultation during the 2023-24 reporting period, on matters relevant (e.g. the development of a policy that has been screened in) to the need to promote equality of opportunity and/or the desirability of promoting good relations:

All consultations have a targeted approach

Changes to consultation process to make it more accessible to the wider audience

- 12** In the 2023-24 reporting period, given the consultation methods offered, which consultation methods were **most frequently used by consultees**: (*tick all that apply*)

Face to face meetings

Focus groups

Written documents with the opportunity to comment in writing

Questionnaires

Information by email with an opportunity to opt in/out of the consultation

Internet discussions

Telephone consultations

Other (*please specify*): Click or tap here to enter text.

Please provide any details or examples of the uptake of these methods of consultation in relation to the consultees' membership of particular Section 75 categories:

Click or tap here to enter text.

- 13** Were any awareness-raising activities for consultees undertaken, on the commitments in the Equality Scheme, during the 2023-24 reporting period? (*tick one box only*)

Yes

No

PART A

Not applicable

Please provide any details and examples:

Click or tap here to enter text.

14 Was the consultation list reviewed during the 2023-24 reporting period? (*tick one box only*)

Yes

No

Not applicable – no commitment to review

Arrangements for assessing and consulting on the likely impact of policies (Model Equality Scheme Chapter 4)

[Insert link to any web pages where screening templates and/or other reports associated with Equality Scheme commitments are published]

Click or tap here to enter text.

15 Please provide the **number** of policies screened during the year (*as recorded in screening reports*):

0

16 Please provide the **number of assessments** that were consulted upon during 2023-24:

Click or tap here to enter text. Policy consultations conducted with **screening** assessment presented.

Click or tap here to enter text. Policy consultations conducted **with an equality impact assessment** (EQIA) presented.

Click or tap here to enter text. Consultations for an **EQIA** alone.

PART A

- 17** Please provide details of the **main consultations** conducted on an assessment (as described above) or other matters relevant to the Section 75 duties:

Click or tap here to enter text.

- 18** Were any screening decisions (or equivalent initial assessments of relevance) reviewed following concerns raised by consultees? *(tick one box only)*

Yes

No concerns were raised

No

Not applicable

Please provide any details and examples:

Click or tap here to enter text.

Arrangements for publishing the results of assessments (Model Equality Scheme Chapter 4)

- 19** Following decisions on a policy, were the results of any EQIAs published during the 2023-24 reporting period? *(tick one box only)*

Yes

No

Not applicable

Please provide any details and examples:

Click or tap here to enter text.

Arrangements for monitoring and publishing the results of monitoring (Model Equality Scheme Chapter 4)

- 20** From the Equality Scheme monitoring arrangements, was there an audit of existing information systems during the 2023-24 reporting period? *(tick one box only)*

PART A

Yes

No, already taken place

No, scheduled to take place at a later date

Not applicable

Please provide any details:

Click or tap here to enter text.

21 In analysing monitoring information gathered, was any action taken to change/review any policies? *(tick one box only)*

Yes

No

Not applicable

Please provide any details and examples:

Click or tap here to enter text.

22 Please provide any details or examples of where the monitoring of policies, during the 2023-24 reporting period, has shown changes to differential/adverse impacts previously assessed:

Not applicable

23 Please provide any details or examples of monitoring that has contributed to the availability of equality and good relations information/data for service delivery planning or policy development:

Not applicable

Staff Training (Model Equality Scheme Chapter 5)

- 24** Please report on the activities from the training plan/programme (section 5.4 of the Model Equality Scheme) undertaken during 2023-24, and the extent to which they met the training objectives in the Equality Scheme.

none

- 25** Please provide **any examples** of relevant training shown to have worked well, in that participants have achieved the necessary skills and knowledge to achieve the stated objectives:

none

Public Access to Information and Services (Model Equality Scheme Chapter 6)

- 26** Please list **any examples** of where monitoring during 2023-24, across all functions, has resulted in action and improvement in relation **to access to information and services**:

none

Complaints (Model Equality Scheme Chapter 8)

- 27** How many complaints **in relation to the Equality Scheme** have been received during 2023-24?

Insert number here: 0

Please provide any details of each complaint raised and outcome:

Click or tap here to enter text.

Section 3: Looking Forward

28 Please indicate when the Equality Scheme is due for review:

A working group has been established to review a number of internal policies, one of which is the Equality Scheme.

29 Are there areas of the Equality Scheme arrangements (screening/consultation/training) your organisation anticipates will be focused upon in the next reporting period? *(please provide details)*

Click or tap here to enter text.

30 In relation to the advice and services that the Commission offers, what **equality and good relations priorities** are anticipated over the next reporting period? *(please tick any that apply)*

Employment

Goods, facilities and services

Legislative changes

Organisational changes/ new functions

Nothing specific, more of the same

Other (please state):

Click or tap here to enter text.

PART B

PART B - Section 49A of the Disability Discrimination Act 1995 (as amended) and Disability Action Plans

1. Number of action measures for this reporting period that have been:

Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Fully achieved	Partially achieved	Not achieved

2. Please outline below details on all actions that have been fully achieved in the reporting period.

2 (a) Please highlight what **public life measures** have been achieved to encourage disabled people to participate in public life at National, Regional and Local levels:

Level	Public Life Action Measures	Outputs ⁱ	Outcomes / Impact ⁱⁱ
National ⁱⁱⁱ	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Regional ^{iv}	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Local ^v	Guidance to trustees on Board of Governor membership reviewed	Welcoming statement was included in documentation to schools/trustees	Click or tap here to enter text.

PART B

2(b) What **training action measures** were achieved in this reporting period?

	Training Action Measures	Outputs	Outcome / Impact
1	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
2	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

2(c) What Positive attitudes **action measures** in the area of **Communications** were achieved in this reporting period?

	Communications Action Measures	Outputs	Outcome / Impact
1	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
2	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

2 (d) What action measures were achieved to '**encourage others**' to promote the two duties:

	Encourage others Action Measures	Outputs	Outcome / Impact
1	We continue to work with schools to include images that underpin this duty	Click or tap here to enter text.	Click or tap here to enter text.

PART B

2	CCMS ensure images on website/publications represent good relations duty	Click or tap here to enter text.	Click or tap here to enter text.
	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

2 (e) Please outline **any additional action measures** that were fully achieved other than those listed in the tables above:

	Action Measures fully implemented (other than Training and specific public life measures)	Outputs	Outcomes / Impact
1	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
2	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

3. Please outline what action measures have been **partly achieved** as follows:

	Action Measures partly achieved	Milestones/ Outputs	Outcomes/Impacts	Reasons not fully achieved
1	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
2	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

PART B

4. Please outline what action measures **have not been achieved** and the reasons why.

	Action Measures not met	Reasons
1	Click or tap here to enter text.	Click or tap here to enter text.
2	Click or tap here to enter text.	Click or tap here to enter text.
	Click or tap here to enter text.	Click or tap here to enter text.

5. What **monitoring tools** have been put in place to evaluate the degree to which actions have been effective / develop new opportunities for action?

(a) Qualitative

Click or tap here to enter text.

(b) Quantitative

Click or tap here to enter text.

6. As a result of monitoring progress against actions has your organisation either:

- made any **revisions** to your plan during the reporting period or
- taken any **additional steps** to meet the disability duties which were **not outlined in your original** disability action plan / any other changes?

Please select

If yes please outline below:

PART B

	Revised/Additional Action Measures	Performance Indicator	Timescale
1	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
2	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
3	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
4	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
5	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

7. Do you intend to make any further **revisions to your plan** in light of your organisation’s annual review of the plan? If so, please outline proposed changes?

Click or tap here to enter text.

ⁱ **Outputs** – defined as act of producing, amount of something produced over a period, processes undertaken to implement the action measure e.g. Undertook 10 training sessions with 100 people at customer service level.

ⁱⁱ **Outcome / Impact** – what specifically and tangibly has changed in making progress towards the duties? What impact can directly be attributed to taking this action? Indicate the results of undertaking this action e.g. Evaluation indicating a tangible shift in attitudes before and after training.

ⁱⁱⁱ **National** : Situations where people can influence policy at a high impact level e.g. Public Appointments

^{iv} **Regional**: Situations where people can influence policy decision making at a middle impact level

^v **Local** : Situations where people can influence policy decision making at lower impact level e.g. one off consultations, local fora.