

**CCMS**  
Council for Catholic  
Maintained Schools

**Public Authority Statutory Equality and Good Relations Duties  
Annual Progress Report 2018-19**

**Contact:**

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<ul style="list-style-type: none"><li>Section 49A of the Disability Discrimination Act 1995 and Disability Action Plan</li></ul>	As above <input 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:

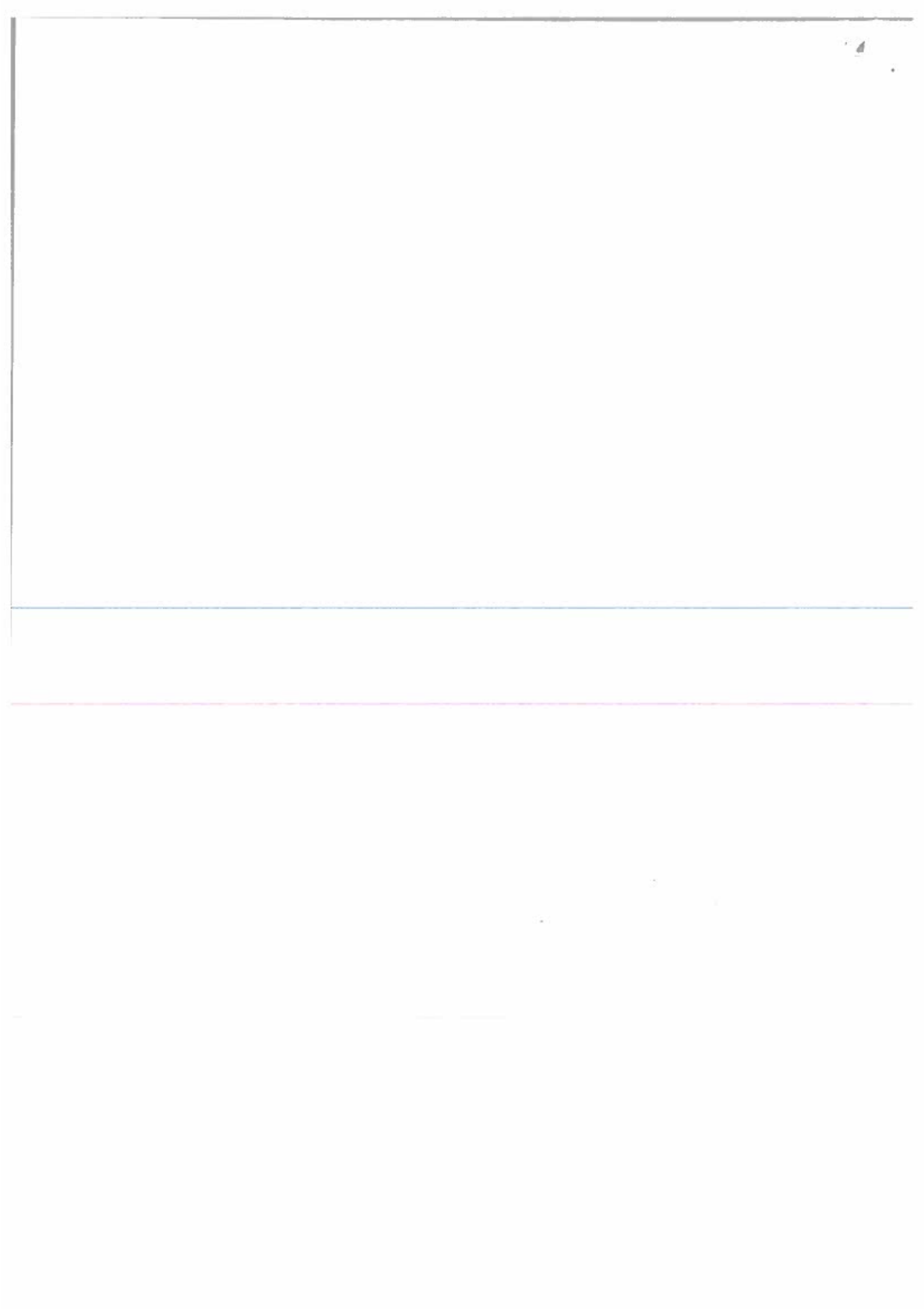
Please insert link or details here

**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 2018 and March 2019**



## 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 2018-19, 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.

During the last year CCMS has commissioned a review of its Equality and Disability Schemes. That review is ongoing and will be completed during 19/20.

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

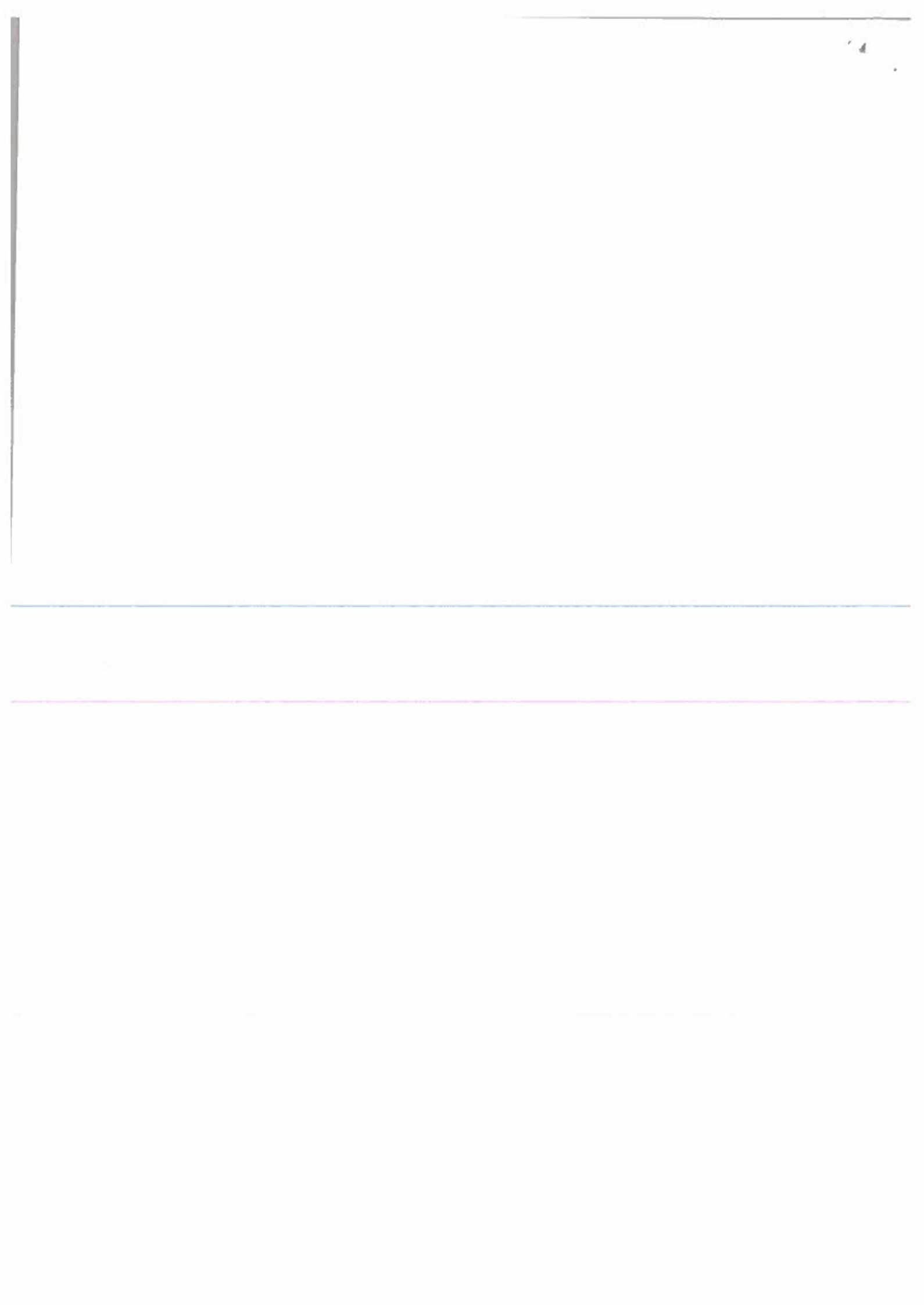
Chairmanship and provision of financial management for the West Belfast Full Service Community Network which is multi agency and cross community

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

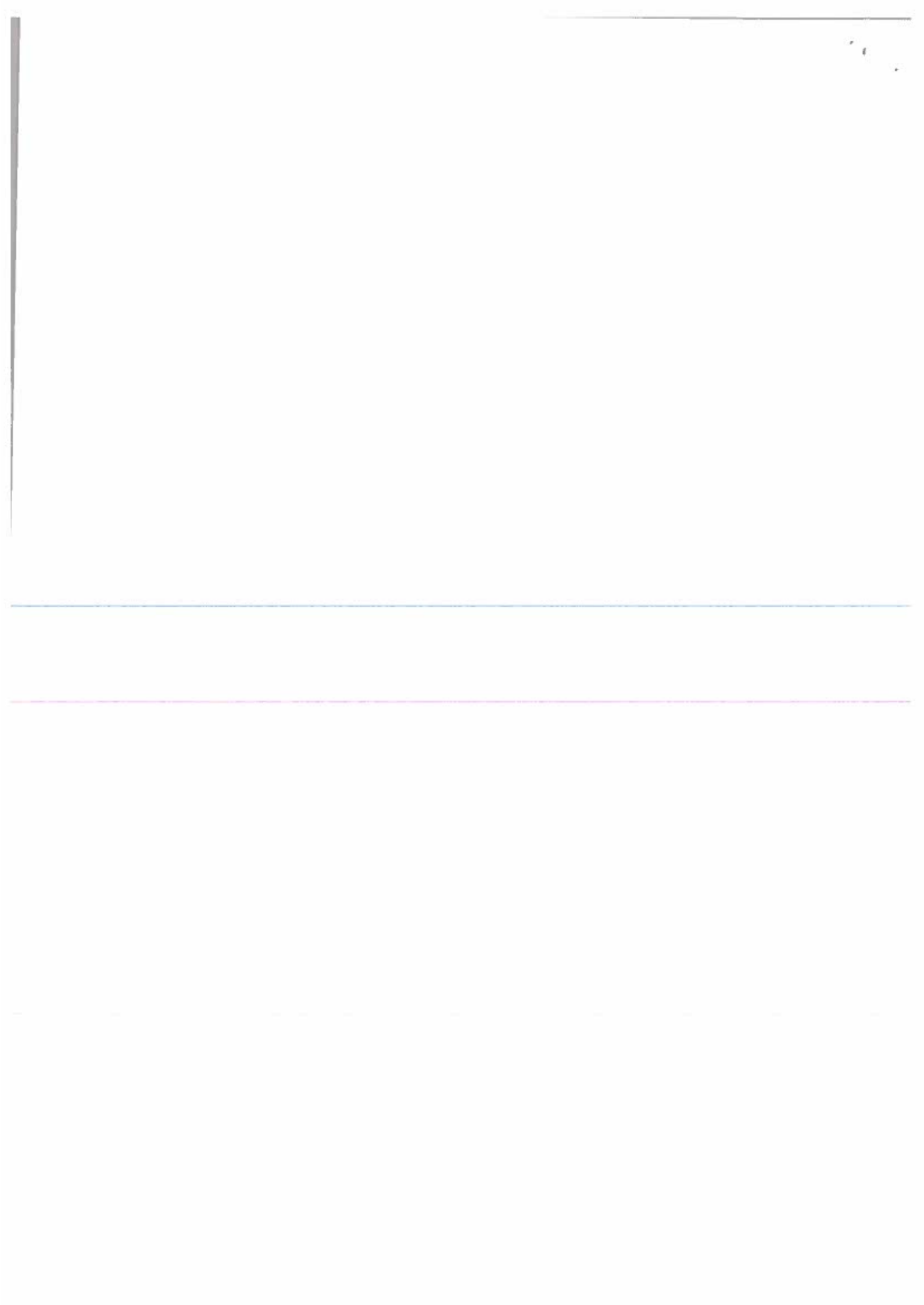
CCMS promotes policies of inclusion and equality within its own organisation and within the Catholic Maintained sector within its policies which advocate access to the full NI Curriculum at Nursery, Primary and Post Primary level.



PART A

- 2 Please provide **examples** of outcomes and/or the impact of **equality action plans/ measures** in 2018-19 (*or append the plan with progress/examples identified*).

CCMS is working with a group established by the Trustees of Catholic schools to review the use, nature and purpose of the policy. This work is ongoing and it is expected that guidance will be developed for all schools.



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 2018-19 reporting period? *(tick one box only)*

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

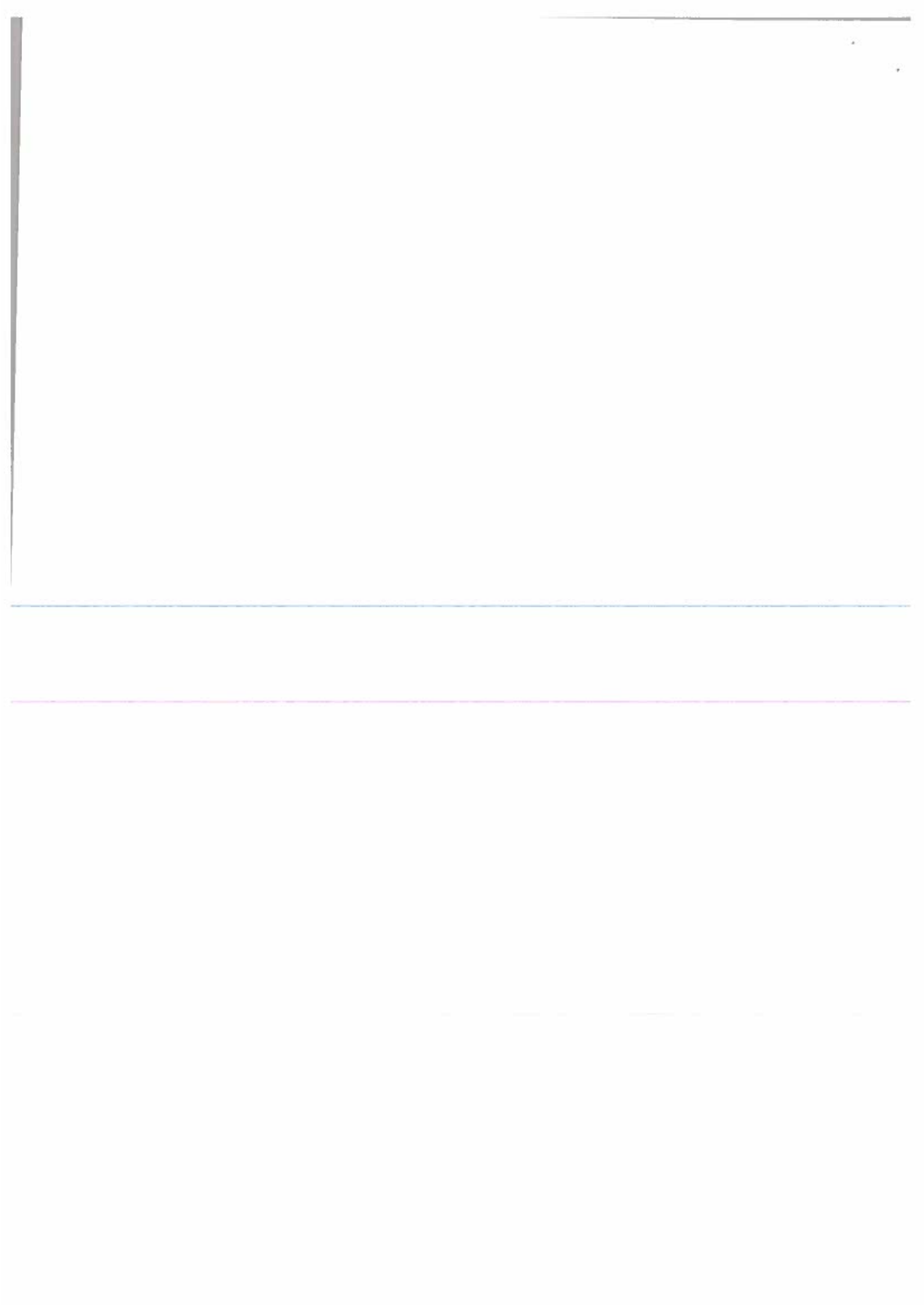
Please provide any details and examples:

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 2018-19 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 at all levels are currently being reviewed as part of an organisational wide job evaluation review

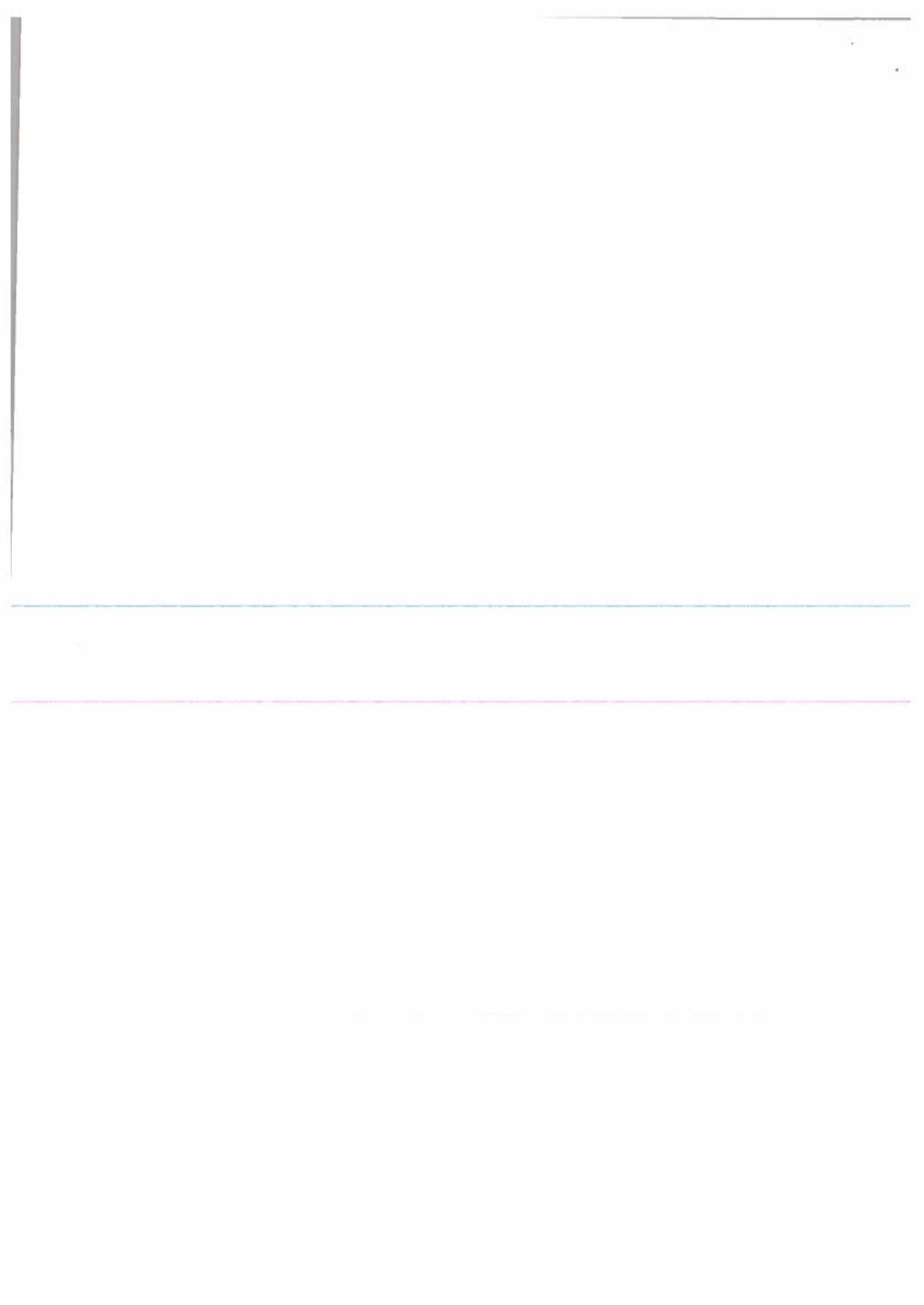
5 Were the Section 75 statutory duties integrated within performance plans during the 2018-19 reporting period? *(tick one box only)*

- 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:

6 In the 2018-19 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



PART A

- No, these are already mainstreamed through the organisation's ongoing corporate plan
- No, the organisation's planning cycle does not coincide with this 2018-19 report
- Not applicable

Please provide any details and examples:

**Equality action plans/measures**

7 Within the 2018-19 reporting period, please indicate the number of:

Actions completed:	<input type="text"/>	Actions ongoing:	<input type="text" value="3"/>	Actions to commence:	<input type="text"/>
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Please provide any details and examples (*in addition to question 2*):

Review of Equality and Disability Schemes

Review of all job descriptions as part of organisation wide job evaluation

Review of policy requirement for teachers to possess a RE certificate

8 Please give details of changes or amendments made to the equality action plan/measures during the 2018-19 reporting period (*points not identified in an appended plan*):

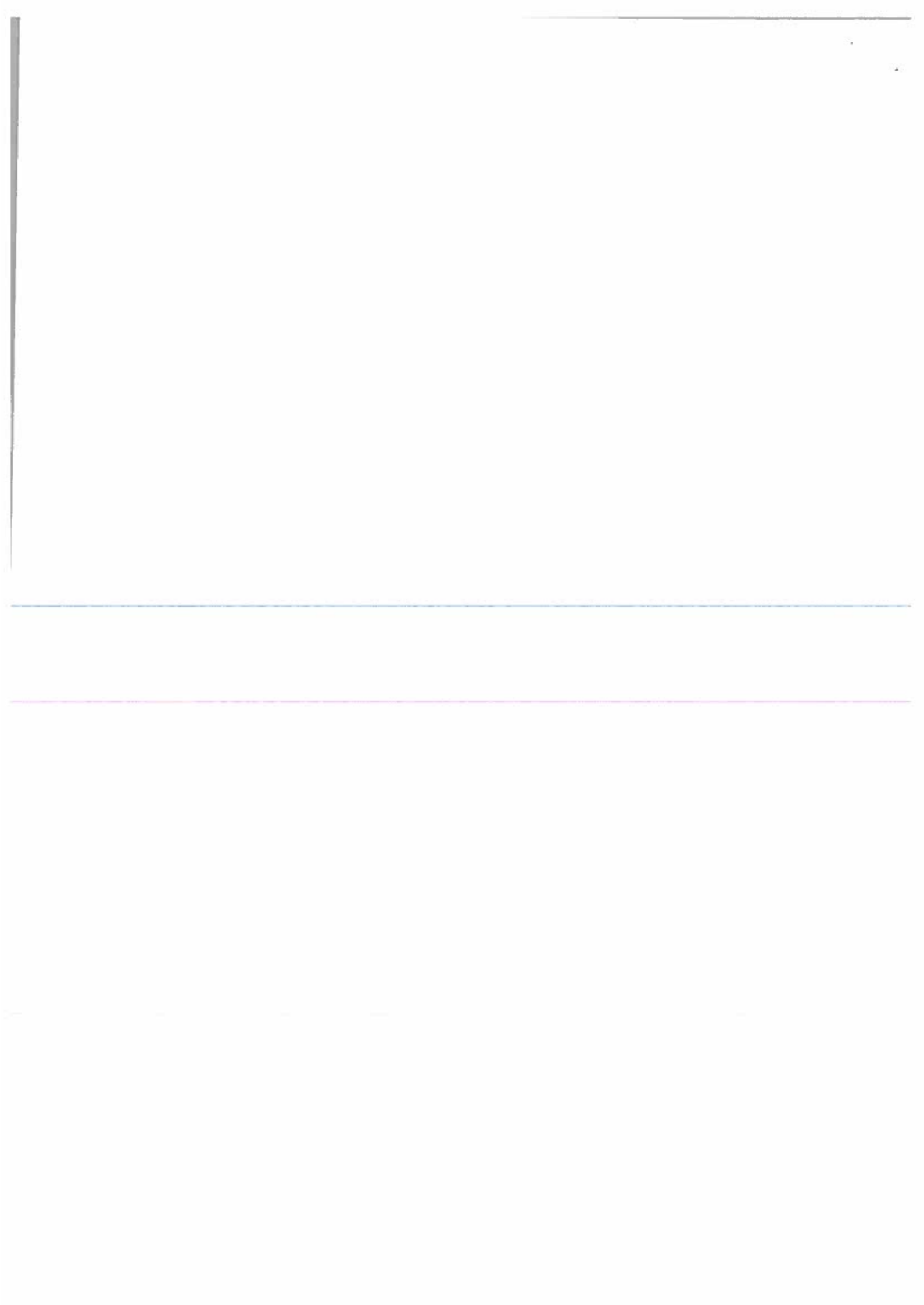
None

9 In reviewing progress on the equality action plan/action measures during the 2018-19 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*)



PART A

- All the time                       Sometimes                       Never

**11** Please provide any details and examples of good practice in consultation during the 2018-19 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:

There were no consultations during 2018/19

**12** In the 2018-19 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)*:

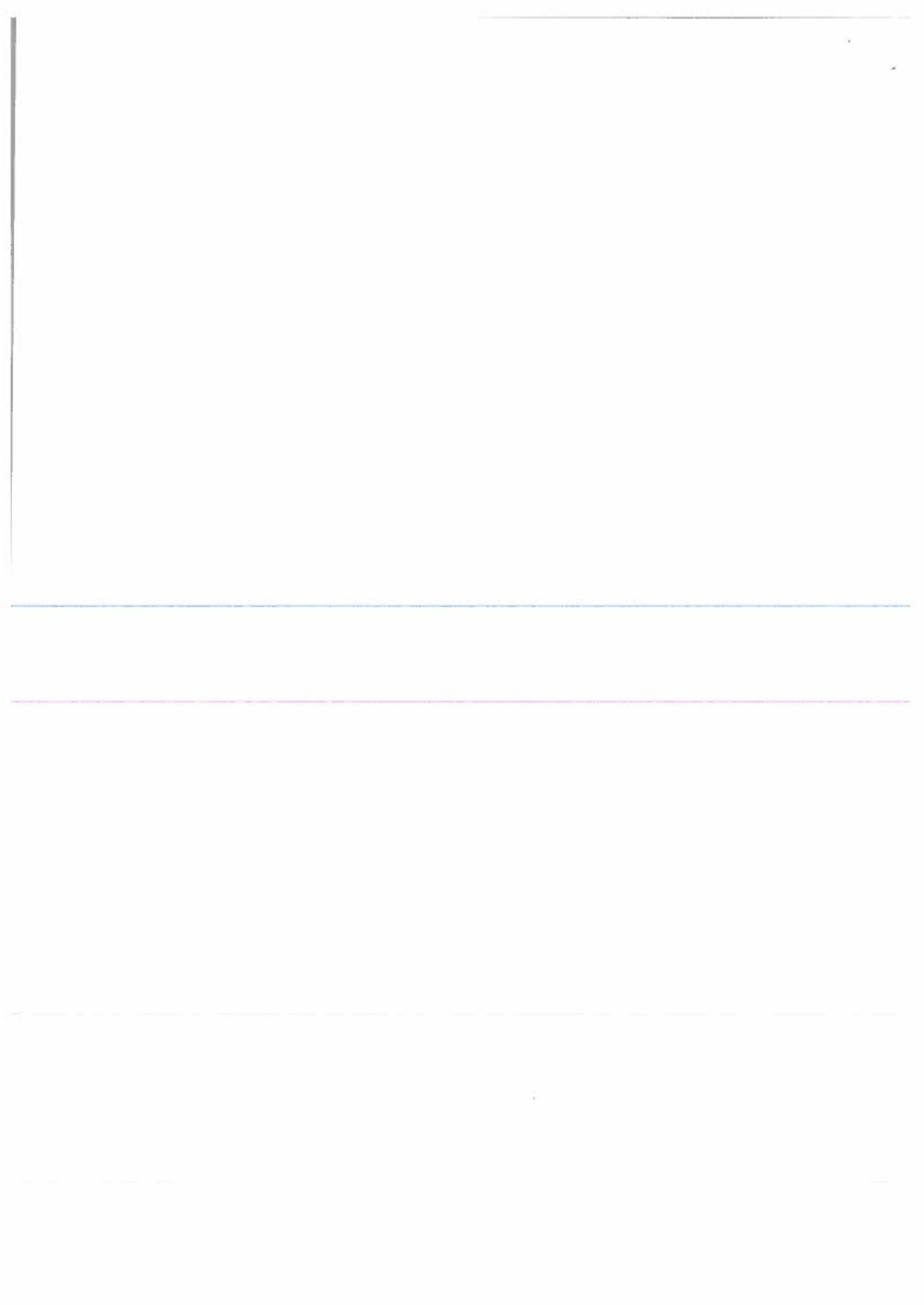
Please provide any details or examples of the uptake of these methods of consultation in relation to the consultees' membership of particular Section 75 categories:

**13** Were any awareness-raising activities for consultees undertaken, on the commitments in the Equality Scheme, during the 2018-19 reporting period? *(tick one box only)*

- Yes                      ✓ No                       Not applicable

Please provide any details and examples:

**14** Was the consultation list reviewed during the 2018-19 reporting period? *(tick one box only)*



PART A

- 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 2018-19:


Policy consultations conducted with screening assessment presented.

Policy consultations conducted with an equality impact assessment (EQIA) presented.

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*)

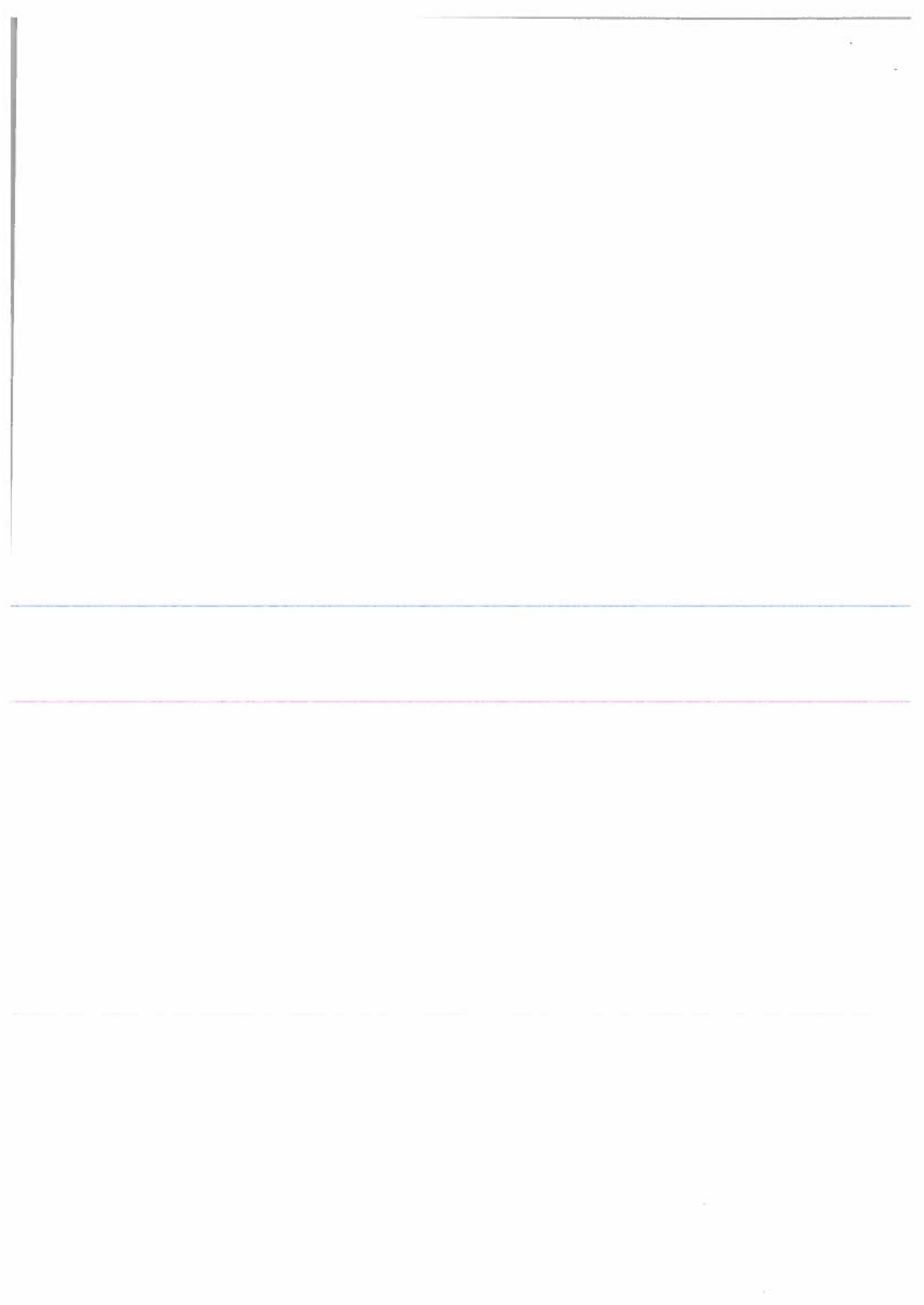
- Yes       No concerns were raised       No       Not applicable

Please provide any details and examples:

**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 2018-19 reporting period? (*tick one box only*)

- Yes       No       [ Not applicable



PART A

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 2018-19 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 2018-19 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 2018-19, and the extent to which they met the training objectives in the Equality Scheme.

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- 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 2018-19, 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 2018-19?

Insert number here:

0
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Please provide any details of each complaint raised and outcome:

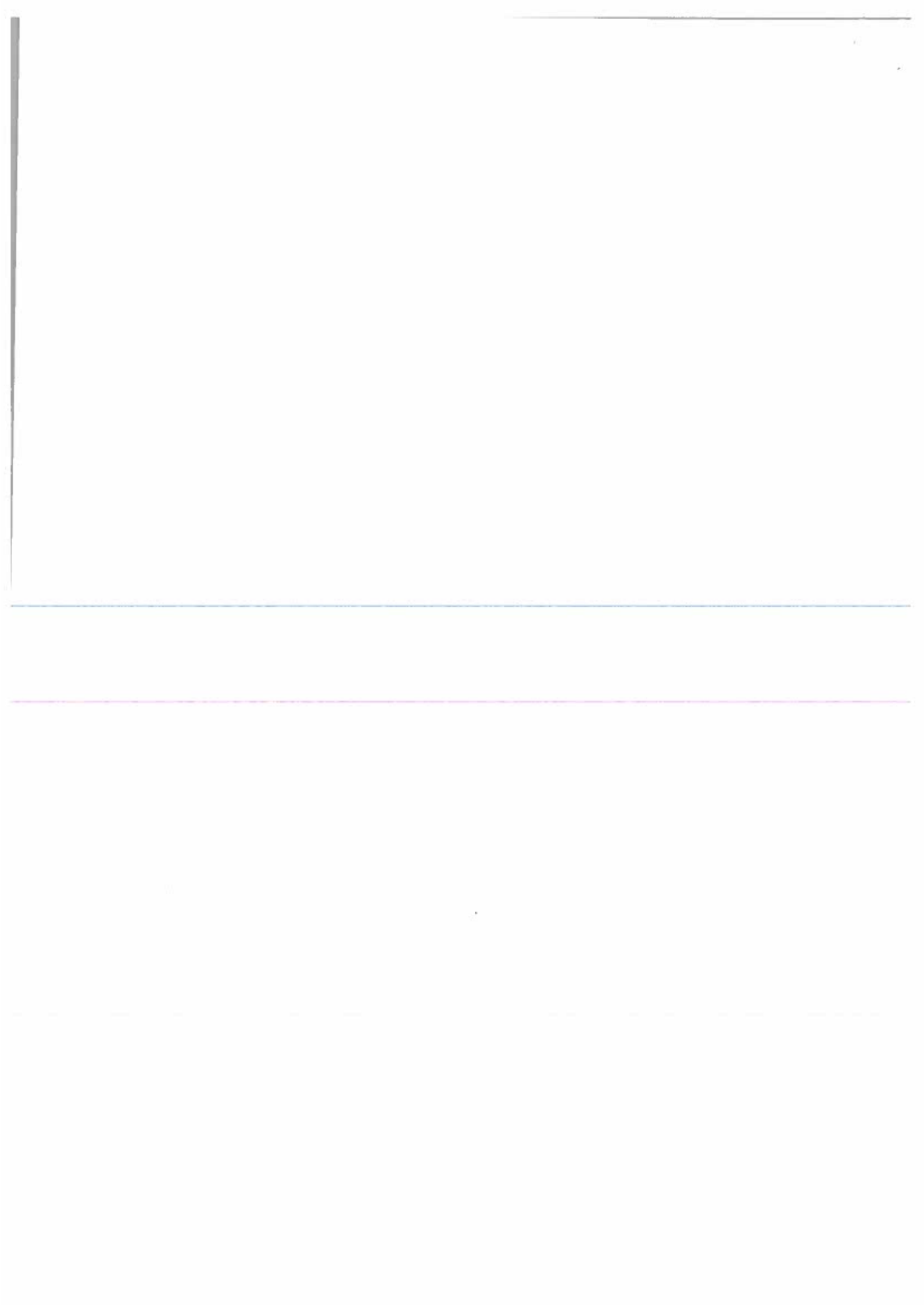
**Section 3: Looking Forward**

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

Currently being reviewed and after that will be reviewed every three years.

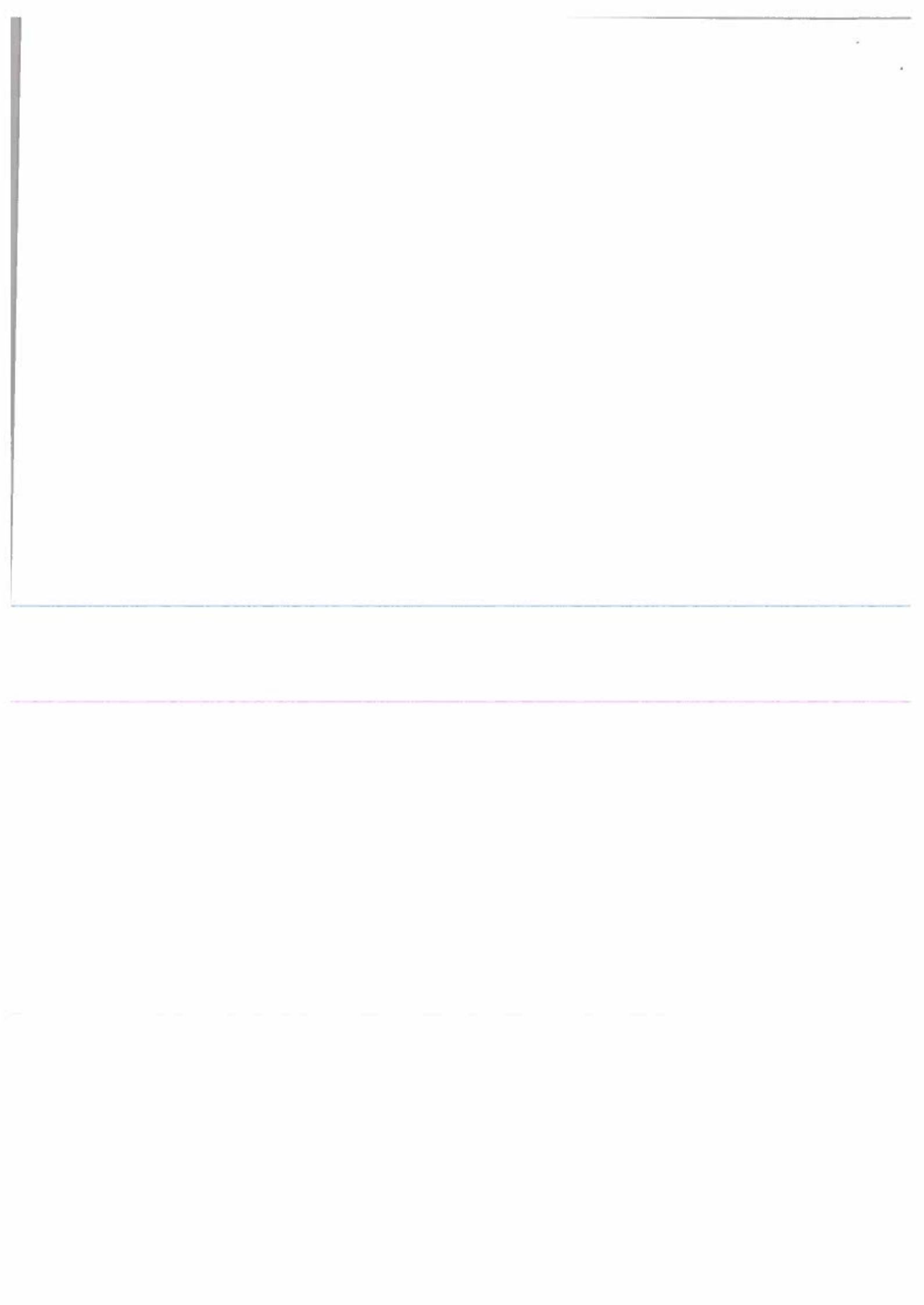
- 29 Are there areas of the Equality Scheme arrangements (screening/consultation/training) your organisation anticipates will be focused upon in the next reporting period? *(please provide details)*

- 30 In relation to the advice and services that the Commission offers, what equality and good relations priorities are anticipated over the next (2018-19) reporting period? *(please tick any that apply)*



PART A

- ✓  Employment
- Goods, facilities and services
- ✓  Legislative changes
- Organisational changes/ new functions
- Nothing specific, more of the same
- Other (please state):



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:

Fully achieved

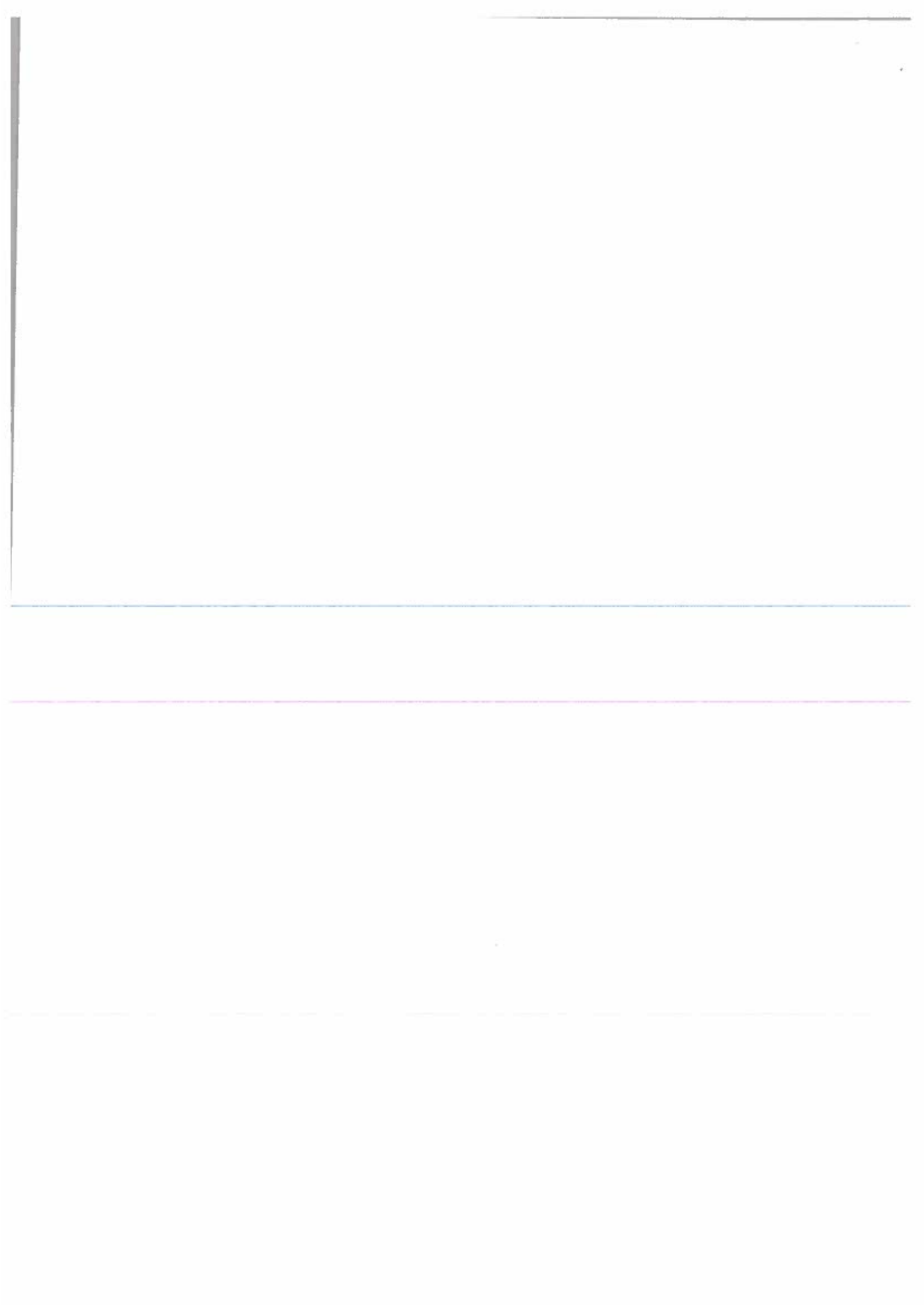
Partially achieved

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>	Guidance to Trustees was amended to ensure disabled people are encouraged to apply onto Boards of Governors	Welcoming statement in Reconstitution of Boards of Governors guidance documentation	We unfortunately do not monitor this information but the move has been welcome by the Disability Action.



PART B

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

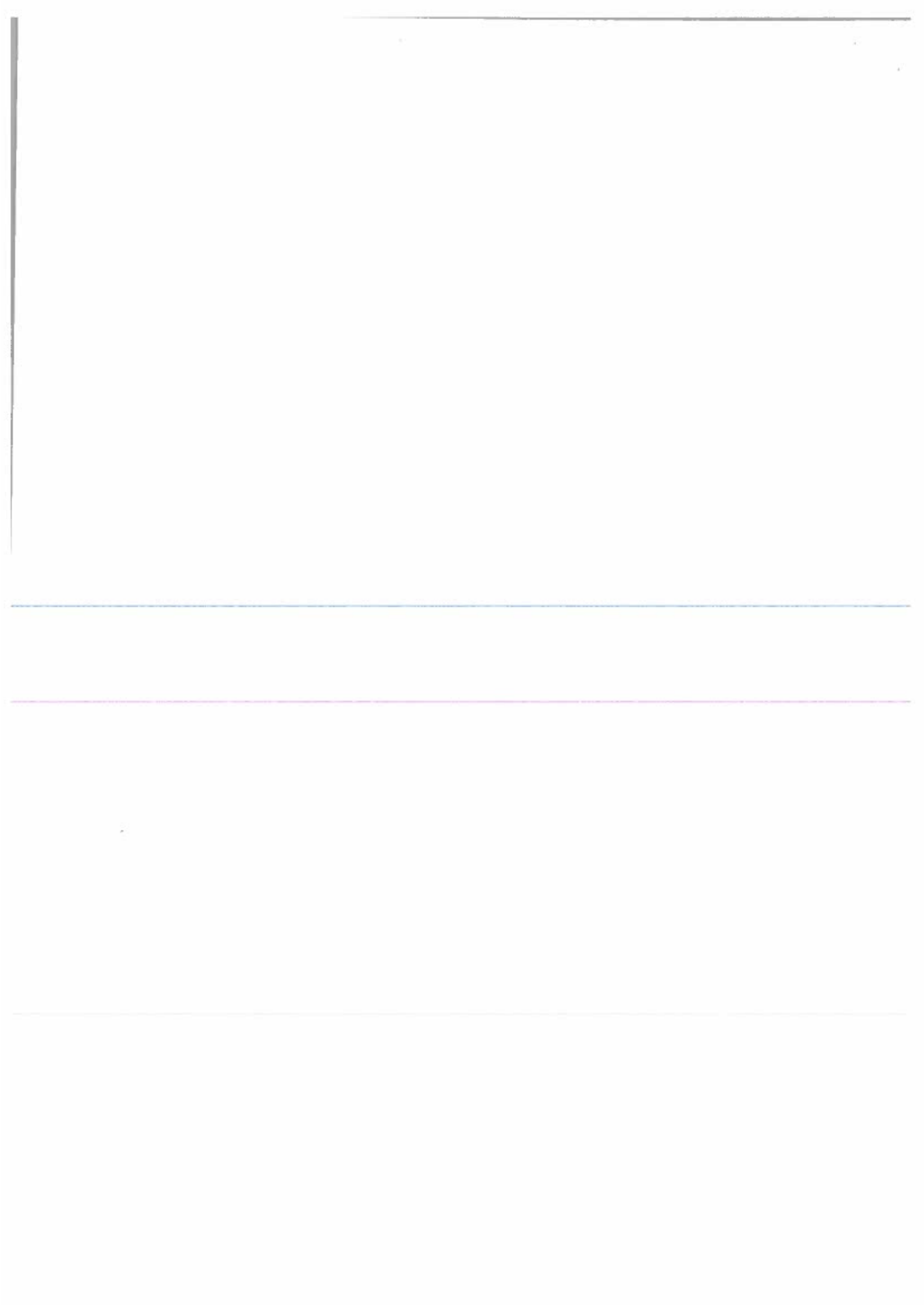
	Training Action Measures	Outputs	Outcome / Impact
1			
2			

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 continue to work and encourage schools to include pupils with a disability for		



**PART B**

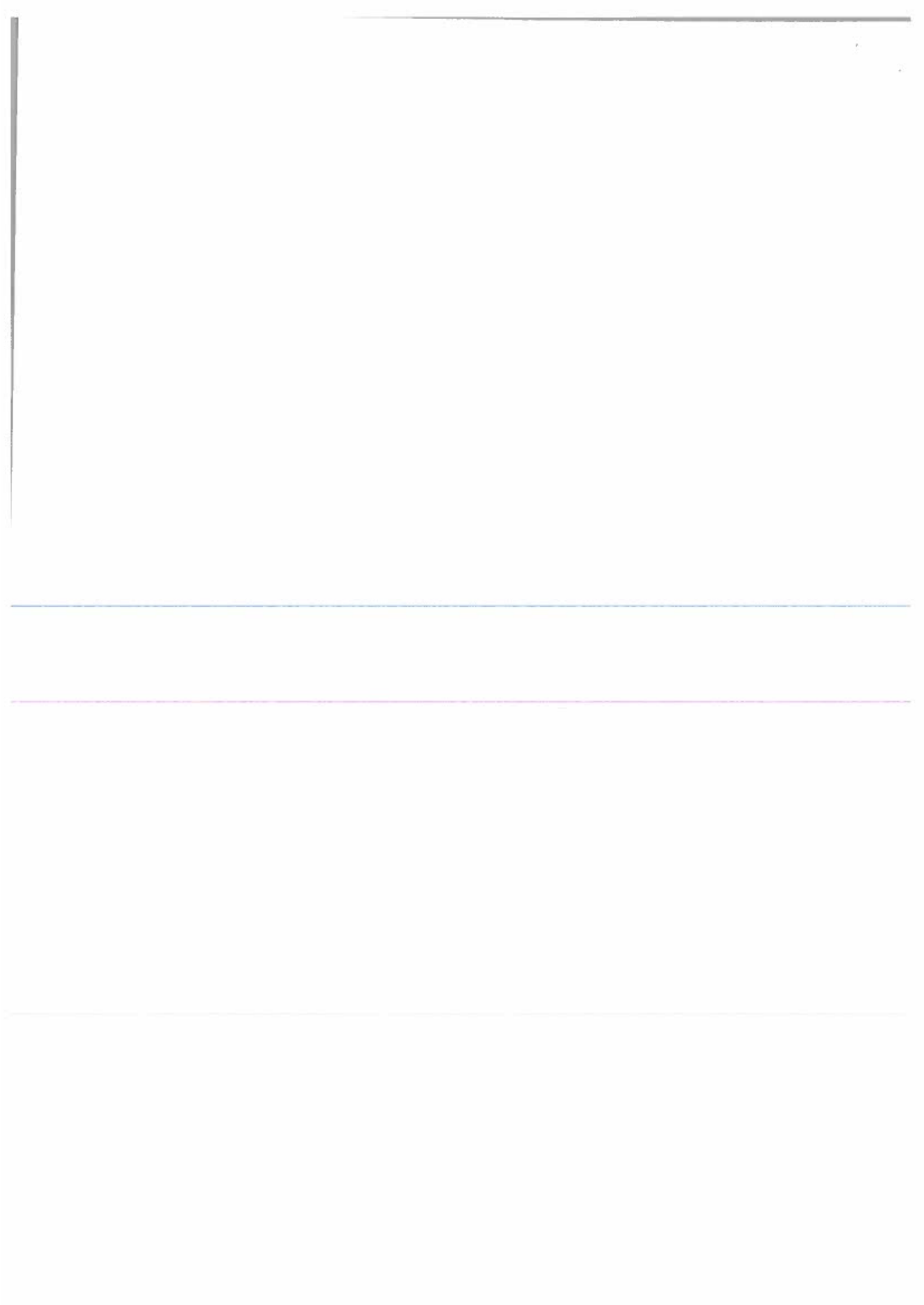
	inclusion either on their website or CCMS website		
2	CCMS features children with disabilities in its corporate décor of CCMS		

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			
2			

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				



PART B

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

	Action Measures not met	Reasons
1		
2		

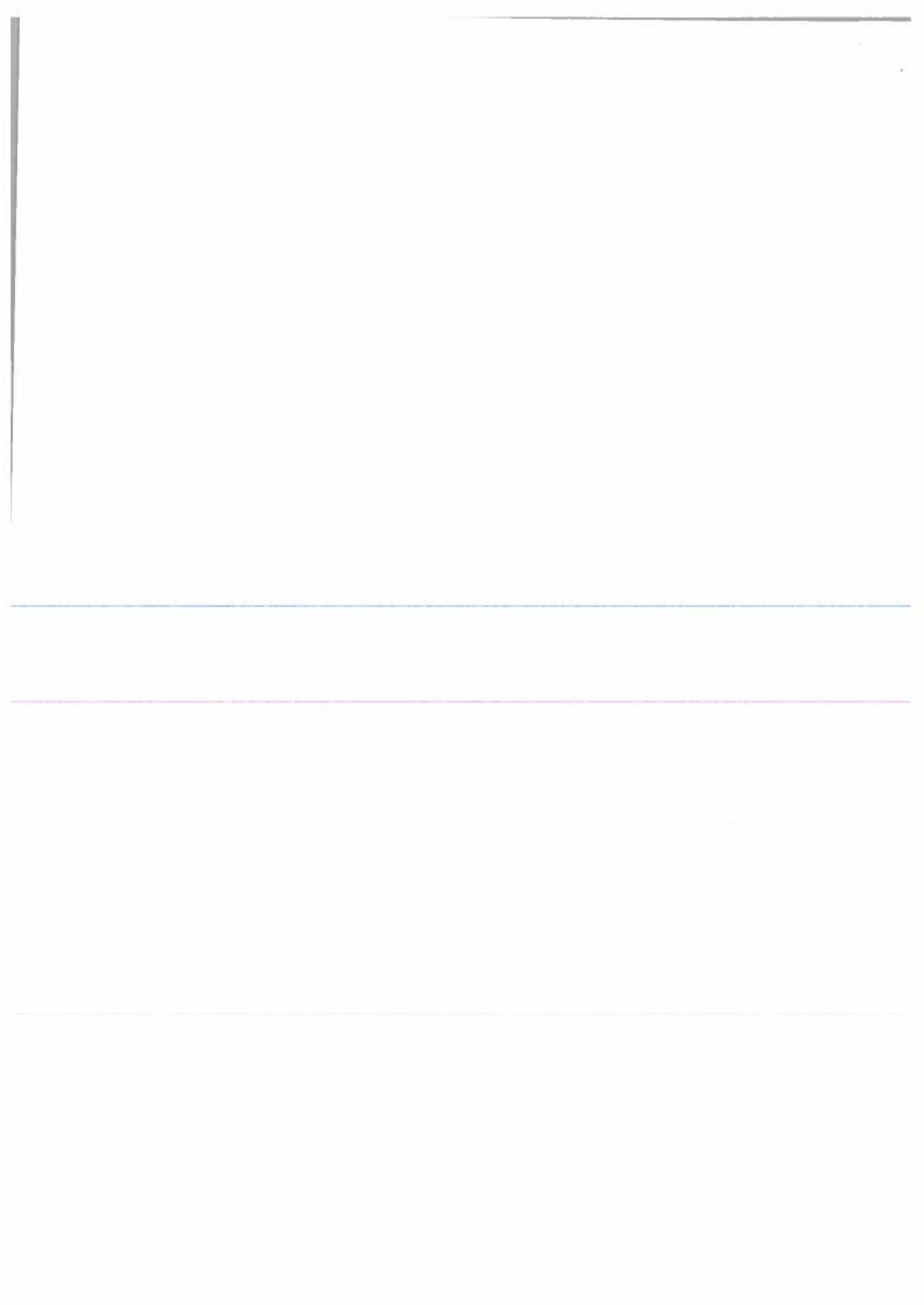
5. What monitoring tools have been put in place to evaluate the degree to which actions have been effective / develop new opportunities for action?

(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?



**PART B**

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?

- 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.

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