***The Office of the Police Ombudsman for Northern Ireland******Acme Company***

******

**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: David Moorehead  Telephone: **02890828632**  Email: David.Moorehead@policeombudsman.org |
| * Section 49A of the Disability Discrimination Act 1995 and Disability Action Plan | As above  Name:  Telephone:  Email: |
| Documents published relating to our Equality Scheme can be found at: www.policeombudsman.org | |
| **Signature:** | |
| David Moorehead (e-signed 31 August 2016). | |

**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.* |
|  | The Office continues to make a valuable contribution to the promotion of equality of opportunity and good relations within the Criminal Justice sector.  In this 15th Anniversary year of the establishment of the Office, the Office continues to take pride in its ability to represent all citizens in the civilian oversight of the functions of the Police and other law enforcement agencies that come under its remit. During the reporting year the Office extended its remit to include complaints in relation to Immigration Officers, Designated Customs Officials and the National Crime Agency.  As a consequence of the investigations that the Office undertakes, it makes a range of policy and procedural recommendations to the Police that are designed to lead to the improvement of policing standards. Of particular note during this last reporting year, the Office recommended that the Police give consideration to the introduction of a Domestic Violence Prevention Order similar to the Sexual Violence Protection Order. This recommendation would place an obligation on offenders to engage with relevant agencies in the Public Protection Arrangements resulting in improved risk management and protection of victims and the public. Although anyone can be a victim of domestic violence, the victims of domestic violence are disproportionately female and it significantly impacts on children and young people as witnesses of abuse. Domestic violence is an equality issue.  In addition the Office also recommended that the police review their arrangements for the detention of juveniles in accordance with the ACPO (Association of Chief Police Officers) guidelines, the Codes of Practice, Code of Ethics and public expectations. In recent years the Office has been committed to working with representative groups of children and young people such as the Youth Justice Agency, Include Youth, NICCY and the Children’s Law Centre. During the last reporting year the Office undertook a Facebook advertising campaign (using a custom animated video) aimed at increasing awareness of the role of the Office among younger people. The results of the campaign have been very encouraging, social media engagement with the 13-24 year age group increased by almost 200% after the campaign launch when compared with engagement prior to the launch.  On 6th November 2015 the Office’s 15th anniversary was marked by using Twitter to give readers a greater insight into the work of the Office.  The posts attempted to give a snapshot of the type of work done on a typical day by Ombudsman staff.  Thirty individual tweets were posted on the day and re-tweeted by followers, meaning the posts were viewed on around 20,000 separate occasions.  In addition, the Office organised an awareness-raising event for young people, entitled ‘The Open Mind’, which involved a visit from a small group of Year 12 school pupils from Belfast.  During the visit the group were presented with a fictionalised complaint about the conduct of a police officer and asked to put themselves in the shoes of an investigator.  They were taken through each step of the investigation process, while being made aware throughout of the value of critical and flexible thinking and the value of keeping an open mind.  During the reporting year the Office launched a significant accessibility initiative by producing a video aimed at organisations offering advice and assistance to members of the public. Advice workers have told us that people sometimes turn to them, in the first instance, when they have a problem with the police and are unsure of how to progress their issue. The video explains the role of the Police Ombudsman’s Office, and clarifies (where confusion may exist) which organisation is best placed to deal with policing issues, such as the Policing Board or the local Policing Community Safety Partnerships. The video is called “Helping You to Help Others”.  On a wider perspective the Office the Office issued 47 press releases during the reporting year and held a total of 36 separate meetings with a range of groups, including schools and community organisations, as well as political representatives and international visitors. |
|  |  |

|  |  |
| --- | --- |
| **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*). |
|  | The Office identified some underrepresentation in the makeup of its workforce, in particular males at lower grades and females at senior grades. The opportunities for affirmative action measures have been limited due to the lower levels of recruitment arising from budget constraints over the last 5 years. However, where recruitment has taken place welcome statements have been used to attract candidates from the underrepresented group.  Overall when compared to the Northern Ireland monitored workforce statistics, the Office performs well with 47.6% male and 52.4% female and for community background 52.6% Protestant and 47.6% Roman Catholic, very close to the NI monitored statistics.  In areas where service delivery has attracted less customer satisfaction from certain groups, the Office continues to monitor satisfaction levels. However, during 2015/16 the Office specially addressed disability issues with the delivery of training for staff in Understanding Mental Health Issues and Safeguarding Vulnerable Persons. The Office will continue to monitor customer satisfaction and investigate any trends that may require attention. |
|  |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **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: | | | | | |
|  | The Office commitment to review policies resulted in a change to the Office Personnel Security Policy. The Office takes guidance from the Cabinet Office on how to manage national security risks associated with job roles within the Office. The Office included Cabinet Office guidance within its Personnel Security Policy which informed managers to be alert to certain vulnerable groups of staff that may be susceptible to pressure or improper influence, one such group identified was the LGBT community.  As a consequence of the circulation of the personnel security policy, a member of staff raised a concern that the wording of the document could cause offence to members of the LGBT community.  The Office immediately withdrew and reviewed the policy, consulted with LGBT community representatives and the Cabinet Office who removed the reference to LGBT from their guidance. The revised policy with revised Cabinet Office guidance has now been re-issued by the Office. | | | | | |
|  |  | | | | | |
| **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: | | | | | |
|  | Confidence that the LGBT community will not perceive there to be any implied differential in treatment. | | | | | |
|  |  | | | | | |
| **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)*: | | | | |
|  |  | Staff concern raised | | | | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **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 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | | | 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: | | | | | | 1 | | | | | | | Actions ongoing: | | | | | | | | 7 | | | | Actions to commence: | | | | | 0 |
|  | Please provide any details and examples (*in addition to question 2*): | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | Referred to in Q2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **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)** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **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: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | Direct face to face consultation with the Rainbow Project with regards to review of the Personnel Security Policy. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **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: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **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: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **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)**  [www.policeombudsman.org/aboutus/publications/Equality](http://www.policeombudsman.org/aboutus/publications/Equality) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **15** | Please provide the **number** of policies screened during the year (*as recorded in screening reports*): | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | 3 | | | | |  | | | | | | | | | | | | | | | | | | | | | | | | | |
|  |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **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: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **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 2015-16 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 2015-16 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 2015-16 reporting period, has shown changes to differential/adverse impacts previously assessed: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | N/A | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **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: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | N/A | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **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. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | Completed in previous years. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **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: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | Understanding Mental Health Issues and Safeguarding Vulnerable Persons. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **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**: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | Facebook advertising campaign has increased awareness of the role of the Office to the 13/24 years age group, opening up more access to the services the Office provides. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **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: | |
|  | 2017 a 5 year review is due. | |
|  |  | |
| **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)* | |
|  | Unsure as yet | |
|  |  | |
| **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: | | | | | | | | | | | |
| **1** |  |  |  | **1** |  |  |  | **3** |  |  |  |
| 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:

No actions identified in the Disability Action Plan as the Office does not have an advisory or consultative panel.

|  |  |  |  |
| --- | --- | --- | --- |
| Level | Public Life Action Measures | Outputs[[1]](#endnote-1) | Outcomes / Impact[[2]](#endnote-2) |
| National[[3]](#endnote-3) |  |  |  |
| Regional[[4]](#endnote-4) |  |  |  |
| Local[[5]](#endnote-5) |  |  |  |

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

|  |  |  |  |
| --- | --- | --- | --- |
|  | Training Action Measures | Outputs | Outcome / Impact |
| 1 | We will develop a training programme for customer facing staff in how to effectively identify and appropriately deal with complainants that may have mental health issues. | Greater knowledge of mental health issues and confidence in dealing with issues in the work setting. | Evaluation conducted after the event showed participant understanding described as “good” increased from 17.65% to 100% when compared to before the event. While participant confidence in dealing with mental health issues in a work setting described as “good”, increased from 5.88% to 82.36% when compared to before the event. |
| 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 |  |  |  |
| 2 |  |  |  |
|  |  |  |  |

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[[6]](#endnote-6) / Outputs | Outcomes/Impacts | Reasons not fully achieved |
| 1 | We will monitor satisfaction levels from service users with disabilities and investigate where levels of satisfaction are below what might be reasonably expected. | To improve satisfaction levels from service users with a disability. | Not yet realised, will require further future monitoring | Monitoring information is provided with limited scope to explore underlying reasons. Further methodology to research is being considered. |
| 2 |  |  |  |  |
|  |  |  |  |  |

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

|  |  |  |
| --- | --- | --- |
|  | Action Measures not met | Reasons |
| 1 | The Office will liaise with the PSNI to share information about the progress of actions arising from the research report published by the Office and the Northern Ireland Policing Board on the views and experiences of people with a learning disability in relation to policing arrangements in Northern Ireland. | Action plan in third year of implementation |
| 2 | The Office will develop a checklist for frontline customer service staff to aid the detection of service users with a learning disability to improve their customer experience. | Action plan in third year of implementation |
| 3 | The Office will promote greater awareness of services available from the Office to people with a learning disability through their representative organisations. | Action plan in third year of implementation |

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

The Office will monitor progress through the established Equality Working Group of the Office.

(b) Quantitative

None

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?

No

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?

Not at the moment

1. **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. [↑](#endnote-ref-1)
2. **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. [↑](#endnote-ref-2)
3. **National** : Situations where people can influence policy at a high impact level e.g. Public Appointments [↑](#endnote-ref-3)
4. **Regional**: Situations where people can influence policy decision making at a middle impact level [↑](#endnote-ref-4)
5. **Local :** Situations where people can influence policy decision making at lower impact level e.g. one off consultations, local fora. [↑](#endnote-ref-5)
6. **Milestones** – Please outline what part progress has been made towards the particular measures; even if full output or outcomes/ impact have not been achieved. [↑](#endnote-ref-6)