



## Directorate of Children's Services

### Equality and Diversity Annual Report 2011/12

#### 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 2012/13 is also considered by this Scrutiny Committee.
- 1.2 This document is the annual report and covers the period from April 2011 to March 2012. The report contains:
- Key facts about the directorate including workforce profile information
  - A report on the annual racist incident data collected from schools
  - Achievements against the directorate's equality and diversity action plan for 2011/12.

#### 2. Key Facts

- 2.1 Each directorate produces a strategic plan which set out its priorities, objectives and targets for the year which encompasses its equality and diversity action plan.
- 2.2 The Directorate comprises the following divisions each led by an assistant director:
- Children and Families led by Pauline Sharratt
  - Education, Play and Learning led by Dave Perrett
  - Quality and Partnership led by Ian Mc Guff
  - Transforming Futures led by Jane Porter
- 2.3 The Directorate (head office) employed 1869 staff on 31<sup>st</sup> March 2012 (45 fewer than on the equivalent date in 2011). Its workforce profile is set out in table 1(a) showing a breakdown of staff by grade. The breakdown for Dudley schools is also included. 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 the previous two years are shown in italics.

**Table 1(a). Directorate of Children's Services workforce profile 31 March 2012 compared with the previous two years.**

**Table 1(a). Directorate of Children's Services workforce profile 31 March 2012 compared with the previous two years.**

Children's Services		Female (%)	Male (%)	BME* (%)	Disabled (%)
<b>Scale point 34 and above (higher grades)</b> (Directly employed staff)	<b>31/03/12</b>	<b>65.3</b>	<b>34.7</b>	<b>14.4</b>	<b>4.2</b>
	<b>31/03/11</b>	<b>67.8</b>	<b>32.2</b>	<b>15.1</b>	<b>5.0</b>
	31/03/10	67.7	32.3	13.8	3.9
<b>Below scale point 34 (lower grades)</b> (Directly employed staff)	<b>31/03/12</b>	<b>84.1</b>	<b>15.9</b>	<b>10.3</b>	<b>1.8</b>
	<b>31/03/11</b>	<b>82.2</b>	<b>17.8</b>	<b>10.2</b>	<b>2.2</b>
	31/03/10	83.4	16.6	9.7	1.6
<b>Total</b> (Directly employed staff)	<b>31/03/12</b>	<b>80.3</b>	<b>19.7</b>	<b>11.1</b>	<b>2.3</b>
	<b>31/03/11</b>	<b>80.5</b>	<b>19.5</b>	<b>10.7</b>	<b>2.6</b>
	31/03/10	81.6	18.4	10.2	1.9
<b>Children's Services</b> (School employed staff)	<b>31/03/12</b>	<b>85.5</b>	<b>14.5</b>	<b>4.4</b>	<b>0.5</b>
	<b>31/03/11</b>	<b>84.7</b>	<b>15.3</b>	<b>4.5</b>	<b>0.6</b>
	31/03/10	84.8	15.2	4.4	0.6

**Table 1(b). Dudley MBC workforce profile 31 March 2012- compared with the previous two years.**

Dudley MBC		Female (%)	Male (%)	BME* (%)	Disabled (%)
<b>Scale point 34 and above (higher grades) (excluding schools)<sup>#</sup></b>	<b>31/03/12</b>	<b>50.1</b>	<b>49.9</b>	<b>10.4</b>	<b>4.6</b>
	<b>31/03/11</b>	<b>52.5</b>	<b>47.4</b>	<b>9.6</b>	<b>4.7</b>
	31/03/10	51.3	48.7	8.8	4.5
<b>Below scale point 34 (lower grades) (excluding schools)<sup>#</sup></b>	<b>31/03/12</b>	<b>68.2</b>	<b>31.7</b>	<b>7.6</b>	<b>3.0</b>
	<b>31/03/11</b>	<b>68.7</b>	<b>31.3</b>	<b>7.4</b>	<b>3.1</b>
	31/03/10	69.2	30.8	7.0	2.6
<b>Total (excluding schools)</b>	<b>31/03/12</b>	<b>64.7</b>	<b>35.3</b>	<b>8.1</b>	<b>3.3</b>
	<b>31/03/11</b>	<b>80.47</b>	<b>19.53</b>	<b>10.77</b>	<b>2.5</b>
	31/03/10	66.4	33.6	7.3	2.9
<b>Total (including schools)</b>	<b>31/03/12</b>	<b>75.3</b>	<b>24.7</b>	<b>6.2</b>	<b>1.9</b>

	<b>31/03/11</b>	<b>75.0</b>	<b>24.9</b>	<b>6.2</b>	<b>2.0</b>
	31/03/10	75.4	24.6	5.9	1.7

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

#Grade breakdown excludes schools due to the different grading structure for teachers.

- 2.4 As of March 2012 there are 109 schools in the Borough; 1 nursery; 78 primary; 20 secondary; 7 special schools and 3 short stay schools.

They cater for over 45,000 pupils of whom 48% are female and 52% male.

Children from black/minority backgrounds account for 18% of the overall school population.

It is notable that the school population includes a significantly higher proportion of pupils from black/minority ethnic backgrounds than the proportion found in the Dudley population as a whole.

There are a number of demographic explanations for this phenomenon which include the younger age profile of relatively recent arrivals to the UK and higher birth rates amongst some minority ethnic groups.

The percentage of pupils with a special educational need is approximately 21%. Of this group slightly over 3% of the whole school population have a statement of special educational need. Male pupils account for 74% of those with a statement of special educational need.

### **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 revised in 2006, 2008 and 2011. The SOP provides all staff with a standardised procedure for reporting and recording racist Incidents and complaints that fulfils the requirements of current legislation and relevant national guidance.
- 3.2 Governing bodies are responsible for monitoring incidents in schools and a summary of incidents that have taken place each term should be provided to governors through a standing agenda item on governing body agendas. To help schools comply fully with their statutory responsibilities they have been requested to adopt the process outlined in the Standard Operating Procedure for Reporting and Recording Racist Incidents. Each year the Local Authority requests summary information from schools about any incidents recorded during the previous twelve months. The results of this monitoring for the past five years are detailed below. (Table 2)
- 3.3 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 even sometimes any, of this information because specific victims may not be identifiable and perpetrators may be unknown. Racist graffiti is an example of the type of incident that is clearly defined in terms of a 'racist incident' but can frequently come under this category with little or no other evidence available about it other than the fact that it exists.

3.4 The figures below represent reported racist incidents for Dudley Borough which has a school population of over forty seven thousand pupils.

3.5 Summary of Racist Incident Data (Schools)

**Table 2. Racist Incident Data Reported by Dudley Primary, Secondary and Special Schools from 1<sup>st</sup> April 2006 – 31st March 2012**

<b>Annual Racist Incidents</b>	<b>06 - 07</b>	<b>07-08</b>	<b>08-09</b>	<b>09-10</b>	<b>10-11</b>	<b>11-12</b>
Schools reporting no incidents	39	32	40	40	27	7
Total number of incidents	258	175	192	185	139	119
<b>Support for Victims</b>						
Parental Involvement - victim	66	150	54	51	43	56
Senior Staff Involvement	174	175	144	141	93	85
<b>Ethnicity of Victims</b>						
Asian	125	70	68	72	55	37
Black Groups	40	43	30	33	26	15
Chinese or Other	7	1	11	17	3	0
Mixed Race	61	40	46	29	32	32
White Groups	25	18	34	27	19	21
<b>Ages of Victims</b>						
Under 8	41	30	20	20	18	19
Between 8 and 10	106	56	73	71	43	46
Between 11 and 14	58	54	52	53	46	29
Between 15 and 17	16	8	11	6	6	4
Over 18	15	10	11	15	6	4
<b>Gender of Victims</b>						
Female	67	53	76	63	60	33
Male	194	121	112	115	75	77
<b>Ethnicity of Alleged Perpetrators</b>						
Asian	18	16	9	20	10	21
Black Groups	7	3	5	3	19	2
Chinese or Other	1	1	1	6	0	2
Mixed Race	8	11	11	7	7	4
White Groups	224	173	173	156	93	85

<b>Ages of Alleged Perpetrator(s)</b>						
Under 8	41	25	19	23	26	17
Between 8 and 10	97	74	94	85	44	53
Between 11 and 14	97	64	58	67	25	38
Between 15 and 17	21	35	17	15	5	5
Over 18	0	16	1	3	0	0
<b>Gender of Alleged Perpetrators</b>						
Female	46	38	43	47	28	27
Male	211	172	159	145	101	93
<b>Incident Locations</b>						
Closely supervised locations	79	89	75	92	48	115
Other areas	179	84	121	93	86	6

#### **4. Equality Impact Assessments (EqIAs)**

- 4.1 In accordance with the Council's Equality Scheme, a number of equality impact assessments were completed during 2011/12. In 2010 the Directorate Strategic Leadership Group agreed a recommendation that officers responsible for relevant new policies and policy revisions will be required to undertake EqIAs in accordance with regulatory guidance. This has resulted in assessments being undertaken on an ongoing basis.

#### **5. Achievements against the Directorate's Equality and Diversity Action Plan for 2011/12**

- 5.1 The achievements against the Directorate's equality and diversity action plan for 2010/11 are set out below in Appendices 1 & 2. Appendix 1 reports on the progress of equality and diversity initiatives resulting from endeavours which are generally targeted directly at children and young people. Appendix 2 reports on progress against the council-wide equality and diversity priorities some of which will also affect children and young people.

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Directorate of Children's Services – Equality and Diversity Action Plan for 2011/12

Appendix 1: Equality and diversity actions arising from Directorate Strategic Plan 2010/11 priorities.

Every Child Matters (ECM) Outcome: Stay Safe			DSLT AD Lead for Outcome: Pauline Sharratt	
ECM Aim: Safe from maltreatment, neglect, violence and sexual exploitation				
Ref.	Directorate Strategic Plan - Objective			
Ob 1	Ensure that vulnerable children and young people are safe from maltreatment and neglect			
Ref.	Action to achieve DSP objective	Equality action to support DSP objective	Target date/s (and) lead officer	Progress
1h	Reduce the number of first time offenders	Equality monitoring information of first-time entrants to the criminal justice system informs service delivery and prevention work is targeted at equality groups identified as being over represented in youth justice system.	March 2012 Mike Galikowski	Reduction in first-time entrants from groups traditionally over-represented in the criminal justice system.  <b>Progress</b> During 2011/12 Youth Offending Service data shows a fall in the number of first time entrants to the youth justice system. The proportion of first time entrants who are White/British has remained stable at around 88%. The proportion of first time entrants from Asian and Black groups has fallen for a second year. White/British and Black Groups are over represented amongst first time entrants in comparison to the population in general.

ECM Aim: Achieve stretching educational standards at primary school

Ref.	Directorate Strategic Plan - Objective			
Ob 3	Improve outcomes for children aged 0-11 years (early years and primary)			
Ref.	Action to achieve DSP objective	Equality action to support DSP objective	Target date/s (and) lead officer	Planned outcome/performance indicator
3f	Work with primary schools, pupils, their parents and carers to narrow the gap in achievement between under achieving groups and their peers ie, looked after children, minority and ethnic groups, white boys and those with special educational needs and disabilities	A range of projects are supporting this initiative including the Minority Ethnic Achievement Project (MEAP) and the work of the Ethnic Minority Achievement Service and the SEN Team.	March 2012 Dave Perrett	<p>Reduction in achievement gap between different equality groups of children at Key Stage 2.</p> <p><b>Progress</b> When measured by the percentage of pupils at the end of Key Stage 2 achieving level 4+ in English and mathematics, and based on a five year trend i.e. 2007-2011, the following headline points can be reported</p> <p>The gap between children receiving free school meals, and those that do not shows a fluctuating but overall closing trend</p> <p>The gap between children who have special educational needs, and those who do not shows a fluctuating but closing trend.</p> <p>The gap between the achievement of children of the following racial groups, and the Dudley average shows a fluctuating but overall widening trend i.e. mixed, black, and Bangladeshi</p> <p>The gap between the achievement of children of the following racial groups, and the Dudley average shows an overall closing trend i.e. Yemeni and Gypsy, Roma and Traveller</p> <p><b>Contributory Factors</b> Specialist Inclusion Services provide support and staff development opportunities e.g. on specific disabilities and different aspects of SEN to build capacity, skills and knowledge in early years settings and primary schools. All new SEN Specialist Base provisions are operational:- High Arcal Academy (Autism Spectrum Disorder), Gig Mill Primary (Autism Spectrum Disorder), Hob Green Primary (Speech and Language Disorders), The Brook Primary (Behaviour, Emotional &amp; Social disorders). All existing SEN specialist provisions (early years and school age) are full to capacity.</p>

Every Child Matters (ECM) Outcome: Enjoy and Achieve			DSLT AD Lead for Outcome: Dave Perrett / Jane Porter	
ECM Aim: Achieve stretching national educational standards at secondary school				
Ref.	Directorate Strategic Plan - Objective			
Ob 4	Improve outcomes for children and young people aged 11 – 19 years (or aged 25 for those with disabilities)			
Ref.	Action to achieve DSP objective	Equality action to support DSP objective	Target date/s (and) lead officer	Planned outcome/performance indicator
4c	Work with secondary schools, pupils, their parents and carers to narrow the gap in achievement between under achieving groups and their peers ie, looked after children, minority and ethnic groups, those with learning difficulties or special educational needs and disabilities	A range of projects are supporting this initiative including the Minority Ethnic Achievement Project (MEAP) and the work of the Ethnic Minority Achievement Service and the SEN Team.	March 2012 Dave Perrett	<p>Reduction in achievement gap between different equality groups of young people at Key Stage 4.</p> <p><b>Progress</b></p> <p>When measured by the percentage of pupils at the end of Key Stage 4 5+ A – C grades including English and mathematics and based on a five year trend i.e. 2007-2011, the following headline points can be reported</p> <p>The gap between children receiving free school meals, and those that do not shows a fluctuating but overall widening trend</p> <p>The gap between children who have special educational needs and those who do not shows a fluctuating but overall widening trend.</p> <p>The gap between the achievement of children of the following racial groups, and the Dudley average shows a fluctuating but overall widening trend i.e. White and Yemeni</p> <p>The gap between the achievement of children of the following racial groups, and the Dudley average shows an overall closing trend i.e. Mixed, Asian, Pakistani, Black, Chinese and Bangladeshi.</p>

Every Child Matters (ECM) Outcome: Enjoy and Achieve			DSL AD Lead for Outcome: Dave Perrett / Jane Porter	
ECM Aim: Achieve stretching national educational standards at secondary school				
				<p><b>Contributory Factors</b></p> <p>Specialist Inclusion services continue to deliver training on specific disabilities and different aspects of SEN to build capacity, skills and knowledge in secondary schools.</p> <p>Responsibility has been given to High Arcal and Holly Hall schools to lead on support for narrowing the gap in eleven secondary schools across the authority.</p>

Every Child Matters (ECM) Outcome: Quality Service Management			DSLT AD Lead for Outcome: Ian McGuff	
ECM Aim: Improve service leadership and management				
Ref.	Directorate Strategic Plan - Objective			
Ob 5	Develop, improve and embed strategies and processes to support service delivery			
Ref.	Action to achieve DSP objective	Equality action to support DSP objective	Target date/s (and) lead officer	Planned outcome/performance indicator
5.9	Develop and embed strategies to improve outcomes in targeted areas of the borough	Progress in targeted areas will help to improve life chances for some of the most vulnerable and disadvantaged children	2012 Ian McGuff	<p>Increased focus on most disadvantaged areas of the borough leading to improved outcomes for children and young people in those areas e.g. child poverty, educational attainment and progress, health and well being.</p> <p><b>Progress</b> Work on this initiative is underway with various examples of targeted activity taking place and more planned e.g. St Thomas's and Netherton, Woodside and St Andrews (identification of children in need for early intervention activity to prevent referral to social care). It will take some time to assess the real benefits of this project but early indications are positive. OfSTED inspectors commented very favourably on action to support families in Central Dudley coordinated by workers based at Hillcrest School.</p>

### Directorate of Children's Services – Equality and Diversity Action Plan for 2011/12

Appendix 2: Equality and diversity actions arising from directorate/cross-council priorities

Objective	<i>Detailed action/target (and lead officer)</i>	<i>Target Date/ milestones</i>	Planned outcome/performance indicator
<b>Priority 1. Policy development and performance management</b>			
E&D Ob 1. Assess the implications of the Equality Act 2010 for the Directorate and plan for its implementation.	Assess new responsibilities and Identify equality objectives for the Directorate. (Ian McGuff)	April 2011/March 2012	<p>Ensure the Directorate are aware of minimum legal requirements. Key priorities and actions for Directorate identified and included in relevant policies. Directorate and Children's Partnership action planning includes equality actions to improve equality outcomes for children and young people based on sound equality impact assessments</p> <p><b>Progress</b> Directorate Equality and Diversity Group re-established with representation from all four</p>

			divisions. The Group has been effective in facilitating the introduction of the corporate e-learning programme on equality and training for senior managers on equality impact assessments. Action to promote equality is an integral part of all plans. Equality impact assessment is an integral part of all change programmes.
E&D Ob 2. Improve equality performance management.	Ensure appropriate policies, plans and guidance enable the Directorate to be in compliance with statutory responsibilities and locally agreed actions supporting equality and diversity. (Ian McGuff)	April 2011/March 2012	Equality and diversity action plan, reports and other relevant documents are produced. The Directorate makes an appropriate contribution to corporate equality and diversity development work.  <b>Progress</b> All required documents have been produced. The Directorate is playing a full part in corporate equality and diversity activity. A wide range of equality impact assessments have been produced.
E&D Ob 3. The local authority fulfils its statutory responsibilities, collects information, and responds appropriately to racist incidents	Collect, collate and analyse data relating to racist incidents involving children and young people. Provide support as appropriate about recognising and responding to such incidents. Revise/update relevant documentation as and when	<i>April 2011/March 2012</i>	Racist incidents data is published in the Council's agreed format annually. Appropriate support continues to be delivered to relevant staff when required.  <b>Progress</b> Data is collected and published are

	necessary. (Ian McGuff)		required. Support is offered and delivered to staff when requested.
E&D Ob 4. Improve equality data and intelligence	Continue to complete equality impact assessments for all new policies and change programmes. (All)	<i>April 2011/March 2012</i>	<p>Equality impact assessments completed within timescale. Improvement actions identified and scheduled.</p> <p><b>Progress</b></p> <p>A wide range of equality impact assessments have been produced within necessary timescales. Actions to improve and maintain good practice in the face of significant budget reductions have been implemented e.g. increasingly effective targeted action is taking place to promote equality and life chances amongst disadvantaged groups</p>

<b>Priority 2 Engagement</b>
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E&D Ob 5 Support the development of existing key engagement mechanisms.	Promotion of opportunities for all groups to be engaged in the development of services for children and young people (Mike Wood)	<i>April 2011/March 2012</i>	<p>All staff recognise and act upon their responsibilities in this area. Feedback from children and young people leads to improved understanding and focussed provision.</p> <p><b>Progress</b> Our workforce development programme to promote awareness of equality issues is becoming much stronger. Seeking feedback from young people to create more focussed provision is an integral part of our provision. We are constantly looking for additional ways in which our meaningful engagement with young people can be improved.</p>
<b>Priority 3 Improve communications</b>			
E&D Ob 6 Improve access to information.	Further develop and improve communication by including selected equality and diversity information on Dudley's Internet and Intranet websites. Ian McGuff	April 2011/ March 2012	<p>Selected information available on the Council's Internet website is updated at appropriate intervals.</p> <p><b>Progress</b> We publish equality information about children and young people on the Council's website in accordance with the requirements of the 2010 Act. We regularly up date and add to the information</p>
<b>Priority 4 Employees</b>			

E&D Ob 7. Encourage and promote appropriate recruitment of employees with a disability.	Support HR Division implementing action plan arising out of external auditor's review 'supporting people with a disability'. (Ian McGuff and HR team)	April 2011/March 2012	Increased % of employees with a disability.  <b>Progress</b> The proportion of employees with a disability has fallen.
<b>Priority 5. Promote community safety and community cohesion</b>			
E&D Ob 8.	Work with partners across the Council to promote the engagement of schools in activities to prevent violent extremism (Ian McGuff / Rosina Ottwell)	April 2011/March 2012	Contribute to the development of resilience to violent extremism.  <b>Progress</b> We have worked with the police and other Directorates to promote the engagement of schools in activities to prevent violent extremism. All schools promote cohesion through their curricular and pastoral activities. Schools have also played an important part in referring young people to the Channel initiative and supporting the borough's response to events orchestrated by violent extremists.