

# COUNCIL FOR CATHOLIC MAINTAINED SCHOOLS



## Public Authority Statutory Equality and Good Relations Duties Annual Progress Report 2017-18

### Contact:

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✓ Section 49A of the Disability Discrimination Act 1995 and Disability Action Plan	As above <input checked="" type="checkbox"/> (double click to open) Name: Eugene O'Neill Telephone: 02892 013014 Email: Eugene.ONeill@ccmsschools.com

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

[www.onlineccms.com](http://www.onlineccms.com)

### Signature:

A rectangular box containing a handwritten signature in black ink. The signature is cursive and appears to read "Eugene O'Neill".

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 2017 and March 2018

## **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 2017-18, 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.*

CCMS continuously reviews all of its policies and procedures to ensure compliance where appropriate these are equality screened.

CCMS have commissioned a review of its Equality Scheme and part of this will be to look at the Disability Action Plan and its rollout.

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.

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- 2 Please provide **examples** of outcomes and/or the impact of **equality action plans/** measures in 2017-18 (*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 both nursery and primary schools should possess a recognised certificate in Religious Education on the taking up of an appointment.

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**3** Has the **application of the Equality Scheme** commitments resulted in any **changes** to policy, practice, procedures and/or service delivery areas during the 2017-18 reporting period? *(tick one box only)*

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

Please provide any details and examples:

**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:

**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 2017-18 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:

5 Were the Section 75 statutory duties integrated within performance plans during the 2017-18 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 2017-18 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 ongoing

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corporate plan

- No, the organisation's planning cycle does not coincide with this 2017-18 report
- Not applicable

Please provide any details and examples:

**Equality action plans/measures**

7 Within the 2017-18 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*):

8 Please give details of changes or amendments made to the equality action plan/measures during the 2017-18 reporting period (*points not identified in an appended plan*):

None

9 In reviewing progress on the equality action plan/action measures during the 2017-18 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

11 Please provide any **details and examples of good practice** in consultation during the 2017-18 reporting period, on matters relevant (e.g. the development of a policy that has

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been screened in) to the need to promote equality of opportunity and/or the desirability of promoting good relations:

There were no consultations during 2017/18.

12 In the 2017-18 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:

13 Were any awareness-raising activities for consultees undertaken, on the commitments in the Equality Scheme, during the 2017-18 reporting period? *(tick one box only)*

- Yes                      ✓ No                       Not applicable

Please provide any details and examples:

14 Was the consultation list reviewed during the 2017-18 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
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16 Please provide the **number of assessments** that were consulted upon during 2017-18:

	Policy consultations conducted with <b>screening</b> assessment presented.
	Policy consultations conducted <b>with an equality impact assessment (EQIA)</b> presented.
	Consultations for an <b>EQIA</b> 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:

**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 2017-18 reporting period? (*tick one box only*)

Yes       No       [ Not applicable

Please provide any details and examples:

**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 2017-18 reporting period? *(tick one box only)*

- Yes  No, already taken place  
 No, scheduled to take place at a later date  Not applicable

Please provide any details:

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:

22 Please provide any details or examples of where the monitoring of policies, during the 2017-18 reporting period, has shown changes to differential/adverse impacts previously assessed:

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:

**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 2017-18, and the extent to which they met the training objectives in the Equality Scheme.

- 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 2017-18, 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 2017-18?

Insert number here:

0
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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:

Due to be reviewed 2018/19.

- 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)*

- 30 In relation to the advice and services that the Commission offers, what **equality and good relations priorities** are anticipated over the next (2017-18) reporting period? *(please tick any that apply)*

- ✓  Employment
- Goods, facilities and services

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- ✓  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:**

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 <sup>i</sup>	Outcomes / Impact <sup>ii</sup>
National <sup>iii</sup>			
Regional <sup>iv</sup>			
Local <sup>v</sup>	Included in guidance to encourage disabled persons to apply onto Boards of Governors	Welcoming statement in Board of Governor booklet	Work is still ongoing to collate information however, we do not record at governor level whether someone has a disability.

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

	Training Action Measures	Outputs	Outcome / Impact
1			
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			
2			

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

	Encourage others Action Measures	Outputs	Outcome / Impact
1	We are encouraging schools who send CCMS photos for inclusion on website to include photos of disabled persons to		We are working with schools on a daily basis with this

PART B

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

	Training Action Measures	Outputs	Outcome / Impact
1			
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			
2			

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

	Encourage others Action Measures	Outputs	Outcome / Impact
1	We are encouraging schools who send CCMS photos for inclusion on website to include photos of disabled persons to		We are working with schools on a daily basis with this

PART B

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		
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?

The DAP was drawn up, however, with further restructuring it has now been decided that the Equality Scheme and DAP would be revised by an external professional.

- <sup>i</sup> **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.
- <sup>ii</sup> **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.
- <sup>iii</sup> **National** : Situations where people can influence policy at a high impact level e.g. Public Appointments
- <sup>iv</sup> **Regional**: Situations where people can influence policy decision making at a middle impact level
- <sup>v</sup> **Local** : Situations where people can influence policy decision making at lower impact level e.g. one off consultations, local fora.
- <sup>vi</sup> **Milestones** – Please outline what part progress has been made towards the particular measures; even if full output or outcomes/ impact have not been achieved.