

# Strategic Equality Plan (SEP) Annual Reporting

## Guidance Template: Schools

January 2013

The Public Sector Equality Duty (PSED) requires that all public authorities covered under the specific duties in Wales should produce an annual equality report by 31<sup>st</sup> March each year. In the Equality Act 2010 schools are identified as public authorities and they must therefore produce annual reports. This document sets out the requirements and opportunities presented by the **first annual report**, providing a loose template to assist schools in covering all of the necessary elements.

The template has been developed to support schools, recognising the requirements of regulations can appear unclear and the production of a report is another 'must do' when there are a variety of demands on staff time. The guidance template has also been developed as a response to the unusual nature of the first year of annual reporting. This difference arises from the fact that, following the introduction of the new duties, equality objectives were only required to be published by 2<sup>nd</sup> April 2012, thereby falling outside of the reporting period covered by the first annual report. In light of this, the template sets out what the first annual report **must include, as well as what it could usefully include** in order to be valuable.

### The purpose of the annual report

The essential purpose of the specific duties is to help public authorities to have better due regard to the need to achieve the 3 aims of the general duty, which are to;

1. Eliminate unlawful discrimination, harassment and victimisation and other conduct that is prohibited by the Act.
2. Advance equality of opportunity between people who share a relevant protected characteristic and those who do not.
3. Foster good relations between people who share a protected characteristic and those who do not.



Therefore, as a specific duty itself, the role of annual reporting is to support public authorities in meeting the general duty. It also has a role in setting out achievements and progress towards meeting the other specific duties.

In particular, the annual report can support public authorities in having better due regard to the duties by providing an opportunity to;

- Monitor and review progress
- Monitor and review the effectiveness and appropriateness of arrangements
- Review objectives and processes in light of new legislation and other new developments
- Engage with stakeholders around these issues, providing partners and the public with transparency.

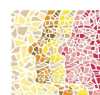
The annual report is not intended to be an onerous, exhaustive document that retraces the steps of the SEP. Rather than the 'what', the focus is on the '**how**' and '**how well**'. The value of the annual report will come from placing an emphasis on evaluating the efficacy of work over the reporting period, rather than reproducing information included in the SEP.

## The requirements

The annual report must specifically set out;

- The steps the public authority has taken to identify and collect relevant information.<sup>1</sup>
  - How the public authority has used this information in meeting the three aims of the general duty.
  - Any reasons for not collecting relevant information.
  - A statement on the effectiveness of the public authority's arrangements for identifying and collecting relevant information
- Progress towards fulfilling each of the public authority's equality objectives.
  - A statement of the effectiveness of the steps the public authority has taken to fulfil each of its equality objectives.

<sup>1</sup> 'Relevant' information refers to equality information.



- Specified employment information, including information on training and pay (unless it has already published this information elsewhere.)

This information should cover the complete financial year, finishing 12 months before the reporting deadline. Therefore, by the 31<sup>st</sup> March 2013 public authorities are required to produce an annual report covering the period 2011/12.

This makes the first year of reporting unique in that, following the introduction of the new duties, equality objectives were only required to be published by 2<sup>nd</sup> April 2012. As a result, the Equality and Human Rights Commission (EHRC) has indicated that there is no requirement to report on progress towards achieving those objectives in the first annual report. Therefore, **the two points outlined above** do not have to be included in the first annual report, but will be required in all of those thereafter. However, the regulations set out a wide point of discretion in that public authorities may include 'any other matter it feels relevant to meeting the general duties and the specific duties'. Given this, public authorities may consider it valuable to include information on their objectives and their progress towards achieving them, particularly in recognition of the fact that the document will have a wider audience than, for example, the EHRC and Welsh Government (WG). Similarly, public authorities may wish to include any 2012/13 updates relevant to any of the other required information. Other useful information could include equality impact assessments, procurement arrangements and training. You may also wish to explain how work that was taken forward under previous schemes has continued, been wrapped up or linked in to the SEP.

**The table on page 5 presents an overview of the elements that are;**

- 1. Required for this annual report**
- 2. Optional for the first annual report but required thereafter**
- 3. Not required for annual reports, but may be useful additional information.**



## Who is the audience?

The annual report will inevitably and necessarily be of interest to many audiences, including;

- School staff
- Local Education Authority
- Elected Members
- Members of the community and community groups
- Parents
- EHRC
- WG

This template aims to cover a breadth of issues with a view to the report satisfying multiple audiences but you should consider who you think your audiences are and tailor the report accordingly. Clarifying who else the report is for will help you determine which and how much additional information to include. Though the EHRC will be keen to ensure the requirements of the duty are fulfilled, some stakeholders may be more interested in progress towards the objectives or in specific areas of work, such as procurement or training. Therefore, extending the scope of the content beyond compliance will ensure the document is interesting and useful to a range of internal and external stakeholders.



## Annual Reporting Requirements for Year 1

Information	Reporting Evidence	
	2011/12	2012/13*
The steps the authority has taken to identify and collect relevant information	✓	★
How the authority has used this information in meeting the three aims of the general duty	✓	★
Any reasons for not collecting relevant information	✓	★
A statement on the effectiveness of the authority's arrangements for identifying and collecting relevant information	✓	★
Progress towards fulfilling each of the authority's equality objectives		★
A statement of the effectiveness of the steps the authority has taken to fulfil each of its equality objectives		★
Specified employment information, including information on training and pay ( <b>unless it has already published this information elsewhere.</b> )	✓	★
Equality Impact Assessments (process, practice and conclusions)	○	○
Training ie, details of training courses and learning and development work, as separate from and additional to the training data outlined under 'specified employment information'	○	○
Procurement arrangements	○	○
Any other information relevant to meeting the general duty and the specific duties.	★	★

Key	
✓	Required under the duty for the first annual report.
★	Optional for the first annual report.
○	Not required for annual reports, but may be useful additional information.

\* The reporting period for the first annual report is April 2011 to March 2012 but the timing of publication allows for the inclusion of in-year information (as described in previous section)

***NB: It is worth emphasising that if the first annual report includes the required elements denoted with a 'tick' it will meet the requirements set out in the regulations.***



# Strategic Equality Plan Annual Reporting Template

## Section 1 - Introduction

### 1.1 Introduction and background

To be a general overview of your plan's development and where you are now, including any information you feel is relevant to your plan and school. This could include an overview of;

- How the plan was developed:
  - Overview of use of relevant information, i.e. how you gather and use equality information.
  - How this was used to develop your objectives.
  - Links to other school plans or policies.
  - Agreement and publication (ie, sign-off and timescales, arrangements for publishing the information).
  - Any other relevant information.
- How the plan is being taken forward:
  - Internal delivery and monitoring processes.
  - Leads, champions and internal groups.

### 1.2 Any other information relevant to meeting the duties

## Section 2 - Identifying, collecting and using relevant information ✓

### 2.1 Our parents and pupils

*NB: This should cover the period April 2011/March 2012.*

To include;

- The **steps** the school has taken to identify and collect relevant information. *Including statistical information, consultation and engagement, external/ national reports and research, findings from*



*impact assessments.*

- How the school has **used** this information in meeting the three aims of the general duty.
- Any reasons for not collecting relevant information. *Identifying gaps and the reasons they exist.*
- A statement on the **effectiveness** of the school's arrangements for identifying and collecting relevant information. As part of this you may wish to consider;
  1. How you reach conclusions about effectiveness of the steps taken
  2. The role of equality objectives in EIA (as relevant information) and in setting direction
  3. Reviewing systems to ensure sound, consistent data collection and analysis

*NB: You may also wish to include details on the steps the school is taking to identify and collect relevant information and how this information is being used to meet the three aims of the general duty for 2012/13 to show how this work has developed since 2011/12 and how gaps are being addressed. However, you are not obliged to under the duty.*

## 2.2 Our staff

*NB: This should cover the period 2011/12. The full breakdown of specified employment information is required- this could be included as an appendix to the annual report if it has not been published elsewhere (see Appendix A). Your Local Authority should be able to provide you with the parts of this information that you do not directly collect, depending on the arrangements in your area.*

*Whilst the regulations only require that the information be published, employment information clearly makes up an important part of 'relevant information'. Therefore it would be useful to consider employment information in the same terms as above (see below). Where information is collected by the school you may wish to explain the steps you are taking in 2012/13 to show how this work has developed since 2011/12 and how gaps are being*



*addressed. Where information is collected by the Local Authority you may wish to include text explaining the steps they are taking or reference/ link to their annual report. Whilst you are not required to make reference to 2012/13, it is advisable to outline progress where there are gaps.*

To include;

- The steps the school has taken to identify and collect employment information. *Including statistical information, consultation and engagement.*
- How the school has used this information in meeting the three aims of the general duty.
- Any reasons for not collecting employment information. *Identifying gaps and the reasons they exist.*
- A statement on the effectiveness of the school's arrangements for identifying and collecting employment information.

### **2.3 Any other information relevant to meeting the duties**

## **Section 3 – Our Objectives ★**

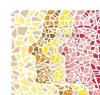
*NB: Whilst there is no obligation to provide information on the following;*

- *Progress towards fulfilling each of the school's equality objectives.*
- *A statement on the effectiveness of the steps that the school has taken to fulfil each of its equality objectives.*

*The addition of this section provides an opportunity to;*

- 1. Show how the data you collected was effectively used to set your objectives, thereby strengthening the statement set out under 2.1.*
- 2. Show how your objectives cover the nine protected characteristics.*
- 3. Highlight progress made since April 2012.*
- 4. Show how previous equality work has been wrapped up, linked in or developed.*
- 5. Highlight any revisions, explaining why changes have been made and details of how and when they were re-published (though this is unlikely at this stage).*

***This section could add significant value to the report by shifting the focus from process to actions and achievements.***





## 2012/13 Progress to Date

Outcome:			
Objective	Indicator	Action	Progress to date



The NHS Centre for Equality and Human Rights  
 Canolfan y GIG ar gyfer Cydraddoldeb a Hawliau Dynol



### 3.3 Any other relevant information

## Section 4 – Equality Impact Assessments

### 4.1 Equality Impact Assessments

*NB: There is not a requirement to include details of Equality Impact Assessments in the annual report under the duty, but you may wish to include information from 2011/12 and any updates from 2012/13, notably in impact assessing budget setting.*

- An overview of Equality Impact Assessments in your school, including;
  - The processes that are in place
  - Those that have been undertaken
  - The outcomes and an indication of areas where EIAs have found substantial impacts (if any)
  - How they are reviewed
  - If they are quality assured
  - Emerging themes from EIA work.
- Reference to any reports of assessments which you have published under the duty. (You might wish to hyperlink to the site on which they are published.)

### 4.2 Any other information relevant to meeting the duties

## Section 5 – Training

*NB: Whilst specified training information is covered under 'employment information' (please see Appendix A) you may wish to include details of work you have done on staff training and development in 2011/12 and any updates from 2012/13. However, there is not a requirement to report on this in the annual report under the duty.*



## 5.1 Training and development

- Details of how specific equalities training has been developed and delivered in your school.
- Details of how equality features in generic staff training.
- Details of how equality features in other areas of development, such as personal development reviews.

## 5.2 Any other information relevant to meeting the duties

### Section 6 – Procurement arrangements

#### 6.1 Procurement arrangements

*NB: There is not a requirement to report on procurement arrangements in the annual report under the duty, but you may wish to include information relating to 2011/12 and any updates from 2012/13.*

- An overview of how equality is/ being embedded in procurement.
- Details of specific procurement processes or contracts.

#### 6.2 Any other relevant information to meeting the duties

### Appendix A – Employment Information

#### A. Our Staff: Specified employment information

*NB: This should include data from 2011/12. The duty only requires the information to be published. However, you may wish to include commentary explaining the information, including discernible trends, and how it is being used.*

*If this information is being published as part of the Local Authority's annual report you should make that clear. If it is not being/ has not been published elsewhere it must be published here.*



- Specified employment information, including information on training and pay (unless it has already published this information elsewhere).
- People employed by the school on 31 March each year by protected characteristic
- Men and women employed, broken down by:
  - job
  - grade (where grading system in place)
  - pay
  - contract type (including permanent and fixed term contracts)
  - working pattern (including full time, part time and other flexible working patterns)
- People who have applied for jobs with the school over the last year
- Employees who have applied to change position within the school, identifying how many were successful in their application and how many were not
- Employees who have applied for training and how many succeeded in their application
- Employees who completed the training
- Employees involved in grievance procedures either as complainant or as a person against whom a complaint was made
- Employees subject to disciplinary procedures
- Employees who have left the school's employment.

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### Other useful documents:

['Annual reporting, publishing and Ministerial duties: A guide for listed public authorities in Wales'](#), EHRC

Supplementary Note on Annual Reporting, EHRC



Supplementary  
guidance on first ann

Education and the Equality Act 2010 <http://www.wlga.gov.uk/education-and-equality> , WLGA



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