

Directorate of Children's Services

Draft Equality and Diversity Annual Report 2006/07

1. Introduction

- 1.1 The Council's equality and diversity policy requires all directorates to produce an annual equality and diversity action plan to develop their work in implementing the Council's equality and diversity policy in relation to their service areas and employment practices. All directorates also produce an annual report on implementation of the action plan. This is prepared after the end of March so that it can report on a full year's progress on action plan targets. The Directorate of Children's Services equality and diversity action plan for 2007/08 was considered by the Select Committee on Children's Services on 24th March 2007.
- 1.2 This document is the annual report and covers the period from April 2006 to March 2007. The report contains:
- Key facts about the directorate
 - Progress on Race Equality Scheme assessments
 - Achievements against the directorate's equality and diversity action plan for 2006/07.

2. Key Facts

- 2.1 Each directorate produces a strategic plan which set out its priorities, objectives and targets for the year and encompasses its equality and diversity action plan. The strategic plan sets out the mission statement for the Directorate which is:

The Directorate supports children and young people of all backgrounds to achieve to their full potential, in schools, in youth provision and in the wider community. The opportunities provided by the Directorate of Children's Services are many and diverse and are aimed at meeting individual needs of children and young people through its commitment to:

- ensuring excellence and equity in learning, so that children and young people can reach their potential with the support of excellent learning opportunities in formal and informal settings;

- ensuring all children and young people are healthy and safe, through prevention, constant vigilance, and, where necessary, early intervention;
- ensuring that all children and young people are enabled and empowered to make a positive contribution to society, both as individuals and as part of the community; and
- ensuring that all children and young people are fully prepared to support themselves economically through work, and are ambitious and have high aspirations for themselves and their families.

2.2 The Directorate contains the following sections:

- Children's Specialist Services
- Early Years, Youth and Education Services
- Partnership and Children's Trusts
- Policy, Performance and Information
- Resources

2.3 The Directorate employs directly 1988 staff (31 March 2007) and its workforce profile is set out in table 1(a) showing a breakdown of staff by grade. This profile can be compared with the Council's profile as a whole which is set out in table 1(b). The equivalent figures for 31 March 2006 are set out in italics in the tables but it should be noted that, due to the amalgamation of certain functions into the new Directorate of Children's Services from April 2006, the size and nature of the directorate has changed and the directorate's figures are therefore not directly comparable. The figures do show, however, that the directorate has a higher proportion of BME employees than the Council as a whole although it has a lower proportion of employees with disabilities.

Table 1(a). Directorate of Children's Services workforce profile 31 March 2007 compared with 31 March 2006

Children's Services (Directly employed staff)		Female (%)	Male (%)	BME (%)	Disabled (%)
Scale point 34 and above (higher grades)	31/03/07	65.7	34.3	17.9	3.5
	<i>31/03/06</i>	63.0	<i>37.0</i>	3.3	<i>1.1</i>
Below scale point 34 (lower grades)	31/03/07	85.2	14.8	7.2	1.7
	<i>31/03/06</i>	<i>85.8</i>	<i>14.3</i>	5.6	<i>0.5</i>
Total	31/03/07	75.5	16.9	12.5	2.6
	<i>31/03/06</i>	<i>74.4</i>	<i>25.6</i>	4.5	<i>0.8</i>

Table 1(b). Dudley MBC workforce profile 31 March 2007 (compared with 31 March 2006)

Dudley MBC		Female (%)	Male (%)	BME* (%)	Disabled (%)
Scale point 34 and above (higher grades) (excluding schools) [#]	31/03/07	49.6	50.4	8.9	4.3
	31/03/06	48.0	52.0	8.0	2.0
Below scale point 34 (lower grades) (excluding schools) [#]	31/03/07	69.7	30.3	5.9	2.2
	31/03/06	69.3	30.7	5.2	1.3
Total (excluding schools)	31/03/07	66.9	33.1	6.4	2.5
	31/03/06	66.4	33.6	5.6	1.4

Notes: Scale point 34 on 31 March 2007 £27,000 approx.

*BME figures exclude those employees for whom no ethnic origin data is held

[#]Grade breakdown excludes staff employed by schools

- 2.4 Full data about employment across the Council, including data for school employed staff, which meets the requirement for employment monitoring by racial group under race relations legislation, will be presented and analysed in the Annual Review of Equality and Diversity 2007. This will be prepared for the Select Committee on Regeneration, Culture and Adult Education and the Cabinet in September. This annual report should therefore be read in conjunction with the Council-wide review report.

3. Racist Incident Reports – Schools

- 3.1 The Standard Operating Procedure for Reporting and Recording Racist Incidents/Complaints was adopted by the Directorate in January 2004, and was revised in February 2006. The document provides all staff, including those based in schools, with a standardised procedure for reporting and recording racist Incidents and complaints that fulfils the requirements of current legislation and statutory code of practice guidance.
- 3.2 School governing bodies are responsible for recording incidents in schools, however, to help schools comply fully with their statutory responsibilities contained in the Race Relations (Amendment) Act 2000 they have been requested to adopt the process outlined in the Standard Operating Procedure for Reporting and Recording Racist Incidents and the majority of schools are now doing so. Schools are obliged to report these figures annually to the

Local Authority. The results of this monitoring for the past five years are detailed below.

- 5.3 Wherever possible racist incident reports are monitored for gender, age and ethnicity with regard to victims/complainants and alleged perpetrators however it is not always possible to collect all, or any, of this information because specific victims may not be identifiable and perpetrators may be unknown. Racist graffiti is the type of incident that can come under this category.

5.4 Summary of Racist Incident Data (Schools)

The table below (Table 2) shows, in broad outline, the racist incident information collected by the Directorate for the past five years.

Table 2. Racist Incident Data Reported by Dudley Primary, Secondary and Special Schools from 1st April 2006 – 31st March 2007

Annual Racist Incidents Reporting	2002 - 03	2003 - 04	2004 - 05	2005-06	2006 - 07
Percentage of schools returned forms	53%	66%	87%	90%	93%
Number of Nil-returns	24	33	42	45	39
Total number of incidents reported	169	119	236	246	258
Support for Victims					
Parental Involvement - victim	37	33	48	54	66
Senior Staff Involvement	58	92	48	195	174
Ethnicity of Victims					
Asian	74	52	74	70	125
Black Groups	18	12	53	33	40
Chinese or Other	-	5	11	7	7
Mixed Race	26	18	59	49	61
White Groups	13	14	34	29	25
Ages of Victims					
Under 8	40	17	25	32	41
Between 8 and 10	49	37	80	81	106
Between 11 and 14	39	33	54	70	58
Between 15 and 17	7	22	15	6	16
Over 21	-	-	15	8	15
Gender Profile of Victims					
Female	48	30	105	62	67

Male	61	71	129	135	194
Ethnicity of Alleged Perpetrators					
Asian	12	2	13	10	18
Black Groups	12	3	8	2	7
Chinese or Other	-	1	1	1	1
Mixed Race	5	2	14	6	8
White Groups	110	112	203	187	224
Ages of Alleged Perpetrators					
Under 8	15	14	28	28	41
Between 8 and 10	73	37	93	76	97
Between 11 and 14	56	49	76	97	97
Between 15 and 17	26	26	20	13	21
Over 21	1	4	2	1	0
Gender Profile of Alleged Perpetrators					
Female	26	9	52	46	46
Male	121	111	190	160	211
Incident Locations					
Closely supervised closed locations	-	59	119	80	79
Other areas	-	59	115	166	179
Totals	0	118	234	246	258

The rate of return has increased each year since this process was introduced in 2002. An increasing number of incident reports were expected as pupils and staff gained confidence in the process and trust in the systems available to support victims and tackle racism. However, for the year 2006-07 there has been only a small increase in incidents reported overall despite a greater number of schools returning annual figures. Directorate of Children's Services staff will continue to support schools endeavouring to tackle racism and promote community cohesion at every opportunity.

4. Report from the Ethnic Minority Support Service

4.1 Key Stage 2

Ethnic Minority attainment data indicates the achievement of some minority ethnic groups has risen significantly in the period 2003-2005 in English at Level 4. The percentage of these pupils achieving L4+ in Maths in the same period shows good improvement in 2003/4 but a slight decline in 2005.

Overall value added scores for the different ethnic groups indicate that most groups make good progress from Key Stage 1 to Key Stage 2. However, Black pupils make less progress overall and are a focus for further support. Figures for the academic year 2005 – 06 showing the achievement of the three main minority ethnic groups indicate: Pakistani pupils achieved 65.5% at Level 4+; Black Caribbean 73.7%; and Other Mixed background 79.2%. This represents a slight decline in the proportion Level 4 or above in English for two of the groups. In maths at Level 4+ Pakistani pupils achieved 59.8%; Black Caribbean 65.8%; and Other Mixed 75%. Some improvement is evident in these figures especially for the Black Caribbean pupils, though a gap still remains compared with the achievement of White British pupils.

4.2 Key Stage 3

Results indicate that attainment has been variable for pupils from minority ethnic backgrounds. Pupils from Chinese and Indian backgrounds continue to perform well both in terms of progress and attainment but pupils from some groups have attained below Dudley and national averages (Level 5) in the past three years. Black Caribbean pupils' attainment displays a downward trend in this period. In the 2006 tests the percentage of pupils achieving Level 5+ in English showed: Pakistani pupils achieving 57.5%; Black Caribbean pupils achieving 66.7%; African pupils achieving 38.5%; pupils from Other Mixed Backgrounds 80.6%; and Yemeni pupils 31.6%. Clear improvements are noticeable although for the four main minority ethnic groups Pakistani, Caribbean, Yemeni and African there is still a need for further improvement. Figures for Level 5 Maths show that 60.3% of Pakistani pupils achieved this level; 55.6% of Black Caribbean; 80.6% of pupils from Other Mixed Backgrounds; 61.5% of African pupils; and 42.1% of Yemeni background pupils. Even though Pakistani pupils' results have considerably improved there still is a significant gap in overall academic achievement. In order to combat this, the local authority have become part of the DfES funded Minority Ethnic Achievement Programme (MEAP).

4.3 Key Stage 4

The latest figures for all Black groups for GCSE, 5 A* - C grades at 36.0% represents a 3% decline on 2004 and is still below the Dudley average. The progress of Mixed Heritage pupils, categorised as Black Caribbean and White declined by 7% in 2005. The 2006 figures for GCSE 5 A* - C grades show 48.8% of Pakistani pupils; 33.3% of Black Caribbean pupils; 62.5% of Black African pupils; 46.9% of Mixed Black Caribbean/White pupils; 40.0% of Mixed Asian and White pupils; 56.0% of Other Mixed pupils and 40.0% of Yemeni pupils achieving the expected levels at GCSE. These figures represent a considerable improvement in these results in the largest minority ethnic group

(Pakistani pupils) with nearly 49% obtaining 5A*- C grades. Black African pupils also showed a marked improvement on previous years figures with 62.5% achieving 5A*- C grades. Two groups of mixed heritage pupils showed considerably improved results including the small number of Other Mixed Background pupils whose attainment was equal to the attainment of White British pupils at 56.6%.

4.4 Results: summary and conclusion

Overall the trend from 2005 – 2006 indicated that for most minority ethnic pupils who receive regular support from EMAS there has been an improvement in their performance at GCSE. However, there is still a gap between the results of pupils in these groups and the results for the White British pupils.

- 4.5 There are 412 New Arrival pupils in Dudley schools and most have been supported by staff from the Ethnic Minority Achievement Service. As a result they are all now fully integrated into their allocated schools. The pupils between them speak 41 languages. Support is provided by the service as far as possible which includes a regular language school accessed by both pupils and parents/carers.

5. Race Equality Scheme Reviews

- 5.1 In accordance with the Council's Race Equality Scheme, a number of assessments of service/policy areas were undertaken during 2005/06 against the requirements of the Race Relations (Amendment) Act 2000. As they become available they are published on the Council's website.

6. Achievements against the Directorate's Equality and Diversity Action Plan for 2006/07

- 6.1 The achievements against the Directorate's equality and diversity action plan for 2006/07 are set out in tables 3 and 4. Table 3 reports on progress against the Council-wide equality and diversity priorities and objectives in the action plan for 2006/07 and table 4 reports on those established for the directorate.

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Table 3. Directorate of Children's Services – Equality and Diversity Annual Report for 2006/07 - Corporate Priorities

Corporate Objective	Council Plan theme	Target date	Directorate action/target (and lead officer)	Planned outcome/performance indicator	Progress/ final outcome
<p>CP1. Equality Scheme</p> <p>(a) Complete the impact assessments listed in the revised Race Equality Scheme by 31st May 2006</p> <p>(b) Assess the implications of the</p>	Quality service matters	<p>(a) 5/06</p> <p>(b) 12/06</p>	<p>(a) Complete assessments of:</p> <ul style="list-style-type: none"> - BME achievement in schools. (EH) - drug policy (DK) - EDP priority 4 (TC) - library policy framework (KM) - looked after children (RT) - new arrivals, work with (EH) - RE agreed syllabus (DH) - SEN policy and procedures (JM) - supplementary schools (EH/MI) <p>- Children & Young People's Plan (CP)</p>	<p>(a) Assessments completed by deadline</p> <p>Impacts/outcomes assessed</p> <p>Improvements/actions identified</p> <p>(b) Plan amended by deadline.</p>	<p>(a) BME achievement assessment complete. (EH)</p> <ul style="list-style-type: none"> - Drug policy assessment complete. (DK) - Due to changes in the way local authority education services are organised the EDP is no longer required. - Library Policy Framework will be reviewed as part of the remodelling and modernisation of the service – completions date now March 2008 KM (Now DACHS responsibility) (KM) - New arrivals, work done to support is complete (EH) - SEN Policy now withdrawn being superseded by other developments (AH/JM) - Supplementary schools complete (MI) - Children & Young People's Plan complete. (CP)

Equality Bill					
(c) Develop a programme of equality impact assessments to feed into the Scheme's action plan.		(c) 12/06	(b) Amend this plan to incorporate the requirements for gender, religion or belief, and sexual orientation as outlined in the corporate equality scheme to be published in November 2006. (DS) (c) When guidance is finalised develop Equality Impact Assessment programme for directorate. (DS)	(c) Programme agreed.	(b) Implementation of regulations delayed until April 2007, therefore, beyond the scope of this plan. Actions included in current action plan 2007-08. (DS) (c) Equality impact assessments are included in current action plan. Guidance has been issued to schools. Corporate guidance for directorate managers currently being revised. Publication of comprehensive guidance including 'good practice' examples due for summer 2007. A document tailored specifically to the needs of schools has also been produced and made available to schools. (DS)
(d) Maintain or increase the score against BVPI 2b) on race equality.		(d) 06/07		(d) Score at least maintained	(d) The Directorate has not been able to develop the software to include this information to date due to capacity issues.
		(e) 12/07	(d) Include performance monitoring of BVPI2b on Performance Plus. (LT) (e) Collect data against baselines established for	(e) Data published	(e) See above

			2005/06. (LT)		
CP2. Equality Standard for Local Government Implement the action plan to achieve level 3 of the Standard by March 2007	Quality service matters	(a) 03/07	(a) Provide training for staff involved in recruitment on the Equality Standard, setting service objectives, action planning and monitoring, consistent with the training arrangements set out in the RES (LT)	(a) Training plan in place Number of employees completing package	(a) The revised Equality Standard for Local Government has been withdrawn and a new document is under development. The Directorate does not have in place a package developed relating to the Equality Standard and further developments will not be considered until the (new) revised version is available.
		(b) 09/06	(b) Review progress with Race Equality Scheme review reports for the directorate in relation to information collection/equality monitoring (DS)	(b) Improved equality impact data being produced that includes information relating to impact on different ethnic groups.	(b) Peer review of reports with other Council directorates due to take place later this year.
		(c) 06/06	(c) Publish directorate action plans and annual reports on website (DS)	(c) Wider availability of plans and performance information.	(c) Action Plan and reports published as agreed
		(d) 06/06	(d) Pursue further involvement of the community. (CP /DS/ MI)	(d) Improved	(d) Directorate involved in whole Council initiative designed to improve communication and consultation with Dudley communities. (DS)

				scrutiny of action plan increasing number of replies to consultations.	
CP3. People management strategy (LMD)	Quality service matters				
(a) Implement the equality and diversity elements of the strategy.		a) As set out in strategy	(a) Include workforce targets (DS)	(a) Proposals to implement strategy published.	(a) Strategy in place and implemented across the Directorate (DS)
(b) Implementation of the age and employment policy and procedure. (Policy due for publication spring 2006)		(b) mid-06	(b) Ascertain implications for DCS and plan implementation across directorate. (EDWG)	(b) Launch policy with training and awareness by autumn 2006.	(b) Guidance made available to managers on implications of policy. Training has been offered to all school leaders. (DS)
(c) Establish a full framework of flexible working policies by mid 2006.		(c) autumn 06	(c) Implement flexible working policies listed in the strategy within DCS. (LMD)	(c) No. of employees taking up options.	(c) Work in progress
		(d) 12/0			(d) Employee audit has taken place but data will

(d) Achieve an increase in the number of disabled employees working for the Council.		6	(d) Establish revised baseline through completion of employee audit. Review findings and determine actions to follow up findings in DCS. (LMD)	(d) Increase in numbers of employees identifying a disability.	not be available until summer 2007, beyond the scope of this plan.
CP4. Disability Access Strategy (a) Implement the actions contained within the Council's Disability Access Strategy.	Quality service matters	(a) 12/06	(a) Identify targets to address gaps in action plans. Link with development of Equality Scheme. (FH-buildings) (LMD-human resources) (RW-links with scheme)	(a) Actions incorporated into DCS strategic and service plans score	(a) Deferred to 2007- 08 action plan

**Table 4. Directorate of Children's Services – Equality and Diversity Annual Report for 2006/07
Additional Directorate Priorities**

Objective - (lead officers)	Council Plan theme	Target date	Detailed action/target (and lead officer)	Planned outcome/ performance indicator	Progress/ final outcome
DCS 1. Ensure that equality and diversity, objectives and outcomes are explicit in Directorate's strategic and service plans.	Quality service matters	Ongoing	(a) DCS Strategic Plan 2005-08 (EDWG) (b) (Service plans) (EDWG)	(a + b) Equality and Diversity objectives included in all new and revised plans.	(a) Work ongoing as new plans are developed (b) Work ongoing as new plans are developed
DCS 2. Support schools and their governing bodies in the development and implementation of equality policies that reflect national and local objectives.	Quality service matters / Learning matters / Caring matters	(a) Ongoing (b) Ongoing	(a) Schools are supported in organizing their response to key issues identified through OfSTED Inspections and HMI visits. (TC) (b) Develop initiatives to ensure governors are	(a) Issues identified in OfSTED and HMI reports are incorporated into relevant school action plans. (b) Increasing number of BME governors based on	(a) Identified schools are supported by team of school development advisers who work with schools to develop and implement approved local authority action plans addressing key issues resulting from inspections. (TC) (b) Contacts made through meetings with Centre for Equality and Diversity and EMSA

Objective - (lead officers)	Council Plan theme	Target date	Detailed action/target (and lead officer)	Planned outcome/ performance indicator	Progress/ final outcome
		g	recruited that reflect the diversity of the Borough's community. (PB)	annual audit data.	community groups, yet to bear lasting fruit to boost the BME governor percentage above 3%. (PB)
		(c) 03/07	(c) Establish role of Equality Governor on school governing bodies and provide training for governors on equality issues. (PB)	(c) Register of equality governors in place.	(c) Due to the amount of work that individual governors already undertake this action has been withdrawn. (PB)
		(d) 03/07	(d) Implement measures to help reduce the achievement gap between under-achieving groups of pupils by raising their achievement in line with national expectations.	(d) Range of measures implemented resulting in improved attainment for the targeted groups.	(d) This has been achieved by careful analysis of standards and contextual value added data and included analysis of specific papers and questions resulting in a personalised approach for all schools. (SL)
			(i) Foundation stage (DJ)	(i) Have in place initiatives to raise attainment of Foundation Stage Profile results and to close the	(i) Foundation Stage - Phonics Conference held for all foundation stage practitioners based on recommendations of the Rose Review in order to improve outcomes for communication, language and literacy

Objective - (lead officers)	Council Plan theme	Target date	Detailed action/target (and lead officer)	Planned outcome/ performance indicator	Progress/ final outcome
			(ii) Primary (TB)	<p>attainment gap for the lowest 20% of achievers.</p> <p>(ii) Primary - Targeted schools supported to analyse and then address specific needs (DJ)</p>	<p>development. (CLLD). Conference included good practice examples of a range of activities for children from birth to 5 years to improve personal, social and emotional development. (DJ)</p> <p>(ii) Primary teachers supported at class level by consultants and leading teachers. Dudley is showing improvement in this area, however, English as an Additional Language pilot has shown to have more impact on literacy than numeracy in the short term. (TB)</p>
			(iii) Secondary (SL)	<p>(iii) Secondary – Following annual analysis of LA/school performance at the end of KS3 and</p>	<p>(iii) Secondary - This year additional specific support is focused on ‘Assessing Pupil Progress’ (APP) in both English and mathematics; preparation for ‘Study Plus’ – new intervention programme for KS4 in English and mathematics; preparation for</p>

Objective - (lead officers)	Council Plan theme	Target date	Detailed action/target (and lead officer)	Planned outcome/ performance indicator	Progress/ final outcome
		(e) 03/07	(iv) 14-19 (IM) (EH and specialist partners) (e) Identify areas of under-achievement specific to pupils' locality for all groups. (TC)	KS4 the deployment of secondary consultants and advanced skills teachers to intervene and give advice and support on standards and progress, teaching and learning, assessment, subject leadership and management. (e) A range of measures will be developed to result in improved attainment for identified areas of	improvement in the number of pupils achieving L6 in science by the end of Year 9 in nine selected schools; preparation for 'Functional Skills' developments in English, mathematics and ICT. Monthly monitoring by consultants and school improvement partners reviews the impact of this support to schools. (iv) See detailed EMAS report in section 4 of this report. (e) The ethnic minority pupil population in Dudley is fairly evenly distributed across the Borough. However, despite low numbers it appears that the Yemeni population within Halesowen locality shows evidence of lower than average attainment at KS2 and KS3 as

Objective - (lead officers)	Council Plan theme	Target date	Detailed action/target (and lead officer)	Planned outcome/ performance indicator	Progress/ final outcome
		(f) 03/07	(f) Raise ethnic minority pupil achievement and standards through supplementary school provision. (EH/MI)	under-achievement. (f) Improved pupil performance for pupils attending provision compared to those not attending supplementary schools.	do African groups, mixed-race and Pakistani at KS2 and KS4 in Dudley locality. In the Stourbridge locality Pakistani pupils form a more substantial group and they also showed lower than average attainment at KS2 and KS4. These figures all represent 2006 results. (f) Results are good and there is a great demand for places and provision for supplementary schools.
		(g) 03/07	(g) Implement authority wide strategy to reduce permanent exclusions of pupils from vulnerable and over-represented groups. (CW)	(g) Reduction in permanent exclusions, particularly for LAC, SEN and over-	(g) Last years significant overall reduction in permanent exclusions (>20%) has been sustained throughout the current academic year. During the last full year (05-06) the number of permanent exclusions in respect of pupils with SEN statements and looked

Objective - (lead officers)	Council Plan theme	Target date	Detailed action/target (and lead officer)	Planned outcome/ performance indicator	Progress/ final outcome
		(h) 0307	(h) Support initiatives to reduce fixed-term exclusions. (CW)	represented minority ethnic groups. (h) Fewer fixed-term exclusions.	after children fell from 7 to 6 (8.7%), and 5 to 2 (3%) respectively. The number of exclusions of pupils from BME backgrounds remained constant at 10. (JM) (h) The Pupil Referral service has expanded its outreach support role for pupils at risk of exclusion to both Key stage 3 and 4. The impact of this will be evaluated at the end of this academic year. (JM) (h) Fifteen primary and two secondary schools are involved in the DfES funded Behaviour Improvement Programme. Schools work in partnership in area clusters to support improvements in pupil behaviour. Project targets pupils considered at risk of exclusion. Measures include appointment of a Lead Behaviour Professional to oversee the implementation of the project and to raise the profile of behavior improvement in each school; the establishment of systems of

Objective - (lead officers)	Council Plan theme	Target date	Detailed action/target (and lead officer)	Planned outcome/ performance indicator	Progress/ final outcome
					<p>pastoral care; monitoring at risk registers; allocation of a Key Worker to every 'at risk' pupil; provision of full-time education for every 'fixed term' excluded pupil; the establishment of multi-agency teams to support identified pupils and their families.</p> <p>Evidence from qualitative and quantitative data shows that incidents of fixed term exclusions reduced overall in BIP schools from 2005 – 2006 and that the project is having a positive impact on the overall promotion of positive behavior. Data is currently being collated for 2006-2007. As much of the work related to the BIP is preventative in nature so its full effects may take time to emerge.</p>
DCS 3. Support community groups establishing equality and	Quality service matters /	03/07	Community and voluntary groups have equality and diversity policies in place and are supported in their	Number of groups with equality and diversity policies in place.	By insisting, that groups have these in place before we will engage in joint ventures has increased the number of groups that have adopted these principals.

Objective - (lead officers)	Council Plan theme	Target date	Detailed action/target (and lead officer)	Planned outcome/ performance indicator	Progress/ final outcome
diversity policies and practice.			implementation. (DW)		They will be part of a Charter Mark that in future all such groups will have to have in place. (DW)
DCS 4. Increased involvement of minority ethnic and other under-represented communities in shaping service development and delivery in order to target appropriate provision to meet their needs.	Quality service matters / Learning matters / Caring matters	(a) 03/07	(a) Improve consultation with individuals and groups representing black and minority ethnic communities, including Gypsy/Traveller communities (i) (MI -BME) (ii) (IM – Gypsy/Traveler)	(a) Consultation forums strengthened, greater number of responses.	(a) (i) Regular meetings take place with individuals and Black and minority voluntary organisations. Challenging issues are raised and discussed by the community groups and discussions are taking place with a view to improve the understanding/responses to community concerns. (EH/MI) (a) (ii) Gypsy/Traveller young people. Consultation with Gypsy/Traveller communities takes place through the West Midland Consortium for the Education of Traveller children. They report on this feedback to individual Las on an annual basis. The working group is currently reviewing its existing consultation process with individuals and families and will report findings in the Autumn term. (IM)

Objective - (lead officers)	Council Plan theme	Target date	Detailed action/target (and lead officer)	Planned outcome/ performance indicator	Progress/ final outcome
		(b) 03/07	(b) Equality monitoring of consultees to enable equality impact assessments to be carried out. (Service managers)	(b) Systems for monitoring consultation responses in place.	(b) Monitoring data is available through EMAS community meeting records; however, plans are being developed for improving evaluation methods. (EH)
		(c) 03/07	(c) Audit and report on commissioning arrangements in Children and Families with a view to increasing BME provider involvement in service delivery. (RP)	(c) Analysis of number of contracts awarded to BME providers.	(c) Commissioning responsibilities have now transferred to another division. Discussions are ongoing on how to progress this target for subsequent action plan. (RP)
		(d) 03/07	(d) Assess community worker development to ensure that it meets the needs of Children and Families and recommend actions for improvements. (RP)	(d) Assessment completed. Action plan produced.	(d) These have not been progressed due to lack of capacity. Discussions are taking place to progress this action. (RP)
		(e) 03/07		(e) Meetings held	(e) Termly meetings are held with BME

Objective - (lead officers)	Council Plan theme	Target date	Detailed action/target (and lead officer)	Planned outcome/ performance indicator	Progress/ final outcome
			(e) Maintain consultation with BME communities by meeting with community leaders at least twice per year. (EH/MI)	and minutes published.	communities and minutes are recorded. Good relations have been built up over many years with diverse community groups.

DCS 5. Engage children and young people from minority ethnic and other under-represented communities in improving the Directorate of Children's Services in order to target provision to meet their needs more effectively.	Quality service matters / Learning matters / Caring matters	(a) 03/07 (b) 0307	(a) Improve consultation with children and young people from black and minority ethnic/faith communities including Gypsy/Traveller communities. (CP/Participation Sub-group) (b) Develop systems to enable equality monitoring of participants to enable equality impact assessments to be carried out. (CP/Participation Sub-group)	(a) Consultation forums broadened and strengthened resulting in a greater number of responses. (b) Systems for monitoring consultation responses in place.	[See DCS4 (a)] (a) Children and Young People's Partnership Conference in October 2006 included all children. Planned conferences for October 2007 will again ensure inclusion. (b) Youth Opportunities Fund and Youth Capital Fund monitor BME breakdown and systems are now in place to monitor BME breakdown at all consultation events (CR)
DCS 6. Ensure racist incident reporting is effective throughout DCS and in all schools.	Safety matters / Caring matters / Learning matters	(a) 03/07 (b) 03/07	(a) Increase the number of schools returning annual data to the local authority. (DS) (b) Increase the number of returns from sections other	(a) Increased number of returns from schools over 3-year period. (b) Increased number of returns over 3-year period.	(a) Increased number of returns have been received from schools for the period. (DS) (b) Awareness raising events have taken place raising the profile of this requirement amongst managers joining the directorate.

			than schools, including Early Years and the Youth Service. (DS) (DW – Youth Service) (HK – Early Years)		(DS) Racial awareness training will be mandatory for all full time staff in 2007/08 and a project by an independent training organisation (Rewind) will be on offer for all our young people in the near future. (DW)
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Glossary

Lead Officers:

CP - Cindy Peek
 CR - Christine Russell
 CW - Christine Warner
 DH - Dilwyn Hunt
 DJ - Denise Jarrett
 DK - David Kinnair
 DS - David Silvera
 DW - Dewi Williams
 EH - Esther Holmes
 FH - Fay Hayward
 HK - Helen Kew
 IM - Ian McGuff
 JM - Jon McCabe
 KM - Kate Millin
 LMD - Lisa Morgan-Danks
 LT - Lorraine Tozer

Other Terms:

BME - Black and Minority Ethnic
 BVPI - Best Value Performance Indicator
 DCS - Directorate of Children's Services
 CP - Corporate Priority
 EDWG - Equality & Diversity Working Group
 EDAG - Equality and Diversity Advisory Group
 (Corporate)
 OfSTED - Office for Standards in Education
 SDAs - School Development Advisers

MI - Mohammad Iqbal
PB - Pat Brockman
RP - Roy Perrett
RT - Ruth Tykiff
RW - Ray Watson
SL - Steve Lockwood
TB - Trish Brittain
TC - Teresa Cutler