

Directorate of Children's Services

Draft Equality and Diversity Annual Report 2007/08

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 2008/09 will be considered by this Select Committee at the same time as this report.
- 1.2 This document is the annual report and covers the period from April 2007 to March 2008. The report contains:
- Key facts about the directorate
 - Progress on Equality Scheme impact assessments
 - Achievements against the directorate's equality and diversity action plan for 2007/08.

2. Key Facts

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

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

- ensuring excellence and equity in learning, so that children and young people can reach their potential with the support of excellent learning opportunities in formal and informal settings;
- ensuring all children and young people are healthy and safe, through prevention, constant vigilance, and, where necessary, early intervention;
- ensuring that all children and young people are enabled and empowered to make a positive contribution to society, both as individuals and as part of the community; and

- ensuring that all children and young people are fully prepared to support themselves economically through work, and are ambitious and have high aspirations for themselves and their families.

2.2 The Directorate contains the following sections:

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

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

Table 1(a). Directorate of Children's Services workforce profile 31 March 2008 compared with 31 March 2007

Children's Services (Directly employed staff)		Female (%)	Male (%)	BME (%)	Disabled (%)
Scale point 34 and above (higher grades)	31/03/08	66.0	34.0	16.8	3.6
	<i>31/03/07</i>	<i>65.7</i>	<i>34.3</i>	<i>17.9</i>	<i>3.5</i>
Below scale point 34 (lower grades)	31/03/08	83.1	16.9	6.9	2.0
	<i>31/03/07</i>	<i>85.2</i>	<i>14.8</i>	<i>7.2</i>	<i>1.7</i>

Table 1(b). Dudley MBC workforce profile 31 March 2008 compared with 31 March 2007

Dudley MBC		Female (%)	Male (%)	BME*	Disabled (%)
Scale point 34 and above (higher grades) (excluding schools) [#]	31/03/08	50.3	49.7	9.0	4.6
	<i>31/03/07</i>	<i>49.6</i>	<i>50.4</i>	<i>8.9</i>	<i>4.3</i>

Below scale point 34 (lower grades) (excluding schools)#	31/03/08	69.5	30.5	6.0	2.6
	31/03/07	69.7	30.3	5.9	2.2
School employees (all grades)	31/3/08	84.1	15.9	3.4	0.8
	31/3/07	84.7	15.3	3.2	0.6
Total (including schools)	31/03/08	74.9	25.1	5.0	2.0
	31/03/07	74.8	25.2	4.8	1.7

Notes: Scale point 34 on 31 March 2008 was £27,000 approx.

#Grade breakdown excludes staff employed by schools

- 2.4 Full data about employment across the Council, including data for school employed staff, which meets the requirement for employment monitoring by racial group under race relations legislation, will be presented and analysed in the Annual Review of Equality and Diversity 2008. This will be prepared for the Select Committee on Regeneration, Culture and Adult Education and the Cabinet in September. This annual report should therefore be read in conjunction with the Council-wide review report.

3. Report from the Ethnic Minority Achievement Service

3.1 Key Stage 1

Ethnic Minority attainment data indicates some very encouraging trends the achievement of some minority ethnic groups. All Bangladeshi pupils achieved level 2 or above. A higher percentage of Pakistani and African pupils achieved level 2 than in previous years. However whilst White pupils' achievement remained steady with no change in the past 3 years, African-Caribbean, Mixed heritage and (the) Other Ethnic group which contains a significant proportion of Yemeni pupils have shown a downward trend over the period.

3.2 Key Stage 2

At Key Stage 2 Ethnic Minority attainment data from the past 3 years indicates an improvement in the performance of most ethnic minority groups with African, African-Caribbean and (the) Other Ethnic group showing improved results whilst the Pakistani and White groups (which includes both UK and European heritage pupils) showing no significant changes in their results. However the figures indicate that pupils from a Bangladeshi background have not achieved the expected rate of success over the period in question.

3.3 Key Stage 3

The trends for Key Stage 3 results show an improvement for Bangladeshi, Pakistani and (the) Other Ethnic Group pupils and largely unchanged results for African, Mixed and White (UK) groups.

3.4 Key Stage 4

The figures for the different ethnic groups at Key Stage 4 defined in this report in terms of GCSE, 5 A*- C grades shows improved results for Pakistani, White and African-Caribbean pupils: the performance of this group doubled over the 3 year period. The performance of the pupils classed as Other Ethnic Group has remained steady whilst there was a fall in the performance of both Bangladeshi and African heritage pupils.

3.5 Results: summary and conclusion

Overall the trend from 2005 – 2007 indicates that for most minority ethnic pupils who receive regular support from EMAS there has been an improvement in their performance at GCSE. However, there is still a gap between the results of pupils in some of these groups and the national average end of key stage results for all pupils. The work that the Ethnic Minority Achievement Service have been doing that has helped some of the minority ethnic groups who have, historically, experienced the lowest levels of achievement turn themselves around and achieve a year on year increase in their attainment levels needs to continue to ensure that the pupils from groups that are still not performing to their known potential have the opportunities and support that evidence indicates is crucial to their achieving education attainment levels that are appropriate to them.

3.6 There are 451 New Arrival pupils in Dudley schools at the present time and over 1100 have passed through Dudley schools in recent years . Most are being or have been supported by staff from the Ethnic Minority Achievement Service. As a result they are all now fully integrated into their allocated schools. The pupils in Dudley's schools come from 64 countries and speak a great variety of languages and dialects. In the last academic year alone 117 New Arrival pupils were registered in Dudley schools. Ethnic Minority Achievement Service staff support many of these pupils in their educational settings as well as through the family support work with their parents and carers in their own communities.

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 February 2006. The document is currently under review. 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,. However, to help schools comply fully with their statutory responsibilities contained in the Race Relations (Amendment) Act 2000 schools 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 in their establishments during the past twelve month period. The results of this monitoring for the past five years are detailed in the grid below. (Table 2)

- 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 is apparent.
- 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 reporting system was in place as pupils and staff gained confidence in the process and trust in the systems available to support victims and tackle racism. However, when considering the figures below for a school population of almost 50,000 pupils in 111 schools it appears that the increased confidence has not led to significant rise in the number of reported incidents. From the figures available for the year 2007-08 it appears that there has been no significant increase in incidents reported overall.
- 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 dealing with the effects of racist incidents and 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 duty to promote community cohesion. We believe that the race equality work that has been taking place in schools across the borough coupled with the support and training provided through this directorate have, together, helped promote race awareness among pupils and staff and help promote understanding between pupils which has in turn helped produce what is effectively a reduction in the number of racist incidents in the Borough's schools.
- 4.6 Summary of Racist Incident Data (Schools)

Table 2. Racist Incident Data Reported by Dudley Primary, Secondary and Special Schools from 1st April 2007 – 31st March 2008

Annual Racist Incident Reports	2003 - 04	2004 - 05	2005-06	2006 - 07	2007-08
Percentage of schools returned	66%	87%	90%	93%	96%
Number of Nil-returns	33	42	45	39	40
Total number of incidents	119	236	246	258	199
Support for Victims					
Parental Involvement - victim	33	48	54	66	154

Senior Staff Involvement	92	48	195	174	199
Ethnicity of Victims					
Asian	52	74	70	125	77
Black Groups	12	53	33	40	45
Chinese or Other	5	11	7	7	1
Mixed Race	18	59	49	61	47
White Groups	14	34	29	25	18
Ages of Victims					
Under 8	17	25	32	41	30
Between 8 and 10	37	80	81	106	70
Between 11 and 14	33	54	70	58	56
Between 15 and 17	22	15	6	16	8
Over 18	-	15	8	15	10
Gender Profile of Victims					
Female	30	105	62	67	60
Male	71	129	135	194	129
Ethnicity of Perpetrators					
Asian	2	13	10	18	21
Black Groups	3	8	2	7	3
Chinese or Other	1	1	1	1	1
Mixed Race	2	14	6	8	12
White Groups	112	203	187	224	184

Ages of Perpetrators					
Under 8	14	28	28	41	25
Between 8 and 10	37	93	76	97	91
Between 11 and 14	49	76	97	97	66
Between 15 and 17	26	20	13	21	35
Over 18	4	2	1	0	16
Gender Profile of Perpetrators					
Female	9	52	46	46	43
Male	111	190	160	211	184
Incident Locations					
Closely supervised closed locations	59	119	80	79	93
Other areas	59	115	166	179	95
Totals	118	234	246	258	188

5. Equality Scheme Reviews

- 5.1 In accordance with the Council's Equality Scheme, a number of assessments of service/policy areas were earmarked for review during 2007/08 against the requirements of the relevant legislation. Some have been completed and for some the process is underway. On completion they will be published on the Council's website in accordance with Council policy.

6. Achievements against the Directorate's Equality and Diversity Action Plan for 2007/08

- 6.1 The achievements against the Directorate's equality and diversity action plan for 2007/08 are set out in table 3 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 – Race 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 2008

Table 3. Directorate of Children's Services – Equality and Diversity Annual Report for 2007/08

Objective 1	Lead Officers	Target date	Key Strategic Action	Measure/Indicator	Progress / final outcome to date
Integrated children's services through the development of clear targets and outcomes	Relevant service managers	03/08	Implement the new approach to equality impact assessments across the directorate using the agreed guidelines for undertaking these assessments.	Percentage of Equality Impact Assessments completed by the date set out in the Council's Equality Scheme.	Impact assessment process updated to include Equality Act requirements. Revised corporate guidance has been adopted. Due to remodelling within the directorate which have resulted in wide ranging changes to ensure processes are in place ensure that all agencies supporting children and young people work closely together the majority of EIAs have been carried over into the 08/09 plan with completion to be reported to this committee at this time next year. However, as and when EIAs are completed they will be published on the Council's website.
	David Silvera	03/08	Continue to progress work against the Equality Standard for Local Government and contribute to development of corporate action plan to meet requirements of the revised Standard and achieve subsequent levels.	Council's Equality Standard Action Plan reflects Children's Services Directorate objectives.	The Equality Standard Action Plan has been produced but it is to be further developed following peer assessment with neighbouring authorities.
	David Silvera	03/08	Produce annual directorate equality and diversity report for the June Select Committee meeting on Children's Services.	Report produced by the agreed date.	Report produced and published
	David Silvera	03/08	Produce annual directorate equality and diversity action plan for the February/March Select Committee meeting on Children's Services.	Action plan produced by the agreed date.	Action plan produced and published

	David Silvera	03/08	Review the approach to equality impact assessments.	Impact assessments reviewed by EDWG/EDAG	Review will take place after equality impact assessments have been completed.
--	---------------	-------	---	--	---

Objective 2	Lead Officers	Target Date	Key Strategic Action	Measure/Indicator	Progress / Final Outcome
Complete equality impact assessments (EIAs) as published in the Council's Equality Scheme.	Heads of services required to complete EIAs	03/08	Complete equality impact assessments for listed services	Impact assessments completed.	Impact assessments have been completed for some of the services named in the Council's Equality Scheme. These have been uploaded onto the Council's internet website in accordance with agreed policy. Some assessments are ongoing and will be published on the website when completed.

Objective 3	Lead Officers	Target date/Milestone	Key Strategic Action	Measure/Indicator	Progress / Final Outcome
ensure the directorate is fully compliant with disability legislation.	Turina Wharton	03/08	Continue to make improvements to signage to the Council's buildings.	Number of improvements completed in DCS buildings	Improvements have been made to signage on Children's Services buildings to reflect remodelling using the improved corporate style which has been developed through consultation with disability organisations.
	Lisa Morgan-Danks		Publish comprehensive employment monitoring data for disability equality to match race equality requirements	Data published in relevant documents	Comprehensive data published in Council's Equality and Diversity Annual Review and a summary of Children's Services data is outlined above in table 1.
	David Silvera		Ensure that the needs of disabled employees are supported in efforts to promote volunteering amongst the Council's workforce	Number of employees with disabilities engaged in voluntary work.	Partnership code of practice on volunteering completed. Work now being undertaken with Dudley CVS on promotion of volunteering, with member of staff now in post to work with partners.
	Participation Sub-Group		Work with partners to identify opportunities to promote involvement in public life for children and young people with disabilities.	Increased participation from this group of children and young people	All children's centres, early years settings, youth clubs, leisure services to sign up to and work towards the me2 award standards. Disabled children and young people, (me2 young people's panel) are involved in the auditing and awarding of out of school settings in the borough to ensure that they are inclusive and compliant with disability legislation.
	Jane Marsh		Review and improve the data collected in and from schools about pupils with disabilities	Increase in quantity and improvement in quality of data available.	Proposals for improving data collection to be developed through Directorate Accessibility Strategy which is currently under development and included in 2008/09 Equality and Diversity Action Plan.
	David Silvera		Advise and support schools to enable full compliance with Disability Discrimination Act including helping them develop their disability equality schemes through a range of measures including workshops for school leaders, school visits and the dissemination of written materials.	Number of strategic actions undertaken.	Achieved. Training sessions/workshops have taken place for school leaders, equal opportunities coordinators and governors. A range of documentation and policy guidance has been produced and shared with schools, including the revised Single Equality Plan template.

Objective 4	Lead Officers	Target Date	Key Strategic Action	Measure/Indicator	Progress / Final Outcome
Implement Special Educational Needs Strategy	Jon McCabe	03/08	Finalise and implement strategy	Strategy published and implementation under way.	Strategy is published and being implemented

Objective 5	Lead Officers	Target Date	Key Strategic Action	Measure/Indicator	Progress / Final Outcome
Provide a range of advice and support to school leaders to enable them to comply with current equality legislation	David Silvera	03/08	Provide training and ongoing support for schools.	Sessions provided	Training sessions/workshops have taken place for school leaders, equal opportunities coordinators and governors on the three main equality areas but the focus has been on gender and disability as changes to the law begin to take effect.
			Produce and publish documentation to help schools develop policies to fulfil statutory equality obligations.	Documents published	A range of documentation and policy guidance has been produced and shared with schools. It includes an outline for a school equality plan to cover disability, gender and race issues in particular.
			Collate and publish information about racist incidents reported through schools.	Information published	Information collated and published in the Equality and Diversity Annual Report 2007

Objective 6	Lead Officers	Target Date	Key Strategic Action	Measure/Indicator	Progress / Final Outcome
Produce and implement Disability Accessibility Strategy	David Silvera	03/08	Produce and implement Disability Accessibility Strategy	Establish a group to manage this area of development	Initial discussions have taken place but working group to be convened later this year. Action carried over to 08/09 plan.
	Jane Prasher		Improving educational and social outcomes for children in care and children with disabilities	Percentage improvement in educational attainment. Increased involvement in social activities	This action has been prioritised the Directorate Strategic Plan and has been carried forward for completion through the 08/09 action plan.
	Su Roxburgh		Improving transitional arrangements for young people from children's services into adult services with particular focus on vulnerable groups	Improved transitional arrangements.	This action has been prioritised the Directorate Strategic Plan and has been carried forward for completion through the 08/09 action plan.

