

## **Children's Commissioner for Wales**

### **Strategic Equality Plan 2016-2020**

#### **Foreword by Sally Holland, Children's Commissioner for Wales**

As the Children's Commissioner for Wales I aspire to a Wales where all children and young people have an equal chance to be the best that they can be.

My strategic equality plan outlines how I intend to ensure that both my team and I work towards ensuring that children and young people in Wales grow up in a country where equality and children's human rights are central to the way in which public services are delivered.

In 2016 very many children and young people lead safe, happy and active lives and feel listened to and respected by the adults around them. However there are large groups of children and young people who miss out in a variety of ways. Children have told me that they are discriminated against or face additional barriers because of their age, because of their disability, because of their race and or religion, because they are LGBT, or because of their gender.

This situation is unacceptable. I see this equality plan not just as a tool to ensure my organisation is diverse, where my staff feel valued and are treated fairly, but as a means of making tangible changes to children and young people's lives.

All my work is underpinned by the United Nations Convention on the Rights of the Child (UNCRC); an international human rights treaty that applies to all children and young people aged 18 and under. I am expected under the laws which established this office to protect and promote these rights for children and young people I will do so by:

- Encouraging public services to commit to delivering children's rights enshrined in the UNCRC and to plan and deliver their services in a child's rights based way. I will seek to influence and shape Government policy and legislation so that it delivers for children's rights.
- Working with children and young people whose rights have been breached seeking to address the systemic implications of such breaches, and challenging services to do better in the future. I shall do these things through listening to and collaborating with children and young people as active citizens with an important contribution to make to their schools, communities and nation.

- Listening to children and young people who may have most difficulty in accessing their rights including disabled children, looked after children, and those from ethnic, linguistic and sexual minorities. I will measure how I engage with different groups throughout Wales so that I can be held accountable for this by children and young people.

Work in relation to equalities is nothing new for this office. Since 2011 the team have considered the duties in many aspects of our work. This particular plan outlines how we will further embed equalities in our working practices and how it marries with my new three year strategic plan “A Plan for all Children and Young People 2016-2019”.

### **Context – The Equality Act and the Public Sector Equality Duty**

The Equality Act 2010 came into force on 1 October 2010 providing a legal framework that will protect the rights of individuals and advance equality of opportunity for all

A major feature of the Act is the **public sector equality duty** (the ‘general duty’), which replaced separate duties on race, disability and gender equality and this came into force on 5 April 2011. The aim of the general duty is to ensure that public authorities and those carrying out a public function consider how they can positively contribute to a fairer society through advancing equality and good relations in their day-to-day activities. The duty ensures that equality considerations are built into the design of policies and the delivery of services and that they are kept under review.

Public bodies are required to have due regard to the need to:

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

The general duty covers the following protected characteristics:

- Age;
- Gender reassignment;

- Sex;
- Disability;
- Pregnancy and maternity;
- Sexual orientation;
- Race – including ethnic or national origin, colour or nationality; and
- Religion or belief – including lack of belief.

It applies to marriage and civil partnership, but only in respect of the requirement to eliminate discrimination in employment.

The phrase 'protected group' is sometimes used to refer to people who share a protected characteristic.

### **Specific Duties in Wales**

The broad purpose of the specific duties in Wales is to help listed bodies in their performance of the general duty and to aid transparency. The specific duties apply to listed bodies in Wales but not to non-devolved public authorities operating in Wales. The specific duties set out the steps that listed bodies in Wales must take in order to demonstrate that they are meeting the general duty.

The specific duties in Wales are set out in the Equality Act 2010 (Statutory Duties) (Wales) Regulations 2011. The specific duties in Wales came into force on 6 April 2011. The specific duties in Wales cover:

- Equality Objectives and Strategic Equality Plans
- Engagement and the equality duty
- Assessing impact and the equality duty
- Equality information and the equality duty
- Employment information, Pay Differences and Staff Training and the equality duty
- Procurement and the equality duty

The Children's Commissioner for Wales is subject to the Equality Act 2010 (Statutory Duties) (Regulations) Wales 2011 and this Strategic Equality Plan outlines how she will discharge those duties.

### **The role of the Children's Commissioner for Wales**

The Children's Commissioner for Wales (CCfW) is an independent children's rights institution established in 2001. The Commissioner's principal aim is to safeguard and promote the rights and welfare of children.

The Children's Commissioner for Wales wants to see Wales as a country where children and young people are respected, valued, listened to and supported to lead safe and happy lives. Her vision is for a Wales where all children and young people have an equal chance to be the best they can be.

The Commissioner promotes the rights of children and young people under the UNCRC

There's a team of people who work with Sally Holland the Children's Commissioner to help her to

- Support children and young people to find out about children's rights;
- Listen to children and young people to find out what's important to them;
- Advise children, young people and those who care for them if they feel they've got nowhere else to go with their problems;
- Influence government and other organisations who say there're going to make a difference to children's lives, making sure they keep their promises to children and young people; and
- Speak up for children and young people nationally on important issues – being the children's champion in Wales.

The UN Convention on the Rights of the Child (UNCRC) is an international human rights treaty that applies to all children and young people aged 18 and under. It is the most widely ratified international human rights instrument and gives children and young people a wide range of civil, political, economic, social and cultural rights, which State Parties to the Convention are expected to implement. This convention underpins all our work.

The four general principles of the UNCRC are:

- Non-discrimination;
- the best interest of the child;

- the right to life, survival, and development; and
- respect for the views of the child.

### **Children's Commissioner for Wales` vision**

We will work with and on behalf of children and young people to champion their human rights.

We will aspire to a Wales where all children and young people have an equal chance to be the best that they can be.

#### **Strategic Goals 2016-2019**

- To achieve positive outcomes in the lives of children and young people in Wales and their ability to access their rights;
- To keep children's rights at the centre of how we work and to work with all public services in Wales to achieve the same goal;
- To assist children and young people to access their rights;
- To include children and young people's expertise in informing and directing our work and to work with all public services to achieve the same goal; and
- To ensure that children and young people know that they have an independent champion called the Children's Commissioner for Wales and that they have rights under the UNCRC.

### **Beth Nesa? What Next?**

When I started my job as Commissioner in April 2015 the first thing I wanted to do was to find out what the children and young people of Wales thought I should focus on.

I started a project called Beth Nesa / What Next? (or just Beth Nesa for short) which was all about talking to as many children and young people as possible about their experiences of day to day life , the services they used , the schools they go to and the communities they live in. The results have informed my three year strategic plan – A Plan for all Children and Young People – and this new equality plan

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I wanted to be able to reflect the reality of children's lives in Wales so my consultation was thorough and wide ranging encompassing two phases of engagement. The first phase involved face to face meetings and the second phase produced an extensive and accessible suite of surveys in order to capture the many views we were seeking.

In phase one, my team and I met with over 1000 children and young people, and more than 200 adult carers and professionals for structured conversations about their everyday lives and concerns, and views on what I should be prioritising. During this time I had the privilege of listening to children and young people living in a whole host of different circumstances. I spent time with pre – school children in Caerphilly, young carers in Powys, young people living in hostel accommodation in the Neath Port Talbot area and Anglesey, disabled children and their carers in schools and a hospice, young people being treated within mental health settings in North and South Wales, Young Farmers, Scouts and Guides and many schools and youth councils.

My primary school Super Ambassadors took part in workshops in North , Mid and South Wales and my Community ambassadors provided invaluable information about their experiences as young disabled people, Gypsies and Travellers , members of Black and Minority Ethnic Communities and those living in Communities First areas of Wales. I listened to care leavers of every local authority area in Wales, and hundreds of children attending the Urdd Eisteddfod expressed their views.

The surveys were designed to help me understand the issues that are important for different age groups. There were surveys for children aged 3-7, one for children aged 7-11 and one for young people aged 11-18. Over 6000 children and young people completed the surveys with almost 1000 adults completing the one for professionals /adults.

What's most pleasing about the survey is that it empowered many children and young people who would not normally be included in surveys of this kind. This included very young children (758 3-7 year olds), and children and young people who are not in school because they are in custody, hospital or have left school

The children and young people who took part reflected the Welsh population in terms of age, gender, region, and socio economic circumstances which enables me to base the following equality objectives , as well as my organisations overall objectives on firm evidence.

## **Strategic Equality Plan 2012-2016**

The Children's Commissioner for Wales Office first strategic equality plan 2012-2016 has contributed to ensuring that equalities is embedded into the way that the office operates and into the way in which staff think about their work. Key developments include

**Engagement** – The Children's Commissioner for Wales and her staff routinely engage with a wide range of children and young people. This can be individually , within schools as part of the Ambassadors programme, in youth clubs , across the 22 local authority youth forums, with organisations that work with children and young people (Funky Dragon), with organisations that work with targeted groups of children and young people e.g gypsy travellers , through face to face through advice work, at conferences and award ceremonies or electronically through twitter , backchat , email, and our website or through written correspondence, phone and text

We will adopt different levels of engagement depending on the project and the children and young people involved. We may engage with a group once, for example a school visit or as part of a recruitment panel for new members of staff; there may be a time limited project like a short consultation on a Welsh Government policy or a review of services like the 'Missing Voices' review in 2011(usually 1 or 2 months). There are also longer term ongoing relationships like our Ambassador Scheme and collaborative work with Funky Dragon.

As previously mentioned during 2015 the Commissioner undertook a large scale consultation event with children and young people – Beth Nesa – to find out from children and young people what they thought she should focus upon during her term as Commissioner.

### **Workplace Developments**

- Development of a corporate and annual work-plan that pays due regard to the need to eliminate unlawful discrimination, advance equality of opportunity and foster good relations;
- Workforce equality monitoring data is collected and analysed annually and reported in our annual report to Welsh government;
- A questionnaire for visitors in relation to the office facilities has been developed and implemented which will help us improve the practical aspects of our premises and ensure we are sensitive to the needs of those who visit our premises;
- In 2013 we implemented a new auto attendant system which offers language choice to Welsh and English callers;
- All office signage is compliant with Welsh language standards;

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- An internal Employee Matters group was established to analyse and explore in more depth the issues that affect the employee experience and which were highlighted in annual staff surveys. Action plans have been agreed and implemented that have sought to improve the employee experience;
- We routinely involve children and young people in recruitment of staff and supported Welsh government to involve children and young people in the appointment of the current Commissioner;
- We include an equalities section with relevant equalities data in our published Annual Report to Welsh Government;
- We collect workforce statistics in relation to Ethnicity, Sexual Orientation and Disability which are then used in the development of positive actions in relation to equality each year;
- We have improved the reach of our recruitment campaigns to ensure that we are advertising in a wider variety of appropriate forums to reach a more diverse community. For example through our membership of Stonewalls Diversity champion programme we have been able to place our recruitment adverts on the Proud Employers website;
- We reviewed our recruitment pack in 2013-2014 with diversity in mind so that we are more effectively promoting the wider benefits of our organisation such as its national remit and impact, our flexible working conditions, supportive people management practices, access to development opportunities and accessibility of our premises;
- Our electronic data management systems have been overhauled to ensure that they capture relevant equalities data;
- In 2013 we joined the Diversity Champions scheme run by Stonewall Cymru. Benefits of this membership include new mediums for advertising which target the LGBT community, an editorial on our workplace in their careers guide and support for improving our equalities work across all of the protected characteristics by using the framework of their workplace equality index to help structure our own work in relation to equalities;
- Equality Impact Assessments - The office have invested in training for all staff to enable them to complete Equality Impact Assessments which have become an integral part of the corporate planning process;
- In order to extend our reach to older young people (12-17) we have piloted our School Ambassadors scheme in six secondary schools with a view to extending to all secondary school during 2016 / 17;
- Our complaints documentation has been revised and is available in Welsh, English, other languages, audio and large print; and
- We have signed up to the Trans\* form charter which promotes rights for trans young people.

### **Equality Specific Reports / Publications /Enquiries**

- “Full Lives (2014)” – Investigation into the provision of short breaks for the carers of disabled children in Wales;
- “Full Lives Equal access (2014)” –Spotlight report on wheelchair accessibility in secondary schools in Wales;
- “Challenging the negative media reporting of Gypsies and Travellers (2015)” – Guide developed for Gypsy Traveller young people to help reduce the negative impact on children and young people of negative media verbal and visual representation of Gypsy, Traveller and Roma communities;
- “Boys and Girls Speak out (2013)” – A qualitative study of children’s gender and sexual culture (Age 10-12) in partnership with Cardiff University and the NSPCC;
- “Challenging the negative media reporting of the LGBT community (2016)” – Guide developed for members of the LGBT community to help reduce the negative impact on children and young people of negative media verbal and visual representation of LGBT communities;
- “Beth Nesa? What next? (2016) – Report of the Children’s Commissioner for Wales’s consultation with the children and young people of Wales; and
- National Assembly for Wales enquiry into CAMHS - Supported young people to give evidence and promote the rights of children and young people who access Children and Adolescent Mental Health Services in the community.

### **Workforce Development**

As part of our Annual Learning and Development plan for staff we have included mandatory equalities training for all staff. This has included training about the Strategic Equality Act, Equality Impact Assessments, Welsh Language awareness training, Gypsy Traveller awareness Training, and Trans Gender Awareness Training.

### **Equality Objectives**

I have set four broad strategic equality objectives that I believe will enable me to positively contribute to a fairer society through advancing equality and good relations in the day to day operation of my organisation. Equality considerations will continue to be built into the design of policies and the delivery of work and will be kept under review. The objectives will be underpinned by more detailed action plans that will be set and reviewed on an annual basis. The action plan underpinning my strategy incorporates specific objectives in respect of all protected characteristics.

**Strategic Equality Objective 1 – Our Leadership and Governance ensure that equality objectives are included in all our planning processes.**

As an established national human rights institution I will ensure that equality objectives are embedded in all our organisational planning processes. We have been refining these processes over the past 5 years along with our ability to gather and analyse equality related evidence from our work. I will strive to ensure that we are always improving the way that we work as well as providing leadership and acting as an exemplar to other public bodies who I will be holding to account.

**Strategic Equality Objective 2- Delivering a public focused and effective service that ensures the needs of children and young people and the general public are central to the way in which services are organised and delivered.**

My office will continue to improve the way in which it delivers its work ensuring that the needs of children and young people and the general public are central to the way in which services are organised and delivered. We will measure how effectively our services reach groups with protected characteristics and evaluate how our services are experienced by these groups and the general public.

**Strategic Equality Objective 3 – Developing and promoting resources and knowledge to enable others to respond to the needs of children and young people with protected characteristics**

My office will seek to advance equality of opportunity and challenge discrimination, harassment and victimisation for those with a protected characteristic. We will do this by seeking to understand the experiences and views of children and young people with protected characteristics and developing and promoting resources, understanding and knowledge. We will seek to foster good relations between those who share a protected characteristic and those who don't.

**Strategic Equality Objective 4 – Employment, pay and training – Creating a supportive , inclusive and empowering workplace through the promotion of exemplary people and performance management practices using equality related evidence.**

I will ensure that as an employer I create a supportive, inclusive and empowering workplace through the promotion of exemplary people and performance management practices using equality related evidence. I want to lead an organisation that is diverse, where the workforce feels valued and treated fairly and where impact of equality of opportunity is recognised by staff.

**Action plan outlining how the Children's Commissioner for Wales will meet her equality objectives**

**To be reviewed on a quarterly basis by the management team and new objectives set each April**

**Strategic Equality Objective 1 – Corporate Leadership, Governance and processes lead to equality objectives being included in all corporate planning processes.**

<b>Protected Characteristic and Action</b>	<b>Timescale</b>	<b>Expected Outcome</b>	<b>Progress</b>
Establish an Advisory Group of children and young people and a parallel group of adult advisors, to provide support and advice to the Commissioner ensuring accountability, leadership and good governance. Where possible ensure that membership of the groups include children, young people and adults able to reflect the experiences of groups with protected characteristics.	July 2016 and ongoing throughout the term of the strategic equality plan.	The views of children, young people, and adults with protected characteristics can be seen to influence the work of the Children's Commissioner.	

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Protected Characteristic – Age, Sex, Disability, Sexual Orientation, Race, Religion or Belief.			
Equality Impact Assessments will be completed in respect of all Project Initiation Documents (planning tools) for the annual work plan.	June 2016 and by the end of the first quarter each year.	All project work will evidence that equality considerations have taken place and have influenced the design of projects.	
Protected Characteristic – All.			
Our Annual Report will include a dedicated section on our Compliance with the Equality Act 2010 duties as well as feature within policy sections of the report.	Annually- October.	The published annual report will include specific sections on the Equality Act 2010 enabling the National Assembly for Wales to scrutinise and debate our work.	
Protected Characteristic – All.			
Our 3 year strategic plan and annual work plans includes particular work streams relating to equalities Protected Characteristic – Age, Race, Religion or belief,	April 2016 – 2019 Strategic Plan.  Annual work plan 2016/17, 2017/18, and 2018/19.	Reporting against the strategic and annual work plans will enable us to evidence advancing equality of opportunity, the promotion of good relations between those who share a protected characteristic and those who do not.	
Publish equality related evidence gathered through research and surveys e.g Beth Nesa surveys and reports published in 2016.  Protected Characteristic – Age, Sex, and Disability.	Ongoing during 2016/17.	Share the information and views gathered from children and young people with protected characteristics in order to increase awareness of equality relevant evidence, advance equality of opportunity and promote the general duty.	

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Review and update the existing mechanisms we have for collecting equalities data, ensuring that the collection of data is fit for purpose and informs the equalities outcomes we are looking to achieve.	March 2017	We will be clear as to the type of equalities data we will be collecting in order to evidence the equalities outcomes we are looking to achieve. We will have mechanisms in place to collect all relevant data in relation to equalities.	
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**Strategic Equality Objective 2- Delivering an effective service that ensures the needs of the public are central to the way in which services are organised and delivered.**

Action	Timescale	Expected Outcome	Progress
Investigation and Advice Service to develop and implement service user feedback.  Protected Characteristic – All.	October 2016.	The Investigation and Advice service is able to evidence that it's meeting the needs of all service users including those with protected characteristics , and where it is not will highlight areas requiring further development and training.	
Development of an Investigation and Advice casebook to provide analysis and data about casework that comes into the office. This will include data and analysis of equality issues.  Protected Characteristic – All.	Pilot casebook July 2016 and thereafter bi-annually.	The casebook will provide a regular analysis of equalities data in relation to cases that are brought to our attention.	
Consult on and implement changes to our website.  Protected Characteristic – All.	March 2017.	Our website will have a full accessibility policy and will be accessible to all.	

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<p>Annual training for all staff on equality matters, such as the experiences and needs of a particular group with protected characteristics.</p> <p>Protected Characteristic – Race, Religion or Belief, Disability.</p>	<p>June 2016.</p>	<p>Staff working for CCfW will have a greater understanding and knowledge about the daily lives and challenges faced by children and young people with a protected characteristic.</p>	<p>Training provided to all CCfW staff on Islam and Islamophobia giving staff an understanding about the pressures and issues facing young Muslims and their families living in the UK ( June 2016).</p> <p>Training provided to all staff about disability and children's rights by a member of CCFW Community Ambassadors (August 2016).</p>
<p>Review the following internal policies to ensure they are current, fit for purpose and comply with equalities legislation</p> <ul style="list-style-type: none"> <li>• Managing Employee Health and Wellbeing Policy and Procedure;</li> <li>• Learning and Development Policy and Procedure ; and</li> <li>• Managing underperformance Policy and Procedure.</li> </ul> <p>Protected Characteristic – All.</p>	<p>March 2017.</p>	<p>Ensure that review and revision of internal Policies and Procedures takes into account the public sector equality duties in relation to protected characteristics and ensures that staff are not discriminated against in relation to any protected characteristic.</p> <p>Structures and strategies in place to equip managers with the ability to effectively manage diversity and inclusiveness.</p>	
<p>Develop an action plan to meet the rights of trans*young people as set out in the Trans*Form Charter</p>	<p>November 2016.</p>	<p>The Children's Commissioner for Wales and her officers will respect the rights of trans* young people in accordance with the Trans*Form charter.</p>	

Protected Characteristic – Gender reassignment.			
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**Strategic Equality Objective 3 – developing and promoting resources and knowledge to enable others to respond to the needs of children and young people with protected characteristics**

Action	Timescale	Expected Outcome	Progress
Participation Team to map all current stakeholders to ensure all with protected characteristics are captured.  Protected Characteristic – All.	March 2017.	We will have accessible, current database of children and young people's support groups and networks that will enable us to communicate and access the views of a wide range of children and young people including those with protected characteristics.	
Revised External Relations Strategy 2016 to ensure that the desire to progress the equalities agenda in Wales is reflected in strategic engagement with other bodies such as the Older Peoples Commissioner for Wales , Welsh Government ,the National Assembly for Wales Stonewall, Trans*Form and others.  Protected Characteristic – All	December 2016.	The revised external relations strategy will help to ensure that the Commissioner remains strategically engaged with a targeted range of organisations and networks that will enable her to hear from, and work with organisations promoting the rights of children and young people who have a protected characteristic.	

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<p>Develop an Easy Read symbols pack on the UNCRC with the other UK Children's Commissioners for children with learning disabilities.</p> <p>Protected Characteristic – Age and disability.</p>	<p>November 2016.</p>	<p>Children and young people with learning disabilities will be provided with the opportunity to learn about their rights under the UNCRC through a resource that has been developed specifically for them.</p>	
<p>Integration of UNCRC into public bodies.</p> <p>Develop a clear child's rights approach statement to inform public authorities on embedding children's rights in the planning and delivery of public services in Wales.</p> <p>Produce guidance on implementation of a child's rights approach for use by public authorities in Wales.</p> <p>To produce guidance for public authorities on a child's rights approach to the discharge of relevant duties under the Social Services and Wellbeing (Wales) Act 2014, and the Wellbeing of Future Generations (Wales) Act 2015.</p>	<p>March 2017</p>	<p>An Increase in the number of public service bodies adopting and implementing the UNCRC.</p> <p>Commitment to UNCRC clearly evident in majority of public service board plans, including involvement of CYP and rights-based plans for delivery.</p>	

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<p>Develop a web based resource for public bodies with exemplars of how public bodies have started to engage with and apply the principles of the UNCRC. We will do so in conjunction with Swansea and Bangor Universities and the Future Generations Commissioner.</p> <p>Protected Characteristic – All.</p>			
<p>Develop a resource (Film) that will promote the rights and celebrate the positive relationships that exist between the young and the old , countering negative stereotypes that exist between the differ generations.</p> <p>Develop a teaching plan for primary and secondary school teachers to explore intergenerational issues in the classroom. This is a joint piece of work with the Older Peoples Commissioner.</p> <p>Protected Characteristic – Age.</p>	<p>November 2016</p>	<p>An on line resource that receives positive media coverage, providing a large number of hits to the resource on each offices webpages and positive social media comments in relation to the resource.</p> <p>Our Ambassador schools use resource to discuss intergenerational issues and to foster good relations between the young and the old.</p>	
<p>Transitions for Care Leavers – Project focusing upon gathering the experiences of care leavers in relation to housing, employment and</p>		<p>More work, learning, training schemes for children and young people and or greater take up of existing places.</p>	

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<p>training opportunities, sharing examples of positive practice with elected members to take forward as responsible corporate parent and with Welsh Government to consider any necessary changes at a national level.</p>			
<p>Protected Characteristic – Age</p> <p>Develop a lesson plan on Islamophobia – Create an online resource for secondary school pupils to stimulate discussion around Islamophobia to generate understanding and empathy around the issues faced by young Muslims and to learn about Islam in general.</p> <p>Protected Characteristic – Race, Religion or Belief.</p>		<p>Secondary school pupils will have the opportunity to increase their knowledge and understanding about Islam and Islamophobia.</p> <p>Improved attitudes to Islam/Muslims amongst non-Muslim young people and the promotion of harmonious race relations.</p>	
<p>Develop a secondary schools Ambassadors programme to raise awareness of the UNCRC and the Children's Commissioner to secondary school pupils. This will include raising knowledge and awareness of the rights of children and young people with protected characteristics.</p>		<p>Extending the promotion of the UNCRC and the Children's Commissioner for Wales to 11-18 year school pupils and engaging this age group in rights based activities.</p>	

Protected Characteristic – Age.			
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**Strategic Equality Objective 4 – Employment, pay and training – Creating a supportive , inclusive and empowering workplace through the promotion of exemplary people and performance management practices using equality related evidence.**

<b>Action</b>	<b>Timescale</b>	<b>Expected Outcome</b>	<b>Progress</b>
Our annual report to Welsh Government to include a dedicated section on our compliance with the employment pay and training section of the Equality Duty.  Protected Characteristic – All.	October 2016 and annually.	We will be able to evidence that the organisation complies with the employment pay and training section of the Equality Duty.	
Collect and analyse information in relation to job, grade, pay, contract type and sex developing an action plan to address any long term gender pay differences identified.  Protected Characteristic – All.	October 2016 and annually.	We will be able to evidence that in terms of jobs, grade, and pay and contract type it is providing a non- discriminatory service or developing plans to reduce inequalities where these are identified.	

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Collect and analyse workforce information in relation to all protected characteristics identifying if the workforce reflects the community it serves and developing positive actions to redress any gaps.  Protected Characteristic – All.	April 2016 – March 2020.	Our workforce will reflect as far as is possible the community it serves.	
Develop work experience, internships and placement schemes.  Protected Characteristic – Age.	March 2017 for developed plans to be implemented in 2017/18.	A minimum of 3 young people will have been afforded the opportunity of gaining valuable employment experience with us increasing their ability to enter the adult workforce.	
Review our existing procurement policy and associated tender documentation to assess if it advances equality.  Protected Characteristic – All.	March 2017.	Procurement policies and documentation provide an opportunity to advance equality.	

**Arrangements to monitor progress**

All my staff members have a responsibility to ensure that a focus on equalities underpins and is integral to the way in which they work. However I recognise that without effective governance the focus on equalities can become lost in day to day work of the office. I have therefore introduced a staffing structure that places responsibility for equalities with one of my Management Team .This ensures that a focus on equalities is maintained at both a strategic and operational level and becomes integral to the work of the organisation.

The Management Team will review progress towards achievement of the equalities objectives on a quarterly basis and will contribute towards the setting of the annual objectives.

### **Promotion of Knowledge and Understanding to staff in relation to equalities issues**

I am committed to providing all employees with regular staff development sessions each financial year in order to meet our obligations with regards to learning and development that is either dictated by statute or is considered essential for all staff.

Management Team have agreed that each year a mandatory part of the learning and development programme for all staff will include equalities training. For learning to be considered mandatory it must be identified as essential for all staff by the Management Team. Learning is normally considered mandatory when there is an obligation to deliver the learning on grounds of health and safety, or some other duty of care towards staff or service users.

To further ensure that an understanding of and application of equalities is integral to the work of my officers, I am committed to ensuring that each member of my staff have an equalities objective as part of their annual personal development plan.