

Implementing the Public Sector Equality and Human Rights Duty 2025 Duty Action Plan

Section 42(1): Plans, policies, strategies or programmes to be reviewed or developed, with Equality & Human Rights Impact Assessment implemented

- Review of Access, Transfer and Progression Policy.
- Embrace and implement the new Cineáltas Guidelines.
- Review of Training and Development Policy.
- Review of schools admissions and enrolment policy.
- Review of schools safeguarding policy.
- Promotion of REACH fund to community groups (FET).
- Corporate Procurement Plan.

Section 42(2): Plans, policies and actions targeting the identified groups or specific equality and human rights issues

Disability ground:

- Progress the SEN Provision Mapping in Practice for Schools Strategically plan SEN provision, build systems for promoting an approach through SSE, allocate resources and identify staff CPD .
- Increase FET options for students with disabilities.
- Facilitate access of students where current premises are inadequate to meet the needs of programmes/learners.

Race ground:

- Promote the resource associated with our REALT Coordinators to support students and their families in accessing and attending school provision.
- Provide appropriate resources to work in partnership with other agencies to provide appropriate services for refugees and asylum seekers.

Socio-economic status ground:

- Active DEIS Plan in all of our 11 DEIS schools.
- Guidance Service offered in disadvantaged communities (FET).

Gender and family status grounds:

- Review of flexi-time policy.

Multi-ground:

- Continued implementation of the Adult Literacy for Life Strategy.
- Implement an effective recruitment and retention policy to include the use of innovative approaches to attract high calibre candidates – Target: Increase in applications from underrepresented groups.

- Continue to improve accessibility of digital presence - retain high accessibility score.
- Ongoing provision of a wide range of responsive education and training programmes and relevant supports in all schools, colleges and centres.
- Student Support Teams further embedded in school life.
- Schools safeguarding policy.
- Continue to implement the recommendations of the EDI Working Group.

Enabling implementation

Leadership:

- Convene Duty Working Group quarterly.
- Consider and record progress on and achievements from this action plan as part of meetings to track progress on the Service Plan.

Capacity:

- Staff familiarisation and training on the Duty and its requirements.
- ETBI e-learning module for staff in relation to grounds of social class and of race and ethnicity.
- FET Professional Learning and Development theme with a relevant focus.
- Encourage staff, in particular at induction, to do the IHREC e-learning module.
- Continued access to Professional Learning Network/Community of Practice in Universal Design for Learning.
- Further upskilling in integrating ICT in promoting Teaching and Learning approaches.

Communication:

- Internal and external communication initiatives to communicate commitment to and implementation of the Duty.
- Ensure our 5 core values are embedded across our schools and FET Centres. Support FET Centres in embedding the five core values through deploying central support and facilitation.
- Developmental work in promoting and embedding the ethos of an ETB school through the statements of practice.
- Sustain and further develop the linkages with representative associations for the identified groups.

Report:

- Develop tracking systems to capture progress and achievements in implementing the Duty.
- Prepare report on progress and achievements in implementing the Duty for inclusion in our Annual Report.