

COUNCIL FOR CATHOLIC MAINTAINED SCHOOLS

Public Authority Statutory Equality and Good Relations Duties Annual Progress Report 2015-16


Contact:

• Section 75 of the NI Act 1998 and Equality Scheme	Name:	Eugene O'Neill
	Telephone:	02890 426972
	Email:	Eugene.oneill@ccmsschools.com
• Section 49A of the Disability Discrimination Act 1995 and Disability Action Plan	As above	<input checked="" type="checkbox"/>
	Name:	Eugene O'Neill
	Telephone:	02890 426972
	Email:	Eugene.oneill@ccmsschools.com

Documents published relating to our Equality Scheme can be found at:

www.ccmsonline.com

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 2015 and March 2016

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

Section 1: Equality and good relations outcomes, impacts and good practice

- 1 In 2015-16, 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.

- Work has started on a complete review of all CCMS policies and procedures to ensure compliance. It is anticipated that many of these will be subject to equality screening.
- Work has started on drawing up a new Disability Action Plan and should be ready for consultation shortly.
- 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 the 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 is a key player in the Shared Education Campus 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

- 2 Please provide **examples** of outcomes and/or the impact of **equality action plans/** measures in 2015-16 (*or append the plan with progress/examples identified*).

Work is on-going on the review of the use, nature and purpose of the policy requirement that all teachers applying for posts in nursery and primary schools should possess a recognised certificate in Religious Education on taking up appointment.

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 2015-16 reporting period? *(tick one box only)*

Yes No (go to Q.4) Not applicable (go to Q.4)

Please provide any details and examples:

Disability Action Plan has been updated and due to go out for consultation.

Review ongoing of all internal policies.

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:

The Disability Action Plan has a number of action points that will be incorporated into CCMS including training for employees and Council members, securing textphone and a number of recommendations in relation to CCMS recruitment process.

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):*

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

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

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

Other *(please specify and give details):*

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 2015-16 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:

Job descriptions are all due to be renewed as we progress through CCMS re-structuring.

5 Were the Section 75 statutory duties integrated within performance plans during the 2015-16 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:

In the 2015-16 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

PART A

- Yes, in some departments/jobs
- No, these are already mainstreamed through the organisation's ongoing corporate plan
- No, the organisation's planning cycle does not coincide with this 2015-16 report
- Not applicable

Please provide any details and examples:

Equality action plans/measures

7 Within the 2015-16 reporting period, please indicate the number of:

Actions completed: Actions ongoing: Actions to commence:

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

Action Completed:

Consultation list updates
Inclusion of equality statement on all job descriptions

Action Ongoing:

Review of all CCMS policies and procedures.

8 Please give details of changes or amendments made to the equality action plan/measures during the 2015-16 reporting period (*points not identified in an appended plan*):

None

9 In reviewing progress on the equality action plan/action measures during the 2015-16 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)

PART A

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

11 Please provide any **details and examples of good practice** in consultation during the 2015-16 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:

No consultations took place during 15/16.

12 In the 2015-16 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/notification by email with an opportunity to opt in/out of the consultation
- Internet discussions
- Telephone consultations
- Other *(please specify)*:

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:

No consultation took place

13 Were any awareness-raising activities for consultees undertaken, on the commitments in the Equality Scheme, during the 2015-16 reporting period? *(tick one box only)*

- Yes No Not applicable

Please provide any details and examples:

PART A

14 Was the consultation list reviewed during the 2015-16 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]

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 2015-16:

0	Policy consultations conducted with screening assessment presented.
0	Policy consultations conducted with an equality impact assessment (EQIA) presented.
0	Consultations for an EQIA alone.

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

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:

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 2015-16, and the extent to which they met the training objectives in the Equality Scheme.

No training took place, however training scheduled with Council members shortly.

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:

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

26 Please list any examples of where monitoring during 2015-16, across all functions, has resulted in action and improvement in relation to access to information and services:

Complaints (Model Equality Scheme Chapter 8)

27 How many complaints in relation to the Equality Scheme have been received during 2015-16?

Insert number here:

0

Please provide any details of each complaint raised and outcome:

Section 3: Looking Forward

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

An associate is currently reviewing all current CCMS policies and included within that is the Equality Scheme.

PART A

- 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)*

Recruiting Fairly Training

Council members and staff who participate in selection panels will attend this training.

- 30 In relation to the advice and services that the Commission offers, what **equality and good relations priorities** are anticipated over the next (2016-17) 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):

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:

<input style="width: 100%; height: 40px; border: 1px solid black;" type="text"/> Fully achieved	<input style="width: 100%; height: 40px; border: 1px solid black;" type="text"/> Partially achieved	<input style="width: 100%; height: 40px; border: 1px solid black;" type="text"/> 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	None		
Regional ^{iv}	None		
Local ^v	None		

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

	Training Action Measures	Outputs	Outcome / Impact
1	None		

PART B

2		

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	None		
2	None		

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

	Encourage others Action Measures	Outputs	Outcome / Impact
1	None		
2	None		

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	Outputs	Outcomes / Impact	Outcomes / Impact

PART B

	measures)			
1	Reasonable adjustments	Referrals to occupational health to identify reasonable adjustments	Adjustments implemented – employee retained in employment	
2	Worked with outside agencies to maintain employee in work	Liaised with Access to Work, Action on Hearing, Disability Action etc	Employee retained in employment and attendance improved.	

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				
2				

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

	Action Measures not met	Reasons
1		
2		

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

(b) Quantitative

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:

	Revised/Additional Action Measures	Performance Indicator	Timescale
1			
2			
3			

PART B

4			
5			

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?

A new Disability Action Plan is currently being drawn up and will be going out for consultation this year.

-
- 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.
 - ^{vi} Milestones – Please outline what part progress has been made towards the particular measures; even if full output or outcomes/ impact have not been achieved.