

Health and Safety Executive for Northern Ireland



Public Authority Statutory Equality and Good Relations Duties Annual Progress Report 2015-16

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Documents published relating to our Equality Scheme can be found at:

<https://www.hse ni.gov.uk/publications/hse ni-equality-scheme>

Signature:

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

It presents our progress in fulfilling our statutory equality and good relations duties, and implementing Equality Scheme commitments and Disability Action Plans.

This report reflects progress made between April 2015 and March 2016

PART A – Section 75 of the Northern Ireland Act 1998 and Equality Scheme

Section 1: Equality and good relations outcomes, impacts and good practice

- 1** In 2015-16, please provide examples of key policy/service delivery developments made by the public authority in this reporting period to better promote equality of opportunity and good relations; and the outcomes and improvements achieved.

Please relate these to the implementation of your statutory equality and good relations duties and Equality Scheme where appropriate.

As part of the Farm Safety Partnership, continued with its multi-media farm safety campaign. The campaign runs under the banner of “Stop and Think SAFE’, with SAFE representing the four main dangers on farms – Slurry, Animals, Falls and Equipment. It aims to get farmers, including older farmers, to look at their behaviours and to adopt a safer approach to working on their farms. It also encourages the involvement of those who can influence them – wives, daughters, sons, grandchildren and other relatives and friends. Of the six people killed in the farming industry during 2015/16, five were over 60. However, the reduction of 33% in the number of farming related deaths from the previous year may be indicative of the work being done by HSENI to promote the ‘Stop and Think SAFE’ campaign.

HSENI continued to work on its child safety on farms campaign, reaching over 8,000 primary school children with its presentations delivering key messages for staying safe on the farm.

HSENI also continued with the child safety on farms poster competition with entries from almost 3,500 pupils from 80 primary schools. A 2016 calendar was produced from the winning entries and this was distributed to 39,000 families of children attending 424 rural primary schools in Northern Ireland, providing key monthly messages on how to avoid the dangers of working or playing on the farm.

HSENI participated in 8 rural ‘Bee Safe’ events speaking to some 4,000 pupils on the three key farm safety messages, namely tractors and other machinery, safety with animals, and safe play on the farm.

HSENI delivered 74 health and safety presentations to over 2,000 young people under its SafeStart initiative.

HSENI distributed almost 7,000 copies its new “Be Safe When You Start” booklet aimed at young people entering the world of work for the first time.

HSENI provided several publications aimed specifically at providing information on HSENI’s information services for migrant workers who do not have English as their first language. HSENI has provided these publications, in hard copy and on the web, in a

PART A

number of ethnic minority languages.

HSENI continued to provide the pictorial Universal Safety Booklet, for high risk work sectors, aimed at those who do not have English as their first language or have difficulty in reading.

- 2 Please provide examples of outcomes and/or the impact of equality action plans/ measures in 2015-16 (or append the plan with progress/examples identified).

Action Measure 1 - To roll out an equality monitoring initiative to measure the uptake of S75 Groups at HSENI's promotional events

Equality monitoring forms were issued in confidence to 52 delegates attending 5 HSENI events held during the year. 100% of attendees responded. As in previous years, there was very little differential impact in relation to gender, marital status or religion. 50 out of 52 delegates were within the 26 – 59 age range. There was an even mix of political opinions and those with no particular opinion. Most delegates were white, heterosexuals with no disabilities and there was an even mix of those with and without dependants.

Action Measure 2 - To raise staff awareness of the need for campaign messages to take account of the needs of all relevant Section 75 Groups as part of the planning processes associated with the campaign

A 'New to the Job' campaign was made a joint working priority in 2015-16 with the rationale that workers are as likely to have an accident in the first six months at a workplace as during the whole of the rest of their working life.

The campaign successfully raised awareness of the issue through a range of targeted activities. Press releases were developed and distributed by both HSENI and the Councils focusing on the provision of appropriate training and supervision of new employees. An information sheet, 'New to the Job', containing important information both for new employees and for employers was developed and launched in April 2015. The information was distributed in a number of languages, including Polish, Chinese (Mandarin), Lithuanian and Romanian.

During the year, HSENI also delivered a Child Safety on Farm campaign reaching 8,000 primary school children with presentations delivering key messages for staying safe on the farm.

Action Measure 3 - Need for ongoing awareness of the availability of health and safety literature to S75 groups

During 2015/16 HSENI distributed over 130,500 free publications giving health and safety advice; dealt with 3,862 calls for information via its freephone Helpline and enabled website visitors to download over 277,000 publication files. HSENI is confident that many of our key messages are aimed at and available to Section 75 groups including children, young people, foreign national workers and elderly farmers.

Action measure 4 – Raise awareness of and, where necessary, revise key HSENI publications relevant to vulnerable groups

HSENI's 'Be Safe when you Start' booklet and 'Balancing Disability Rights and Health and Safety Requirements – A Guide for Employers' continued to provide important resources both within the education and employment sectors throughout the year. Both documents are available to download free of charge from HSENI's website.

PART A

3 Has the application of the Equality Scheme commitments resulted in any changes to policy, practice, procedures and/or service delivery areas during the 2015-16 reporting period? *(tick one box only)*

- Yes No (go to Q.4) Not applicable (go to Q.4)

Please provide any details and examples:

3a With regard to the change(s) made to policies, practices or procedures and/or service delivery areas, what difference was made, or will be made, for individuals, i.e. the impact on those according to Section 75 category?

Please provide any details and examples:

3b What aspect of the Equality Scheme prompted or led to the change(s)? *(tick all that apply)*

- As a result of the organisation's screening of a policy *(please give details):*

- As a result of what was identified through the EQIA and consultation exercise *(please give details):*

- As a result of analysis from monitoring the impact *(please give details):*

- As a result of changes to access to information and services *(please specify and give details):*

- Other *(please specify and give details):*

Section 2: Progress on Equality Scheme commitments and action plans/measures

Arrangements for assessing compliance (Model Equality Scheme Chapter 2)

4 Were the Section 75 statutory duties integrated within job descriptions during the 2015-16 reporting period? *(tick one box only)*

- Yes, organisation wide
- Yes, some departments/jobs
- No, this is not an Equality Scheme commitment
- No, this is scheduled for later in the Equality Scheme, or has already been done
- Not applicable

Please provide any details and examples:

5 Were the Section 75 statutory duties integrated within performance plans during the 2015-16 reporting period? *(tick one box only)*

- Yes, organisation wide
- Yes, some departments/jobs
- No, this is not an Equality Scheme commitment
- No, this is scheduled for later in the Equality Scheme, or has already been done
- Not applicable

Please provide any details and examples:

All staff's Performance Plans are subject to annual appraisal to assess whether objectives set have been achieved. Objectives and targets relating to statutory duties are included on HSENI's Operational Business Plans and the Annual Report includes information on whether or not each of these targets were achieved during the 2015/16 year.

6 In the 2015-16 reporting period were **objectives/ targets/ performance measures** relating to the Section 75 statutory duties **integrated** into corporate plans, strategic planning and/or operational business plans? *(tick all that apply)*

- Yes, through the work to prepare or develop the new corporate plan
- Yes, through organisation wide annual business planning

PART A

- Yes, in some departments/jobs
- No, these are already mainstreamed through the organisation's ongoing corporate plan
- No, the organisation's planning cycle does not coincide with this 2015-16 report
- Not applicable

Please provide any details and examples:

HSENI's commitment to Equality, Disability, Access to Information and Human Rights is detailed on HSENI's Corporate Plan in order to meet the statutory obligations required by Equality, Disability Discrimination and Freedom of Information legislation.

HSENI's Operating Plan for the 2015/16 year included the objective: 'To improve compliance with health and safety standards through inspection and investigation activities'. One of the targets within this objective related specifically to Section 75 Groups including vulnerable workers such as those having a disability, young workers (including school leavers entering the workplace for the first time), older persons and migrant workers, are addressed during all inspection and investigation activities where appropriate.

HSENI will ensure that objectives, targets and performance measures relating to Section 75 statutory duties are integrated into the new Corporate Plan currently being developed.

Equality action plans/measures

7 Within the 2015-16 reporting period, please indicate the number of:

Actions completed:	<input type="text"/>	Actions ongoing:	4	Actions to commence:	<input type="text"/>
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Please provide any details and examples (*in addition to question 2*):

All actions detailed on the Equality Action Plan require ongoing monitoring which is reported on annually within this report.

8 Please give details of changes or amendments made to the equality action plan/measures during the 2015-16 reporting period (*points not identified in an appended plan*):

N/A

9 In reviewing progress on the equality action plan/action measures during the 2015-16 reporting period, the following have been identified: (*tick all that apply*)

PART A

- Continuing action(s), to progress the next stage addressing the known inequality
- Action(s) to address the known inequality in a different way
- Action(s) to address newly identified inequalities/recently prioritised inequalities
- Measures to address a prioritised inequality have been completed

Arrangements for consulting (Model Equality Scheme Chapter 3)

10 Following the initial notification of consultations, a targeted approach was taken – and consultation with those for whom the issue was of particular relevance: *(tick one box only)*

- All the time Sometimes Never

11 Please provide any **details and examples of good practice** in consultation during the 2015-16 reporting period, on matters relevant (e.g. the development of a policy that has been screened in) to the need to promote equality of opportunity and/or the desirability of promoting good relations:

Following the issue of the consultation on the Mines Regulations (Northern Ireland) 2015, one consultee submitted a request for further clarification. On this occasion, HSENI responded individually to the company. HSENI also received a number of queries in relation to the consultation on the Health and Safety (First- Aid) (Amendment) Regulations (Northern Ireland) 2016. HSENI is currently preparing written responses to all queries. This is not a requirement but shows HSENI's willingness to promote good relations with consultees and provides evidence of good practice in carrying out the consultation process.

12 In the 2015-16 reporting period, given the consultation methods offered, which consultation methods were **most frequently used** by consultees: *(tick all that apply)*

- Face to face meetings
- Focus groups
- Written documents with the opportunity to comment in writing
- Questionnaires
- Information/notification by email with an opportunity to opt in/out of the consultation
- Internet discussions
- Telephone consultations

PART A

Other (please specify):

Please provide any details or examples of the uptake of these methods of consultation in relation to the consultees' membership of particular Section 75 categories:

13 Were any awareness-raising activities for consultees undertaken, on the commitments in the Equality Scheme, during the 2015-16 reporting period? (tick one box only)

Yes No Not applicable

Please provide any details and examples:

14 Was the consultation list reviewed during the 2015-16 reporting period? (tick one box only)

Yes No Not applicable – no commitment to review

Arrangements for assessing and consulting on the likely impact of policies (Model Equality Scheme Chapter 4)

https://www.hseni.gov.uk/sites/hseni.gov.uk/files/publications/%5Bcurrent-domain%3Amachine-name%5D/approved_hseni_equality_scheme_oct_2013.pdf

<https://www.hseni.gov.uk/consultations>

https://www.hseni.gov.uk/sites/hseni.gov.uk/files/List%20of%20Impact%20Assessments%20-%20updated%2001.08.16_0.pdf

15 Please provide the number of policies screened during the year (as recorded in screening reports):

5

16 Please provide the number of assessments that were consulted upon during 2015-16:

5

Policy consultations conducted with screening assessment presented.

Policy consultations conducted with an equality impact assessment (EQIA) presented.

Consultations for an EQIA alone.

17 Please provide details of the **main consultations** conducted on an assessment (as described above) or other matters relevant to the Section 75 duties:

1. The Mines Regulations (Northern Ireland) 2015: Proposals to introduce new Regulations covering health and safety in mines.

2. The transposition of Directive 2013/35/EU on the minimum health and safety requirements regarding the exposure of workers to the risks arising from physical agents – electromagnetic fields (EMF): Proposals to transpose the requirements of the Directive which go beyond, or are more specific than, those covered by existing legislation.

3. Proposals for new Equipment and Protective Systems Intended for Use in Potentially Explosive Atmospheres Regulations (Northern Ireland) 2016 to implement Directive 2014/34/EU (the ATEX Directive): Proposals to implement, in Northern Ireland, Council Directive 2014/34/EU (the ATEX Directive) relating to equipment and protective systems intended for use in potentially explosive atmospheres.

4. Proposals for the Freight Containers (Safety Convention) (Amendment) Regulations (Northern Ireland) 2016: Proposals to amend the Freight Containers (Safety Convention) Regulations (Northern Ireland) 1992 to give effect to amendments to the International Convention for Safe Containers 1972 (CSC) in Northern Ireland.

5. Health and Safety (First- Aid) (Amendment) Regulations (Northern Ireland) 2016: Proposals to amend the Health and Safety (First-Aid) Regulations (Northern Ireland) 1982 in order to remove the requirement for HSENI to approve first-aid training and qualifications.

18 Were any screening decisions (or equivalent initial assessments of relevance) reviewed following concerns raised by consultees? *(tick one box only)*

- Yes No concerns were raised No Not applicable

Please provide any details and examples:

Arrangements for publishing the results of assessments (Model Equality Scheme Chapter 4)

19 Following decisions on a policy, were the results of any EQIAs published during the 2015-16 reporting period? *(tick one box only)*

- Yes No Not applicable

Please provide any details and examples:

Arrangements for monitoring and publishing the results of monitoring (Model Equality Scheme Chapter 4)

20 From the Equality Scheme monitoring arrangements, was there an audit of existing information systems during the 2015-16 reporting period? *(tick one box only)*

- | | |
|--|--|
| <input type="checkbox"/> Yes | <input type="checkbox"/> No, already taken place |
| <input type="checkbox"/> No, scheduled to take place at a later date | <input checked="" type="checkbox"/> Not applicable |

Please provide any details:

21 In analysing monitoring information gathered, was any action taken to change/review any policies? *(tick one box only)*

- | | | |
|------------------------------|-----------------------------|--|
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input checked="" type="checkbox"/> Not applicable |
|------------------------------|-----------------------------|--|

Please provide any details and examples:

22 Please provide any details or examples of where the monitoring of policies, during the 2015-16 reporting period, has shown changes to differential/adverse impacts previously assessed:

None

23 Please provide any details or examples of monitoring that has contributed to the availability of equality and good relations information/data for service delivery planning or policy development:

None

Staff Training (Model Equality Scheme Chapter 5)

24 Please report on the activities from the training plan/programme (section 5.4 of the Model Equality Scheme) undertaken during 2015-16, and the extent to which they met the training objectives in the Equality Scheme.

During 2015/16, one member staff completed the Mental Health First Aid course

PART A

During the period, factsheets on 'Diversity', 'Harassment and Bullying' and 'Non-Visible Disabilities' were developed by the DfE Diversity Group, which includes a representative from HSENI. These factsheets were distributed to all HSENI staff via e-mail and the online staff brief, as well as on the Diversity notice board in Ladas Drive.

During the year, two members of staff received training on the Safe use of Evacuation Chairs.

- 25** Please provide any examples of relevant training shown to have worked well, in that participants have achieved the necessary skills and knowledge to achieve the stated objectives:

Feedback provided by staff attending the courses detailed in point 24 was extremely positive and provides evidence that staff's understanding of a number of areas relating to Equality and Diversity has improved as a result of attending the courses.

Many staff have also advised that the information provided on the various booklets produced by the Diversity Group has proved extremely useful, particularly for those managing staff and visiting businesses on a regular basis.

Public Access to Information and Services (Model Equality Scheme Chapter 6)

- 26** Please list any examples of where monitoring during 2015-16, across all functions, has resulted in action and improvement in relation to access to information and services:

Feedback from the public indicated that HSENI's website was not providing an efficient level of access to information and services. Comments included that search links were not effective and it was difficult and time consuming to find specific publications and guidance. In March 2016, HSENI launched its new website. Staff within HSENI worked closely with the web development team to ensure that all relevant information was migrated on to the new website. The new format uses language which is easy to understand and is presented in accessible format designed to work on all devices. The new website allows quick and easy access to a wide range of information relating to Health and Safety advice and guidance, publications including a number of booklets in several languages, as well as access to relevant publications including the organisation's Corporate and Operating Plans, minutes of Board meetings held throughout the year and all documentation relating to the development of new policies, including consultation documents and impact assessments.

Complaints (Model Equality Scheme Chapter 8)

- 27** How many complaints in relation to the Equality Scheme have been received during 2015-16?

Insert number here:

0

PART A

Please provide any details of each complaint raised and outcome:

Section 3: Looking Forward

28 Please indicate when the Equality Scheme is due for review:

The Equality Scheme will be reviewed in line with HSENI's new Corporate Plan during the 2016/17 financial year.

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

No

30 In relation to the advice and services that the Commission offers, what **equality and good relations priorities** are anticipated over the next (2016-17) reporting period? *(please tick any that apply)*

- Employment
- Goods, facilities and services
- Legislative changes
- Organisational changes/ new functions
- Nothing specific, more of the same
- Other (please state):

PART B

PART B - Section 49A of the Disability Discrimination Act 1995 (as amended) and Disability Action Plans

1. Number of action measures for this reporting period that have been:

5 Fully achieved

Partially achieved

2 Not achieved

2. Please outline below details on all actions that have been fully achieved in the reporting period.

2 (a) Please highlight what public life measures have been achieved to encourage disabled people to participate in public life at National, Regional and Local levels:

Level	Public Life Action Measures	Outputs ⁱ	Outcomes / Impact ⁱⁱ
National ⁱⁱⁱ			
Regional ^{iv}			
Local ^v			

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

	Training Action Measures	Outputs	Outcome / Impact
1	Mental well-being awareness training (on stress) offered to	One member staff completed the	The staff member's feedback following the course confirmed that it proved extremely

PART B

	HSENI staff	Mental Health First Aid course	beneficial in learning how to identify, understand and help a person who may be developing a mental health issue and how to recognise the crucial warning signs of mental ill health.
2	To consider the requirement for specific disability awareness training on an annual basis as part of HSENI's learning and development planning process.	During the year, two members of staff received training on the Safe use of Evacuation Chairs	Following a major restructuring exercise as a result of the VES and relocation of staff to Ladas Drive, further training on the Safe Use of Evacuation Chairs has ensured that there are staff in the building fully trained to ensure the safe evacuation of any staff with temporary or permanent mobility problems in the event of an emergency.

2(c) What Positive attitudes action measures in the area of Communications were achieved in this reporting period?

	Communications Action Measures	Outputs	Outcome / Impact
1	Review and ongoing development of HSENI website that takes account of the NICS Web Accessibility Standards	HSENI launched its new website in March 2016, in line with new websites across the NICS. The new format uses language which is easy to understand and is presented in accessible format designed to work on all devices.	Ongoing monitoring of feedback from website visitors ensures HSENI remains aware of expectations from the public in relation to the promotion of its information via the website. Feedback since the introduction of the new website has been positive and has confirmed that the new website is more accessible and user friendly.
2	Development of the equality section of HSENI's website	The equality section of the website was updated as part of the development of	As above

PART B

	<p>which promotes key information on disability for employers and the public.</p>	<p>the new HSENI website in March 2016. The new format allows quick and easy access by the public to all equality related guidance and publications.</p>	
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2 (d) What action measures were achieved to 'encourage others' to promote the two duties:

	Encourage others Action Measures	Outputs	Outcome / Impact
1	<p>HSENI will promote diversity information for HSENI staff regarding specific disabilities, reasonable adjustments available, and outlining measures taken by HSENI to assist staff with disabilities.</p>	<p>During 2015/16, one member of HSENI's staff continued to represent the organisation on the DETI (now DfE) Diversity Group. During the period, factsheets on 'Diversity', 'Harassment and Bullying' and 'Non-Visible Disabilities' were developed by the Diversity Group. These factsheets were distributed to all HSENI staff via e-mail and the online staff brief, as well as on the Diversity notice board in Ladas Drive.</p>	<p>A number of staff have advised that the information provided on the various booklets produced by the Diversity Group has proved extremely useful, particularly for those managing staff and visiting businesses on a regular basis.</p>

PART B

2 (e) Please outline any additional action measures that were fully achieved other than those listed in the tables above:

	Action Measures fully implemented (other than Training and specific public life measures)	Outputs	Outcomes / Impact
1			
2			

3. Please outline what action measures have been partly achieved as follows:

	Action Measures partly achieved	Milestones / Outputs	Outcomes/Impacts	Reasons not fully achieved
1				

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

	Action Measures not met	Reasons
1	To review the booklet – Balancing Disability Rights and Health and Safety Requirements – A Guide for Employers to ensure that the information contained is up to date.	Significant budget cuts and ongoing resource issues as a result of the Voluntary Exit Scheme and long term staff absences have prevented review of the booklet during the period. Timing for completion of this review will be looked

PART B

		at when the Disability Action Plan is reviewed in line with the new Equality Scheme during 2016/17.
2	Diversity Training for all HSENI staff	All staff undertook online Diversity training during 2014/15. Refresher training in Diversity will be provided on a regular basis.

5. What **monitoring tools** have been put in place to evaluate the degree to which actions have been effective / develop new opportunities for action?

(a) Qualitative

- Feedback from attendees at events and courses
- Feedback from Section 75 consultees following the issue of consultation documents
- Six monthly letters issued to consultees to advise of the policies and legislation considered and screened out during the period

(b) Quantitative

- Analysis of the number of downloads of publications
- Analysis of accident figures

6. As a result of monitoring progress against actions has your organisation either:

- made any revisions to your plan during the reporting period or
- taken any additional steps to meet the disability duties which were **not outlined in your original disability action plan / any other changes?**

No

If yes please outline below:

PART B

	Revised/Additional Action Measures	Performance Indicator	Timescale
1			
2			
3			
4			
5			

7. Do you intend to make any further revisions to your plan in light of your organisation’s annual review of the plan? If so, please outline proposed changes?

The plan will be revised in line with the review of the Equality Scheme to be completed during 2016/17.

- ⁱ **Outputs** – defined as act of producing, amount of something produced over a period, processes undertaken to implement the action measure e.g. Undertook 10 training sessions with 100 people at customer service level.
- ⁱⁱ **Outcome / Impact** – what specifically and tangibly has changed in making progress towards the duties? What impact can directly be attributed to taking this action? Indicate the results of undertaking this action e.g. Evaluation indicating a tangible shift in attitudes before and after training.
- ⁱⁱⁱ **National** : Situations where people can influence policy at a high impact level e.g. Public Appointments
- ^{iv} **Regional**: Situations where people can influence policy decision making at a middle impact level
- ^v **Local** : Situations where people can influence policy decision making at lower impact level e.g. one off consultations, local fora.
- ^{vi} **Milestones** – Please outline what part progress has been made towards the particular measures; even if full output or outcomes/ impact have not been achieved.

