

## **Dudley Metropolitan Borough Council**

### **Select Committee on Community Safety – 4 July 2005**

#### **Report of the Director of Education and Lifelong Learning**

#### **Section 17 – Crime and Disorder Act 1998**

##### **Purpose**

1. Section 17 of the Crime and Disorder Act 1998 requires Local Authority Departments to “exercise its various functions with due regard to the likely effect of the exercise of those functions on and the need to do all that it reasonably can, to prevent crime and disorder in its area”.
2. This report reviews the work of the Directorate of Education and Lifelong Learning in relation to community safety.

##### **Background**

3. The Directorate contributes to community safety in Dudley Borough through various aspects of its service delivery. The following is a summary of these activities.

##### **The SEN Team**

4. The SEN Team ensures that requests for formal assessment are carefully considered to be sure that pupils with additional difficulties are correctly identified and support is put in place appropriately. This enables pupils to maximize on the benefits available in school settings to prevent and reduce disaffection.
5. The service works closely with social workers and youth offending team staff to ensure that all preventative measures are taken to prevent school placements breaking down. The team also works with the youth offending team to ensure that school places are available for children and young people returning from secure placements where they are pupils with a statement of special educational needs.

##### **Health Promoting Schools**

6. Health Promoting Schools deliver a range of activity to support schools and their pupils with personal `safety, such as:

7. Safety Town for primary pupils. A week long active exhibition supported with workshops to challenge unsafe behaviour, reducing risk factors in primary aged children towards potential dangers around the home, safer journeys to school and stranger danger. This was delivered in November 2004 and Feb 2005 and attended by 1,481 Year 2 pupils, 280 teachers and support staff from 32 schools. It was delivered in partnership through 7 different agencies/organizations including West Midlands Police, West Midlands Fire Service, DUE, Dudley South PCT, and the Road Safety Unit.
8. Anger Management as part of Emotional Literacy programmes are offered to primary, secondary and special schools. A specific six week course for pupils is available, this has been trialled in one school and is now available for roll out.
9. Bullying activities within primary and secondary schools, working in a whole school approach, this engages with pupils to develop policies and behaviour to reduce bullying within schools.
10. Healthy Lifestyle Surveys, carried out every two years, and collates young people's views and engagement with substance misuse; alcohol and other lifestyle activities. Information and data is then fed back to schools to support their PSHE delivery; the School Development Plan and shared with other strategic planning groups to inform planning by, for example, CDRP; DAAT; Youth Strategy and Youth Service planning. The next survey will happen in February 2006 (funding permitting).
11. Providing drugs education to all pupils, parents and carers, teachers, governors and other professionals. Developing drugs policies regarding dealing with drug related incidents with schools and across services within the Directorate. The production of resources, which can be used in formal and non-formal learning situations. We have undertaken a school survey of drugs education, and school drug policies to provide baseline data to inform targeting of support. 10 schools primary, secondary and special have been involved with the team in developing a website in relation to drug issues, this is complete and functioning. Primary School, Primary Core drugs worker has been added to the team, to work at developing support for Primary Care workers involved in drug education. Exploring drugs issues through verse and storytelling, 5 primary schools are involved at pilot stage, one from each township. After evaluation this will be shared as good practice.
12. Buzz Theatre in Education, have toured 14 secondary schools and worked with a special schools/alternative providers audience, reaching 1,260 year 8 pupils. Buzz provides performance and workshops exploring myths and attitudes to drug use. This provision was created in response to issues

identified in the Dudley Lifestyle Survey and is supported by extensive training and resource materials. 'Playing it for real' toured 11 primary and special schools reaching 720 pupils in years 5 and 6. 'GLUG' is an education roadshow aimed at Key Stage 2 pupils with support material. It has toured 12 primary schools, reaching 3000 (on average reaching 250 pupils per school across all age groups), pupils in Key Stage 1 and 2.

### **Youth and Community Service**

13. Varying youth clubs open across the borough, continuing to strive to increase opening times in targeted areas. Project work has been developed in all areas and partnership working with other services such as Priority Neighbourhood Managers and the voluntary sector has been developed to provide targeted work to meet the identified needs of young people.
14. Detached work is now established across the borough, focusing on priority neighbourhoods and 'hot spot' areas to reduce anti-social behaviour. In the Lye and Wollescote area the Detached team have worked with 338 young people. NRF funded staff alone engaged with 3631 young people in the last 12 months. Within Brierley Hill there is detached provision on the Hawbush Estate and the Dingle area, where work to minimize the anti-social behaviour is facilitated and young people are engaged in challenging and positive activities as well as being signposted to existing facilities.
15. Partnership working with sports development has increased the number of sport and outdoor education activity available, as well as further developments within the Duke of Edinburgh Award Scheme which enables the service to engage with 10 to 14 year olds in pre Award work. Additionally, 26 young people have achieved the Junior Sports Leaders award equivalent to NVQ level 1, GCSE D-G.
16. Partnership working with Connexions continues to provide funding for a programme termed 'Positive Activities for Young People' (PAYP); targeting diversionary activities in the most deprived wards. In the Lye and Wollescote ward PAYP has operated over every holiday period during the past twelve months and worked with 126 individual young people aged 10 – 19 that attended the project 618 times. Throughout the wards of Brierley Hill, Lye and Wollescote, St Thomas's and Castle and Priory a total of 588 young people aged 13yrs – 19yrs participated in the programme. In all, within the period April 2004 – March 2005 approximately 1,848 young people have benefited from the programmes through 87 structured learning opportunities.
17. The service now engages positively with young people through our involving and consulting programme, working with young people to meet their own

needs as well as in conjunction with Area Committees and supporting the UK Youth Parliament. This work reflects the standards contained within the 'Hear by Right' document prepared by the Local Government Association and the National Youth Agency. Working in partnership with young people to develop solutions to young people's issues promotes good citizenship and supports young people to be part of the solution rather than the 'problem' they are frequently portrayed as.

18. The Cyberbus continues to work in those areas of Stourbridge that have high incidents of anti-social behavior. The Cyberbus Project has also obtained a second bus (a single Decker) which will be working in other parts of the Borough from April 2005. This project has worked with 1143 individual young people in the period 1<sup>st</sup> April 2004 to 31<sup>st</sup> March 2005.
19. As well as mobile provision, such as the Cyber Bus now being used more widely across the borough, targeted activities are also undertaken during school holidays – positive activities for young people, in conjunction with Connexions and a variety of other partners. This work also contributes to the reduction in the numbers of young people not in employment; training; education or work at post 16. This also includes intensive support work with young people and the development of residential and offsite adventurous activity.
20. Partnership working with Cradley Wheels, a voluntary project, has enabled this work to be targeted in areas designated as high risk in terms of young people and car crime. Specifically this includes St Andrews and Castle and Priory wards.
21. We are continuing to work in Partnership with the voluntary project, Blackcountry (Cradley) Wheels and have supported them to develop ten week programmes that offer young people accredited learning opportunities. A high percentage of this work focuses on educating young people on the consequences on being involved in car crime. The project has grown considerably over the past twelve months and has targeted young people in all areas of the Borough.
22. The service administers the grant aid process for play schemes on behalf of the Dudley Play Association and this support is likely to be extended next year through partnership working with Early Years Development and Childcare Partnership. A pilot has just been completed with a view to establishing a permanent provision on Castle and Priory. Early planning is now taking place to engage young people in the decision making process for grant allocation.

23. The service is working in partnership with the What? Centre and the Zone to develop work in local nightclub facilities which addresses such issues as substance misuse; alcohol consumption; teenage pregnancy and potential violent situations at the end of the evening. It is hoped that ultimately this work will impact on the numbers of young people using the emergency services on Friday and Saturday nights and the project will be monitored for this outcome.
24. Substantial grant support to the voluntary sector, specifically St Thomas' Network, has also enabled the development of voluntary youth activities over three nights per week and at weekends; play schemes over the Easter and summer breaks and little league football for 8 to 13 year olds. The Play schemes attracted 98 young people over the Easter Break and worked with 96 young people every week for four weeks over the summer school holidays. The Little League has a regular attendance of 36. The programme of Millennium Volunteers is based in St Thomas'; enabling young people to become engaged in positive activities with their local communities through voluntary work, so far this year they have worked with 70 young people, supporting them to achieve 100 hour and 200 hour certificates.. Music studio work has been developed onsite through Art-e-zine with a particular focus on working with those at risk of substance misuse. The Project is now contracted to deliver Entry to Employment – a life skills programme of work on youth offending, the law, crime prevention, sexual health, money management and debt counseling. The Programme works with a maximum of 25 young people each week and has engaged with 50 different young people since August this year. The Hillside Herbs project attached to St Thomas' operates a weekly needle exchange scheme with the Warehouse and the network also hosts neighbourhood watch meetings and police consultative meetings.
25. Ongoing support to the What? Centre has enabled them to deliver a range of advice, information and support to young people. Initially based in Stourbridge, the What? Centre now also offers outreach into other communities across the borough and uses services such as Connexions and the Zone for referral for some young people who need specific support around personal issues.
26. The Youth and Community Service also provides a series of workshops in schools focusing on areas of crime and disorder, such as car crime; substance misuse; schedule 1 offending and its consequences; domestic violence. The workshops are delivered using a range of partners, such as the magistrate courts; the crown prosecution service; and the police.
27. Communities against drugs is an initiative funding two workers based within the team. This work engages with local intelligence gathering and works

directly with communities to find solutions to their problem substance misuse. The team includes a trainer working with community groups around drug intervention work, supported by other youth workers. The team also works in partnership with the police to undertake positive actions within communities where a 'raid' has just taken place in response to identified drug dealing.

### **Dudley Grid for Learning (DGfL)**

28. At the beginning of the project DGfL and RM made a contribution of £50,000 towards improved alarm systems in 20 schools in those areas deemed to be most at risk of break-ins.
29. The increase in access to e-learning opportunities in Youth Centres, Children's homes and more latterly in Foster Carer accommodation supports improvements in attainment and inclusion for those considered at risk. The Grid has also raised the profile of Parents Online - making parents more aware of Internet safety issues.
30. All Dudley School staff and pupils are able to access the Worldwide Web via "Internet for Learning" filtered Internet Service Provision specifically designed for the school environment. Model policies on safe and acceptable use of email and the Internet are provided for Schools to adopt.
31. This year extensive work has been undertaken to develop the Community Grid for Learning which will bring together through various IT platforms the People's Network in Libraries, the Adult Learning e-learning provision and the Dudley Grid for Learning. This extends e-learning opportunities across the borough, enabling easier access to a range of learning. Curriculum content is being developed locally as well as access to e-learning materials nationally through such organisations as the Skills Development Agency and the National Institute for Adult and Community Education.

### **Early Years and Childcare Team**

32. A number of key Early Years and Childcare team projects currently contributes to and supports community safety initiatives, these include:
  - The continued development of a range of inclusive, good quality, affordable, accessible childcare places that are sustainable in a variety of settings across the borough for children and young people aged between 0 - 16yrs
  - In particular before and after school clubs and holiday playschemes which have been prioritised to support the closing of the 'childcare gap' between disadvantaged areas and other areas, and with emphasis on the

development of holiday provision for older children with the recent appointment of a dedicated development officer, which supports community safety in these areas by providing safe secure environments for children and young people when parents who are at work or in training and may not be available to look after them.

- In turn this addresses the issue of vandalism on school sites during prolonged holiday periods and links to the extended school initiative.
- The continued development of provision of services for children under 4yrs their older siblings and families by the provision of Neighbourhood Nurseries and more recently Children's Centres in the most disadvantaged wards.

### **Children's Information Service (CIS)**

33. The CIS provides information to the public and other agencies about childcare and early years provision across the borough. The CIS continues to update and produce the Leisure and Activities leaflet for older children and young people which signposts them to range of activities across the borough. This supports community safety by diverting attention away from anti-social behaviour opportunities.
34. The CIS is also an active lead partner along side Dudley Children's Fund in establishing the 'Ask me.org' information web site for children, on which there are a variety of 'help' organisations listed along with access to and opportunities for leisure activities.

### **Building and Estates Team**

35. A School Security Working Group is led by this Team in order to prioritise expenditure of the security grant for schools including security fencing to premises, secure access lobbies to schools and offering general advice to schools wishing to enhance their security. The membership of the Group includes representatives from West Midlands Police Force and Council Officers including Risk Management, School Building Surveyors, Buildings and Estates Officers and Health and Safety Officers. A series of training events for Site Managers at schools are carried out throughout the year advising on secure sites and other safety aspects.
36. The Buildings and Estates Team are responsible for the project management and delivery of a large annual capital programme and the Team ensures that all design work for new capital projects at schools and other Directorate establishments fully complies with health and safety requirements and that every new project is designed with security in mind. This includes all projects carried out by the Authority's Dudley Property Consultancy and external

design consultants. All new building projects within DELL are designed with safety in mind, using 'security by design' guidance.

### **Resources and Planning**

37. A full analysis is currently being undertaken regarding the numbers and types of incidences relation to theft, arson, vandalism, assault and anti-social behaviour on school premises. There is only partial data at present and a system is being developed which will collate all data relating to the above so that appropriate remedial action can be undertaken regarding the causes of such incidences
38. A full report will be developed for discussion in June 2005 to support the development of a comprehensive approach to creating safer schools across the borough.

### **Neighbourhood Learning Centres**

39. Youngsters attending the youth club linked to Brierley Hill Neighbourhood Learning Centre are encouraged to use the available PCs for homework, self development projects etc.
40. Family Learning teams have linked with Youth Offending Team to develop and deliver an anger management course for families of young offenders in relation to parenting skills development. The Family Learning teams have developed and delivered a number of behaviour management workshops in venues across the borough.
41. Work with Asylum seekers learning English as a Second Language at nine locks in Brierley Hill includes personal safety & security content.
42. The CRYSLIC project, in conjunction with EQUAL (ESF funded project in the Black Country) runs a robotics programmes for young people who have left school with few or no qualifications. A number of young people aged between 16 and 25 have so far attended the project and a number of those students have moved into further or additional training, which they would not have accessed previously.
43. The probation service provides an access point one day per week within Brierley Hill Neighbourhood Learning Centre. This has enabled their clients to access the training available in the area and to receive ongoing support from the centre staff.



44. A project is being led by Castle and Priory neighbourhood learning centre this term termed 'Kick-Start – protect yourself'. It is a family learning project targeted at parents, carers and socially excluded young people and is being delivered through partnership working with community safety and west midlands police community safety unit.

### **Dudley Performing Arts (DPA)**

45. Art, almost by definition, has a considerable effect on society, and it is hard to imagine human existence without the socialising, morale boosting and self esteem effect of the arts. The difficulty is finding an effective measure, to demonstrate exactly how DPA might improve Crime and Disorder or Community Safety.
46. Much of DPA activity is aimed at young people and promotes commitment to artistic endeavours. At its most basic DPA provides young people with worthwhile leisure activities that promote working together, thought for others and an antithesis to anti-social behaviour, by engaging young people in a positive manner in creative activity.
47. The simplest measure of this is the numbers of students DPA has taking part in regular weekly arts activities (outside of instrumental teaching and school support). This is as follows:
- |                   |     |
|-------------------|-----|
| • Music           | 750 |
| • Dance and Drama | 300 |
| • Summer Scheme   | 240 |
48. The team delivers 23 different community arts groups every week, as well as 6 junior brass groups; 4 junior wind groups; 5 junior string groups; junior guitars; junior percussion and 3 junior choirs. Advanced activities include the Schools Symphony Orchestra; Youth String Orchestra; Wind Orchestra; Brass Band; Schools Concert Orchestra; Concert Band; Concert Brass Band; Keyboard Ensemble; Electric Guitar Group; Tabla Ensemble; Intermediate Wind Band; String Sinfonia; Intermediate Guitar Ensemble; and 4 weekly theory classes.

### **Early Years and Childcare: Sure Start**

49. The Sure Start Plan is the key strategic plan covering early years services and childcare for young people up to 14 or 16 if they have a disability or special needs.

50. A number of key projects support community safety indirectly. These include:
51. The development of new childcare places across the borough for children aged 0 to 14 years (or 16 years if they have additional needs)
52. This includes supporting the development of before and after school childcare and holiday playschemes. The development of new places is carefully targeted to ensure needs are being met and to avoid duplication. A wide range of providers from the private, voluntary and maintained sectors are able to access start up funding and advice and sustainability funding in the longer term if the need arises. This supports community safety by ensuring that children are able to access childcare services that provide a safe and stimulating environment for them at times when parents, especially working parents, may not be available to look after them.
53. Childcare places for very young children in the 20% most disadvantaged areas have received funding through the neighbourhood nursery initiative and also neighbourhood child minding and neighbourhood out of school childcare. Sure Start local programmes, funded separately, have provided a range of integrated, holistic services for children aged under 4 and positively engaged parents and carers and the community in developing and running programmes. Such provision often builds on or links with existing services and provides access to more comprehensive services for a family, which may have children who are a range of ages. The development of Children's Centres, building on the established provision will further increase preventative support for parents and carers and their young children. For example, projects to access joint training with health partners to provide support for good early attachment between parents and babies has been shown to prevent long term disaffection later in a child's life. Training is provided, with access to all professionals working with young children linked to the Birth – 3 Matters Framework.
54. National research as part of the Effective Provision of Pre-school Education (EPPE) demonstrates that high quality part time nursery education in integrated settings is the best way to support positive outcomes for children. In the long term this also seems to be supporting lasting gains in children's learning and development and in preventing children from developing special educational needs.
55. As part of our overall strategy to reduce child poverty the team are working in close partnership with Job Centre Plus to ensure that there is a clear framework of support to parents who wish to work by providing support with childcare arrangements, information about jobs and access to childcare and early education training and careers.

56. Positive support is offered to promote emotional literacy in early education and childcare settings. This is linked to an overall Directorate strategy to provide practitioners with improved background knowledge of children's development in order to enable them to provide better support for children's social and emotional needs. A comprehensive training programme has been commissioned, with links to Health Promoting Schools along with a complimentary programme delivered to schools within the Excellence Cluster, within our most disadvantaged areas.

### **Pupil Access**

57. There is a direct correlation between pupils being excluded from school and the likelihood of them becoming involved in criminal activity. DELL has a statutory obligation to provide full time education for excluded pupils and this reduces further the opportunity to engage in 'street crime' and simultaneously provides routes to their educational re-engagement.
58. During the last year DELL has made significant progress in working pro-actively to support pupils at risk of exclusion. In particular it has: -
- Allocated an additional £270,000 to the Pupil Referral Service to establish pro-active support for pupils at risk of permanent exclusion from school. This has already been introduced at key stages 1 and 2, and will be extended to Key stages 3 and 4 in the coming year.
  - An agreed exclusions protocol is now in place that can be built upon to take account of a wider spectrum of hard to place pupils.
  - Introduced the Framework for Intervention (FFI) into several of our primary schools,
  - Been awarded, via the 'Excellence Cluster', £750,000 to support behaviour and attendance issues in targeted schools through the Behaviour Improvement Programme (BIP).
  - Introduced reporting of exclusions to schools and the DfES on a termly basis.
  - Introduced piloting of DfES training for staff working in the area of 'behaviour and attendance'.
  - A KS3 Behaviour and Attendance Consultant is now being accessed.
  - Opted to take part in the KS2 Behaviour and Attendance Strategy pilot, with effect from April 2005.
  - Partnerships developed and supported to build the capacity to undertake such necessary actions as described above, e.g. the LIG and Excellence Cluster.

59. A review of the processes and procedures relating to Hard to Place Children and Children Missing Education has been carried out by senior officers. The new and revised procedures will be implemented with effect from September 2005.
60. A cross Directorate working party has developed a whole LEA 'Behaviour and Attendance Strategy' This strategy has gone through formal consultation and now forms the DELL Behaviour and Attendance Strategy between now and 2006.

### **The Development Office**

#### **Offsite Educational Visits and Journeys Service**

61. The safety of pupils, staff and volunteers on offsite educational visits and journeys is of paramount importance, particularly after the publication of the recent report from the Health and Safety Executive on the tragic drowning of 10 year old Max Palmer, on a Lancashire LEA offsite educational residential visit in Glenridding Beck, Cumbria on 26<sup>th</sup> May 2002
62. Following a complete review of Government guidance, Health and Safety legislation, LEA and school procedures for educational visits by the LEA in November 2003, the LEA launched a new internet based training, approval and risk assessment service for all schools, youth and community settings. The purpose of the service was established 'To support an active, vibrant and safe programme of offsite educational visits and journeys for Dudley young people'
63. The online planning and training system at [www.offsiteimag.net](http://www.offsiteimag.net) has been designed to ensure that all staff and children on offsite visits are as safe and secure as possible. The online system has been commissioned from an outside provider and developed to ensure that all Dudley schools and Council settings comply with the necessary Health and Safety legislation, best practice, advice and guidance.
64. All Group Leaders in community, voluntary controlled, community special and maintained nursery schools, are required to plan all school and youth setting visits and risk assessments online, which are then checked and approved by the Head teacher and the school Educational Visits Co-ordinator (EVC).
65. For those visits involving additional risks, including adventurous activities, water sports and residential visits and trips abroad, the LEA ensures that all necessary checks and procedures have been considered, checked and recorded.

66. A local authority wide panel of head teacher and teacher representatives, local authority officers with expertise in outdoor education, physical activity, insurance, risk assessment, emergency planning and child protection and outside providers, meet regularly to review, monitor and plan all LEA wide training support and development, including governor training.

A regular pattern of annual reviews, training, on-site visits and monitoring has now been established by the LEA.

67. The Dudley Offsite Educational Visits and Journeys Service is based in the LEA's Development Office at Westox House and led by Lindsay Newton, Head of Development.
68. The Service produced its first annual report in November 2004 and reported that 'good progress' had been made by all schools in using the system, although more training was required in first aid, emergency planning and child protection.
69. A half-day training programme was provided by the service for all schools and other settings in February 2005 to address these identified training needs. Following the publication of the new HSE report, all policy and practice will now be reviewed again by the LEA's Offsite Panel.
70. Over the last twelve months, Dudley schools have organised 3,073 offsite visits for 383,902 pupil places. The LEA is pleased to announce that at the time of writing this report, no accident or claim against the Council's insurers have been reported over the last twelve months.
71. The Government has announced that it will launch a new 'Manifesto for Education Outside the Classroom' in Autumn 2005. This will contain new guidance on health and safety and risk assessment for all adventurous activities. As soon as the new Manifesto is published, the LEA will review and update its policy and procedures and offer new guidance to schools and other settings.

### **Individual Pupil Support Services**

72. The Individual Pupil Support Services (IPSS) provide advice and support for children and young people with physical and sensory impairments, autism spectrum disorders, specific learning difficulties, language and communication disorders, and emotional and mental health needs. This group of youngsters are vulnerable and can be disadvantaged within the social, community and

educational setting. Which in turn has a significant impact on their overall learning, emotional and social development. The Services offered are both peripatetic and specialist educational unit provision.

73. IPSS works within a multi-agency framework and aims to develop a greater understanding of disabilities and the emotional and behavioural impact of mental health difficulties. The Services and specialist educational provision facilitate the health, mental well-being and physical safety for the children and young people, their peers, their families and the professionals who work with them. The work is achieved through consultation, advice, teaching, counselling and training and enables continued inclusion, attendance and access to teaching and learning within an educational setting. Thereby, helping to reduce pupil disaffection and educational exclusion.
74. Manual Handling training continues to be taught on a rolling programme, to all those staff in mainstream and special schools, who are working with pupils with a physical disability. This ensures the safety of the youngster and the staff.
75. Pupils with a significant visual impairment who attend special and mainstream schools need Mobility training to ensure their personal safety within the school campus and their local community. A qualified Mobility Officer carries out all the training and is a member of the Visual Impairment Team.
76. In partnership with the school, the unit and peripatetic staff carry out Risk Assessments. These assessments are with regard to the environmental setting and individual lessons. They inform the schools of the risks involved to the pupils and staff and advice is given on the appropriate strategies to help reduce those risks. This is particularly relevant to pupils with a physical, sensory, or communication impairment and pupils with autism.
77. Where service staff are working within a home setting, a risk assessment will be carried out, when appropriate, to ensure their personal safety.
78. Parents of children with disabilities are informed of aids and adaptations that may facilitate safety within their home and community.

#### **14-19 Phase**

79. Dudley LEA, the Black Country LSC, Schools, College, Connexions and the Black Country Training Group are working together to improve educational provision for young people in the 14-19 age group. The provision is intended to raise standards of achievement amongst young people, increase participation rates in education post 16, and improve aspirations to enter

further and higher education. The strategic goal is to improve the life chances of young people by increasing their capacity to make a positive contribution to society to enter further and higher education. The strategic goal is to improve the life chances of young people by increasing their capacity to make a positive contribution to society and the economy, and by strengthening their capacity to achieve well being.

### **The Ethnic Minority Achievement Service**

80. EMAS works with children and families to help raise achievement. There are three supplementary classes, and an English Language class for new arrivals, held on Saturday mornings. The schools work closely with parents to ensure they are aware of health and safety issues, the demands of the educational system, and the requirements to raise achievement.
81. Family Education Support Officers (EFSOs) work with families to ensure that they are aware of all issues related to their needs in the wider community including health issues, safety issues, educational needs, social needs and anything else related to enabling them to feel secure and valued within mainstream society.
82. The Community Consultation forum meets up to six times a year. Through the Forum the work of EMAS is explained to the community, and community issues related to education, health and safety are discussed. Community harmony is fostered.
83. During 2004 EMAS organized several summer schools. These provided safe and creative activities for a large number of children. A play scheme at the Hindu Cultural Association for up to twenty children, a summer play scheme at the Guru Nanak Singh Saba Temple attended by thirty five children. Brierley Hill Rizvia Mosque play scheme had forty-five children attending daily. Dudley Muslim Association had thirty children attending their playscheme.
84. A team within EMAS works carefully to settle new arrivals in schools, liaising between parents, children and schools to help all new arrivals to feel secure in their new environment. A Saturday English Language Class has been organized to help new arrivals learn English. There are thirty-five children attending this class. A series of visits have been organized for new arrival children including outdoor pursuit courses in Wales, a visit to London Zoo involving new arrival children and their parents.

### **Education Welfare Service**

85. A new PSA target to reduce the 2003 level of absence (6.83%) by 8% by 2008 was introduced in 2004, with the focus on moving away from 'unauthorised absence' to 'total absence'. As a result the work of the DfES was re-focused to provide support to schools in proportion to need.
86. A review of the Education Welfare Service commenced in March 2005 with the aim of producing attendance strategy that addressed the 2008 target.
87. Termly collections of absence data from all schools were introduced from January 2005.

### **Proposal**

88. Members are asked to consider the contents of the report and comment accordingly.

### **Finance**

89. There are no financial implications arising from this report.

### **Law**

90. The report considers the Directorate of Education and Lifelong Learning contribution in the context of the Council's obligations under Section 17 of the Crime and Disorder Act 1998.

### **Equal Opportunities**

91. Section 17 of the Crime and Disorder Act 1998 centres on the prevention of Crime and Disorder. Certain acts of crime and anti-social behaviour tend to impact more on vulnerable groups in society.



John Freeman  
Director of Education and Lifelong Learning



**Contact Officer:** Cindy Peek, Assistant Director for Community Education and Development, Extension 4206.