



Arolygiaeth Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru  
Her Majesty's Inspectorate for Education and Training in Wales

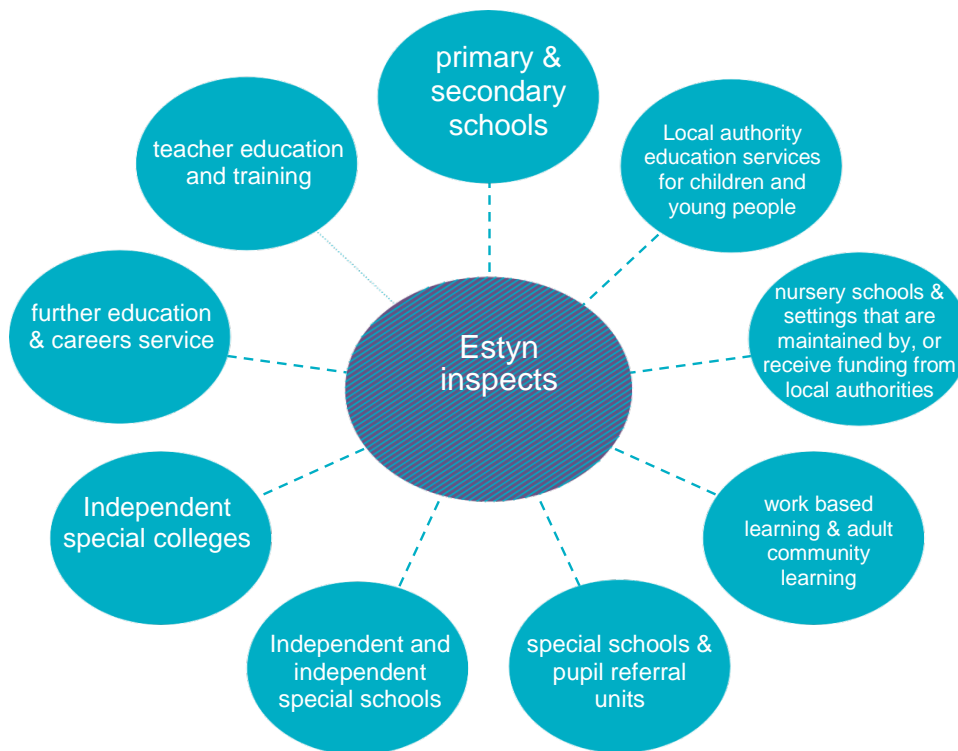
# **Strategic Equality Plan**

**2016 – 2020**

**The purpose of Estyn<sup>1</sup> is to inspect and report on the quality and standards in education and training provided in Wales, including:**

- how far education and training meet the needs of learners and contribute to their development and wellbeing
- standards achieved
- the quality of leadership and management

**Estyn inspects the following sectors:**



Estyn works in collaboration with the Care and Social Services Inspectorate for Wales (CSSIW), Healthcare Inspectorate Wales (HIW) and the Wales Audit Office (WAO) to implement the Welsh Government’s policy statement on Inspection, Audit and Regulation (IAR)<sup>2</sup>.

Estyn has responsibility for inspecting learners in England who are funded by the Welsh Government and who attend independent special colleges, work-based learning courses, and provision for young people in youth offending teams. Estyn inspects, through joint working with HMI Probation and HMI Prisons, the education of offenders in secure estate and prisons in Wales.

**Estyn also:**

provides advice on the quality and standards of education and training in Wales to the Welsh Government and others	promotes the spread of best practice in the delivery of education and training in Wales based on inspection evidence
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<sup>1</sup> Estyn’s principal functions are set out in sections 75 to 78 of the Learning and Skills Act 2000 and section 20 of the Education Act 2005.

<sup>2</sup> Inspection, Audit and Regulation in Wales, Welsh Government Policy Statement, September 2009

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## Introduction

This is the second Strategic Equality Plan (SEP) produced by Estyn and covers the period April 1<sup>st</sup> 2016 to March 31<sup>st</sup> 2020. This plan includes all the protected characteristics covered by the Equality Act 2010;

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race (including ethnic or national origin, colour or nationality)
- religion or belief (or lack of belief)
- sex and sexual orientation

Estyn operates on the basis that all people have equal rights and should be treated as such regardless of any particular characteristics they might have.

We recognise that discrimination may be experienced as a result of a combination of factors and this plan will help to ensure that we continue the approach we undertook through the previous SEP enabling us to continue to support diversity and equality throughout Estyn.

We will maintain and build upon the commitments expressed within our previous SEP to:

- promote equality of opportunity and promote good relations between people regardless of background or characteristic, both within our workforce and in the wider community where possible, in order to eliminate discrimination and promote equality
- place a positive value on diversity and believe that differences in our workforce can add value and make us stronger, more flexible and ultimately more capable of delivering inspection and advice services that meet the needs of learners in Wales
- eliminate unlawful discrimination in all our functions and services
- take positive action to promote diversity in our workplace
- make sure that no user of our service, present or future employee or job applicant receives less favourable treatment on grounds of any protected characteristic
- refuse to tolerate discrimination, victimisation, bullying or harassment, direct or indirect, intentional or unintentional, against any person on any grounds whatsoever, including, but not limited to, those protected characteristics listed within the Equality Act 2010

Several Estyn publications already refer to our commitment to promote Equality and Diversity, including the following:

- [Estyn Annual Report and Accounts 2014-2015](#)
- [Estyn Annual Plan 2015-2016](#)
- [Equal Opportunities Policy](#)
- [HMCI Annual Report 2014-2015](#)

## Strategic Overview

### Our mission and vision

Our **mission** is to achieve excellence for all learners in Wales by providing independent, high-quality inspection and advice services. Our **vision** is to be recognised through the expertise of our staff as an authoritative voice on education and training in Wales.

### Our strategic objectives are to:

- Provide public accountability to service users on the quality and standards of education and training in Wales
- Inform the development of national policy by the Welsh Government
- Build capacity in the delivery of education and training in Wales

### Our delivery principles are to:

- Develop Estyn as a 'best value' organisation and 'exemplary employer'
- Work collaboratively with other inspectorates to support improvement

### Our values:

- Keep learners and citizens at the centre of our work
- Act with openness, integrity and objectivity, demonstrating the highest standards of public service
- Foster an engaging and healthy working environment
- Work in partnership with others, whilst maintaining our independence
- Demonstrate effective leadership and teamwork at all levels
- Value people and the contributions they make
- Encourage responsibility, initiative and innovation

## How our work promotes equality

We continually promote equality through our inspection and remit work<sup>3</sup>, by drawing the attention of providers to their own duty to promote equality (where relevant).

Aspects of equality and human rights are covered throughout the three key questions in the Common Inspection Framework (CIF).

The first key question focuses on outcomes for learners. This covers 'standards' and 'wellbeing' as the quality indicators:

- Under the standards quality indicator, inspectors consider the performance of different groups of learners including those from minority ethnic groups, refugees, asylum seekers, gypsies, travellers and migrant workers.
- The wellbeing indicator require inspectors to judge those matters over which the provider has some influence, such as whether learners (including those from different groups) have a secure understanding of how they can become healthy and to what extent they feel safe in their learning environment.

The second key question focuses on provision and has four quality indicators, of which three indicators include the need to consider equality and diversity issues:

- Within the learning experiences indicator the inspector will look at meeting the needs of learners, employers and communities.
- Care, support and guidance looks at the provision for health and wellbeing including spiritual, moral, social and cultural development and the effectiveness of the provision made by the provider for learners with additional learning needs.
- Learning environment considers the providers attitude to ethos, equality and diversity. Inspectors judge how well the provider establishes an ethos that is inclusive in addition to other equality and diversity issues. They will also judge how well the provider promotes the prevention and elimination of oppressive behaviour such as racism or sexism.

The third key question deals with leadership and one quality indicator relates to equality and diversity:

- Implicit within the quality indicator, self-evaluation, listening to learners and others, the need to consider the impact that leaders and managers have in meeting the needs of pupils from the different groups

Our inspection findings are published in our inspection reports, which are available on our website.

We provide in depth guidance for our inspectors when they are evaluating particular areas of education, for example, equality, human rights and English as an additional language. [The full range of guidance](#) can be found on our website.

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<sup>3</sup> The remit provides guidance, approved by the Minister for Education and Skills on the advice to be provided by the Chief Inspector to the Welsh Government's Department for Education and Skills (DfES) each year. It sets out priorities and key objectives to help inform strategic and operational planning undertaken by Estyn.

We also produce [best practice guidance](#) on equality and diversity issues, examples of which include:

- [Welcoming families from overseas](#)
- [Recognising development opportunities benefits children with disabilities, parents and staff](#)
- [Best practice – tackling the impact of deprivation on pupil attainment](#)
- [Supporting pupils with additional learning needs](#)
- [Mind the gap \(focus on reducing attainment differences between boys and girls\)](#)
- [Supporting the needs of a diverse school population](#)
- [Literacy success for boys](#)
- [Meeting the needs of children with autism](#)

The full library of [best practice case studies](#) can be found on the Estyn website.

We also check and, if necessary, discuss and comment on providers' policies for inclusion and anti-discriminatory practice.

The Equality and Human Rights Commission (EHRC) has produced non statutory guidance for schools and FE and HE Institutions. We share these with our staff on our intranet and are detailed below:

- [E-learning course for teachers](#)
- [Primary education resources](#)
- [Secondary education resources](#)
- [Higher Education Provider's guidance](#)
- [Education providers: Schools' guidance](#)
- [Further sources of information](#)



## Future inspection framework

We are currently in the process of reviewing our inspection arrangements through the New Inspection Framework (NIA) project. In consulting on these proposals we included the use of external researchers to include the views of hard to reach groups such as those from minority ethnic backgrounds (see Annex B for a list of the groups contacted). The specification for the study defined a hard to reach group as any group or section of the community who it is difficult to access for any reason such as:

- physical inaccessibility (e.g. disability, older or frail people)
- language (e.g. first generation immigrants to the UK)
- cultural perceptions and traditions (e.g. disadvantaged young people)
- social expectations (e.g. children and young people who are often not considered as appropriate to be engaged with and who themselves often do not expect to be taken seriously)

Estyn set out seven specific groups as the focus for the consultation:

- 1 Immigrants – particularly if they have limited knowledge of English
- 2 People with physical disabilities
- 3 People with sight or hearing impairments
- 4 People with learning difficulties
- 5 People with mental health problems
- 6 Travellers
- 7 Very rural/isolated communities

The draft proposals for the new inspection arrangements will take into account the views of these groups in conjunction with the views expressed in the main consultation. New inspection arrangements will go through a process of piloting and further consultation with stakeholders before being finalised.

## Remit reports

We will continue to gather information and report on equality issues in our remit work which cover a variety of themes. In our remit reports we make recommendations for local authorities, education and training providers, the Welsh Government and other agencies as appropriate. These recommendations include actions aimed at improving equality of access and provision and in some cases training materials are provided.

In the last four years, the following are some of the remit surveys have led to reports that deal with issues related to equality:

- [Breaking down barriers to apprenticeships – October 2015](#)
- [Barriers to apprenticeships – November 2014](#)
- [Action on bullying – June 2014](#)
- [Pupil deprivation – May 2014](#)
- [Working together to tackle the impact of poverty on educational achievement – December 2013](#)
- [Working together to tackle the impact of poverty on educational achievement – training material – December 2013](#)
- [Religious education in secondary schools – June 2013](#)
- [Religious education in secondary schools – training materials – June 2013](#)

The full reports are available on our website and can be accessed by following the links above and the full library of [remit work](#) can be found on the Estyn website. We will continue to provide a summary of the findings of each year's remit work in The Annual Report of Her Majesty's Chief Inspector of Education and Training in Wales, which is available on our website.

We will continue to encourage wider readership of our reports by publicising them in the media. We are also making the reports themselves more accessible by presenting more information in graphical form and making our reports more readable. We will continue to look at how we can reach a wider audience throughout the lifetime of this Strategic Equality Plan.

## Lead officers

In our management structure we have lead officer/inspector roles to establish specialist understanding and management of aspects of Estyn's inspection and corporate policy activities. The roles are cross-cutting in nature and cover all aspects of service provision and our own internal business operations. In relation to this plan, we have two roles; Lead Inspector for Equality and Human Rights, and, Lead Officer for Diversity and Equality (corporate policy).

In 2014 Estyn retained accreditation of Investors in People (IiP) – Gold. Of particular note here is the reference in the IiP report to Equality and Diversity – “A dedicated equality and diversity lead person holds the remit to make sure that Estyn both meets all its legal obligations, and is leading on practices which demonstrate its commitment to equality of access to learning and development”. This is a reference to the Equality and Diversity lead officer with corporate inward facing responsibility in the organisation. The responsibilities related to both roles are described below.

## Lead Inspector for Equality and Human Rights

### Role

The Lead Inspector for Equality and Human Rights (EHR) provides leadership to Estyn inspectors and advice to Welsh Government (Department for Education and Skills) officials on EHR issues across the various education and training sectors.

### Responsibilities

- Analysing and interpreting performance data and inspection reports nationally, including contributing to the HMCI Annual Report and cyclical thematic reports
- Identifying and communicating best practice in addressing equality, diversity and social inclusion issues, including delivery at events
- Liaising with EHRC, Regional Co-ordinators, Local Authorities and post-16 link inspectors, sector lead inspectors, other inspectorate, audit and regulatory bodies
- Liaison with the corporate diversity & equality lead officer
- Proposing ideas for and contributing to thematic studies and reports
- Liaising with DfES officials and others, in particular over responding to queries through the preparation of a draft response which must be approved by an Assistant Director or Strategic Director before it is sent
- Providing a central source of specialist knowledge and expertise within Estyn and providing advice to the Welsh Government on:
  - equality and diversity issues within education and training at a national level
  - equality and diversity policy developments within education and training
  - examples of best practice

- Using Estyn's SharePoint record management system to maintain an ongoing status summary and end-of-year evaluation of relevant issues, including records of best practice provision, where appropriate

### **Lead Officer for Diversity and Equality (Corporate)**

#### **Role**

The diversity and equality lead officer provides leadership and advice to staff on diversity and equality issues, including human rights, with an inward-looking focus on the implications for Estyn's operations as an employer and corporate body..

#### **Responsibilities**

- Providing policy advice to Estyn staff on diversity and equality issues, including human rights as they impact on Estyn as an employer
- Advising on and assisting with the completion of Equality Impact Assessments
- Providing specialist knowledge and expertise on relevant issues
- Ensuring Estyn's compliance with DESI and human rights legislation
- Reporting on Estyn's performance in relation to DESI and human rights
- Liaising with Welsh Government officials and others, in particular over responding to queries through the preparation of a draft response which must be approved by an Assistant Director or Strategic Director before it is sent
- Using Estyn's SharePoint record management system, maintain an ongoing status summary and end-of-year evaluation of relevant issues

## Aim and objectives of Estyn's Strategic Equality Plan

Our strategic equality aim is to continue to mainstream equality and human rights in every aspect of our work by identifying the key actions we need to take across all the relevant functions, policies and practices.

In consultation with staff, trade unions and stakeholders we developed the following equality objectives, which incorporate the equality duties (aims) under the Equality Act 2010. The objectives are to:

- eliminate discrimination and harassment and promote equality and human rights throughout Estyn
- foster good relations between those who share a protected characteristic and those who don't
- advance equality of opportunity between people who share relevant protected characteristics and those who do not share relevant protected characteristics, including:
  - those who work for Estyn
  - those who might provide services or goods to Estyn under procurement arrangements
  - those who receive education and training from those providers we inspect
- ensure that equality of opportunity remains embedded within our recruitment and selection processes
- ensure that our processes for procuring goods and services promote equality and human rights and, in line with this commitment, that all our contracts require conformance with the relevant legislation
- through our inspections and survey work, promote equality and identify good practice and disseminate that good practice across the relevant education sectors
- regularly seek feedback on our actions, both planned and achieved, to meet the requirements of the Equality Act
- improve how we measure whether or how far we are meeting our equality objectives and use this information to inform our future work

Under the specific duties of the Equality Act, we publish an objective for each protected characteristic or publish reasons for not doing so. Most of our equality objectives relate to all protected characteristics and within our Action Plan we show, where applicable, which specific actions (under each objective) relate to specific protected characteristics.

## Focus of our action plan

Estyn's Action Plan at Annex A lists those actions we have identified as ones we will take to build on the work previously done to achieve our equality objectives. It continues to provide the framework for integrating equality within the core business of Estyn through impact assessment, monitoring, and the implementation of other key actions to make changes.

The Action Plan also sets out the practical steps that we will take to address areas in which we have limited information to enable us to assess our performance on equality effectively. All the actions are time-bound and have measurement criteria attached.

We will focus on:

- consulting with staff on Equality and Diversity issues, canvassing ideas for raising awareness and ensuring equality throughout our processes
- reviewing our inspection practice and advice work through the NIA project relation to general and specific duties of the Equalities Act 2010
- reviewing our communication methods to enhance accessibility to our services and information
- continuing to work with a number of groups to develop and deliver equality training for Estyn staff and those who work for us
- ensuring that the views of protected groups of people are taken into account when implementing and reviewing the Action Plan by including any feedback we have had
- encouraging all staff, contractors, partners and those we inspect to be aware of their individual and organisational equality responsibilities
- involving groups and organisations that promote equality in the implementation and evaluation of the various aspects of our Action Plan (such as contributing to future impact assessments and gathering evidence) through liaison with representatives from these organisations

## Involvement and consultation

We are committed to giving all those who have an interest in our work, regardless of their background or personal characteristics, every opportunity to:

- comment on how our services and employment practices are provided
- assist in the identification and prioritisation of initiatives to promote equality
- contribute to the development and implementation of our Equality Objectives and Action Plan

We recognise that the involvement of staff, our trade unions, stakeholders and equality organisations is critical to the development and achievement of objectives and, therefore, their involvement will be an on-going activity.

Throughout the year we will continue to use our internal staff newsletter, "Your

Estyn”, to raise awareness of equality and diversity issues. By doing this we aim to:

- engage and inspire staff on the theme of equality
- raise awareness amongst staff of the changes to legislation governing equality issues and explore how they impact on them personally and professionally

Through our Stakeholder Forums, events, social networks and our web site, we will continue to gather data which will help us to improve the way we work with partners to provide an inspection service that might better meet the needs of citizens in their local communities. We have worked previously with a number of external groups and organisations to build the requirements of equality-related legislation into our training and practice. Where afforded the opportunity we will continue to engage with groups who champion specific protected characteristics (see Annex B) to ensure their views are heard when the subject matter particularly affects them.

### **Monitoring and gathering evidence**

Within Estyn we will continue to ensure that Equality and Diversity is a regular agenda item for discussion at meetings of our Employee Engagement Group, our Service Delivery Group and where appropriate at our Executive Board. This will ensure that Equality and Diversity is at the forefront of discussions and decision-making within Estyn.

We will use current information-gathering mechanisms, adapting them as necessary, and look for opportunities to extend the information available to us. This will enable us to obtain and monitor the relevant data to determine the impact of our functions, policies and practices on different groups within the range of protected characteristics, and in particular the extent to which:

- they promote equality
- the services we provide and the functions we perform take into account the different needs of people from each protected characteristic

## Complaints

We have in place grievance, disciplinary, and whistle blowing policies and procedures. These provide protection for employees who want to report concerns about wrongdoing, illegal or unethical conduct in the workplace without fear of being victimised as a result.

Complaints about equality from members of the public will be dealt with through our Complaints procedure; a copy of our Complaints Policy is published on our website. We take all complaints seriously and will not tolerate any form of discriminatory behaviour.

If you have a concern about any aspect of our work and you are unsure who to contact about it, please phone or send the complaint to our Complaints Officer at the following address:

Robert Gairey  
The Feedback and Complaints Manager  
Estyn  
Anchor Court  
Keen Road  
Cardiff  
CF24 5JW  
Tel: 029 2044 6309 Fax: 029 2044 6448  
E-mail: [feedback@estyn.gov.uk](mailto:feedback@estyn.gov.uk)

## Reporting on equality matters

Her Majesty's Chief Inspector of Education and Training in Wales retains overall responsibility for the Strategic Equality Plan. Estyn's Executive Board has approved the Strategic Plan and will receive regular progress reports against the Action Plan from our Lead Officer for Equality and Diversity.

The SEP Annual Review will contain a summary of the steps we have taken to fulfil our action plan, the results of the information-gathering we have undertaken and what we have done with the information gathered. We will publish this report on our website.

[Strategic Equality Plan Review 2014-2015](#)



## Further information

This Strategic Equality Plan is a public document is available in English and Welsh. We will also consider translating the plan into other languages and/or formats on request.

If you have any comments on this strategy document, our equality objectives or action plan, please contact our Equality & Diversity Lead Officer: Lisa Guildford 029 2044 6420.

If you would like any additional information on Estyn please contact us at [enquiries@estyn.gov.wales](mailto:enquiries@estyn.gov.wales)

Further information on the Equality Act 2010 and how the legislation applies to listed bodies, including Estyn, can be found following the links below:

[Equality Act 2010](#)

[Specific Duties and Listed Bodies in Wales](#)

**Annex A**

**Strategic Equality Plan – Action Plan**

<b>Objective 1: Ensure that the promotion of equality and human rights and elimination of discrimination and harassment is embedded and exemplified throughout Estyn</b>				
<b>Ref</b>	<b>Action</b>	<b>Timescale</b>	<b>Measurement/ Success criteria</b>	<b>Specific related protected characteristic</b>
1.1	Survey all staff for views on how Estyn corporately deals with equality and diversity issues and what further action could be undertaken to raise awareness or to improve processes and policy.	September 2017	Number of questionnaires completed and views submitted	All
1.2	All staff will be trained in the practicalities of the Equality Act 2010, ensuring that they are able to analyse the effects on equality of decisions and policy and act in accordance with Estyn's values.	Ongoing	Staff completion of training, staff able to undertake Equality Impact Assessments	All
1.3	Staff induction programme incorporates an introduction to the Equality Act.	Ongoing	Achievement of 100% new starter coverage	All
1.4	Create opportunities to discuss and debate equality and diversity and share best practice. Explore opportunities for promoting equality and diversity events, e.g. national days.	Ongoing	Number of events covered, number of protected characteristics groups covered and feedback from staff	All
1.5	Review and update Estyn's Equal Opportunities Policy. All our employees and others who undertake work on our behalf share responsibility for ensuring that our Equal Opportunities Policy is promoted and implemented fairly, consistently and effectively.	December 2018	Policy updated and issued	All

<b>Ref</b>	<b>Action</b>	<b>Timescale</b>	<b>Measurement/ Success criteria</b>	<b>Specific related protected characteristic</b>
1.6	Review the process of undertaking Equality Impact Assessments in line with up to date thinking and issue new guidelines and provide training for staff where appropriate.	March 2018	New EIA guidance in place and training rolled-out to staff	
1.7	Review all EIAs which have been carried out on new or amended functions, policies and practices, to ensure that they cover all protected characteristics and are being consistently applied.	December 2016	All Equality Impact Assessments reviewed by December 2016	All
1.8	Review the equality guidance given to those who carry out work as additional inspectors, lay inspectors and peer inspectors to ensure it continues to be fit for purpose. This will be considered alongside NIA.	September 2017	Changes to the training programme	All
1.9	Conduct an Equal Pay Audit every two years and address any issues that arise from this.  We already use a systematic job evaluation scheme that incorporates equal pay. We consult with TUs on pay and conditions of service matters and will include equal pay issues (direct or indirect pay inequalities) within the scope of our programme of internal audits.	March 2017  On-going	Audit report No equal pay challenges from staff or regulatory bodies	All
1.10	Make communication methods and reports more accessible to a wider audience and easier to understand. This will include continual evaluation of our web site usage (the website is currently double A rated in terms of accessibility).	September 2016	Positive feedback from surveys	All

<b>Ref</b>	<b>Action</b>	<b>Timescale</b>	<b>Measurement/ Success criteria</b>	<b>Specific related protected characteristic</b>
1.11	Implement the required changes from the findings of the accessibility audit undertaken in October 2015 to ensure Estyn's communication methods and reports comply with legislative guidance on access.	September 2016	Results from a follow up accessibility audit	
1.12	Review the Equal Opportunities Policy to ensure that it continues to be fit for purpose and up to date with current good practice.	December 2018		
<b>Objective 2: Foster good relations between those who share a protected characteristic and those who don't</b>				
<b>Ref</b>	<b>Action</b>	<b>Timescale</b>	<b>Measurement/ Success criteria</b>	<b>Specific related protected characteristic</b>
2.1	Publicise (on our intranet) useful information and promote events relating to various protected characteristic groups.	On-going	Log of activity and number of people accessing information	All
2.2	Estyn will promote equal opportunities through announcements on Sharepoint, noticeboards and through the Estyn newsletter, e.g. a guest article from an external organisation responsible for equal opportunities.	Ongoing	The number of people visiting that area of the site	All
2.3	Continue to develop the links between Estyn staff and Welsh Government protected characteristics networks to provide Estyn staff with opportunities to access these groups, raising awareness and providing support.	Ongoing	The number of people visiting that area of the site	All

<b>Objective 3: Advance equality of opportunity between people who share relevant protected characteristics and those who do not share relevant protected characteristics</b>				
<b>Ref</b>	<b>Action</b>	<b>Timescale</b>	<b>Measurement/ Success criteria</b>	<b>Specific related protected characteristic</b>
3.1	Consider whether to seek formal external accreditation for our equality and diversity practice and assess the advantages and disadvantages for Estyn.	March 2017	Decision whether to proceed with accreditation	All
3.2	<p>We will continue to monitor the diversity of our workforce through our monitoring questionnaire and we will give consideration to the frequency with which is carried out.</p> <p>The data will be entirely dependent on staff voluntarily declaring this information. We will continue to report annually on the race, disability, gender, sexual orientation, religious beliefs, age and of:</p> <ul style="list-style-type: none"> <li>a. applicants (successful and unsuccessful) for jobs in Estyn</li> <li>b. employees in post</li> <li>c. applicants for training opportunities</li> </ul> <p>Where the information is available. The results of such monitoring will be published within our SEP Annual Review.</p>	On-going	Collation of the relevant statistics, enabling the compilation of the SEP Annual Review	All
3.3	We will continue to operate our Flexible Working Policy which provides a wide-range of working options, e.g. providing flexibility to assist with managing family commitments.	On-going	Staff working flexibly	Sex Pregnancy and Maternity Disability

<b>Ref</b>	<b>Action</b>	<b>Timescale</b>	<b>Measurement/ Success criteria</b>	<b>Specific related protected characteristic</b>
3.4	Review Estyn's Family Friendly policy to ensure it is still up to date and fit for purpose. We offer enhanced maternity, paternity and adoption benefits and will continue to offer such provisions within Estyn's Family Friendly Policy.	March 2017	Staff satisfaction with working environment as shown in the annual staff survey	Sex Pregnancy and Maternity
3.5	Continue to offer workplace assessments and adaptations to staff in order to improve accessibility of our working practice and office accommodation.	On-going	Staff satisfaction with working environment as shown in the annual staff survey	Disability
3.6	Continue to assess facilities and the management of external events to ensure that they are accessible to all protected characteristics.	On-going	Evaluation of event feedback forms	All
3.7	Continue to offer learner/parent questionnaires in language of choice ensuring that we are communicating with people in the appropriate language. Monitoring of the numbers of each type used will help identify the success of this action.	On-going	Usage of different language forms against the population trend	All
<b>Objective 4: Ensure that equality of opportunity is embedded in our recruitment and selection processes</b>				
<b>Ref</b>	<b>Action</b>	<b>Timescale</b>	<b>Measurement/ Success criteria</b>	<b>Specific related protected characteristic</b>
4.1	Ensure that recruitment panel members have received equality training and give due consideration to the composition of the panel in relation to the recruitment exercise.	On-going	100% achievement No issues raised in the annual Recruitment Compliance Audit of our recruitment and selection procedures undertaken by the Civil Service Commission	All

Ref	Action	Timescale	Measurement/ Success criteria	Specific related protected characteristic
4.2	<p>Continue to use the ‘two ticks’ symbol ‘positive about disabled people’ to demonstrate our commitment to supporting disabled staff.</p> <p>Applicants with disabilities who apply under the scheme, and who satisfy the essential criteria for the advertised post, will be offered a guaranteed interview. Reasonable adjustments will also be made at interview and/or assessment centres.</p>	On-going	Collection and publication of the relevant statistics for the percentage of disabled applicants at each stage of the selection process	Disability
4.3	<p>Continue to ask all job applicants to complete our equal opportunities monitoring form. As a small employer, we will take into account any privacy concerns when collecting information and analysing and publishing statistics.</p> <p>We will continue to monitor and analyse recruitment information, investigate reasons for any differential outcomes, and take remedial action, where appropriate, to ensure there is no discrimination and that we are promoting equality of opportunity.</p> <p>Analysis of the results to date has not identified any significant areas for improvement. This information is published in the <a href="#">Strategic Equality Plan Review 2014-2015</a> available on the website.</p>	On-going	Collection and publication of the relevant statistics	All

Ref	Action	Timescale	Measurement/ Success criteria	Specific related protected characteristic
4.4	<p>In addition to advertising vacancies on Civil Service recruitment website, in national press and other job specific publications we will continue to ensure that our advertisements reach a wide audience covering all protected characteristic groups by circulating our vacancies to:</p> <ul style="list-style-type: none"> <li>• Race Equality First</li> <li>• Disability Wales</li> <li>• Valleys Race Equality Council</li> <li>• South East Wales Race Equality Council</li> <li>• Swansea Bay Race Equality Council</li> <li>• North Wales Race Equality Network</li> <li>• Minority Ethnic Women’s Network</li> <li>• Disabled Workers Cooperative.</li> </ul> <p>We will continue to monitor where we advertise to ensure we are always up to date with any changes made.</p>	On-going	Appropriate advertising and the collection and publication of the relevant statistics for the percentage of applicants by protected characteristic at each stage of the selection process	All
4.5	<p>Job descriptions and job advertisements will continue to be monitored to ensure that they are not age discriminatory. Application forms do not require applicants to state their age.</p> <p>Appointments are made through open competition with selection on the basis of assessment against competencies of the job, regardless of any personal characteristics.</p>	On-going	That all application forms comply with these requirements	Age



Ref	Action	Timescale	Measurement/ Success criteria	Specific related protected characteristic
	Estyn has no default retirement age and staff can draw their civil service pension from the pension age stated in the relevant scheme. Under Estyn's Flexible Working Policy staff can apply to draw their pension and work part-time (decisions to allow part-time working are assessed against business-need criteria).			
<b>Objective 5: Ensure that our processes for procuring goods and services promote equality and human rights</b>				
Ref	Action	Timescale	Measurement/ Success criteria	Specific related protected characteristic
5.1	Regularly review and update our procurement procedures to ensure that our Terms and Conditions of Contract require contractors to state that they comply with equality and diversity legislation. Guidance currently available states that all contractors who engage with Estyn have to act in accordance with the policies (including any racial discrimination and equal opportunities policies), rules, procedures and the quality standards of the Client as amended from time to time.	September 2017	All contractors engaged have a compliant Equality Statement and agree to comply with Estyn's rules and procedures relating to equality	All
5.2	To further develop our equality presence in the procurement of goods and services by employing best practice evident in other organisation. Procuring through Government run frameworks and portals will ensure we take advantage of agreed public sector protocols when applying equality to the contracting process.	On-going	Utilising Value Wales/National Procurement Service and Crown Commercial Services Frameworks to procure services	All  All

<b>Objective 6: Through our inspections and survey work, promote equality and identify good practice and disseminate that good practice across the relevant education sectors</b>				
<b>Ref</b>	<b>Action</b>	<b>Timescale</b>	<b>Measurement/ Success criteria</b>	<b>Specific related protected characteristic</b>
6.1	Gather best practice examples from those providers we inspect and share them publicly on our website.	On-going	Inspection reports reflect the processes established in establishments to ensure equality	All
6.2	Work with other inspectorates to ensure that we are aware of their procedures for ensuring equality and applying to Estyn where appropriate. Similarly that they are aware of ours and we help them to apply our processes within their work place if appropriate.	Ongoing	Number of ideas shared between the bodies	All
<b>Objective 7: Regularly seek feedback on our actions, both planned and achieved, to meet the requirements of the Equality Act</b>				
<b>Ref</b>	<b>Action</b>	<b>Timescale</b>	<b>Measurement/ Success criteria</b>	<b>Specific related protected characteristic</b>
7.1	Further development of processes to ensure involvement and consultation with stakeholders. This will ensure that we raise confidence in our services and improve policy development through effective consultation engaging our staff and those who use our services or who have an interest in our work. Our inspection arrangements put an emphasis on listening to learners resulting in our focus being on the experiences of the users of our services including parents, governors, teachers, managers and especially learners.	March 2017	Level of involvement / contribution	All

<b>Ref</b>	<b>Action</b>	<b>Timescale</b>	<b>Measurement/ Success criteria</b>	<b>Specific related protected characteristic</b>
7.2	Publish relevant equality information for Estyn staff, including progress against this Action Plan, within a Strategic Equality Plan Annual Review.	By December following the end of the reporting year	Publication of SEP Annual Review	All
<b>Objective 8: Improve how we measure whether we are meeting our equality objectives and use this information to inform our future work</b>				
<b>Ref</b>	<b>Action</b>	<b>Timescale</b>	<b>Measurement/ Success criteria</b>	<b>Specific related protected characteristic</b>
8.1	<p>We will collect and analyse data on all protected characteristics in relation to our staff (extending, where possible, to include information in relation to grievances, complaints, disciplinary matters, etc.) and report annually (Strategic Equality Plan Annual Review).</p> <p>Due to our size we need to consider what proportionate and effective information-gathering mechanisms can be put in place to satisfy the duties placed on us. For example, we will include equality in any existing mechanisms that are used to measure staff satisfaction and employment practice more generally. In addition we will report on the variances between Estyn and the general working population.</p>	By December following the end of the reporting year	Collection of data and publication of report	All

<b>Ref</b>	<b>Action</b>	<b>Timescale</b>	<b>Measurement/ Success criteria</b>	<b>Specific related protected characteristic</b>
8.2	Re-evaluate equality training within our annual evaluation of all Estyn Training & Development activity.	March 2018	Inclusion of the evaluation of equality training when assessing overall training	All
8.3	Continue to evaluate equality aspects within our inspection process. These aspects contribute towards judgements across all three key questions.	On-going	Inclusion of the equality aspect in the judgements on providers	All
8.4	The provider's self-evaluation will generally follow the Common Inspection Framework (CIF) and this will include aspects of equality and human rights in line with 8.3 above.	On-going	Inclusion of the equality aspect in the judgements on providers	All
8.5	Continue to use data provided by WG to analyse the attainment of different groups, the evaluation to be included in the lead officer's end of year report.	Ongoing	Publication of lead officer report with the data included	All
8.6	Ensure that we utilise valuable information from the staff survey to address Equality and Diversity issues raised by staff and identify and implement appropriate action.	Annually	Actions resulting from issues identified via the staff survey	All

Annex B	
Categories	Organisations
	<u>National</u> 1 Welsh Refugee Council 2 Wales Strategic Migration Partnership 3 Race Council Cymru 4 Minority Ethnic Women's Network Wales 5 Bawso 6 Displaced People in Action
	<u>Central south Wales</u> 7 Race Equality First 8 Polish Home Association Cardiff 9 Hindu Cultural Association Wales 10 South Wales Chinese Association 11 Oasis Cardiff 12 South Riverside Community Centre
	<u>South east Wales</u> 13 SEWREC 14 The Sanctuary project, Newport 15 Pakistan Association of Newport & Gwent
	<u>South west Wales</u> 16 African Community Centre, Swansea 17 Polish-Welsh association, Llanelli
	<u>North Wales</u> 18 North Wales Chinese Association 19 BAWSO, Wrexham
2 People with physical disabilities	20 Disability Wales 21 Mencap Cymru 22 Scope Cymru 23 Disability Sport Wales 24 Disability Arts Cymru 25 Leonard Cheshire Disability Wales. 26 Aspire 27 Disabled Parents Network 28 MS Society Cymru 29 Mirus Wales 30 Shaw Trust 31 SNAP Cymru
3 People with sight or hearing impairments	32 RNIB Cymru 33 Action on Hearing Loss Cymru 34 British Deaf Association Cymru 35 Sight Cymru 36 Deaf Access Cymru 37 North Wales Deaf Association
	38 Wales Council for Deaf People 39 North Wales Society for the Blind 40 Cardiff Institute for the Blind 41 Wales Council of the Blind 42 Sense 43 Deafblind Cymru

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<p>4 People with learning difficulties</p>	<p>44 Disability Wales 45 People First 46 Learning Disability Wales 47 Wales Dyslexia 48 Leonard Cheshire Disability Wales 49 Mirus Wales 50 Shaw Trust 51 SNAP Cymru</p>
<p>5 People with mental health problems</p>	<p>52 Mind 53 Disability Wales 54 Hafal 55 Gofal 56 Bipolar UK Wales 57 Shaw Trust 58 Pobl Cymru</p>
<p>6 Gypsies and travellers</p>	<p>59 Gypsies and Travellers Wales 60 Save the Children Cymru – Travelling Ahead Project 61 Romani Cultural &amp; Arts Company 62 Liaison officers in local authorities (via Welsh Local Government Association).</p>
<p>7 Very rural / isolated communities</p>	<p>63 Talysarn (Gwynedd) 64 Penycae and Pant (Wrexham) 65 Llangefni (Ynys Mon)</p>