

Directorate of Education and Lifelong Learning

Equality and Diversity Annual Report 2004/2005

Introduction

1. All Directorates of the Council 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 12 months progress on action plan targets. The Directorate of Education and Lifelong Learning's Equality and Diversity Action Plan will be considered by the Select Committee for Lifelong Learning on 7th September, 2005.
2. This document is the annual report and covers the period from April 2004 to March 2005. The report contains:
 - Key facts about the Directorate
 - Achievements against the Directorate's Equality and Diversity Action Plan for 2004/2005

Key Facts

3. The Directorate of Education and Lifelong Learning has produced a strategic plan which sets out its priorities, objectives and targets for the three-year period 2003 – 2006. The Mission Statement for the Directorate is:

'The Directorate of Education and Lifelong Learning is committed to excellence and equity in learning, so that learners of all ages can reach their potential through and with the support of outstanding teaching and learning in both formal and informal settings, and in an environment that encourages the highest standards of achievement for all.'
4. With effect from April 2005, the Directorate contains the following sections:

Access and Inclusion

5. The Access and Inclusion Division is responsible for ensuring each pupil has an appropriate school place which has been identified to meet their individual needs appropriately through the work of the Schools Admissions team and the Children's Services team. Other teams in the SEN support services provide

advice and assess individual needs of those children with Additional Educational Needs. This support will usually be provided in their local school and mostly through funding streams which have been delegated to the school. In every case, the aim is to maximise inclusion and to support schools and other settings in effectively meeting the needs of children and young people in partnership with parents/carers and other key partners. The Division promotes school improvement through encouraging good attendance and working with key partners to influence the curriculum in meeting the needs of children appropriately.

Community Education and Development

6. The Community Education and Development Division has significant responsibility for the provision of education and lifelong learning outside of the statutory school sector, and also supports school improvement. The Division plays a key role in the standards agenda in developing community learning within and beyond the confines of schools. Dudley Performing Arts delivers a great deal of individual and small group music education to children of school age, and is responsible also for the music ensembles within the Borough. Dudley Performing Arts is located within this Division to support and develop the community education agenda.

Library Service

7. The Library Service is responsible for the statutory functions of the Council relating to the provision of a full and comprehensive library service. It maintains four town libraries, eight community libraries and six local libraries, all with a range of lending and reference services. The Service includes the Dudley Archives and Local History Service, the Housebound Library Service, the Schools Library and Information Service and the Information Centre.

Resources and Planning

8. The Resources and Planning Division brings together the key planning and resourcing functions of the Directorate. It provides services to schools and to other parts of the Directorate, and also works to support and develop the infrastructure of Dudley's lifelong learning community.

School Effectiveness Division

9. The School Effectiveness Division mission is to help schools and other registered non-maintained early education settings to improve their

performance and to assist them in raising standards of attainment for all their pupils. The Division also supports community regeneration and the development of good quality childcare services through the implementation of the Government's National Childcare Strategy. The Division follows the principle of 'intervention in inverse proportion to success' and uses information as a key tool to target its work effectively. Working collaboratively with schools and other educational settings to enable them to become successful, self-managing, self-evaluating and self-improving institutions is therefore the fundamental work of the service

Race Equality Scheme Reviews

10. In accordance with the Council's Race Equality Scheme, a number of reviews of service or policy areas were undertaken during 2004/05 against the requirements of the Race Relations (Amendment) Act 2000.
Dudley Performing Arts support for students in deprived areas
Early years development and childcare
Educational development Plan
School admissions policy
Social inclusion pupil support
Cross-cultural counselling
The results of all year two and year three reviews can be viewed by following the link to the Council's intranet website:
<http://insidedudley/corporate/info&res/equalopportunit /raceequalitysch /educationandlif /default.htm>
For readers outside the council please contact David Silvera: Race Equality Officer on 01384 814347.

Employment Monitoring Information

11. Full employment monitoring information is published in the corporate document 'Annual Review of Equality and Diversity'. Some information relevant to the Directorate is set out in the tables below and in appendix 1.
12. Table showing:

DELL and Dudley MBC - Workforce Profile Comparison (July 2005)

	Totals	Female	Male	Female P/T	Male P/T	White Groups	BME Groups	N/a	Disabled
		%	%	% of Female	% of Males	%	%	%	%
Education – LEA	1864	84.8	15.2	72.3	36.6	84.8	5.6	9.6	0.5
Education – Schools	5671	85.0	15.0	62.0	15.4	88.6	3.1	8.3	0.1
Education & Lifelong Learning Total	7535	85.0	15.0	64.5	20.7	87.7	3.7	8.6	0.2
DMBC Totals	13565	74.3	25.7	62.3	15.7	89.7	4.4	5.8	0.7

Note: P/T – part-time; % N/A – percentage not available (employees not disclosed their ethnic origin).

13. Table showing:

DELL and Dudley MBC - Percentage Workforce Profile by Grade (July 2005) (excluding schools)

	% of employees below SP 34 who are female	% of employees above SP 33 who are female	% of employees below SP 34 who are of BME origin	% of employees above SP 33 who are of BME origin	% of employees below SP 34 who are disabled	% of employees above SP 33 who are disabled
Education & Lifelong Learning - LEA	86.1	61.2	5.1	7.8	0.5	1.0
Dudley MBC (excluding schools)	69.6	47.9	4.9	7.7	1.0	1.5

** excluding schools*

14. Table showing:

DELL Recruitment Monitoring Information by Broad Ethnic Grouping

Ethnic Origin	Applicants	Percentage	Shortlisted	Percentage	Appointed	Percentage
Asian Groups	481	7.8%	66	4.8%	15	4.0%
Black Groups	153	2.4%	26	1.9%	2	0.5%
Mixed Background	64	1.0%	13	0.9%	4	1.1%
White Groups	5285	85.4%	1229	89.6%	348	92.1%
Chinese / Other Ethnic Group	44	0.71%	12	0.9%	2	0.5%
Undisclosed	158	2.6%	25	1.8%	7	1.9%
Total Applicants	6185		1371		378	

Racist Incident Reporting Procedures

15. The revised Standard Operating Procedure for Reporting and Recording Racist Incidents/Complaints was adopted by the Directorate in January 2004, the purpose of which was to provide 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.
16. Although school governing bodies are themselves responsible for complying with the day-to-day requirements in this area, they have also been requested to adopt the process outlined in the SOP and a growing number are now doing so. Schools are obliged to report these figures annually to the LEA. The results of this year's annual reports are detailed below.
17. All racist incident reports are monitored for gender, age and ethnicity with regard to victims/complainants and alleged perpetrators. All Directorate departments and sections, including schools, are requested to comply with this procedure and copy completed documentation to the Directorate for each incident that occurs.
18. Actions to be taken to support the procedure covered by the SOP for Reporting and Recording Racist Incidents are outlined in detail in the Directorate, Equality and Diversity Action Plan and the Education Development Plan.

Summary of Racist Incident Data

19. The table below shows, in broad outline, the racist incident information collected by the Directorate for the past three years.

Annual Racist Incidents Reporting	2002 - 2003	2003 - 2004	2004 - 2005
Numbers of forms returned	59	74	97
Number of non returns	53	38	15
Number of Nil-returns	24	33	42
Total number of incidents reported	169	119	236
Support for Victims	2002 - 2003	2003 - 2004	2004 - 2005
Reassurance given	109	90	169
Parental Involvement	37	33	182
Senior Staff Involvement	58	92	48
Totals	204	215	399
Ethnicity of Victims	2002 - 2003	2003 - 2004	2004 - 2005
Asian	74	52	74
Black Groups	18	12	53

Chinese or Other	-	5	11
Mixed Race	26	18	59
White Groups	13	14	34
Totals	131	101	231
Ethnicity of Alleged Perpetrators	2002 - 2003	2003 - 2004	2004 - 2005
Asian	12	2	13
Black Groups	12	3	8
Chinese or Other	-	1	1
Mixed Race	5	2	14
White Groups	110	112	203
Totals	139	120	239
Ages of Alleged Perpetrators	2002 - 2003	2003 - 2004	2004 - 2005
Under 8	15	14	28
Between 8 and 10	73	37	93
Between 11 and 14	56	49	76
Between 15 and 17	26	26	20
Over 21	1	4	2
Totals	171	130	219
Age of Victims	2002 - 2003	2003 - 2004	2004 - 2005
Under 8	40	17	25
Between 8 and 10	49	37	80
Between 11 and 14	39	33	54
Between 15 and 17	7	22	15
Over 21	-	-	15
Totals	135	109	189
Alleged Perpetrators Interviewed	2002 - 2003	2003 - 2004	2004 - 2005
Formal warning given	84	51	31
Disciplinary procedures instigated	33	21	33
Totals	117	72	64
Gender Profile of Victims	2002 - 2003	2003 - 2004	2004 - 2005
Female	48	30	105
Male	61	71	129
Totals	109	101	234
Gender Profile of Alleged Perpetrators	2002 - 2003	2003 - 2004	2004 - 2005
Female	26	9	52
Male	121	111	190
Totals	147	120	242
Incident Locations	2002 - 2003	2003 - 2004	2004 - 2005
Closely supervised closed locations	-	59	119
Other areas	-	59	115
Totals	0	118	234

The rate of return of the document has increased steadily since this process was introduced in 2002. An increasing number of incidents was expected as people gain a better understanding of the processes and gain confidence in its efficacy. The actual numbers are very small when considered in the context of the Education Directorate, where schools are responsible for approximately 50,000 pupils for six hours a day for 195 days per year.

School Exclusion Issues

20. For the designated period, there was an overall reduction in permanent exclusions from 89 to 79 (-11%) and a 4% increase in fixed term exclusions. Female permanent exclusions more than doubled (from 7 to 16), whilst male permanent exclusions dropped by approximately 23%.
21. In terms of broad ethnic categories, permanent exclusions for BME reduced by 45%, whilst permanent exclusions amongst white groups increased by 13%. There was no significant change in respect of fixed term exclusions across the broad ethnic categories when compared with the previous year. Permanent exclusions of pupils with an SEN statement and CiPC both showed a significant drop, from 13 to 4 and 9 to 4 respectively.
22. More detailed analysis of the school exclusion figures will be available when the Annual Report of Permanent and Fixed Term Exclusions is published in the autumn term.

Achievements Against the Directorate's Equality and Diversity Action Plan for 2004/05

23. The achievements against the Directorate's Equality and Diversity Action Plan for 2004/2005 are set out in Table 1.

Table 1: Directorate of Education and Lifelong Learning – Annual Report on the Equality and Diversity Action Plan for 2004/05

<p>Equality and Diversity: 1. Embed strategies and promotion of equality and diversity into the education agenda. Directly contributes towards/supports the achievement of the Brighter Borough Council Plan Strategic Aim A Also contributes towards B, C, F, G, H Can be cross referenced with the Council Plan Theme Fairer Borough</p>					
<p>Definition: Ensure that the strategies for and promotion of, equality and diversity are embedded in all of the Directorate's strategic and service delivery plans</p>					
Reference	Key Strategic Action/Activity to Achieve/Deliver Aim	Key Outcome/Impact Measure and Critical Success Criteria	Target Date/ Milestones	Progress with Activities	Lead Officer
RP3d	Develop and publish a Human Resources Strategy.	Ensure that diversity within the community is reflected in the workforce make-up through targeted and supportive recruitment/selection strategies and retention activities.	By 31/3/04 with six month reviews for impact assessment	Education Personnel have been actively involved during this period of raising the number of candidates within ethnic minority groups. We have also attended a number of recruitment and careers fairs to promote this objective. Work in this area is continuing and is detailed in the Education Personnel team Plan.	Lisa Morgan-Danks

ODAP	The development of an integrated, communication, participation and involvement strategy for communication to staff.	To address the diversity of the workforce. Reaching all members of the workforce. Ensuring that all consultation includes representatives from ethnic minority backgrounds and those with disabilities. Full staff awareness of participation in and any change processes and service developments	By 1/6/04	Communications questionnaire has been developed and is awaiting distribution to staff, both school and non school. A series of focus groups and one to one interviews also to be held. The responses should inform a communications strategy. Decision taken June 05 to delay the distribution until autumn 05. The questionnaire will then inform how well change was managed in terms of the Restructuring of the Council. Communications Strategy Group to meet 18 th July to develop and align a DELL Strategy for the restructuring to a corporate strategy.	Turina Wharton
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LSP1fi	Improving access to libraries by changing membership processes to remove barriers.	Increase services for ethnic minority communities. Increased issues and visits by members of disadvantaged groups and communities	May 2004	<p>The joining process for libraries has been improved by reducing the need for identification to one item for the full service. In addition a 'Lite user' membership is available for customers who come to the library with no identification. This can later be upgraded to full membership by the production of ID, or the returning of a letter sent by the service to the customers house to prove identification.</p> <p>Customers will be able to join online by August 2005. In addition they will not have to fill in an application form, but will give their information to library staff who will fill it in directly onto the Library Management system for them.</p> <p>This prevents potential new customers from leaving if they have not brought identification with them. However a Lite User cannot use the public access PC's which often means customers will come back to join later with the correct paperwork. Cannot monitor the effect on particular communities as this data is not yet collected by libraries when customers join – the collection of this data is part of the plan for this years' development.</p>	Kate Millin
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EDP Year 3 Priority 4	Data collection on pupil achievement in schools to identify current achievement gaps (all groups). All statutory stages to be analysed.	Gaps identified and SDAs and teams making efficient use of data to monitor, support and challenge schools and allocated appropriate resources	March 2004/ March 2005	Dudley Ethnic Minority Value Added Profile produced as normal and presented at EMAS conference in March. PAT analysis for Saturday School pupils' progress has continued and plans to extend the use of PAT by EMAS are underway. 2004 Key Stage results and Key Stage targets for 2006 at LEA level by ethnicity have been produced. Discussions took place recently to update & formalise the provision of data and analysis provided to EMAS	Dave Perrett
EDP Year 3 Priority 4	Raise ethnic minority pupil achievement and standards through supplementary school provision (3).	Improved pupil performance at all Key Stages. Improved liaison between supplementary and mainstream schools. Refugees and Asylum Seekers (New Arrivals) are making good progress.	March 2005	Supplementary schools continue to function well and have impact. parents regularly visit the schools to discuss the progress their children are making in English, Maths and Science with teachers. At an Awards Ceremony for the Talemee Markaz school on 2 nd December 2004 over 700 parents and pupils attended, together with local and national dignitaries. peripatetic EAL staff support over 50 minority ethnic pupils in 10 different schools who would not otherwise receive support. Partnerships with 8 community groups continue to be fostered. Work continues to maintain links with Dudley REC, Connexions and Dudley Health and Social Services. Monitoring process being put in place to track progress of pupils receiving this provision.	Dave Perrett

EDP Year 3 Priority 4	Implement assessment procedures related to the Special Educational Needs/English as additional language overlap for ethnic minority pupils.	Procedures established in all schools to determine whether or not ethnic minority pupils have SEN in addition to EAL needs.	March 2005	All schools have access to resources enabling this task to be carried out effectively and training has been made available through EMAG co-ordinators' meetings and other forums.	Dave Perrett
EDP Year 3 Priority 4	Monitor the use of the Ethnic Minority Achievement Grant.	All schools have a suitable Action Plan in place allocated to schools used correctly and effectively newly employed under the EMA Grant undergo induction training EMAG Co-ordinators and mainstream teachers in schools receive training.	March 2005	Head of Service visits most schools to make sure action plans are in place and EMAG staff being used efficiently. Regular visits to schools by Head of Service enables her to meet with EMAG co-ordinators, school staff and other concerned with minority ethnic achievement to discuss targets set, pupil progress, barriers to progress, ways ahead. Checks made on completion of revised Dudley Language Achievement Profiles. Records on pupil progress were being well maintained and were up to date. Head of Service able to recommend suitable resources to schools. The EMAG Grant is being used efficiently and OFSTED reports for schools inspected reported favourably on EAL support.	Dave Perrett
EDP Year 3 Priority 4	Raise the achievement of Gypsy, Traveller and Roma children.	Improved LEA profile of Gypsy, Traveller and Roma children on database publication of Good Practice Guide Smooth transition and increase uptake of secondary education.	March 2005	No further activity due to vacancy. Appointment has now been made and these targets will be carried over into 2005-06 action plan.	Dave Perrett

A & I 1.5	The DELL inclusion policy supports equal opportunity for all and embraces all work by Access and Inclusion teams. Links with CEDD and School Effectiveness Advisers are key in this and all A&I plans.	Effective identity of pupils with needs at an early stage and appropriate levels of support and advice to schools/parent.	Sept 2004 - ongoing	<ul style="list-style-type: none"> Schools are increasingly effective in identifying and meeting needs appropriately, referring more complex cases of SEN to the LEA for statutory assessment. New behaviour developments through the reorganisation of PRUs will enable schools to access earlier support for complex pupils with EBD. Links with CEDD and SED through regular DMT meetings have been implemented to promote cross divisional working Dudley Parent Partnership offices are effectively supporting more pupils and their families to ensure appropriate access to education. New Autism Outreach Team is fully operational delivering training and advice for individual pupils and whole school developments. 	Sharon Menghini
A & I 1.5	The Inclusion Strategy and its subsequent action plan ensure equal access to high quality SEN provision across all cultures, age group and sectors of education	Action plan and final model to be published April 2004 with roll out under review annually	April 2004	<p>After extensive consultation we await final political approval on the latest version of the SEN strategy.</p> <p>Political approval due in July 05.</p> <p>Implementation of the strategy will bring about a reorganisation of specialist provision for our most vulnerable children with SE.N.</p> <p>Funding has been identified for schools to access for SEN training and development work</p>	Sharon Menghini

A & I 5.5	The Behaviour and Attendance Strategy replaces the Behaviour Support Plan and is being consulted upon until May 2004. This engages multi professional response and support for schools in identifying needs and enabling schools to respond.	Publication and consultation processes complete s able to meet need at all key stages appropriately Less exclusions	May 2004	<p>Consultation on the Behaviour & Attendance Strategy is now complete and available on Inside Dudley.</p> <p>Funding of £270k to support the prevention of exclusions has been allocated to extend the role of Pupil Referral Units to support children at risk of exclusion.</p> <p>A new Children Missing Education policy is in draft form and authorise has been received to appoint to the new post of Children Missing Education Officer.</p>	Jon McCabe
A & I 1.8	Implementation of the Disability Discrimination Act – support and advice to schools on meeting their requirements of Disability Discrimination Act access to curriculum and physical issues.	Appointment of new PD teacher for Sept 2004 Schools access plans being implemented and reviewed by SDA.	Ongoing	<p>PD Teacher appointed:</p> <ul style="list-style-type: none"> • Positive impact on the increased support and advice going to schools. More schools visits, greater attendance at reviews and planning meetings. • Positive impact on the developments of the Physical Disabilities Team. Rationalisation of support, clear criteria for levels of involvement, development of advisory material. <p>Schools Access Plans in place. All schools will be developing Action Plans for access for pupils with a disability.</p>	Kim Fisher

A & I 5.1	Reduce exclusion of pupils from ethnic backgrounds by working with Ethnic Minority Achievement Service and schools to promote inclusion and effective behaviour and attendance strategies.	Reduction in exclusion figures for pupils from ethnic minority backgrounds	March 2005	Comprehensive data to support progress will be available with the publication of the Annual Exclusions Report in November 2005. See interim report in the main document above.	Chris Warner
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CEDD 4	Ensure social inclusion is embedded as a priority area of work within community education activities. All services to develop strategies and to monitor impacts.	Increased access and participation overall for people from ethnic minority backgrounds; people with disabilities and those most disadvantaged through their life positions.	March 2005	Partnership through Adult EMAG funding to encourage development of Family Learning with Dudley Muslim Association. Partnership with Asian Women's Centre to widen participation. Targeted work with asylum seekers & refugees to widen participation in partnership with Housing, Asylum & Refugee Team, Libraries, Sure Start, Youth Service, Ethnic Minority Achievement Service & Stourbridge College. Targeted work with families and adults in priority neighbourhoods and deprived wards via outreach and Area Community Learning Workers has increased participation from this target group. Facilitation of delivery of NLDCF on behalf of Dudley Learning Partnership with voluntary & community sector. Support via Area Community Learning Workers of voluntary groups and networks. Work with WEA on Active Retirement curriculum.	Ros Partridge
CEDD 5	Continue to develop and deliver 'educating for tolerance and social justice' as an ongoing theme towards community cohesion for the Directorate.	Directorate staff will be constantly aware of and develop their approach towards education and social justice. A range of high profile events will take place.	March 2004/ March 2005	An awareness raising campaign has been continuing this theme. This has concentrated on advising employees how to fulfil their responsibilities in the area of equality and diversity. This has been supported by a poster campaign in all sections of the Directorate	Cindy Peek

Equality and Diversity: 2

The Directorate's procedures for racist and other discriminatory incidents result in confident usage by staff and returns from all its schools.

Directly contributes towards/supports the achievement of the Brighter Borough Council Plan Strategic Aim C;

Also contributes towards A; E; G; H

Can be cross referenced with the Council Plan Theme of Fairer Borough

Definition:

Returns provide valuable data that is analysed by the Directorate and action is taken to address behaviour patterns and to target support for school and other service staff. The action includes regular reports to elected members setting out numbers and trends of such incidents, with outline proposals and actions to lead to improvement.

Reference	Key Strategic Action/Activity to Achieve/Deliver Aim	Key Outcome/Impact Measure and Critical Success Criteria	Target Date/Milestones	Progress with Activities	Lead Officer
Equality and Training Strategy	Equality and diversity training as part of a comprehensive induction and training programme.	All staff trained- target of all new staff within a year of starting and existing staff at a minimum rate of 20% per year.	March 2009	Pilot will inform the development of the induction programme and roll-out for all other staff.	Lorraine Tozer
EDP Year 3 Priority 4	Regular meetings for school and Directorate equal opportunities post holders (6).	All schools and divisions represented Staff use Racist Incidents Monitoring procedures confidently.	March 2005	Meetings held each term ensuring all schools and centrally employed staff working in schools have access to equality and diversity training.	David Silvera

EDP Year 3 Priority 4	Develop procedures and appropriate documentation for reporting and recording discriminatory incidents in addition to race.	Draft procedures agreed by the Director through the LEA consultation process.	March 2005	<ul style="list-style-type: none"> Collection of racist incidents data is still not universally accepted as a number of schools have not responded to requests information This phenomenon needs to be addressed before new procedures are developed Requesting extra paperwork from schools could undermine workload reduction initiatives 	David Silvera
EDP Year 3 Priority 4	Develop processes that enable staff and service users, including school based staff and pupils to confidently self- report incidents to a specified officer.	Appropriate documentation in place, with 100% returns from schools.	March 2005	Facility for all staff to self-report is available through the SOP for Reporting and recording racist incidents/complaints. Returns of annual racist incident report forms increasing steadily. Self-reporting procedures accessible to pupils still under development.	David Silvera

Equality and Diversity: 3.

Deliver training on equality and diversity, particularly with regards to managing discriminatory incidents.

Directly contributes towards/supports the achievement of the Brighter Borough Council Plan Strategic Aim A

Also contributes towards **B, C, F, G, H**

Can be cross referenced with the Council Plan Theme for Fairer Borough

Definition:

Feedback indicates that staff understand clearly why discriminatory incidents have to be addressed and feel able to respond confidently and constructively to incidents.

Reference	Key Strategic Action/Activity to Achieve/Deliver Aim	Key Outcome/Impact Measure and Critical Success Criteria	Target Date/ Milestones	Progress with Activities	Lead Officer
Equality training strategy	Divisional managers attend appropriate training including Impact assessment.	Managers complete year two impact assessment on functions and policies	March 2005	Approximately 80 managers have now received impact assessment training. Course continues for new managers and others as appropriate.	Lorraine Tozer and David Silvera
Equality training strategy	All staff undertake relevant training on equality and diversity, through induction and other planned training opportunities	The Equality and Diversity Training Strategy is delivered resulting in all staff feel confident with regards to equality and diversity issues and have an understanding of the role they play in service delivery.	March 2005	Pilot will inform how DELL develops its training strategy.	Lorraine Tozer

Equality training strategy	Train key Directorate Staff and School staff on the use of Racist Incident Monitoring Procedure.	All staff feel confident in dealing with racist incidents monitoring and nominated officer receives 100% returns.	March 2005	Workshops (5) have been held for school equal opportunities post holders. Sixty percent of schools have been represented over 3 year period. The number of schools returning annual data has increased year on year since this was introduced in 2002. Several schools have had twilight sessions of race equality training for staff and governors. School equal opportunities representatives have received updates on implementing the procedure. Equality training given to governors but only a very small number of schools took up the training offer	David Silvera
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Equality and Diversity: 4.

Guidance on developing schools' race equality policies makes clear the links between racism and attainment.

Directly contributes towards/supports the achievement of the Brighter Borough Council Plan Strategic Aim C;

Also contributes towards A; E; G; H

Can be cross referenced with the Council Plan Theme of Good Stewardship

Definition:

Guidance for schools' and community/voluntary groups in determining and developing their equality and diversity policies are able to make clear links between racism, and discrimination and attainment, focuses on narrowing attainment gaps and is held in high regard by practitioners.

Reference	Key Strategic Action/Activity to Achieve/Deliver Aim	Key Outcome/Impact Measure and Critical Success Criteria	Target Date/ Milestones	Progress with Activities	Lead Officer
EDP Year 3 Priority 4 & CEDD	Schools are supported in organising their response to key issues identified through Ofsted Inspections and HMI visits.	Issues identified in Ofsted and HMI reports are incorporated into Ofsted Action Plans and/or School Development Plans with appropriate resources identified to meet needs.	March 2005	Only one school of those that were inspected in the period covered by this report required support in this area and this is reflected in its future planning.	Dave Perrett
CEDD 5	Support community/voluntary groups in determining and developing equality and diversity policies and practice.	Community and voluntary groups are able to make clear links between racism, and discrimination and attainment	March 2005	We have now recruited our full staffing of the equalities youth workers within the Youth and Community team. Their availability to support voluntary and community groups in developing good working practice is to be offered to all such groups. In order to access funding from the CEDD Vol' Org's Grant Aid they must have an equal opportunities policy in place. If not our staff will work with them to develop one.	Dewi Williams

Equality and Diversity: 5.

Partners, including local minority ethnic communities, play a key role in shaping the Directorate's work on equality and diversity and value that position.

Directly contributes towards/supports the achievement of the Brighter Borough Council Plan Strategic Aim **A**

Also contributes towards **B, C, F, G, H**

Can be cross referenced with the Council Plan Theme – Fairer Borough

Definition:

A clear account of appropriate inputs is made evident to those parties by the Directorate. The consultation group acts as a critical friend and enables the Directorate to be fully aware, at an early stage, of any emerging issues or concerns and helps to drive the strategies on equality and diversity forward.

Reference	Key Strategic Action/Activity to Achieve/Deliver Aim	Key Outcome/Impact Measure and Critical Success Criteria	Target Date/ Milestones	Progress with Activities	Lead Officer
CEDD 4	Develop Local Learning Inclusion Plans as a strategy for engaging local communities in as partners in shaping the Directorate's work.	Targeted provision meets the needs of local people appropriately and engages with partners effectively	March 2005 with roll out of planning strategy from April 2005	LLIPs implemented in: Stourbridge: Older learners, Brierley Hill: Asylum seekers and refugees Wallbrook: Women	Ros Partridge
EDP Year 3 Priority 4	Work with Dudley Race Equality Council (DREC) and other community based groups.	Joint working with DREC leads to better alignment of work with national issues and enables local issues to be addressed through DREC's links with the local community	March 2005	<ul style="list-style-type: none"> LEA governor vacancies circulated to DREC and soon also to Dudley Muslim Association so that where applicants who meet the criteria can be placed as LEA appointments. Publicity materials featuring BME people now used in all publications 	David Silvera

EDP Year 3 Priority 4	Work with the Crime and Disorder Reduction Partnership addressing issues of racial harassment.	Community approach to resolving racial discrimination is developed and schools are supported within a multi-agency approach.	March 2005	Community approach to resolving a number of racial discrimination cases implemented Support has been given to families and schools where pupils have experienced racial incidents Information sharing enables the Directorate to gain a cross-Borough perspective on racial harassment	David Silvera
EDP Year 3 Priority 4	Network with regional groups facilitated by the Commission for Racial Equality and work effectively with the Qualifications and Curriculum Authority	Working collectively to address race equality and diversity issues in Education and Employment. Ensuring that national developments are incorporated into the Directorate's agenda.	March 2005	In conjunction with representatives from other local authorities the Race Equality Scheme, impact assessment guidance for RES year 3 reviews have been revised and initiatives for schools have been developed within these groups.	David Silvera

Equality and Diversity: 6.

The Directorate has established a wide range of training programmes and support structures for the professional development of staff from those groups who may suffer from discrimination.

Directly contributes towards/supports the achievement of the Brighter Borough Council Plan Strategic Aim C;

Also contributes towards A; E; G; H

Can be cross referenced with the Council Plan Theme of Fairer Borough

Definition:

Concerned with ensuring that training and support is put into place to as positive action towards promotion and retention of minority ethnic staff, women and staff who have a disability.

Reference	Key Strategic Action/Activity to Achieve/Deliver Aim	Key Outcome/Impact Measure and Critical Success Criteria	Target Date/ Milestones	Progress with Activities	Lead Officer
Equality Training Strategy	Implement and deliver the Directorate's Equality and Diversity Training Strategy.	All staff undertake relevant and appropriate training programmes.	March 2005	Ad-hoc training is taking place as is the norm at present. Pilot will inform how DELL develops its training strategy.	Lorraine Tozer
EDP Year 3 Priority 4	Establish a Directorate wide Black Minority Ethnicity employees group to include members from all sections of the Directorate including school based staff.	Key concerns identified by the Directorate BME group are placed on the Directorate's agenda through its working group supporting relevant action to be taken in response.	March 2005	Information about the corporate group is being distributed to all sections of the Directorate of Education and Lifelong Learning. Responses awaited to see whether there is a need for a separate group in DELL.	David Silvera

Equality and Diversity: 7.

The Directorate has a successful and coherent strategy to ensure the recruitment, training and retention of governors from ethnic minority groups, including parents.

Directly contributes towards/supports the achievement of the Brighter Borough Council Plan Strategic Aim **A**

Also contributes towards **B, C, F, G, H**

Can be cross referenced with the Council Plan Theme for a Fairer Borough

Definition:

Concerned with the development of schools governors and voluntary/community groups which reflect the diversity of the community of which they are a part. Parents, governors from minority ethnic groups and the voluntary/community sector are more involved and pro-active in wider educational issues.

Reference	Key Strategic Action/Activity to Achieve/Deliver Aim	Key Outcome/Impact Measure and Critical Success Criteria	Target Date/ Milestones	Progress with Activities	Lead Officer
EDP Year 3 Priority 4	Establish role of Equality Governor on school governing bodies and provide training for governors on equality issues.	Database of Equality Governors established. Good attendance at training sessions.	March 2005	Equality training given to governors but only a very small number of schools took up the training offer. No progress on equality governor.	Pat Brockman
EDP Year 3 Priority 4	Governors' ethnic monitoring in place to enable identification of trends in ethnic representation.	Complete ethnic monitoring details available centrally for all governors. Data analysed and recruitment requirements assessed.	March 2005	Governors' ethnic monitoring in now place. Initial analysis has been done and results will be used to inform action planning.	Pat Brockman

EDP Year 3 Priority 4	Effective partnership with DREC to improve recruitment of BME governors.	Partnership meetings organised, issues relating to BME representation identified and proposals agreed for progressing the agenda.	March 2005	<ul style="list-style-type: none"> • LEA governor vacancies circulated to DREC and soon also to Dudley Muslim Association so that where applicants who meet the criteria can be placed as LEA appointments. • Publicity materials featuring BME people now used in all publications 	Pat Brockman
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Equality and Diversity: 8

The Directorate's involvement in equality and diversity initiatives and its work with partners is coordinated, coherent and part of its overall strategy for continuous improvement.

Directly contributes towards/supports the achievement of the Brighter Borough Council Plan Strategic Aim C;

Also contributes towards A; E; G; H

Can be cross referenced with the Council Plan Theme of a Fairer Borough

Definition:

Concerned with demonstrating the effect of this work on the attitudes, beliefs and attainment of children, young people and adults across the Borough

Reference	Key Strategic Action/Activity to Achieve/Deliver Aim	Key Outcome/Impact Measure and Critical Success Criteria	Target Date/ Milestones	Progress with Activities	Lead Officer
DEDWG 1	The Directorate Equality and Diversity Working group will continue to monitor the implementation of the overall Equality and Diversity Action Plan 2004/05 and require performance reporting from the various linked plans above to ensure that this work is on target.	The Equality and Diversity plan is performance managed in line with Directorate procedures	Termly reporting where possible to ensure targets being met	Some divisional performance management information is available from KPIs that have been set up to reflect equality and diversity responsibilities. However further development is needed to ensure that this is coherent practice in all divisions across the Directorate.	Cindy Peek

DEDWG 2	The Directorate Equality and Diversity Working Group will review other areas of work across the Directorate in order to challenge and question approaches being taken in service delivery.	Other areas of work which may impact on equality and diversity issues are reviewed to ensure that trended data regarding equality issues is received in a timely fashion	March 2005	All information forwarded to relevant managers whenever it becomes available.	Cindy Peek
DEDWG 3	The Directorate Equality and Diversity Working Group will review all of the impact assessments undertaken by senior managers.	Year 2 impact assessments to be completed by May 2004 Year 3 impact assessments to be completed by May 2005	May 2004 and May 2005	Impact assessments are reviewed and summaries published on Council's intranet site.	
DEDWG 4	A representative from the Directorate Equality and Diversity Working Group will represent the Directorate on the Corporate Advisory Group.	The Directorate's views are heard corporately and corporate plans and issues are fed back to the Directorate in a timely fashion.	March 2004/ March 2005	Reports of all Equality and Diversity Advisory Group meetings and other activities are shared with Directorate Equality and Diversity Working Group members. Issues and initiatives developed within the Directorate are shared with corporate group members.	David Silvera

Equality and Diversity: 9.

Meet the statutory requirement to provide and deliver a race equality scheme

Directly contributes towards/supports the achievement of the Brighter Borough Council Plan Strategic Aim A

Also contributes towards **B, C, F, G, H**

Can be cross referenced with the Council Plan Theme for a Fairer Borough


Definition:

The Council has a three year action plan for its Race Equality Scheme. The Directorate has a responsibility to fulfil its duties within this scheme through detailed action below. The Directorate will also endeavor to achieve the national equality standard level 2 and to Achieve a 'good' rating in any Ofsted inspection relating to the LEA and its statutory duties.

Reference	Key Strategic Action/Activity to Achieve/Deliver Aim	Key Outcome/Impact Measure and Critical Success Criteria	Target Date/Milestones	Progress with Activities	Lead Officer
DEOG 5	Implement BME monitoring of the complaints procedure.		March 2004/March 2005	Monitoring introduced however returns are low. New DELL leaflets are due to be introduced Autumn term where monitoring forms will be attached, at present separate forms are issued which may account for the low response.	Cindy Peek
DEOG 5	Publish the racial incidents reported within the Directorate		March 2004/March 2005	See Summary of racist incident data (above)	Cindy Peek
DEOG 5	Undertake Impact assessment analysis and publish results on a range of service delivery functions		March 2004/March 2005	See Race Equality Scheme Reviews (above)	Cindy Peek

DEOG 5	<p>Publish by reference to BME backgrounds:</p> <p>The numbers of Employees in post, and</p> <ul style="list-style-type: none"> - applicants for employment, training and promotion, from each group - the numbers of employees from each group who – - receive training; - benefit or suffer - detriment as a result of its performance assessment procedures; - are involved in grievance procedures; - - are the subject of disciplinary procedures; or - cease employment with the Directorate 	March 2004/March 2005	Employment data published above and in appendices	Cindy Peek
DEOG 5	<p>The Directorate will collect and monitor data relating to BME engagement in service delivery through; service delivery take up rates; levels of satisfaction and how services are accessed</p> <p>The Directorate will analyse this information in order to determine trended data regarding access to services and impact assessment</p>		Data collection is at the development stage. More rigorous equality monitoring is required. Initial analyses of Race Equality Scheme review information is taking place and initiatives to address some of the emergent issues are in the 2005-2006 Equality & Diversity Action Plan.	Cindy Peek
DEOG 5	<p>The Directorate will collect and monitor data relating to achievement concerning those children, young people and adults from BME backgrounds.</p>	March 2004/ March 2005	Wide ranging monitoring is taking place and published in the EDP review March 2005 the responses to which are incorporated into the revised EDP.	Cindy Peek

Appendix 1. Statutory Monitoring Employment Activity by Racial Group 2004/05 (excluding schools)

 Employment Monitoring by Racial Group (excluding schools) 1 April 2004 – 31 March 2005	Asian or Asian British Category <i>Indian (I)</i> Pakistani (P) <i>Bangladeshi (B)</i> Any Other Asian Background (AO)				Black or Black British Category <i>African (A)</i> Caribbean (C) Any Other Black Background (AO)			Chinese or Other Ethnic Category Chinese (C) Other (O)		Mixed Category Asian & White (AW) Black African & White (BAW) Black Caribbean & White (BCW) Other Mixed Background (OM)				White Category British (BW) Irish (IW) Other White (OW)			Unknown	Overall Totals
	B	I	P	OA	A	C	OB	C	O	AW	BAW	BCW	OM	BW	IW	OW		
No. of employees below SCP34 (Senior Officer and below)	1	24	20	1	4	27	2	1	6			2	2	1496	2	3	170	1761
No. of employees above SCP33 (Principal Officer and above)		1				3	1		1			2		84			10	103
No. of employees (all grades)	1	25	20	1	4	30	3	1	7			4	2	1580	3	3	180	1864
Number of employees promoted to higher graded posts.														26				26
Number of secondments to higher graded posts														4				4
Number of employees requesting short-course skills or knowledge training		4	8			13	2		1					322		3		353
No. of employees receiving short course skills or knowledge training		4	8			13	2		1					322		3	353	706
No. of employees requesting vocational/professional training			3			1			1			1		52		1	59	118

No. of employees receiving vocational/ professional training.			3			1			1			1		52			58	116
No. of employees benefiting as a result of performance assessments																		
<i>No. of employees suffering disadvantage as a result of performance assessment</i>																		
No. of employees who have raised formal grievances.																		
Number of employees having disciplinary action taken against them.																		
Number of employees ending their employment: reasons below																		
Voluntary retirement														3				3
Voluntary resignation		2	3			3	2							98				108
End of temporary contract														5				5
Health reasons														1				1
Dismissed						1								1				2
Not known														1				1
Deceased														3				3
Retirement (age)														4				4
Retirement (ill health)														1				1
Transfer within Uni system			1				1							3				5

Glossary

Reference made to linked documents

RP3d	Resources and Planning Divisional Plan
ODAP	Organisational Development Action Plan
LSP1fi	Library Services Plan
EDP	Educational Development Plan Year 3 Priority 4
A & I	Access and Inclusion Service Plan
CEDD 4/CEDD5	Community Education and Development Divisional Plan
	Equality and Diversity Training Strategy
DEOG	Directorate Equal Opportunities Group