

# NIGALA

NI Guardian Ad Litem Agency

*A voice for Children and Young People  
in Family Courts*

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

### Contact:

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Documents published relating to our Equality Scheme can be found at:  
<https://nigala.hscni.net/> (under Publications/Equality & Disability) **(ECNI Q28)**

Our Equality Scheme is due to be reviewed by April 2021.

### Signature:



**This report has been prepared using a template circulated by the Equality Commission.**

**It presents our progress in fulfilling our statutory equality and disability duties.**

**This report reflects progress made between April 2018 and March 2019.**

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## Chapter 1: Summary Quantitative Report

### Screening, EQIAs and Consultation (ECNI Q15, 16, 19)

1. Number of policies screened (as recorded in screening reports)	Screened In	Screened out with mitigation	Screened out without mitigation	Screening decision reviewed following concerns raised by consultees.
	0	0	0	0
2. Number of policies subjected to Equality Impact Assessment	0			
3. Indicate the stage of progress of each EQIA	<b>Title</b>		<b>Stage</b>	
	N/A			
4. Number of policy consultations conducted	0			
5. Number of policy consultations conducted with screening presented.	0			

### Training (ECNI Q24)

6. Staff training undertaken during 2018-19 (see also Chapter 2, Q6).

Course	No of Staff Trained	No of Board Members Trained
Screening Training (with BSO)	1	0
Disability Placement Scheme Training	1	0
Introduction to Equality in the Workplace	1	0

<b>Course</b>	<b>No of Staff Trained</b>	<b>No of Board Members Trained</b>
Introduction to Section 75 duties	1	0
Public Sector/Section 75 Duties - A Focus on Screening	1	0
Diversity Training	15	0
<b>Total</b>	<b>20</b>	<b>0</b>

**eLearning: Discovering Diversity**

Modules 1 to 4: Diversity	<b>0</b>
Module 5: Disability	<b>1</b>
Module 6: Cultural Competencies	<b>1</b>

**eLearning: Making a Difference**

Part 1: All Staff	<b>58</b>
Part 2: Line Managers	<b>8</b>

**Complaints (ECNI Q27)**

7. Number of complaints in relation to the Equality Scheme received during 2018-19.

<b>0</b>
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**Equality Action Plan (see also Chapter 3) (ECNI Q7)**

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

Actions completed:	<b>1</b>	Actions ongoing:	<b>5</b>	Actions to commence:	<b>2</b>
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**Disability Action Plan (see also Chapter 4) (ECNI Part B Q1)**

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

Actions completed:	<b>6</b>	Actions ongoing:	<b>0</b>	Actions to commence:	<b>3</b>
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**Chapter 2: Section 75 Progress Report (ECNI Q1, 3, 3a, 3b, 23)**

- 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.**

Table 1 below outlines progress to better promote equality of opportunity and good relations<sup>1</sup>.

**Table 1:**

<b>Outline new developments or changes in policies or practices and the difference they have made for specific equality groupings.</b>	
<p>Persons of different religious beliefs</p>	<p>Alongside the BSO Procurement and Logistics Service, we took action to proactively promote equality of opportunity with regards to our contracts with recruitment agencies. Together with our HSC partners, we included in the most recent tender specific requirements for bidders to demonstrate how they promote equality with reference to: training their staff; gathering feedback from agency workers; their provisions on making reasonable adjustments for agency workers; and outreach work to attract a diverse range of agency workers. Collection of this monitoring data for all nine equality groupings was audited in 2019. This will enable us in future to monitor the diversity of agency workers placed with us and, where necessary, to engage with recruitment agencies in relation to measures to address under-representation and the user experience of specific equality groupings.</p> <p>Similarly, we used equality monitoring forms for people who participate in our Disability Placement Scheme, capturing all nine equality groupings. This will enable us to see how diverse the group of people being placed with us are and where necessary work with the provider to take further outreach measures.</p>
<p>Persons of different racial groups</p>	<p><b>NIGALA Resources</b></p> <p>During 2018/19 we revisited NIGALA’s court report templates and changed the language relating to identity and background. Guardians are now asked in their court reports to capture all elements of the child’s diversity and what makes this particular child unique, rather than having a drop box menu of racial groups.</p>

**Outline new developments or changes in policies or practices and the difference they have made for specific equality groupings.**

Persons of different age

**Feedback App**

In October 2017 we commenced work on the development of a phone app, suited to a range of ages for gathering feedback about the NIGALA service. The app is now in the testing phase with a view to be launched during 2019/20.

**Resource for Preschool Children**

During 2018/19 we began work developing a resource for preschool children, in order to assist guardians to work directly with them, to ascertain their wishes, feelings, and identify who is important to them in order to understand their world. The resource focuses on interaction and using pictorial images, and is in electronic format making it accessible to children of preschool age, as it is a medium they are comfortable using. This will be finalised for use in the forthcoming year.

Persons of different sexual orientation

**Conflict, Bullying and Harassment Policy**

The regional Conflict, Bullying and Harassment Policy was developed by HR and colleagues from other regional HSC organisations and HSC trusts. In order to give LGB people more confidence in reporting incidences of conflict, bullying and harassment, sexual orientation is clearly defined in the policy as a protected Equality Group in the definition of Harassment. Moreover, the policy states that Line managers have a specific responsibility in the prevention and resolution of conflict, bullying and harassment.

<b>Outline new developments or changes in policies or practices and the difference they have made for specific equality groupings.</b>	
Person of different genders and gender identities	<p><b>Gender Identity and Expression Employment Policy</b></p> <p>The regional Task &amp; Finish group has met a number of times over the last year. All HSC organisations are represented by senior staff from HR and Equality. The work this year focused on developing checklists for line managers and HR for key aspects of the transition include the handling of information records in relation to transgender and non-binary staff. Work has also included an assessment of the awareness and training needs of staff.</p>
Persons with and without a disability	<p><b>Resources</b></p> <p>The resource for preschool children mentioned above, has also been designed for professionals to use when working with children with learning disabilities. This will be finalised for use in 2019/20.</p>
Persons with and without dependants	<p><b>Carers in the Workplace</b></p> <p>To date, the Equality Unit, alongside members of our Disability Staff Network, and colleagues from within BSO and other HSC organisations, have developed a leaflet to provide information to staff who are carers. This leaflet highlights the policies and support offered by HSC Regional Organisations, and also signposts staff to different local sources of help in each HSC Trust area. Details are also provided on counselling and advice services. The leaflet will be included in the Tapestry website, and forwarded to staff through a series of corporate communications. A regional HSC staff survey and interviews are also planned to explore and highlight different issues for carers within the forthcoming year.</p>



(ECNI Q4, 5, 6)

**2. During the 2018-19 reporting period:**

(a) Were the Section 75 statutory duties integrated within:

	<b>Yes/No</b>	<b>Details</b>
Job Descriptions	Yes	Personal Assistant post
Performance objectives for staff	Yes	Section 75 duties are integrated within performance objectives for staff in the following: <ul style="list-style-type: none"><li>▪ Equality of opportunity and diversity.</li><li>▪ Anti-discriminatory practice.</li><li>▪ The welfare checklist.</li></ul>

(b) Were objectives and targets relating to Section 75 integrated into:

	<b>Yes/No</b>	<b>Details</b>
Corporate/Strategic Plans	Yes	Objectives relating to section 75 were integrated into corporate, strategic and business plans.
Annual Business Plans	Yes	

(ECNI Q11, 12, 17)

**3. Please provide any details and examples of good practice in consultation during the 2018-19 reporting periods, 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:**

Please refer to **Table 2** below.

**Table 2:**

<b>Policy publicly consulted on</b>	<b>What equality document did you issue alongside the policy consultation document?</b>	<b>Which Section 75 groups did you consult with?</b>	<b>What consultation methods did you use?</b>  <b>AND</b>  <b>Which of these drew the greatest number of responses from consultees?</b>	<b>Do you have any comments on your experience of this consultation?</b>
N/A	<input type="checkbox"/> Screening Template  <input type="checkbox"/> EQIA report  <input type="checkbox"/> None			

**(ECNI Q21, 26)**

**4. In analysing monitoring information gathered, was any action taken to change/review any policies?**

~~Yes/No/~~ Not Applicable (delete as appropriate)

Please provide any details and examples.

**(ECNI Q22)**

**5. Please provide any details or examples of where the monitoring of policies, during the 2018-19 reporting periods, has shown changes to differential/adverse impacts previously assessed.**

N/A

**(ECNI Q25)**

**6. 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:**

**Screening Training Evaluation**

Each participant is asked to complete a short evaluation form when their Screening Training is completed. In 2018/19, the majority of participants felt the aims of the training were achieved either 'Very Well' or 'Well'. These four aims focused on improving participants' understanding and skills in equality screening. These are listed below, alongside the proportion of participants who felt each aim was met 'Very Well' or 'Well'.

1. To develop an understanding of the statutory requirements for screening: **95%**;
2. To develop an understanding of the benefits of screening: **100%**;
3. To develop an understanding of the screening process: **95%**;
4. To develop skills in practically carrying out screening: **90%**.

When asked, “How valuable was the course to you personally?” the majority of participants (**95%**) felt the course was either ‘Extremely Valuable’ or ‘Valuable’.

### **Making a Difference Training**

The aim of ‘Making a Difference’ is to show how staff can make a difference to the culture of their organisation by:

- Promoting positive attitudes to diversity
- Ensuring everyone is treated with respect and dignity
- Behaving in a way that is in keeping with HSC values and equality and human rights law.

This elearning package on equality awareness now forms part of mandatory training for all staff in our organisation. During 2018/19 **58** members of staff (**75%**) completed the section for all staff and **8** members of staff also completed the section for line managers.

### **Equality & Diversity Training**

NIGALA had undertaken an evaluation of social work practice in the NIGALA in working with children and families from black and ethnic minority communities in Northern Ireland. From this evaluation we agreed to facilitate training sessions around cultural diversity. The training was provided by Patrick Yu, Northern Ireland Council for Racial Equality and covered the following topics:

- Why anti-racism and diversity are an issue
- Attitudes and values
- Understanding discrimination
- Understanding diversity
- Understanding oppression
- Strategies for challenging oppression
- From policy to practice.

The training was attended by **15** members of staff.

**(ECNI Q29)**

**7. Are there areas of the Equality Scheme arrangements (screening/consultation/training) your organisation anticipates will be focused on in the next reporting period? (Please provide details)**

We anticipate the following areas to be focused upon:

- Equality screenings and their publication;
- Undertaking EQIAs as needed;
- Monitoring, including of policies screened;
- Engagement with Section 75 group.

### Chapter 3: Equality Action Plan Progress Report

Our action plan outlined actions related to our functions and took account of our equality scheme commitments relating to Section 75 of the Northern Ireland Act 1998. Our equality scheme is available on our website <https://nigala.hscni.net/>

The law requires us when we carry out work to promote equality of opportunity across nine equality categories: age, gender, disability, marital status, political opinion, religion and ethnicity.

We have kept our equality action plan under review and reported annually to the Equality Commission on what we have done.

	<b>Action Measure</b>	<b>Intended Outcome</b>	<b>Performance Indicator and Target</b>	<b>Timescale and Ownership</b>
1	NIGALA has distinct responsibilities specific to children as defined under the governing legislation – The Children (NI) Order 1995 and The Adoption (NI) Order 1987. The importance of engaging with and consulting children to receive feedback to reflect on their experience of and develop the service is a shared interest that can be developed with other organisations.	Collaboration with the Patient and Client Council and the Regulation and Quality Improvement Authority initially in the development of our website to signpost children and young people to relevant supports and services and draw on each other’s resources.	Child and user-friendly website with signposts to relevant services and supports provided by other organisations	Head of Corporate Services and Assistant Director (Public and Personal Involvement lead).  2020  <b>Ongoing</b>

**What we did over the last year:**

During 2018/19 we collaborated with the PHA and with the NIGALA youth forum in order to create and develop a website that would be accessible and relevant to children and young people. The website is going live during 2019/20.

	<b>Action Measure</b>	<b>Intended Outcome</b>	<b>Performance Indicator and Target</b>	<b>Timescale and Ownership</b>
2	Revise and implement guidance to achieve consistent corporate branding to ensure that our website and all the information (operational and corporate) generated by the Agency is accessible and complies with best practice guidance.	All information and materials produced by NIGALA comply with Agency guidance.	Consistent house style (font, format) in compliance with Agency guidance.	Corporate Services 2020  <b>Ongoing</b>

**What we did over the last year:**

During 2018/19 a proposal for corporate style which is accessible and complies with best practice guidance was submitted to NIGALA SMT for approval. This was approved by SMT and is to be rolled out during 2019/20.

	<b>Action Measure</b>	<b>Intended Outcome</b>	<b>Performance Indicator and Target</b>	<b>Timescale and Ownership</b>
3	Review the caring responsibilities of staff with/without dependents.	Staff who are carers feel more supported in the workplace.	Sickness absence of carers is reduced.	NIGALA/BSO HR with support by Equality Unit 2018/19  <b>Ongoing</b>
4	Promote information for staff who are carers on available policies and measures that might meet their needs including signposting to relevant support organisations.		Retention of staff who are carers.	
5	Identify any gaps in available support for staff and explore how/if these could be met within existing policy and resources.			

**What we did over the last year:**

To date, the Equality Unit, alongside members of our Disability Staff Network, and colleagues from within BSO and other HSC organisations, have developed a leaflet to provide information to staff who are carers. This leaflet highlights the policies and support offered by HSC Regional Organisations, and also signposts staff to different local sources of help in each HSC Trust area. Details are also provided on counselling and advice services. The leaflet will be included in the Tapestry website, and forwarded to staff through a series of corporate communications.

A regional HSC staff survey and interviews are also planned to explore and highlight different issues for carers within the forthcoming year.



	<b>Action Measure</b>	<b>Intended Outcome</b>	<b>Performance Indicator and Target</b>	<b>Timescale and Ownership</b>
7	<p>Making a Difference eLearning:</p> <p>Add module to suite of mandatory training for all staff</p> <p>Deliver on training targets</p>	Increased staff awareness of equality and human rights	<p>Making a Difference eLearning included in mandatory training for all staff.</p> <p>75% in the first year and 100% thereafter of staff have completed the eLearning module.</p>	<p>BSO HR with support by Equality Unit</p> <p><b>Completed for 2018/19</b></p>
<p><b>What we did over the last year:</b></p> <p>Making A Difference eLearning has been rolled out, and is replacing the Discovering Diversity eLearning training package. Making A Difference is available as mandatory training for all staff. To date, 58 NIGALA staff have completed Making A Difference eLearning and 8 have also completed the section for line managers.</p>				

## Chapter 4: Disability Action Plan Progress Report

### Awareness Days

	Action Measure	Intended Outcome	Performance Indicator and Target	Timescale and Ownership
1	Raise awareness of specific barriers faced by people with disabilities including through linking in with National Awareness Days or Weeks (such as Mind your Health Day)	Increased staff awareness of the range of disabilities and needs	Two annual awareness days profiled.  >50% of staff participating in the evaluation indicate that they know more about people living with disabilities as a result of the awareness days.	NIGALA  Annually  <b>Completed for 2018/19</b>

#### What we did over the last year:

This year we held two Disability Awareness Days – one in September 2018 focusing on Multiple Sclerosis (MS), and a second day in February 2019 focusing on Autism. These Awareness Days were highlighted in a series of corporate communications to staff and were also publicised in our newsletter. Staff were also emailed with information about MS and autism, as well as details of speakers and information stands in different HSC organisations. Staff also received an electronic version of the Disability Insight bulletin, which highlights different ways staff can support colleagues with the disability, and signposts staff to further sources of support and information.

In addition to the above, NIGALA also hosted an information stand for staff in Centre House Foyer for their staff on both awareness days.

The Disability Awareness Days were evaluated using a staff survey issued to all regional HSC organisations. Evaluation results suggest that the HSC Awareness Days do improve staff knowledge about disabilities: 84% of those who were aware of the MS Day said that it had improved their knowledge of the condition and 67% of staff now know more about autism.

During 2018 NIGALA nominated a ‘charity of the year’. FunDays is a small group run by local parents which relies completely on fundraising. Their purpose is to support families who have children with additional needs; providing a safe, social space for them to meet and play with friends / family members and siblings. In July 2018 NIGALA held a coffee morning celebrating 70 years of the NHS and used this occasion to fundraise for FunDays.

	<b>Action Measure</b>	<b>Intended Outcome</b>	<b>Performance Indicator and Target</b>	<b>Timescale and Ownership</b>
2	Link the Awareness Days to the Agency’s Health and Wellbeing Strategy	Information and materials provided through the awareness days is collated and stored centrally for ease of access and future reference.	Staff have access to relevant information and support services.	NIGALA Annually <b>Completed for 2018/19</b>

**What we did over the last year:**

This year we held two Disability Awareness Days – one in September 2018 focusing on Multiple Sclerosis (MS), and a second day in February 2019 focusing on Autism. These Awareness Days were highlighted in a series of corporate communications to staff and were also publicised in our newsletter. Staff were emailed with information about MS and

autism, as well as details of speakers and information stands in different HSC organisations. Staff also received an electronic version of the Disability Insight bulletin, which highlights different ways staff can support colleagues with the disability, and signposts staff to further sources of support and information.

Information and materials provided through the awareness days and is stored centrally for future reference.

## Placement Scheme

	Action Measure	Intended Outcome	Performance Indicator and Target	Timescale and Ownership
3	Consider how the organisation can create and promote meaningful placement opportunities for people with disabilities in line with good practice and making use of voluntary expertise in this area.	People with a disability gain meaningful work experience. Staff gain insight into the reality of the supports and adjustments required to enable a person with a disability gain employment opportunities.	Placement considered and where possible offered each year.  Feedback indicates that placement meets expectations.	NIGALA  Annually  <b>Completed for 2018/19</b>

### What we did over the last year:

The Disability Placement Scheme is facilitated jointly by the Health and Social Care Board, the Business Services Organisation and Supported Employment Solutions (a consortium of 7 voluntary sector organisations), and each participant had an assigned Placement Manager (from one of the organisations above) and an Employment Support Officer (from a voluntary sector organisation).

By the end of May 2018, 12 participants completed their 26-week placement (from 1 December 2017 to 31 May 2018). Of these, 1 was placed in NIGALA.

“How to get that Job” training is also delivered to participants on the disability placement scheme. This provides participants with information and skills to apply for jobs. The training also includes a mock interview to allow participants to develop interview skills. Participants will become eligible to apply for internal jobs from 1 April 2018 and this training also helps participants to prepare for the process.

Evaluation of the scheme via a series of focus groups with participants, placement managers, and support officers found that most of those who took part were happy with the scheme. Participants reported that the scheme had given them more confidence, and had improved their skill set, particularly with regards to social and communication skills.

## Tapestry

	Action Measure	Intended Outcome	Performance Indicator and Target	Timescale and Ownership
4	Promote and encourage staff to participate in the disability staff network and support the network in the delivery of its action plan.	Staff with a disability feel more confident that their needs and experiences are understood and inform relevant planning and decision making.	Tapestry meeting notes indicate that actions to support staff have been delivered.	NIGALA Annually <b>Completed for 2018/19</b>

### What we did over the last year:

NIGALA works alongside the other regional HSC organisations to promote and maintain an effective staff disability forum. Tapestry meets on a quarterly basis, and is promoted in a number of different ways. Any equality training that is provided by the Equality Unit highlights Tapestry, and details are given of forthcoming meetings, and the Tapestry website is publicised. Also, reminders of forthcoming meetings are emailed to all regional HSC organisations, and sent out as corporate communications, which also encourages new members to join. Tapestry penguin stands are taken to any outside corporate events (e.g. BSO Values Awards, Disability Placement Scheme opening and closing events etc.)

	<b>Action Measure</b>	<b>Intended Outcome</b>	<b>Performance Indicator and Target</b>	<b>Timescale and Ownership</b>
5	Nominate a Disability Champion at senior management.	Staff with a disability feel better supported	Attend six monthly Disability Champion Forum meeting	NIGALA Disability Champion  <b>Completed</b>
<p>The Head of Corporate Services has been nominated as the Disability Champion for NIGALA. There is a Disability Champion Forum meeting held on a six monthly basis which is attended by the Head of Corporate Services.</p> <p>The aim of the forum is to further embed equality of opportunity across the HSC Regional Organisations by working together to champion disability issues, specifically through sharing information and joint approaches to:</p> <ul style="list-style-type: none"> <li>▪ Provide a voice for staff with a disability or who are carers of a person with a disability within our organisations.</li> <li>▪ Support actions which promote equality for staff with a disability or who are carers of a person with a disability.</li> <li>▪ Support actions which promote equality of opportunity for people with disabilities in recruitment and through employment agencies.</li> <li>▪ Encouraging opportunities for people with disabilities to participate in public life.</li> <li>▪ Act as a challenge at board level on matters relating to disability.</li> <li>▪ Forge strong links with Tapestry (the staff disability network).</li> </ul>				

## Monitoring

	<b>Action Measure</b>	<b>Intended Outcome</b>	<b>Performance Indicator and Target</b>	<b>Timescale and Ownership</b>
6	Encourage staff to declare that they have a disability or care for a person with a disability through awareness raising and providing guidance to staff on the importance of monitoring	More accurate data in place. Greater number of staff feel comfortable declaring they have a disability	Increase in completion of disability monitoring information by staff to 90%	BSO HR with support by Equality Unit  Annually  <b>Ongoing</b>
<b>What we did over the last year:</b>				
Staff completion of equality monitoring data has been impeded by an ongoing issue with HRPTS. This action has not been completed and will be carried forward into next year.				

	<b>Action Measure</b>	<b>Intended Outcome</b>	<b>Performance Indicator and Target</b>	<b>Timescale and Ownership</b>
7	Prompt staff to keep their personal equality monitoring records (via self-service on new Human Resources IT system) up to date.	Create an open and inclusive workplace culture that is proactive in supporting staff with a disability.	Annual reminder issued to staff to update their personal details on HRPTS.	BSO HR with support by Equality Unit  Annually  <b>Ongoing</b>

**What we did over the last year:**

Staff completion of equality monitoring data has been impeded by an ongoing issue with HRPTS. This action has not been completed and will be carried forward into next year.

**Training**

	<b>Action Measure</b>	<b>Intended Outcome</b>	<b>Performance Indicator and Target</b>	<b>Timescale and Ownership</b>
9	In collaboration with disabled people design, deliver and evaluate training for staff and Board Members on disability equality and disability legislation	Increased staff and board member awareness of range of disabilities and needs	All staff trained (general and bespoke) within two years through eLearning or interactive session and staff awareness initiatives delivered.  Training evaluation forms.	BSO Equality Unit  Annually  <b>Completed for 2018/19</b>

**What we did over the last year:**

People with disabilities and voluntary organisations were involved alongside BSO equality unit staff in the development of our new eLearning Making A Difference. The training includes a number of scenarios that involve people with a disability and asks staff to think through how best to support the individuals, as well as giving information on disability legislation. Making A Difference eLearning has been rolled out, and we have made it mandatory for all our staff to complete the module. To date 58 members of NIGALA staff have completed the Making A Difference Training.



## **Additional Measures**

We always include disability on our list of things to talk about at our quarterly Equality Forum with our partner organisations.

We report on progress against our Disability Action Plan to our Board and Senior Management Team (the people at the top of our organisation) every year.

## **Encourage Others**

We include questions relating to the two duties in our equality and human rights screening form. The screening form is completed for all policies and decisions. This includes work that other organisations will do for us, for example, contracts that we have with voluntary sector organisations for health and wellbeing promotion work.

## **Monitoring**

During the year, we spoke to three groups of people involved in our work placement scheme together with our Health and Social Care partner organisations. These are the people who were on a placement with us, their Employment Support Officers and their Placement Managers. From these focus groups we evaluate how the scheme went this year. It also helps us to make changes to the scheme where we need to. Also, for the first time this year, we asked all participants to complete an equality monitoring form. We want to see whether we are successful at offering placement opportunities to a diverse range of people and, if not, which groups we want the provider to reach out to specifically.

## **Revisions**

We have made no revisions to our plan in the last year.

## **Conclusions**

We completed **7** actions. We still have some work to do to complete **11** actions.

All of the actions in our action plan are at a regional and local level.

Our action plan is a live document. If we make any big changes to our plan we will involve people with a disability. We will tell the Equality Commission about any changes.

## **Chapter 5: Equality & Human Rights Screening and Mitigation Report**

No screenings were published in 2018-19.

Link to previous and forthcoming NIGALA Screenings for 2019-20:

<http://www.hscbusiness.hscni.net/services/2166.htm>

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<sup>i</sup> This includes as a result of:

- Screening/Equality Impact Assessments (EQIAs)
- Monitoring
- Staff training
- Engagement and consultation
- Improvements in access to information and services
- Implementation of Equality and Disability Action Plans

In most cases, it is not possible to ascribe developments and changes to one single factor. New initiatives, such as the Gender Identity Employment Policy for instance are not necessarily an outcome of screenings or Equality and Disability Action Plan implementation.

As mainstreaming progresses and the promotion of equality becomes part of the organisation culture and way of working, the more difficult it becomes to ascribe activities and outcomes to the application of a specific element of Equality Scheme implementation.



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