Dudley
Metropolitan Borough Council

Select Committee on Children's Services – 18 June 2009

Report of the Director of Children's Services

Directorate of Children's Services Equality and Diversity Annual Report 2009

Purpose of Report

1.   To consider the Directorate Annual Report on Equality and Diversity 2008/09.

Background

2.   The Council's Equality and Diversity Policy requires all Directorates to produce an equality and diversity action plan and report annually.

3.   The directorate action plan was presented for scrutiny to this committee in March this year.

4.   The annual report which is presented today covers the directorate's achievements against the previous year's action plan targets.

5.   Overview and scrutiny of corporate equality and diversity issues is included in the terms of reference of the Select Committee on Regeneration, Culture and Adult Education. Select committee chairs have agreed that scrutiny of individual directorate's action plans be split up amongst the five committees.

6.   This report has been considered by the directorate policy team. Following scrutiny it will be approved by the appropriate Cabinet Member before publication.

Finance

7.   Any costs associated with implementing the action plan will be met from within existing budgets.

Law

8.   The Race Relations (Amendment) Act 2000 replaces Section 71 of the Race Relations Act 1976 with a general duty on public authorities to work towards the elimination of unlawful discrimination and promote equality of opportunity and good relations between persons of different racial groups.

9.   The Disability Discrimination Act 1995 makes it unlawful to discriminate against disabled people in connection with employment, the provision of goods, facilities and services and the disposal or management of premises. The Disability

Discrimination Act 2005 has extended this Act with a duty on public authorities to promote disability equality.

10. The Sex Discrimination Act 1975 renders unlawful certain kinds of sex discrimination. In particular, Section 29 makes it unlawful for the Council, in providing facilities or services (such as those arising pursuant to the statutory functions of the Council), to discriminate against any person seeking to obtain or use those facilities or services on the ground of gender. A new duty on public authorities to promote gender equality under the Equality Act 2006 comes into force on 6th April 2007.

11. Under Section 111 of the Local Government Act 1972 the Council is empowered to do anything which is calculated to facilitate, or is conducive to, or incidental to the discharge of its functions.

Equality Impact

12. The report sets out progress on actions for promoting equality and diversity led by the Directorate of Children's Services during 2008/09. The equality impact is expected to be significant and positive for all targeted groups. Many of the actions included in the plan derive from the directorate's response to evidence, both local and national, of inequalities in the provision of services to children and young people. Some of the activities included in the report derive from equality impact assessments that have been carried out on the services or policies of the directorate, or cover EIAs due to be undertaken in 2009/10.

Recommendation

13. That the Select Committee considers and comments on the Directorate of Children's Services Equality and Diversity Annual Report for 2008/09.

Mark Wyatt

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Mark Wyatt
Director of Children's Services

Contact Officer: David Silvera, Directorate of Children's Services
Telephone: 01384 814347
Email: david.silvera@dudley.gov.uk

List of Background Papers
Guidance for the preparation of directorates' equality and diversity action plans and annual reports (December 2007)

Directorate of Children's Services

Draft Equality and Diversity Annual Report 2008/09

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 2009/10 was considered by this Select Committee at its meeting in March 2009.

1.2 This document is the annual report and covers the period from April 2008 to March 2009. The report contains:
- Key facts about the directorate including workforce profile information
- A report on ethnic minority achievement
- The annual racist incident data collected from schools
- Progress on equality scheme impact assessments
- Achievements against the directorate's equality and diversity action plan for 2008/09.

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 the 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 2038 staff (31 March 2009) 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 the previous two years are in italics.

Table 1(a). Directorate of Children's Services workforce profile 31 March 2009 compared with the previous two years.

Children's Services		Female (%)	Male (%)	BME* (%)	Disabled (%)
Scale point 34 and above (higher grades) (Directly employed staff)	**31/03/09**	**68.6**	**31.4**	**14.5**	**3.1**
	31/03/08	*66.0*	*34.0*	*16.8*	*3.6*
	31/03/07	*65.7*	*34.3*	*17.9*	*3.5*
Below scale point 34 (lower grades) (Directly employed staff)	**31/03/09**	**82.9**	**17.1**	**8.3**	**1.7**
	31/03/08	*83.1*	*16.9*	*6.9*	*2.0*
	31/03/07	*85.2*	*14.8*	*7.2*	*1.7*
Total (Directly employed staff)	**31/03/09**	**81.3**	**18.7**	**11.4**	**1.9**
	31/03/08	*81.4*	*18.6*	*7.5*	*3.6*
	31/03/07	*83.1*	*16.9*	*7.4*	*2.5*
Children's Services (School employed staff)	**31/03/09**	**84.4**	**15.6**	**4.2**	**0.7**
	31/03/08	*84.1*	*15.9*	*3.4*	*0.8*
	31/03/07	*84.7*	*15.3*	*3.2*	*0.6*
Total (All Children's Services staff)	**31/03/09**	**82.8**	**17.2**	**7.8**	**1.3**
	31/03/08	*83.6*	*16.4*	*5.4*	*2.2*
	31/03/07	*84.4*	*15.6*	*5.3*	*1.5*

Table 1(b). Dudley MBC workforce profile 31 March 2009 compared with the previous two years.

Dudley MBC		Female (%)	Male (%)	BME* (%)	Disabled (%)
Scale point 34 and above (higher grades) (excluding schools)#	31/03/09	51.1	48.9	9.2	4.5
	31/03/08	50.3	49.7	9.1	4.6
	31/03/07	49.6	50.4	8.9	4.3
Below scale point 34 (lower grades) (excluding schools)#	31/03/09	69.3	30.7	6.3	2.6
	31/03/08	69.5	30.5	6.2	2.6
	31/03/07	69.7	30.3	5.9	2.2
Total (excluding schools)	31/03/09	66.5	33.5	6.8	2.9
	31/03/08	66.6	33.4	6.6	2.9
	31/03/07	66.9	33.1	6.4	2.5
Total (including schools)	31/03/09	75.0	25.0	5.6	1.8
	31/03/08	74.9	25.1	5.5	2.0
	31/03/07	74.8	25.2	5.1	1.7

Notes: Scale point 34 on 31 March 2009 equates to a salary of £28,500 approx.
*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   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 2009. 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.

2.5   There are 111 schools in the Borough, 79 primary; 21 secondary; 7 special and 4 pupil referral units. They cater for over 47000 pupils of whom 48% are female and 52% male. Children from black/minority backgrounds account for 15% 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 of these groups. The percentage of pupils with a special educational need is approximately 22%. Of this group slightly over 3% of the whole school population have a statement of special educational needs. Male pupils account for 75% of those with a statement of special educational need.

3.   Report on Ethnic Minority Achievement

3.1   Foundation Stage Profile (FSP) *Table 2a.*
The table that follows uses the White British group as the comparator and shows the average percentage points gap between this group and the figures recorded for the specified ethnic minority groups named in the table. The figures relate to the numbers (%) of pupils assessed at level 6+ in five of the six Foundation Stage Profiles over the past four years. The figures do not include groups who are generally showing success rates equivalent to, or above, those of the White British group or those groups who comprise very small numbers (>20). The Physical Development profile is not included in this table.

Table 2 (a) Table showing the relationship between the specified ethnic groups and the White British group in respect of their Foundation Stage Profile, level 6+ assessments over the past four years.

FSP year	2005	2006	2007	2008
Caribbean	-27	-9	-24	-11
Mixed background	-7	-9	-12	-8
Pakistani	-22	-27	-31	-25
Yemeni	-38	-24	-28	-40

Figures in colours are comparable with figures in a similar colour on the following table, i.e. 2005 above and 2007 below (and) 2006 above and 2008 below refer, largely, to the same pupils.

3.2   Key Stage 1 (Level 2) *Table 2b*
Attainment data at Key Stage 1 shows that Caribbean pupils have improved performance overall. There has also been an improvement in the figures for the mixed and Pakistani pupils. Yemeni pupils continued to perform significantly below all other ethnic groups in English but their performance in maths was better, however, as can be seen from the tables their overall performance remains a cause for concern.

Table 2 (b) Table showing the relationship between the specified ethnic groups and the White British group in respect of their Key Stage 1, level 2+ assessments over the past four years.

Ethnic group	2005	2006	2007	2008
Caribbean	-2	+3	-13	-1
Mixed background	-4	-3	-5	0

Pakistani	-13	-12	-8	-17
Yemeni	-10	-31	-28	-30

3.3 Key Stage 2 (Level 4) *Table 2c*

The performance of Caribbean pupils shows a trended improvement at this key stage. Their performance in maths has been encouraging. Pupils from the Mixed group are, by this stage, level with the majority group. The performance of Pakistani pupils improved significantly in both English and maths and, for the first time, over 70% of this group achieved level 4 or above in English although only a slight improvement is discernable from the figures below. There remains, however, a significant and continuing gap at this key stage between their attainment and that of the majority group. The figures for Yemeni pupils, although relatively small in number, show consistently poor results with only one third obtaining level 4 or above in English.

Table 2 (c) Table showing the relationship between the specified ethnic groups and the White British group in respect of their Key Stage 2, level 4+ assessments over the past four years.

Ethnic group	2005	2006	2007	2008
Caribbean	-14	-9	-8	-5
Mixed background	-3	+1	-1	+2
Pakistani	-15	-16	-16	-14
Yemeni	-35	-48	-27	-33

Figures in colours are comparable with figures in a similar colour on the following table, i.e. 2005 above and 2007 below (and) 2006 above and 2008 below refer, largely, to the same pupils.

3.4 Key Stage 3 (Level 5) *Table 2d*

There has been a slight but continuing improvement in the performance of Caribbean pupils' results at this key stage as there has also been for pupils from the Mixed group over the four year trended period although this is not consistent with the performance of the 2005 cohort in 2008. The performance of the Pakistani pupils appears, from this measure, to have deteriorated slightly between these key stages and remains significantly lower than average. The Pakistani pupil's performance appears also to have diminished. Yemeni pupil's performance has, according to these measures, deteriorated quite significantly. Only one quarter achieved level 5 in English in 2008.

Table 2 (d) Table showing the relationship between the specified ethnic groups and the White British group in respect of their Key Stage 3, level 5+ assessments over the past four years.

Ethnic group	2005	2006	2007	2008
Caribbean	-5	-12	-22	-20
Mixed background	-7	-3	-7	+1

Pakistani	-22	-18	-9	-16
Yemeni	-39	-38	-52	-48

Figures in colours are comparable with figures in a similar colour on the following table, i.e. 2005 above and 2007 below (and) 2006 above and 2008 below refer, largely, to the same pupils.

3.5 Key Stage 4 (GCSE 5 A* - C grades and Average Points Score *Table 2e*
Although slightly reduced in 2008 the gap between the attainment of Caribbean pupils and the majority group remains over the four year period and consistent between key stages 3 and 4 where the same pupil's progress is measured. Results for Mixed background pupils show an improvement over the four year trended data and the 2005 (KS3) cohort perform slightly better in 2007. However there appears to be some deterioration in the performance of the 2006 (KS3) cohort by the time they reach the end of key stage 4. Pakistani pupils performance improved and in 2008, 53% obtained 5 A* - C grades at GCSE. Fewer than one third of Yemeni pupils achieved this and their attainment is still very much below that which is expected. It can be seen from the table that all these groups' performances are below the Dudley average.

Table 2 (e) Table showing the relationship between the specified ethnic groups and the White British group in respect of their Key Stage 4, GCSE 5+ A*-C including English and Maths and their Average Points Scores over the past four years.

	2005		2006		2007		2008	
Ethnic group	CGSE	APS	CGSE	APS	CGSE	APS	CGSE	APS
Caribbean	-19	-18	-17	-20	-7	-12	-9	-12
Mixed background	-2	-6	-9	-12	-2	-1	-12	-11
Pakistani	-20	-10	-18	-7	-9	-6	-11	-3
Yemeni	-31	-20	-33	-41	-28	+1	-32	-23

3.6 Summary and conclusion on ethnic minority achievement
It can be seen from the above tables that there are long standing variations between the achievements of different ethnic groups in the borough. From foundation stage profiles to key stage 4 results these characteristics are evident. Whilst there are a number of ethnic groups whose attainment results are above, or well above average there are also groups whose profiles have been consistently lower and in some cases, considerably lower. Groups whose attainment results are above average include, Indian, any other Asian background and latterly, Bangladeshi and Any Other Black background. We believe improvements in the attainment of the last two groups result in part from the targeted support they have received over the past few years.

There are variations within ethnic, and indeed, gender groups that can be just as wide as those between them but for the present purposes those between different ethnic groups have been the main focus. This report focuses, in particular, on ethnic groups whose achievement appears to be below, or significantly below, that for the

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majority White British cohort. Although many of the negative gaps evidenced above reduce through pupils educational journeys; some are more enduring and some appear to increase through certain periods of children's lives. Similar trends have been identified in national as well as local research. A continuing priority for this directorate is to work in conjunction with educational settings and partners to target resources to the areas where they are most needed. Much of this work is facilitated by the Ethnic Minority Achievement Service.

4. Racist Incident Reports – Schools

4.1 The Standard Operating Procedure for Reporting and Recording Racist Incidents/Complaints was adopted by the Directorate in January 2004, and revised in 2006 & 2008. The SOP 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 relevant national guidance.

4.2 Governing bodies are responsible for monitoring incidents in schools and a summary of incidents that have taken place each term is 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 3)

4.3 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.

4.4 It was expected that there would be likely to be an increasing number of racist incident reports over the first few years that this system was in place as pupils and staff gained confidence in the process and trust grew in the systems available to support victims and tackle racism. The figures below represent recorded incidents for a school population of over 47 000 pupils over a twelve month period. From the figures available for the year 2008-09 it can be seen that there has not been a significant increase in incidents reported overall. Although the overall figure for numbers of incidents shows a 9% increase on last years figure it also represents a reduction of 22% on the average for the previous three years.

4.5 Directorate of Children's Services staff and its partners provide training on equality and diversity for colleagues working with children and young people throughout the year. This includes helping staff respond appropriately to racist incidents and developing approaches to preventing them happening in the first place. This work

continues and has been developed further to incorporate support for schools endeavouring to fulfil their new duties to promote community cohesion and the well-being of children and young people. Work is also underway helping schools understand and respond to their developing role in implementing the preventing violent extremism initiative that they are being requested to support.

4.6   Summary of Racist Incident Data (Schools)

Table 3. Racist Incident Data Reported by Dudley Primary, Secondary and Special Schools from 1st April 2008 – 31st March 2009

Annual Racist Incident Reports	2004 - 05	2005-06	2006 - 07	2007-08	2008-09
Number of Nil-returns	42	45	39	32	40
Total number of incidents reported	236	246	258	175	192
Support for Victims					
Parental Involvement - victim	48	54	66	150	54
Senior Staff Involvement	48	195	174	175	144
Ethnicity of Victims					
Asian	74	70	125	70	68
Black Groups	53	33	40	43	30
Chinese or Other	11	7	7	1	11
Mixed Race	59	49	61	40	46
White Groups	34	29	25	18	34
Ages of Victims					
Under 8	25	32	41	30	20
Between 8 and 10	80	81	106	56	73
Between 11 and 14	54	70	58	54	52
Between 15 and 17	15	6	16	8	11
Over 18	15	8	15	10	11
Gender Profile of Victims					
Female	105	62	67	53	76
Male	129	135	194	121	112
Ethnicity of Alleged Perpetrators					
Asian	13	10	18	16	9
Black Groups	8	2	7	3	5
Chinese or Other	1	1	1	1	1
Mixed Race	14	6	8	11	11
White Groups	203	187	224	173	173

Ages of Alleged Perpetrators					
Under 8	28	28	41	25	19
Between 8 and 10	93	76	97	74	94
Between 11 and 14	76	97	97	64	58
Between 15 and 17	20	13	21	35	17
Over 18	2	1	0	16	1
Gender Profile of Alleged Perpetrators					
Female	52	46	46	38	43
Male	190	160	211	172	159
Incident Locations					
Closely supervised closed locations	119	80	79	89	75
Other areas	115	166	179	84	121
Totals	234	246	258	173	196

5. Equality Impact Assessments

5.1 In accordance with the Council's Equality Scheme, a number of equality impact assessments were identified for action during 2008/09. Some have already been completed but for others, the process is still underway. On completion they are published on the Council's website in accordance with Council policy. Completed equality impact assessments include those for:

- Services for children in public care
- Ethnic Minority Achievement Service - provision for pupils in schools
- Dudley Performing Arts – Instrumental tuition
- Health Promoting Schools' Lifestyle Survey
- Home to school transport.
  Work continues on equality impact assessment in the following areas:
- Transitional arrangements for young people into adult services
- Participation and achievement 16 – 19 year olds
- Services for children with learning difficulties and disabilities
- Youth service curriculum
- Early years and childcare services delivered by private and voluntary providers
- Assessment of children and young people's needs and parenting capacity
- Complaints policy
- ICT services – hardware and software
- Dudley play strategy

6. Achievements against the Directorate's Equality and Diversity Action Plan for 2008/09

6.1   The achievements against the Directorate's equality and diversity action plan for 2008/09 are set out in table 4 which reports on progress against the Council-wide equality and diversity priorities and objectives in the action plan and on those particular to the Directorate of Children's Services.

For further information contact:

David Silvera – Equality Officer
Directorate of Children's Services
Westox House
1, Trinity Road
Dudley MBC DY1 1JQ
Direct line: 01384814347

david.silvera@dudley.gov.uk   June 2009

Table 4: **Directorate of Children's Services Equality and Diversity Action Plan 2008-09 – Equality impact assessments identified in the Council's Equality Plan 2007-10**

Objective & lead officer	Detailed action/target	Target Date / Milestones	Planned outcome / Performance indicator	Progress / final outcome
Every Child Matters: All Outcomes Improve outcomes for children and young people in the care of the council. Roy Perrett	Analysis of data for possible differential outcomes between different ethnic and gender groups and/or children with disabilities. Consider quality of known data and develop proposals to improve it if required.	31st March 2009 *(Annual progress report)*	Reduced/no disparity between different equality groups evident in numbers of children and young people in care assessed as having an emotional or mental health disorder and in the number of moves made (stability/length of placements).	The 'KEEP Programme' (Keeping Foster Carers Trained and Supported Properly) is being piloted in Dudley. Ensuring that service planning meetings are held for all placements. Plans to ensure increased psychological support (hours) is available for all looked after children are now being implemented.
ECM: All Outcomes Improve outcomes for children and young people with learning difficulties and disabilities. Trish Brittain/Huw Powell	Audit known cohort and analyse for possible equality differentials evident in outcomes. Develop, publish and implement 'Disability Accessibility Strategy' to include proposals for creating a register of children who are disabled in accordance with the Disability Discrimination Act.	31st March 2009 *(Annual progress report)*	Reduced or no disparity between equality groups evident in the numbers of pupils with Special Educational Needs achieving Key Stage 2 English and Maths threshold; number of pupils with Special Educational Needs achieving 5 A*to Cs GCSE, including English and Maths and number of young people with learning difficulties or disabilities who are not in education, employment or training	All children and young people from this group are being provided with suitable equipment. The LA has been developing an interactive database to support analysis of comparative progress of all vulnerable groups including those with SEN.

Objective & lead officer	Detailed action/target	TD/milestones	Planned outcome/PI	Progress/final outcome
ECM: Be Healthy Improve access to Child and Adolescent Mental Health Services. Jane Prasher	Develop and implement strategy for addressing any disparity in access between different equality groups.	31st March 2009 (*Annual progress report*)	Reduced or no disparity between equality groups in accessibility to CAMHS	The disabled children and carers group have been engaged in a consultation exercise. CAHMS strategy is being developed in conjunction with PCT.
ECM: Be Healthy Reduce rates of teenage pregnancy. Ellen Phillips: Respect Yourself Campaign	Analysis of data for possible differentials between rates of teenage pregnancy between different equality groups and develop and implement strategy for addressing any disparity.		Reduced or no disparity between equality groups in rates of teenage pregnancy.	Targeted work at most at risk groups continuing (LAC and youth offenders) through the 'Respect Yourself Campaign' including targeted training of colleagues supporting these groups. A risk management tool is being developed to facilitate targeted work with individuals. Partnership work with colleges is continuing. Further sexual health work is also being developed and drop in facilities with the Youth Service. Delivery of sex and relationship education through the Community Peer Education Group which includes young people with disabilities is continuing.
Reduce the incidence of sexually transmitted infections Amanda Grove	As above for young people with sexually transmitted infections.		Reduced or no disparity between equality groups with sexually transmitted infections.	

Objective & lead officer	Detailed action/target	TD/milestones	Planned outcome/PI	Progress/final outcome

ECM: Be Healthy		31st March 2009 (*Annual progress report*)		
ECM: Be Healthy Encourage children and young people to follow healthy lifestyles (Healthy eating) Julia Simmonds/Karen Jackson	Analysis of data for possible differentials between equality groups and target support programmes where appropriate.	31st March 2009 (*Annual progress report*)	Reduced or no disparity between equality groups in rates of obesity among primary school aged children in reception year and year 6 and in rates of children and young people's participation in high quality PE and sport, with a focus on 16+	Equity monitoring of child weight management services and inclusion of targeted services for gaps now in place. Universal prevention programme for obesity is being developed which will be delivered via school and youth settings and accessible to all.
ECM: Be Healthy Tackle the harm caused by alcohol and reduce the prevalence of 'binge drinking'. Audrey Heer/Julia Simmonds	Analyse data for differentials between rates of alcohol use by children and young people from different equality groups and develop and implement strategy for addressing any evident disparity.		Reduced or no disparity between equality groups of young people reporting that they have been drunk in the last 4 weeks through survey evidence.	Training of staff working with children and young people to undertake universal education and early intervention work, especially through Targeted Youth Support work with vulnerable groups has begun and will continue including raising awareness of parents to act as delivery agents.

Objective & lead officer	Detailed action/target	TD/milestones	Planned outcome/PI	Progress/final outcome
ECM: Be Healthy Promote positive choices not to take illegal drugs of to smoke. Audrey Heer/Julia Simmonds (Drugs) Ruth Olding (Smoking)	Analysis of data for differentials between rates of drug use and smoking by children and young people from different equality groups and develop targeted strategy.	31st March 2009 *(Annual progress report)*	Reduced or no disparity between equality groups of young people involved with drugs. Reduced or no disparity between equality groups of young people who smoke.	There are a range of projects running that support this objective and these are supported by targeted work in schools and other settings that young people visit. Dudley's tobacco control strategy, 'Creating a Smoke Free Generation' which covers these objectives is being implemented.
ECM: Stay Safe Reduce the perception and fear of bullying. Lindsay Newton	Develop specific procedure to encourage reporting of bullying and harassment ensuring that support programmes are available to those affected.		Reporting of bullying reflects the estimates of the likely number of incidents. Support programme in place. Increased confidence reflected in surveys and questionnaires.	Anti-bullying Strategy is making good progress. 'Dudley, Safe to Play Survey 2008' has been completed.
Objective & lead officer	**Detailed action/target**	**TD/milestones**	**Planned outcome/PI**	**Progress/final outcome**

| ECM: Enjoy and Achieve

Raise achievement at KS1 and KS2 including achievement in maths.

Trish Brittain | Analysis of data for possible differentials between equality groups and review existing projects for their effectiveness.

Implement effective strategies to address any disparities in outcomes. | 31st March 2009
(Annual progress report) | Reduced or no disparity evident between equality groups in achievement at 2 and above at Key Stage 1

Reduced or no disparity evident between equality groups in progression by 2 levels in English and Maths between Key Stage 1 and Key Stage 2 (floor)

Reduced or no disparity evident between equality groups in achievement at level 4 and above in Maths at Key Stage 2 | Implementation of the National Strategy training and support includes school improvement support in line with local authority banding system for targeted groups continues. |

Objective & lead officer	Detailed action/target	TD/milestones	Planned outcome/PI	Progress/final outcome
ECM: Enjoy and Achieve Raise achievement at KS3 including achievement in maths. Steve Lockwood	Analysis of data for possible differentials between equality groups and review existing projects for their effectiveness. Implement strategies to address any disparities in outcome data.	31st March 2009 *(Annual progress report)*	Reduced or no disparity evident between equality groups in achievement at level 5 and above in English and mathematics at key stage 3; in progression by 2 levels in English and mathematics between key stage 2 and key stage 3 and in numbers of children reporting fun and interesting lessons at school through the Tellus survey.	The Dudley Learning Plan is being implemented by the Secondary National Strategy team – for English, Maths, Science and ICT and Behaviour and attendance. For both Key Stage 3 and Key Stage 4. This is focused on raising standards and progress of all pupils. Improving teaching and learning, subject leadership and management. Specific activity is focused on Minority Ethnic Achievement, Gifted and Talented pupils and Raising Boys Achievement; and on embedding and developing Assessing Pupils Progress and Assessment for Learning through regular, termly, Subject Leader Development Meetings. All activities are progressing well and schools are willing to engage and enthusiastic participants.

Objective & lead officer	Detailed action/target	TD/milestones	Planned outcome/PI	Progress/final outcome
ECM: Make a Positive Contribution Reduce the number of first time offenders. (Mike Galikowski)	Analyse existing data for possible differentials between first time offender rates of children and young people from different equality groups.	31st March 2009 *(Annual progress report)*	Reduced or no disparity between equality groups in numbers of first-time entrants to the Youth Justice System aged 10 – 17.	The youth service has identified a full time youth worker to work with Youth Offending Service in order to support the measure. A service level agreement between the two services is currently in draft format
ECM: Make a Positive Contribution Increase the impact of children and young peoples' views being heard. Lindsay Newton/Amanda Grove	Analysis of data for differentials between the involvement of different groups. Develop processes targeting groups that have had little or no involvement. Work with partners to identify opportunities to promote involvement in public life for children and young people with disabilities.		Reduced or no disparity between equality groups in numbers of children and young people who feel that they have an influence through the Tellus Survey.	The Participation Plus team have worked with children and young people across the borough in children's centres, schools, youth settings, extended provision and the voluntary and community sector choosing the sites and play equipment to be installed. Dudley Decision Making Kids (DDMK) have taken a leading role on the Safe to Play strategy on anti-bullying in public spaces. Me2, KIDS Orchard and DDMK worked with the design team to plan the new Sycamore Adventure Playground. The area youth forum and Dudley Youth Council have worked within the Youth Service to engage young people in decision making arenas and enable greater representation from the voluntary sector.

ECM: Achieve economic well-being				
Reduce the number of young people not in education, employment or training (NEETS) Ian Currnow/Helen Ellis	Analysis of data for differentials between young people not in education or training. Develop effective projects to target pupils from at risk groups.		Reduced or no disparity between equality groups in numbers of 16-18 year olds who are not in education, training or employment (to include Young offenders & Teenage mothers	A NEET Steering Group has been developed to support barriers and issues that young people face to enter post 16 learning.

Objective & lead officer	Detailed action/target	TD/milestones	Planned outcome/PI	Progress/final outcome
ECM: Achieve economic well-being Develop more resilience in the labour market through better 'work readiness/preparation' through 14-19 and Education Business Partnership. Peter Cox	Identify differentials between different equality groups and target support to these young people.	31st March 2009 *(Annual progress report)*	Reduced or no disparity between equality groups in achievement of a Level 2 qualification (NVQ or equivalent) at the age of 19	Early identification of young people who are at risk of becoming NEET has begun and will continue. A concentration of Year 11 support from January 2009 particularly over the summer to ensure young people who have applied for college enrol and start in September is now under way. Work continues with the Learning and Skills Council and Local Authority to make post 16 provision more targeted to support vulnerable young people e.g. Careleavers, young offenders etc All young people on the NEET register are identified and supported ensuring they understand all the options available to them. A broad, inclusive and relevant KS4 curriculum offer for all students has been promoted. Work has been initiated with partners to promote independent advice & guidance related to the current

labour market.

Objective & lead officer	Detailed action/target	TD/milestones	Planned outcome/PI	Progress/final outcome
DCS complies with its statutory equality and diversity responsibilities, agreed council processes and good practice in equality and diversity. David Silvera	Draft and disseminate appropriate policies, plans and guidance to enable the directorate to be in full compliance with statutory responsibilities and locally agreed activities.	March 2009 (Action plan) June 2009 (Annual report)	Equality and diversity action plan and annual report produced. Other relevant documents produced. Contribution made to corporate policy development.	Equality and diversity action plan and annual reports were produced on schedule. Other relevant policies revised or amended in response to emerging developments.
DCS implements the New Performance Framework for Local Authorities & Local Authority Partnerships. David Silvera	Provide advice, guidance and support on equality and diversity issues contributing to directorate initiatives progressing the new single set of performance indicators	31st March 2009 *(Annual progress report)*	Equality and diversity related issues fully integrated in to development work in this area.	Development work continuing. Local Authority performance indicators now included, where appropriate, in Directorate Equality Action Plan. Development work beginning on new Equality Framework for Local Government.

Objective & lead officer	Detailed action/target	TD/milestones	Planned outcome/PI	Progress/final outcome
Schools fulfil their equality responsibilities through strategic planning. David Silvera	Advise schools of developments in their equality responsibilities and provide policy development materials, advice and guidance on their use.	31st March 2009 *(Annual progress report)*	Schools aware of their obligations and have access to policy development materials. Relevant documents drafted and published and support given to establish their use in schools.	Regular meetings held with school leaders including governors. Updates to model Single Equality Plans all schools are encouraged to have in place have been provided. Sessions included on community cohesion duty and 'Learning Together – toolkit'.

Objective & lead officer	Detailed action/target	TD/milestones	Planned outcome/PI	Progress/final outcome
The LA and schools fulfil their statutory responsibilities to process and respond to racist incidents. David Silvera	Collate and disseminate annual data relating to racist incidents in schools. Revise relevant documentation as necessary. Provide advice and support to schools tackling racist incidents.		Annual racist incident data published in relevant reports. Advice and support given when necessary.	Annual data published on schedule in relevant local authority documents. SOP for Reporting and Reporting Racist Incidents has been revised and updated to include reports of general community tension as well as racist incidents. Training sessions on policy/guidance amendments have been held for a range of school leaders.

Objective & lead officer	Detailed action/target	TD/milestones	Planned outcome/PI	Progress/final outcome
Schools implement their equality policies effectively. David Silvera	Provide training, advice and support for schools on development work relating to equality and diversity.	31st March 2009 *(Annual progress report)*	Training, advice and support given.	School inspections assess most schools as satisfactory or good in the area of equality and diversity. A small number of schools have been rated outstanding in E&D and/or community cohesion. No schools have been judged as poor.
The LA promotes social cohesion and reduces community tension. David Silvera	Work with the local community, other council directorates and partner agencies to monitor community tension with particular attention to that which affects or involves children and young people and contribute to initiatives to promote cohesion.		Contribution to projects addressing this issue.	Community cohesion training sessions have been offered to schools and governors. SOP for Reporting and Reporting Racist Incidents has been revised and updated to include reports of general community tension as well as RIs. (March 09). A range of community cohesion projects have been supported by the local authority. Children's Services is piloting UK Race & Europe Network Resource pack *Young, Muslim and Citizen*.