

## **Directorate of Children's Services**

### **Draft Annual Equality and Diversity Action Plan 2009/10**

#### **1. Introduction**

- 1.1 The Council's Equality and Diversity Policy requires all directorates to produce an annual equality and diversity action plan. The policy is supported by commitments and actions in the Council's Equality Scheme. The action plan sets out how a directorate will implement the policy and the scheme in relation to its responsibilities, service areas and employment practices during the year.
- 1.2 The Children's Services Directorate's plan is submitted to the Select Committee on Children's Services, before approval by the appropriate Cabinet Member.
- 1.3 Progress with implementing the action plan is reported in the Equality and Diversity Annual Report. The Directorate of Children's Services annual report for 200/09 will be submitted to the Select Committee on Children's Services at its first meeting of the 2009/10 municipal year.
- 1.4 This action plan covers the period from April 2009 to March 2010 and contains:
  - an explanation of its relationship with other plans
  - a summary of the directorate's equality and diversity vision and values
  - key issues and targets for the plan
  - the action plan summary

#### **2. Relationship with other plans**

- 2.1 This action plan will be incorporated into the overall strategic plan for the Directorate of Children's Services for 2009/10. The strategic plan responds to the directorate's statutory responsibilities, the Borough's Community Strategy

2005-15, the three year Council plan and the Children and Young People's Plan 2008 – 11.

- 2.2 The overall long-term policy framework for equality and diversity is set out in the Children's Services Equality and Diversity Policy. The Council's Equality Scheme published in April 2007, brings together the statutory disability, gender and race equality schemes and provides the overall three-year equality strategy and action plan.
- 2.3 Council-wide progress on implementing the Equality Scheme is reported each year in the Annual Review of Equality and Diversity, which is submitted to the Select Committee on Regeneration, Culture and Adult Education and the Cabinet.

### **3. Vision and Values**

- 3.1 The vision of the Directorate of Children's Services is for a borough where the safety and well-being of children and young people is promoted for all so that:
  - all children and young people are safe from harm and neglect
  - all children and young people are healthy
  - all children and young people enjoy and achieve in learning
  - all children and young people make a positive contribution to their lives and those of others
  - all young people are supported to achieve economic well-being and achievement when they leave school
- 3.2 The directorate maintains its commitment to implementing the Council's equality and diversity policy in relation to its services, employment practices and the leadership and support provided to schools. The Equality Officer supported by the School Improvement Partner with responsibility for equality and diversity leads development work on behalf of the borough's schools to ensure that they are able to fully comply with equality legislation and effective practice. This includes the preparation and distribution of appropriate policy frameworks for school use; advising school leaders and staff and arranging and delivering training related to equality and diversity.
- 3.3 The Directorate has an Equality and Diversity Working Group, led by the Assistant Director for Performance and Partnership which comprises the Equality Officer; a personnel officer; representatives from each division including the Head of the Borough's Ethnic Minority Achievement Service and representation from Children's Services partner organisations which includes the voluntary sector. The overall purpose of the Equality and Diversity

Working Group is to support equality and diversity in the directorate and ensure that the divisions they represent are kept informed of developments.

- 3.4 The aim of the directorate is to mainstream equality so responsibility for promoting equality and diversity in employment and services rests with all heads of service. However, the Equality Officer is responsible for overall equality and diversity development work on behalf of the Directorate; for reviewing and updating the Directorate's Equality and Diversity Policy and for preparing, monitoring and reviewing the Directorate's annual Equality and Diversity Action Plan and Annual Report.

#### **4. Key Issues and Targets**

- 4.1 The Council's Equality Scheme identifies the key issues and challenges across the Council for the three years 2007 - 10. Particular priority has been given to progressing work through the Equality and Diversity Advisory Group during this period in the following areas:

- developing clearer targets and desired outcomes
- improving communications around what we do and why, externally and internally, and celebrating success
- improving approaches to consultation
- identifying the equality and diversity competencies required for managers and employees

- 4.2 The 2008 Annual Review of Equality and Diversity identified three priorities for the next twelve months, and the directorate's commitment to these is reflected in the action plan, namely:

- developing and implementing action plans for:
- *further access improvements to public buildings, and*
- *increasing the number of employees with a disability*
- updating the Council's vision for delivering equality
- ensuring that equality impact assessments are completed

These priorities arose from analysis of performance indicators, an external review of the Council's approach to promoting equality and a review of the external auditors 'supporting people with a disability'. More details are given in the annual review (available on the Council's website).

- 4.3 In the Equality Scheme, the directorate identified overall equality and diversity priorities for its service areas linked to the three years of the Scheme. Most of these actions have now been incorporated into the Children and Young

People's Plan (4.3) but in this final year work is continuing to address the priorities below:

- Improve transitional arrangements for young people from children's services into adult services with particular focus on vulnerable groups
- Implement the revised Accessibility Plan ensuring it takes full account of the DDA 2005
- Implement the Dudley Play Strategy

4.4 In addition the following priority objectives have been identified in the Children and Young People's Plan 2008 - 11:

- Improve (all) ECM outcomes for children and young people in the care of the council
- Improve (all) ECM outcomes for children and young people with learning difficulties and disabilities
- Improve access to CAMHS
- Reduce rates of teenage pregnancy and the incidence of sexually transmitted infections
- Encourage children and young people to follow healthy lifestyles
- Tackle the harm caused by alcohol and reduce the prevalence of 'binge drinking'
- Promote positive choices not to take illegal drugs or to smoke
- Reduce the perception and fear of bullying
- Raise achievement at KS1 and KS2
- Raise achievement in maths at KS1 and KS2
- Raise achievement at KS3
- Raise achievement in maths at KS3
- Reduce the number of first time offenders
- Increase the impact of children and young peoples' views being heard
- Reduce the number of young people not in education, employment or training (NEETS)
- Develop more resilience in the labour market through better 'work readiness/preparation' through 14-19 and Education Business Partnership

## **5. Activities not covered in the Equality Scheme and the CYPP**

5.1 As equality, diversity and cohesion work has developed at local, national and international levels priorities for Dudley have developed in a similar way. This development has meant that additional priorities have begun to be addressed. There have also been developments in equality law, some implemented and

some not yet on the statute books. To provide a strategic vision of the equality and diversity work pertinent to the directorate in the future, provision for some of these developments is included in this year's action plan. The main additional priorities include:

- Work to improve the directorate's approach to promoting equality across all equality strands, particularly in anticipation of the likely duties of the forthcoming Equality Act, covering age, religion or belief and sexual orientation equality. Coordinate this work with other Council directorates and partner organisations, particularly those who are members of the Children's Trust.
- Continue to support the Council's community cohesion work and tension monitoring arrangements. Support schools implementing their new community cohesion duties and endeavour to establish a common approach to this work across the Children's Trust.
- Support the Council's approach to the PVE Pathfinder initiative and individual schools to implement the PVE agenda through their work on the 'Learning to be Safe Together' toolkit and associated materials.
- Implementing the actions arising from equality impact assessments (EIAs) and undertaking further EIAs as they provide increasing data and intelligence about the impact of directorate services and other activities. Ensure that action planning is increasingly based on clear evidence about the needs of different communities including that gathered from EIAs.

## **6. The Action Plan**

6.1 The detailed action plan for 2009-10 is set out in the attached appendices.

### **6.2 Appendix 1: Every Child Matters Directorate/Children's Trust Priorities**

This table represents the directorate action plan based on the Every Child Matters outcomes. All the outcomes affect children and young people directly and the activities included are those that have been agreed and prioritised by the Directorate as a member of the Dudley Children's Trust. Some of the objectives and the actions supporting them outlined in this table are, therefore, shared with other Trust partners.

Where possible the national indicators from the 'Communities and Local Government: National Indicators for Local Authorities and Local Authority Partnerships', which relate to children and young people have been included.

### **6.3 Appendix 2: Council and Directorate Structural Priorities**

This table represents the directorate action plan from the perspective of the Council's structural approach to developing its equality, diversity and community cohesion agenda. The outcomes will affect children and young people but this effect might be tangential rather than direct. Significant drivers for this section of the plan are the Council's Equality Scheme, its Annual Review of Equality and Diversity and the range of statutory equality and diversity responsibilities incumbent upon local authorities. Significant developments in this area are expected to become clear in the early months of this plan with the publication of the Equality Framework for Local Government and the Equality Act, which is expected to be put before Parliament this session. The plan may be amended later this year, if necessary, to incorporate any developments resulting from the above.

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March

2009

**Directorate of Children's Services – Equality and Diversity Action Plan for 2009/10**

**Appendix 1: Every Child Matters Directorate/Children's Trust Priorities – directly affecting children and young people**

Objective	Detailed action/target (and lead officer)	Target Date/ milestones	Planned outcome/performance indicator
<b>ECM Outcome: Be Healthy – Children and young people stay healthy</b>			
CS Be healthy 1. To improve access to Children and Adolescent Mental Health Service (CAMHS)	Implement recommendations from disabled children and carers group consultation. Complete CAHMS strategy in conjunction with PCT. (Su Roxburgh)	March 2010	There is no, or reduced, disparity evident in effectiveness of CAMHS for children and young people whatever their equality grouping. <b>NI 51 &amp; NI 58</b>
CS Be healthy 2. To ensure children are nurtured by parents/carers to enable them to achieve excellent outcomes.	Implement the 'Dudley Parenting Support and Family Learning Strategy' especially the elements relating to targeted support for, 'parents with particular support needs'. (Christine Russell)	March 2010	Strategy implemented including the implementation of recommendations arising from Parenting Support audit and family learning objectives. This will contribute to a wide range of national indicators.
CS Be healthy 3. To ensure children and young people are sexually healthy through reducing rates of teenage pregnancy	Continue to target work at most at risk groups (LAC and youth offenders through the 'Respect Yourself Campaign' And targeted training of colleagues supporting these groups. Develop risk management tool to facilitate targeted work with individuals. Continue partnership work with colleges. Continue to develop sexual health work and drop in facilities with the Youth Service*. Continue to deliver sex and relationship education through the Community Peer Education Group which includes young people with disabilities.	March 2010 (review)	Reduction in under age (18) conceptions for females from all equality backgrounds. <b>NI 112</b>

	(Ellen Phillips/Amanda Grove)		
CS Be healthy 4. To ensure children and young people are sexually healthy through a reduced incidence of sexually transmitted infections.	Continue sexual health training for Youth Offending Service staff to support their work with youth offenders. Continue support for Brook run sexual health drop-in service for youth offenders funded through the RYC. Continue work targeted at BME boys and young men. Develop treatments available in youth work settings*. (Ellen Phillips/Amanda Grove*)	March 2010 (review)	Reduction in the prevalence of Chlamydia among young people aged under 20 from all equality backgrounds. <b>NI 113</b>
CS Be healthy 5. To tackle the harm caused by alcohol and reduce the prevalence of 'binge' drinking	To continue 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. Continue awareness raising with parents to act as delivery agents. Lower % of young women accessing specialist services compared to our regional neighbours. Identify and consult with young women's groups to ascertain if there are any barriers to young women accessing treatment provision. (Audrey Heer/Julia Simmonds)	March 2010 (review)	Evidence shows no differentials in successful outcomes that could be related to the equality groupings to which the young people belong. Healthy Lifestyle Survey - TellUs Survey – National Treatment Agency data. <b>NI 115</b>
CS Be healthy 6. To promote positive choices for young people not to take illegal drugs.	To continue training of staff working with children and young people to undertake universal education and early intervention work, especially	March 2010 (review)	Evidence shows no, or reduced, disparity in the improvement achieved between different 'equality' groups. Healthy Lifestyle Survey -



	<p>through Targeted Youth Support work with vulnerable groups. Continue awareness raising with parents to act as delivery agents.</p> <p>Lower % of young women accessing specialist services compared to our regional neighbours. Identify and consult with young women's groups to ascertain if there are any barriers to young women accessing treatment provision.</p> <p>(Audrey Heer/Julia Simmonds)</p>		TellUs Survey – National Treatment Agency. data <b>NI 115</b>
<p>CS Be healthy 7. To promote positive choices for young people not to smoke.</p>	<p>Continue to implement Dudley's tobacco control strategy, 'Creating a Smoke Free Generation'</p> <p>(Ruth Olding)</p>	<p>March 2010 (review)</p>	<p>Evidence shows no, or reduced, disparity in the improvement achieved between different 'equality' groups. Healthy Lifestyle Survey - TellUs Survey.</p>
<p>CS Be healthy 8. To reduce obesity among primary school age children in year 6.</p>	<p>Equity monitoring of child weight management services and inclusion of targeted services for gaps.</p> <p>Development of universal prevention programme for obesity to be delivered via school and youth settings and accessible to all.</p> <p>(Julia Simmonds/Karen Jackson-pct)</p>	<p>March 2010 (review)</p>	<p>Evidence shows no, or reduced, disparity in the rate of reduction between different 'equality' groups.</p> <p><b>NI 56</b></p>

<b>ECM Outcome: Stay Safe – Children and young people stay safe from bullying and discrimination</b>			
CS Stay safe 1. Reduce the fear and perception of bullying.	Revise and publish Anti-bullying strategy and support its implementation throughout the Borough using information gathered from 'Dudley, Safe to Play Survey 2008' (Lindsay Newton)	March 2010 (review)	Evidence from the Tell Us Survey shows the reduction in the number of children and young people who report they have experienced bullying shows a similar reduction for all equality groups. <b>NI 69</b>
CS Stay safe 2. To increase the stability of placements for children in the care of the Council.	The introduction of the 'KEEP Programme' (Keeping Foster Carers Trained and Supported Properly) which is being piloted in Dudley. Continuing to ensure service planning meetings are held for all placements. Implementing plans to ensure increased psychological support (hours) is available for all looked after children. (Jane Prasher)	March 2010	Reduction in the percentage of looked after children and young people from all equality groups with three or more placements during a twelve month period. <b>NI 62 &amp; NI 63</b>
<b>ECM Outcome: Enjoy and achieve – Improved outcomes for children and young people in the care of the Council.</b>			
CS Enjoy and achieve 1. To increase participation and success in public examinations for looked after young people.	Develop protocols to ensure that all Looked After Children are able to access full time education. (Ruth Tykiff/Pat Finegan)	March 2010 (review)	Increase in the percentage of looked after young people leaving care, aged 16 or above, with at least one GCSE at A*-G or GNVQ and eliminate any unjustified disparity between success rates for young people from different equality groups. <b>NI 99</b> (Level 4 KS2 English) <b>NI 100</b> (Level 4 KS2 Maths) <b>NI 83</b> (Level 5 KS3 Science) <b>NI 101</b> (GCSE 5 A*-C inc English & Maths) <b>NI 84</b> (GCSE 2 A*-C in Science)
CS Enjoy & achieve 2. To ensure Looked After Children are engaged in	Leaving Care Forum has begun and will continue to implement an Outcomes Framework to support the	March 2010	An increase in the ratio of LAC from all equality groups (compared with other young people) in education,

<p>education, employment or training on leaving care/school.</p>	<p>inter-agency responsibilities for improvement of this performance indicator. This will result in the implementation of a shared improvement plan for all partners to work with and be held accountable for their contributions. (Roy Perrett)</p>		<p>employment or training on leaving care/school. <b>NI 117</b> (NEET) <b>NI 90</b> (learning diplomas) &amp; <b>NI 91</b> (17yr olds in education or training) <b>NI 85</b> (Post-16 participation in physical sciences)</p>
<p><b>ECM Outcome: Enjoy and achieve – Improved outcomes for children and young people with learning disabilities and/or disabilities</b></p>			
<p>CS Enjoy &amp; achieve 3. To provide suitable ICT equipment and software supporting raising achievement of pupils with Special Educational Needs</p>	<p>All children and young people from this group are provided with suitable equipment. (Geoff Baker) LA developing an interactive database to support analysis of comparative progress of all vulnerable groups including those with SEN. (Huw Powell)</p>	<p>March 2010 (review)</p>	<p>Achievement of children and young people with SEN from all equality groups is increased through the provision of suitable equipment irrespective of their particular learning needs. <b>NI 104</b> (KS2 English &amp; maths) <b>NI 105</b> (GCSE 5 A*-C inc English &amp; Maths)</p>
<p>CS Enjoy &amp; achieve 4. To reduce the number of young people with learning difficulties or disabilities not engaged in education, employment or training.</p>	<p>Priority area identified through the Targeted Youth Support Plan. LDD is an area that needs more specific focus on for 2009 processes are now in place to support this. This being a one off workshop with all partners who work with LDD to map out current support and provision. Provision and opportunity currently monitored through the NEET Steering Group. Additional Personal Adviser support has been put into supporting young</p>	<p>March 2010</p>	<p>An increase in the ratio of young people with learning disabilities or disabilities from all equality groups in education, employment or training. <b>NI 117</b> (NEET) <b>NI 90</b> (learning diplomas) &amp; <b>NI 91</b> (17yr olds in education or training)</p>

	people who are LDD. (Ian Curnow/Helen Ellis)		
<b>ECM Outcome: Enjoy and achieve – Achieve stretching national educational standards at primary schools</b>			
CS Enjoy & achieve 5. Raise achievement at Key Stages 1 & 2	Implement National Strategy training and support including school improvement support in line with local authority banding system for targetted groups (Trish Brittain)	March 2010 (review)	Achievement at level 4 or above at Key Stage 2 in both English and Maths for children from all equality groups. <b>NI 73 &amp; NI 107</b> (BME groups) <b>(NI 93 &amp; NI 94)</b>
CS Enjoy & achieve 6. Raise achievement at Key Stage 3 and 4.	Implementing the Dudley Learning Plan 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. Improving subject leadership and management. (Steve Lockwood)	March 2010 (review)	Achievement at level 5 or above at Key Stage 3 in both English and Maths for children from all equality groups. <b>NI 74 (NI 76) (NI 95 &amp; NI 96)</b> Achievement of 5 or more GCSE A* - C grades, or equivalent, including English and Maths for young people from all equality groups. <b>NI 75 &amp; NI 84, NI 108</b> (BME groups) <b>(NI 77 &amp; NI 78) (NI 97 &amp; NI 98)</b>
<b>ECM Outcome: Enjoy &amp; achieve – Attend and enjoy</b>			
CS Enjoy & achieve 7. To improve school attendance	The LA has effective strategies in place to meet National Indicator 87 (reduce persistent absence) and to assist all schools to meet their agreed overall absence target through the introduction of: -Electronic casework management in place. -EWS action plans for persistent absence (PA) being incorporated into whole school support plans.	March 2010	A reduction in the percentage of half-days missed due to total (that is authorised and unauthorised) absences in maintained primary and secondary schools is evident in pupils from all equality groups. <b>NI 87</b> (Secondary school persistent absence rate)

	<ul style="list-style-type: none"> <li>-Attendance Strategy reflecting importance of PA.</li> <li>-PA monitored by Education Welfare Service for each school and each student, monthly and termly.</li> <li>-All students with PA discussed between EWS/School</li> <li>-Regular reviews with schools.</li> <li>-Achieved reduction in PA each Year (Keith Bates/Jon McCabe)</li> </ul>		
<b>ECM Outcome: Make a positive contribution – Engage in law abiding and positive behaviour in and out of school</b>			
<p>CS Positive contribution 1. To ensure children and young people engage in positive behaviour in and out of school</p>	<p>Review YOS Race Action/Diversity Plan to ensure it accurately identifies the needs, focuses on the relevant actions and is sufficiently resourced to achieve its objectives.</p> <p>Through involvement in the development of Targeted Youth Support services, ensure structures and processes are geared to address issues of proportionality and over representation amongst BME groups.</p> <p>Development of co working with Youth Services to target first time and at 'risk of' offenders and re engage in universal provision.</p> <p>(Mike Galikowski/Amanda Grove)</p>	March 2010	A reduction of the number of first-time offenders of children and young people (aged 10-17) from all equality groups. <b>NI 111</b>

**ECM Outcome: Make a positive contribution – Engage in decision-making and support the community**

<p>CS Positive contribution 2. Increase the impact of children and young people's views being heard by supporting the development of systems to enable children and young people to contribute to the planning processes within schools, PRUs and the wider community.</p>	<p>A range of activities are planned to increase the impact of children and young people views being heard across the Council and Children's Trust. These include, but are not limited to, the Participation Plus team working with children and young people across the borough in children's centres, schools, youth settings, extended provision and the voluntary and community sector. Three examples being</p> <ol style="list-style-type: none"><li>1. DCSF Play Pathfinder – choosing the sites and play equipment to be installed.</li><li>2. Dudley Decision Making Kids (DDMK) leading on the Safe to Play strategy on anti-bullying in public spaces.</li><li>3. Me2, KIDS Orchard and DDMK working with the design team to plan the new Sycamore Adventure Playground.</li></ol>	<p>April 2010</p> <p>October 2009</p> <p>March 2010</p> <p>January 2010</p>	<p>Increase in the number of children and young people from all equality groups reporting, through the TellUs Survey, their engagement in positive activities.</p> <p><b>NI 110</b></p>
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<b>ECM Outcome: Achieve economic well-being – School leavers in education, employment or training</b>			
<p>CS Achieve economic well-being 1. To ensure young people engage in education, employment or training on leaving school.</p>	<p>A NEET Steering Group has been developed to support barriers and issues that young people face to enter post 16 learning. This group will continue to work hard to support young people to enter learning priority given to vulnerable groups and to support retention. The Steering group will continue to feed into the 13 – 19 Partnership.</p>	<p>End of the Summer Term 2009 to identify at risk young people entering Year 10 and Year 11 in preparation for Sept 2009</p>	<p>A reduction in the percentage of young people from all equality groupings not in education, employment or training within the overall target of 4.3%. <b>NI 117</b> (NEET) <b>NI 90</b> (learning diplomas) &amp; <b>NI 91</b> (17yr olds in education or training)</p>
<p>CS Achieve economic well-being 2. Develop more resilience in the labour market through better work readiness/ preparation through 14-19 and Education Business Partnership</p>	<p>(1) Early identification of young people who are at risk of becoming NEET will continue. Working closely with schools and other services to support young people to engage with learning. 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. Continue to work with the LSC and Local Authority to make post 16 provision more targeted to support vulnerable young people e.g. Careleavers, young offenders etc Continue to follow up and intensively support all young people on the NEET register ensuring they understand all the options available to them.</p>	<p>March 2010</p>	<p>Increased achievement of GNVQ level 2 qualification (or equivalent) by the age of 19 for young people from all equality groups. <b>NI 90</b> (learning diplomas) &amp; <b>NI 91</b> (17yr olds in education or training) <b>NI 81 &amp; NI 82</b> (Inequality gap – FSM at age 19)</p>
	<p>(2) Active promotion of a broad,</p>	<p>March 2010</p>	



	<p>inclusive and relevant KS4 curriculum offer for all students. Working with partners to promote independent advice &amp; guidance related to the current labour market. Promoting post 16 progression via local area prospectus (LAP) and the common application procedure (CAP)</p> <p>(1)(Ian Curnow/Helen Ellis) (2) (Peter Cox)</p>		
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**Directorate of Children's Services – Equality and Diversity Action Plan for 2009/10**

**Appendix 2: Council and Directorate Structural Priorities – organisational priorities affecting children/workforce/ the general public**

Objective	Detailed action/target (and lead officer)	Target Date/ milestones	Planned outcome/performance indicator
<b>Priority 1. Develop clearer targets and outcomes</b>			
CDSP 1. Undertake further equality impact assessments (EIAs) in the directorate.	Undertake EIAs of the following during 2009/10 (ES1.3): (a) Services for children with learning difficulties and disabilities. (Level 2) Jo Tasker/Su Roxburgh (b) Transitional arrangements for young people into adult services (Level 2) Su Roxburgh/Roy Perrett (c) Anti-bullying strategy Lindsay Newton	Complete by March 2010	EIAs completed within the timescales Improvement actions identified and scheduled.
CDSP 2. Improve the approach to EIAs across the directorate	Give to clearer guidance and individual support to staff undertaking EIAs (David Silvera)	December 2009	Improvement in quantity and quality of EIAs
CDSP 3. Assess implications of the Equality Bill for schools, the directorate and its services and	(1) Assess new duties and prepare for their implementation through policy development, training, advice and guidance. (David Silvera)	July 2009	Understanding of new legal requirements.

prepare for the introduction of the new Act.	(2) Include actions to enable recognition of additional equality strands within school/directorate functions. (David Silvera)	September 2009	Improved identification and coordination of action for all equality strands
CDSP 4. The Directorate complies with its statutory equality and diversity responsibilities, agreed Council processes and promotes good practice in equality and diversity.	Draft and disseminate appropriate policies, plans and guidance to enable the directorate to be in full compliance with statutory responsibilities and locally agreed actions supporting equality and diversity. (David Silvera)	March 2010	Equality and diversity action plan, reports and other relevant documents are produced. The directorate makes a full contribution to corporate equality and diversity development work.
CDSP 5. Schools fulfil their equality & diversity responsibilities through strategic planning.	Advise schools of developments in their equality responsibilities and provide policy development materials, advice and guidance on their use. (David Silvera)	March 2010	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.
CDSP 6. The local authority and schools fulfil their statutory responsibilities collect information, process and respond appropriately to racist incidents	Collect, collate and analyse data relating to racist incidents in schools and the directorate. Provide advice, support and training as necessary to school and directorate staff about recognising and responding to such incidents. Revise/update relevant documentation as and when necessary. (David Silvera)	June 2010	Racist incidents data is published in the Council's agreed format annually for schools as required by law. Advice, support and training is delivered to all staff when required.

<b>Priority 2 Improve mechanisms for consultation and involvement</b>			
CDSP 5. Promote engagement with all communities in the Borough.	(1) Support the promotion of the Council's BME consultation event (2009) and encourage participation of children and young people. (David Silvera)	November 2009	Successful event held that includes increased participation from children and young people, feedback from which takes full account of their concerns leading to improved understanding and focussed provision.
	(2) Support involvement and representation in Youth Service involving young people mechanisms. (Amanda Grove)		
	(3) Develop routes for consultation and engagement on issues of particular concern to LGB & T communities with emphasis on young people's concerns. (David Silvera)	March 2010	Improved understanding of the impact of Children's Services provision on young people from, or associated with, these communities.
	(4) Support involvement and representation in Youth Service involving young people mechanisms. (Amanda Grove)		
<b>Priority 3 Improve communications</b>			
CDSP 6. Improve access to information.	Continue to develop and update equality and diversity section of the Dudley Intranet website and School Governors website. (David Silvera)	March 2010	Websites contain all relevant equality and diversity information and are used by staff and governors to gather information.

	Further develop and improve communication by including selected equality and diversity information on Dudley's Internet website. (David Silvera)	March 2010	Selected information available on the Internet website.
	Develop smarter methods for communicating with children and young people through the media they are most likely to utilise, including the schools portal. Explore the possibilities of communicating through social networking sites. (David Silvera)	March 2010	New streams of communication have been researched, developed and are now in place.
<b>Priority 4 Improve equality and diversity competencies of employees</b>			
CDSP 7. Implement new approaches to training to reach more employees	Contribute to work with corporate colleagues to design an e-diversity training course for employees and encourage directorate staff to participate in e-learning. (David Silvera/EDWG)	March 2010	Increased effectiveness of equality and diversity training materials and an increased take up of the training by employees.
<b>Priority 5. Employment issues</b>			
CDSP 8. Increase % of employees with a disability	Work with corporate colleagues to implement action plan arising from external auditors' review 'supporting people with a disability' (David Silvera/EDWG)	Range of target dates included in the action plan	Increase % of employees with a disability

<b>Priority 6. Promote community safety and community cohesion</b>			
CDSP 8. Support schools to implement good practice through the PVE agenda.	(1) Provide support for schools using the 'Learning Together to be Safe' toolkit and the 'Watch Over Me' materials'. (David Silvera)	March 2010	Schools have had training supporting the use of these materials. Staff confidence in use of materials increased.
	(2) Work with partners across the Council to develop a plan for engaging schools in activities addressing issues arising out of the PVE framework. (Davis Silvera/ Rosina Ottwell)		Plan developed, implemented being followed. Contribution to relevant National Indicator NI 35 – building resilience to extremism.
CDSP 9. Progress community cohesion work in schools and across the Council with a particular focus on children and young people.	Support school leaders, including governors through the production of development materials and training to help them comply with community cohesion duty. (David Silvera)	March 2010	Increased confidence of school staff to address issues of community cohesion evidenced in the range of activities schools adopt. School's inspection reports satisfactory and above for the community cohesion duty.

Glossary:

CS – Directorate of Children's Services

ECM – Every Child Matters

EDAG – Equality and Diversity Advisory Group (Dudley Council)

EDWG – Equality and Diversity Working Group (Children's Services)

EIA – Equality impact assessment

LGBT – Lesbian, Gay, Bisexual and Transgender

NI – National Indicator for Local Authorities and Local Authority Partnerships

PVE – Preventing violent extremism