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

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**Public Authority Statutory Equality and Good Relations Duties**

**Annual Progress Report 2017-18**

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| **Contact:** | |
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| Documents published relating to our Equality Scheme can be found at:  [www.policeombudsman.org/About-Us/Publications/Equality](http://www.policeombudsman.org/About-Us/Publications/Equality) | |
| **Signature:** | |
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**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**

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| **PART A – Section 75 of the Northern Ireland Act 1998 and Equality Scheme**  **Section 1: Equality and good relations outcomes, impacts and good practice** | |
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| **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.* |
|  | The Office has focused on engagement with various stakeholders, including those within the Section 75 categories during this period and has held meetings with organisations and groups in the community to discuss a variety of non case-related issues about the service we provide.  We held Police Ombudsman stands at both the Belfast Pride and Mela, promoting the work of the Office to the large number of people present.  During the year we put out 45 press releases summarising some of the cases we investigate. These stories are picked up by the broadcast media and printed online and in the press, ensuring many thousands of people across Northern Ireland regularly see and read about the work we do.  The Office has also substantially increased our digital engagement which has enabled us to communicate with harder to reach groups securing a reach of over 25,000 users of facebook and 96,500 Tweet impressions on Twitter.  Much of our outreach work is focused on raising awareness of the complaints system among children and young people. To this end we developed an ‘app’ which helps to inform young people about the role of the Office. This was launched on Android platforms in March and will go live on Apple platforms during the incoming period.  The Office was previously chosen as of the organisations students can select to study as part of the ‘Learning for Life and Work’ GCSE. We have built on that contact and this year our work will be a mandatory part of the assessed curriculum. We have a new programme of school engagements organised on the back of this and a new updated presentation designed particularly to engage school audiences.  After communications with CCEA around our outreach possibilities, our new app and our community engagement opportunities were introduced to around 100 teachers at two seminars. A new student portal was also added to the corporate website to direct educationalists and young people to relevant resources and direct them to our community engagement department to discuss and arrange outreach opportunities.  There are approximately 9000 pupils in Northern Ireland that study this GCSE subject each year, and it is hoped that the students who study us will in themselves be a major source for information about the Office among their peer groups.  The Ombudsman has also embarked on a series of high profile speaking engagements addressing victims and survivor groups as well as politicians and academics. These have included legacy events organised by Queen’s University, Belfast and Feile an Phobail and will be followed up by additional engagements throughout the year.  We have also embarked on a series of engagements with political parties and, more specifically, their case and constituency workers who are working with members of the community at a grassroots level. Meetings will be held with all the main parties in the north during the incoming reporting period.  These will follow initial meetings with church leaders and community workers to gauge the perception of the Office in specific communities. A programme of engagement will be drawn up when discussions are complete.  We will also continue to expand our digital engagement and will be publishing a quarterly Office e-zine for internal and external audiences.  The Office has also held initial discussions with local Policing and Community Safety Partnerships (PCSP) and will be carrying out introductory presentations with new PSCP members when the recruitment begins in the incoming period.  The Office continued to facilitate a number of Coffee and Learn sessions in this reporting period, to which all staff are encouraged to attend and which we continue to incorporate Section 75 groups. This year, this included a presentation from Age NI and in the incoming period plan to incorporate presentations from Ethnic Minority groups.  The Office has re-convened the Equality Working Group, championed and chaired by a Director with representation from staff across the Office. This group has met quarterly, has reviewed the equality action plan outcomes to date and discusses areas of progress and actions to be arranged. |
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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*). |
|  | This is the first year of the Office action plan which was agreed in 2017.  The Office continues to monitor each recruitment competition and make use of ‘Welcome statements’ in the roles which have been identified as having under-representation. The under-representation continues to fall within males in administrative grades in the Office and, to a lesser extent, females at senior grades. External recruitment for these grades has remained low, however the Office plans to work on Administrative recruitment in this period.  Overall when compared to the NI Monitored workforce of 51.6% of workers from a Protestant background and 48.4% from a Roman Catholic background, the Office’s latest fair employment monitoring return showed 55.8% of staff from a Protestant background and 44.2% from a Roman Catholic background. The Office has no concern about the current representation of staff. |
|  | One the areas on the action plan arose from potential issues relating to decreased success rates and appointments for those from the Protestant background and an increased number of leavers from a Roman Catholic background. On review of this year fair employment monitoring return there were no concerns in these areas. This will be continued to be monitored in line with this return and next Article 55 review.  In line with the Equality Action Plan, Equality training was provided to all staff in the form of an internal training programme entitled ‘what diversity means to me.’  There has been ongoing and consistent community engagement as outlined in section one. |

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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: | | | | | |
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| **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: | | | | | |
|  |  | | | | | |
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| **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):* | | | | |
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|  | As a result of analysis from monitoring the impact *(please give details):* | | | | |
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|  | As a result of changes to access to information and services *(please specify and give details)*: | | | | |
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|  |  | Other *(please specify and give details)*: | | | | |
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| **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: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| **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: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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|  | 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 corporate plan | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | | | No, the organisation’s planning cycle does not coincide with this 2017-18 report | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | | | Not applicable | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | Please provide any details and examples: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| **Equality action plans/measures** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **7** | Within the 2017-18 reporting period, please indicate the **number** of: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | Actions completed: | | | | | | 1 | | | | | | | Actions ongoing: | | | | | | | | 3 | | | | Actions to commence: | | | | | 4 |
|  | Please provide any details and examples (*in addition to question 2*): | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | Equality and Diversity Training has been delivered to all staff.  The monitoring of under-representation remains ongoing and welcome statements used when appropriate. Review of this year’s fair employment monitoring return has been completed and further review of these returns and the next Article 55 review are scheduled. Continuous community engagement is ongoing.  Areas to be addressed are those in relation to quantitative evidence from statistical reports on the results of customer satisfaction surveys, the cascading of equality objectives via performance measures and the next staff attitude survey. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| **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)*: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | No – this is the first year of the action plan. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| **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 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| **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 | | |
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| **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 been screened in) to the need to promote equality of opportunity and/or the desirability of promoting good relations: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | Ongoing internal policy review and consultation with Trade Unions. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| **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: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| **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: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| **14** | Was the consultation list reviewed during the 2017-18 reporting period? *(tick one box only)* | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  |  | | Yes | | | | | |  | | | | No | | | |  | | | Not applicable – no commitment to review | | | | | | | | | | | |
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| **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*): | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| **16** | Please provide the **number of assessments** that were consulted upon during 2017-18: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | 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. | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| **17** | Please provide details of the **main consultations** conducted on an assessment (as described above) or other matters relevant to the Section 75 duties: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | N/A | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **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: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| **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: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| **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: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | Due to take place during incoming period. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| **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: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| **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: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | N/A | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| **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 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| **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. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | A training programme entitled ‘what diversity mean to me’ was delivered to all staff and met the requirements of the training objectives. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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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: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | The internal training programme delivered to all staff was well received and presented a clear outline of staff responsibilities in relation to Equality and related areas. Evaluation of this training was very positive. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| **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**: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | N/A | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **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 | | |  | | | | | | | | | | | | | |
|  | Please provide any details of each complaint raised and outcome: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | N/A | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

|  |  |  |
| --- | --- | --- |
| **Section 3: Looking Forward** | | |
| **28** | Please indicate when the Equality Scheme is due for review: | |
|  | This is the first year of the scheme – due for review in 2022. | |
|  |  | |
| **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)* | |
|  | Focus on consultation as the disability action plan is due to be reviewed for the next 5 year period and also monitoring to allow an audit of existing information systems in line with the Equality Scheme | |
|  |  | |
| **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 |
|  | 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: | | | | | | | | | | | |
|  |  |  |  | **2** |  |  |  | **2** |  |  |  |
| 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 |  |  |  |
| 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 reasonably be expected. | To improve satisfaction levels from service users with a disability | Satisfaction levels continue to be monitored and there is an increase in respondents with a disability who thought their complaint was dealt with independently, although this was still less than those with no disability. | Monitoring information is provided with limited scope to explore underlying reasons. This is one area of the action plan which is in its first year. |
| 2 | The Office will develop a checklist for frontline customer service staff to aid the detection of service users with learning disability to improve their customer experience | Improved satisfaction levels from service users with a disability. | The Office has remained committed to focusing on mental health training for managers and liaising with various stakeholders who come into contact with service users with learning difficulties. This remains on the agenda. | This has proved difficult to action due to the complexities of the nature of different learning disabilities, however the Office remains committed to improving the experience of service users who have a disability. |
|  |  |  |  |  |

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

|  |  |  |
| --- | --- | --- |
|  | Action Measures not met | Reasons |
| 1 | The Office will promote greater awareness of services available from the Office to people with a learning disability through their representative organisations | This has not been achieved in this year and will be considered as we consult on our disability action plan. |
| 2 | 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. | This has not materialised due to the passage of time since the research report was published. |
|  |  |  |

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 Equality Working Group is now fully functional and continues to monitor progress and will be fully involved in the consultation of a new Disability Action plan.

(b) Quantitative

The Research and Statistics Department continue to monitor satisfactory levels throughout the Section 75 groups.

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?

Yes the disability action plan is due for review and Office plans to revise a new plan in the coming weeks.

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)