

Directorate of Children's Services

Equality and Diversity Annual Report 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 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 2010/11 is also considered by this Select Committee.
- 1.2 This document is the annual report and covers the period from April 2009 to March 2010. The report contains:
- Key facts about the directorate including workforce profile information
 - A report on the annual racist incident data collected from schools
 - Progress on the Council's equality scheme including equality impact assessments
 - Achievements against the directorate's equality and diversity action plan for 2009/10.

2. Key Facts

- 2.1 Each directorate produces a strategic plan which set out its priorities, objectives and targets for the year which encompasses its equality and diversity action plan.

Vision 2025 – A Strategic Plan for Learning - sets out the Directorate of Children's Services commitment to transform the lives of all children and young people in the Borough by providing a world class education.

The Directorate's motto 'Putting children and young people first in Dudley' is supported by the Council's commitment to ensure that learners and learning are at the heart of the Borough's strategic planning. It is the endeavour of Dudley Council Children's Services to provide services that will result in the Borough's children and young people being 'ambitious, confident and committed to learning'.

To achieve this, the Directorate will provide inspirational learning environments where:

- young people value and respect themselves and others, whilst contributing positively to the local, national and global community;

- young people successfully build on their individual skills and talents, enabling them all to reach their full potential and to enjoy their learning;
- young people are equipped to use emerging technologies creatively to enhance their learning;
- young people are supported to make healthy and safe life choices;
- young people and their families are supported to access locally provided extended services which support their personal development.

2.2 The Directorate which is led by the Director of Children's Services, Mark Wyatt, comprises the following sections each led by an assistant director:

- Children and Families led by Pauline Sharratt
- Education, Play and Learning led by Dave Perrett
- Quality and Partnership led by Ian Mc Guff
- Transforming Futures led by Jane Porter

2.3 The Directorate (head office) employed 2007 staff on 31 March 2010. Its workforce profile is set out in table 1(a) showing a breakdown of staff by grade. The breakdown for Dudley schools who employed 7479 staff on the same date is also included. This profile can be compared with the Council's profile as a whole which is set out in table 1(b). The equivalent figures for the previous two years are shown in italics.

Table 1(a). Directorate of Children's Services workforce profile 31 March 2010 compared with the previous two years.

| Children's Services | | Female (%) | Male (%) | BME* (%) | Disabled (%) |
|------------------------------------------------------------------------------|-----------------|-------------------|-----------------|-----------------|---------------------|
| Scale point 34 and above (higher grades) (Directly employed staff) | 31/03/10 | 67.7 | 32.3 | 13.8 | 3.9 |
| | <i>31/03/09</i> | <i>68.6</i> | <i>31.4</i> | <i>14.5</i> | <i>3.1</i> |
| | <i>31/03/08</i> | <i>66.0</i> | <i>34.0</i> | <i>16.8</i> | <i>3.6</i> |
| Below scale point 34 (lower grades) (Directly employed staff) | 31/03/10 | 83.4 | 16.6 | 9.7 | 1.6 |
| | <i>31/03/09</i> | <i>82.9</i> | <i>17.1</i> | <i>8.3</i> | <i>1.7</i> |
| | <i>31/03/08</i> | <i>83.1</i> | <i>16.9</i> | <i>6.9</i> | <i>2.0</i> |
| Total (Directly employed staff) | 31/03/10 | 81.6 | 18.4 | 10.2 | 1.9 |
| | <i>31/03/09</i> | <i>81.3</i> | <i>18.7</i> | <i>11.4</i> | <i>1.9</i> |
| | <i>31/03/08</i> | <i>81.4</i> | <i>18.6</i> | <i>7.5</i> | <i>3.6</i> |
| Children's Services (School employed staff) | 31/03/10 | 84.8 | 15.2 | 4.4 | 0.6 |
| | <i>31/03/09</i> | <i>84.4</i> | <i>15.6</i> | <i>4.2</i> | <i>0.7</i> |

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| | 31/03/08 | 84.1 | 15.9 | 3.4 | 0.8 |
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Table 1(b). Dudley MBC workforce profile 31 March 2010- compared with the previous two years.

| Dudley MBC | | Female (%) | Male (%) | BME* | Disabled (%) |
|----------------------------------------------------------------------|-----------------|-------------|-------------|------------|--------------|
| Scale point 34 and above (higher grades) (excluding schools)# | 31/03/10 | 51.3 | 48.7 | 8.8 | 4.5 |
| | 31/03/09 | 51.1 | 48.9 | 9.2 | 4.5 |
| | 31/03/08 | 50.3 | 49.7 | 9.1 | 4.6 |
| Below scale point 34 (lower grades) (excluding schools)# | 31/03/10 | 69.2 | 30.8 | 7.0 | 2.6 |
| | 31/03/09 | 69.3 | 30.7 | 6.3 | 2.6 |
| | 31/03/08 | 69.7 | 30.3 | 5.9 | 2.2 |
| Total (excluding schools) | 31/03/10 | 66.4 | 33.6 | 7.3 | 2.9 |
| | 31/03/09 | 66.5 | 33.5 | 6.8 | 2.9 |
| | 31/03/08 | 66.9 | 33.1 | 6.4 | 2.5 |
| Total (including schools) | 31/03/10 | 75.4 | 24.6 | 5.9 | 1.7 |
| | 31/03/09 | 75.0 | 25.0 | 5.6 | 1.8 |
| | 31/03/08 | 74.9 | 25.1 | 5.5 | 2.0 |

Notes: Scale point 34 on 31 March 2010 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 2010. This will be prepared for the Select Committee on Regeneration, Culture and Adult Education and the Cabinet in September 2010. This annual report should therefore be read in conjunction with the Council-wide review.
- 2.5 There are 111 schools in the Borough, 79 primary; 21 secondary; 11 special schools and 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 minority ethnic groups.

- 2.6 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. Racist Incident Reports – Schools

- 3.1 The Standard Operating Procedure for Reporting and Recording Racist Incidents/Complaints was adopted by the Directorate in January 2004, and revised in 2006 & 2008. The SOP provides all staff with a standardised procedure for reporting and recording racist Incidents and complaints that fulfils the requirements of current legislation and relevant national guidance.
- 3.2 Governing bodies are responsible for monitoring incidents in schools and a summary of incidents that have taken place each term 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 2)
- 3.3 Wherever possible racist incident reports are monitored for gender, age and ethnicity with regard to victims/complainants and alleged perpetrators. However, it is not always possible to collect all, or even sometimes any, of this information because specific victims may not be identifiable and perpetrators may be unknown. Racist graffiti is an example of the type of incident that is clearly defined in terms of a 'racist incident' but can frequently come under this category with little or no other evidence available about it other than the fact that it exists.
- 3.4 The figures below represent reported racist incidents for Dudley Borough which has a school population of over forty seven thousand pupils. From the figures available for the year 2009-10 it appears that the number of incidents reported has remained constant for the past three years at a level of fewer than four incidents per thousand pupils for each twelve month period.
- 3.5 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 duty to promote community cohesion.

3.6 Summary of Racist Incident Data (Schools)

Table 2. Racist Incident Data Reported by Dudley Primary, Secondary and Special Schools from 1st April 2005 – 31st March 2010

| Annual Racist Incidents | 05-06 | 06 - 07 | 07-08 | 08-09 | 09-10 |
|------------------------------------------|--------------|----------------|--------------|--------------|--------------|
| Schools reporting no incidents | 45 | 39 | 32 | 40 | 40 |
| Total number of incidents | 246 | 258 | 175 | 192 | 185 |
| Support for Victims | | | | | |
| Parental Involvement - victim | 54 | 66 | 150 | 54 | 51 |
| Senior Staff Involvement | 195 | 174 | 175 | 144 | 141 |
| Ethnicity of Victims | | | | | |
| Asian | 70 | 125 | 70 | 68 | 72 |
| Black Groups | 33 | 40 | 43 | 30 | 33 |
| Chinese or Other | 7 | 7 | 1 | 11 | 17 |
| Mixed Race | 49 | 61 | 40 | 46 | 29 |
| White Groups | 29 | 25 | 18 | 34 | 27 |
| Ages of Victims | | | | | |
| Under 8 | 32 | 41 | 30 | 20 | 20 |
| Between 8 and 10 | 81 | 106 | 56 | 73 | 71 |
| Between 11 and 14 | 70 | 58 | 54 | 52 | 53 |
| Between 15 and 17 | 6 | 16 | 8 | 11 | 6 |
| Over 18 | 8 | 15 | 10 | 11 | 15 |
| Gender of Victims | | | | | |
| Female | 62 | 67 | 53 | 76 | 63 |
| Male | 135 | 194 | 121 | 112 | 115 |
| Ethnicity of Alleged Perpetrators | | | | | |
| Asian | 10 | 18 | 16 | 9 | 20 |
| Black Groups | 2 | 7 | 3 | 5 | 3 |
| Chinese or Other | 1 | 1 | 1 | 1 | 6 |
| Mixed Race | 6 | 8 | 11 | 11 | 7 |
| White Groups | 187 | 224 | 173 | 173 | 156 |

| Ages of Alleged Perpetrators | | | | | |
|---------------------------------------|-----|-----|-----|-----|-----|
| Under 8 | 28 | 41 | 25 | 19 | 23 |
| Between 8 and 10 | 76 | 97 | 74 | 94 | 85 |
| Between 11 and 14 | 97 | 97 | 64 | 58 | 67 |
| Between 15 and 17 | 13 | 21 | 35 | 17 | 15 |
| Over 18 | 1 | 0 | 16 | 1 | 3 |
| Gender of Alleged Perpetrators | | | | | |
| Female | 46 | 46 | 38 | 43 | 47 |
| Male | 160 | 211 | 172 | 159 | 145 |
| Incident Locations | | | | | |
| Closely supervised locations | 80 | 79 | 89 | 75 | 92 |
| Other areas | 166 | 179 | 84 | 121 | 93 |

4. Equality Impact Assessments (EqIAs)

- 4.1 In accordance with the Council's Equality Scheme, a number of equality impact assessments were identified for action during 2009/10. Some have already been completed but for others the process is still underway. Early in 2010 the Directorate Strategic Leadership Group agreed an interim recommendation that relevant policies and policy revisions will be required to undertake EqIAs in accordance with regulatory guidance. This has resulted in assessments being undertaken on an ongoing basis. On completion they will be published on the Council's website in accordance with Council policy.

5. Achievements against the Directorate's Equality and Diversity Action Plan for 2009/10

- 5.1 The achievements against the Directorate's equality and diversity action plan for 2009/10 are set out below in Appendices 1 & 2. Appendix 1 reports on the progress of equality and diversity initiatives resulting from endeavours which are generally targeted directly at children and young people. Appendix 2 reports on progress against the council-wide equality and diversity priorities some of which will also affect children and young people.

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July 2010

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 | Progress |
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| ECM Outcome: Be Healthy – Children and young people stay healthy | | | | |
| 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. | A multi-agency visioning day has taken place which included carers along with the relevant agencies and system improvements are being implemented. Work is continuing between all agencies involved to ensure referrals are timely and appropriate. |
| 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. | Three key priorities have been identified for 2010/2011. 1. To develop ways for parents and carers to participate in planning and service delivery 2. To develop the Family Information Service into an effective source of information for parents and carers 3. To deliver evidence based parenting and family learning programmes across Dudley. An action plan has been developed with lead officers and time scales identified. Think Family and Parenting group to be new group within re-organised Children's Trust arrangements. The Government Office – West Midlands is supporting the development of a set of key performance indicators to be used within the West Midlands Region. |

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| <p>CS Be healthy 3. To ensure children and young people are sexually healthy through reducing rates of teenage pregnancy</p> | <p>Continue to target work at most at risk groups. (Ellen Phillips/Amanda Grove)</p> | <p>March 2010 (review)</p> | <p>Reduction in under age (18) conceptions for females from all equality backgrounds. NI 112</p> | <p>2008 conception data shows that Dudley has seen a 20.1% reduction since the 1998 baseline. The DEPART has now been launched. Social Care champions have been trained and the referrals are now coming into RYC for assessment and planning. A universal early identification tool is now in progress and RYC are hoping to launch this in September 2010 through the school nursing service within secondary schools.</p> |
| <p>CS Be healthy 4. To ensure children and young people are sexually healthy through a reduced incidence of sexually transmitted infections.</p> | <p>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*)</p> | <p>March 2010 (review)</p> | <p>Reduction in the prevalence of Chlamydia among young people aged under 20 from all equality backgrounds. NI 113</p> | <p>The C Card system is now up and running with Youth Service and PCT staff training relevant users on its application. This monitors sexual health treatment with regards to client groups, settings and thus identifies gaps for additional follow up strategies. Continue to develop the 'You First' multi-agency health and well being drop-ins in schools and other youth settings</p> |
| <p>CS Be healthy 5. To tackle the harm caused by alcohol and reduce the prevalence of 'binge' drinking</p> | <p>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</p> | <p>March 2010 (review)</p> | <p>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. NI 115</p> | <p>Training for staff who work with children and young people is continuing. A refresher training course has been developed and implemented to ensure workforce have up to date information. Awareness-raising continues with parents. There are no apparent barriers to young women accessing treatment provision as higher % in service for alcohol issues.</p> |

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| | 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) | | | |
| 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 through Targeted Youth Support work with vulnerable groups. Continue awareness raising with parents to act as delivery agents. (Audrey Heer/Julia Simmonds) | March 2010 (review) | Evidence shows no, or reduced, disparity in the improvement achieved between different 'equality' groups. Healthy Lifestyle Survey - TellUs Survey – National Treatment Agency. data NI 115 | Training with staff who work with children and young people is ongoing. Refresher training course developed and implemented to ensure workforce have up to date information. Awareness raising continues with parents. |
| CS Be healthy 7. To promote positive choices for young people not to smoke. | Continue to implement Dudley's tobacco control strategy, 'Creating a Smoke Free Generation' (Ruth Olding) | March 2010 (review) | Evidence shows no, or reduced, disparity in the improvement achieved between different 'equality' groups. Healthy Lifestyle Survey - TellUs Survey. | Dudley's tobacco control strategy, 'Creating a Smoke Free Generation' continues to be implemented and reported fully in 'Dudley Tobacco Control – Monitoring/Reporting Framework 2007-2010. |
| CS Be healthy 8. To reduce obesity among primary school age children in year 6. | Equity monitoring of child weight management services and inclusion of targeted services for gaps. Development of universal prevention programme for obesity to be delivered via school and youth settings and accessible to all. (Julia Simmonds/Karen Jackson-pct) | March 2010 (review) | Evidence shows no, or reduced, disparity in the rate of reduction between different 'equality' groups. NI 56 | Equity monitoring is in place- routine collection of data on uptake which includes age, sex and ethnicity. |

ECM Outcome: Stay Safe – Children and young people stay safe from bullying and discrimination

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| <p>CS Stay safe 1. Reduce the fear and perception of bullying.</p> | <p>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)</p> | <p>March 2010 (review)</p> | <p>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. NI 69</p> | <p>Anti-bullying Coordinator post has been filled. We are working with secondary schools to ensure that they have effective policies and practice in place but we have found that some schools are not up to date with current expectations and requirements and this could undermine their handling of difficult individual cases. Behaviour and Attendance Strategic Implementation Group strategy for Social and Emotional Aspects of Learning (SEAL) agreed. Consultation process with SEAL lead practice schools underway. This will support the move to whole school implementation of the programme supported by a multi-agency group of CS staff.</p> |
| <p>CS Stay safe 2. To increase the stability of placements for children in the care of the Council.</p> | <p>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)</p> | <p>March 2010</p> | <p>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. NI 62 & NI 63</p> | <p>2010/11 target 11% June 2010 performance 12.9% Pressure on placement and depend on placements is impacting on activity.</p> |
| <p>ECM Outcome: Enjoy and achieve – Improved outcomes for children and young people in the care of the Council</p> | | | | |
| <p>CS Enjoy and achieve 1. To increase participation and success in public examinations for looked after</p> | <p>Develop protocols to ensure that all Looked After Children are able to access full time education. (Ruth Tykiff/Pat Finegan)</p> | <p>March 2010 (review)</p> | <p>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</p> | <p>Protocols and provision still to be developed however the 2009 results for looked after children achieving 5 A*-C GCSEs or equivalent at Key Stage 4 including English and Maths were 7.7% compared to the 10.5 % achieved in 2008. National average is 14%. 2010 results expected in August. Currently tracking indicates</p> |

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| young people. | | | between success rates for young people from different equality groups. | 2010 will be in line with target. |
| CS Enjoy & achieve 2. To ensure Looked After Children are engaged in education, employment or training on leaving care/school. | Leaving Care Forum has begun and will continue to implement an Outcomes Framework to support the 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) | March 2010 (June 2010) | An increase in the ratio of LAC from all equality groups (compared with other young people) in education, employment or training on leaving care/school. NI 117 (NEET) NI 90 (learning diplomas) & NI 91 (17yr olds in education or training) NI 85 (Post-16 participation in physical sciences) | Improvement being demonstrated in Quarter one. During Quarter 1 nine young people reached aged 19, of those four were in full time education, two were in full time training or employment and three were NEET. Therefore the result for quarter 1 2010 is six out of nine or 66.7% in education, employment and training. This is a good result compared to Quarter 1 2009 which was 11 young people in the cohort, five of those were in a positive outcome resulting in 45.4%. A number of activities have taken place during this quarter to support LAC to enter a positive destination. Year 11 2010 leavers have been a priority during Quarter 1. These activities include: <ul style="list-style-type: none"> • Connexions Personal Advisers have been attending Personal Education Plans meetings/LAC reviews. • Connexions Personal Advisers have supported young people at residential units discussing and supporting with a range of issues such as school attendance, CVs, job searches etc. • Connexions have been carrying out a number of intensive one to ones in school and home visits supporting carers and young people. Guidance ranges from anger management, raising self esteem, options at the end of Year 11, Education Maintenance Allowance applications etc. Referrals with support have made e.g. college, training, employment etc. • Connexions have been accompanying |

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| | | | | <p>young people to college/training provider/employment visits and interviews.</p> <ul style="list-style-type: none"> • Connexions Personal Advisers have been having regular meetings with designated teachers/tutors in school and college carrying out preventative work to support retention. • Connexions and Education Business Partnership have been working closely to support and develop business mentoring. One young person is currently accessing this support. <p>16+ and Connexions have worked closely together to develop the Job Club at Brierley Bears drop-in. Training providers have been attending this drop-in during this quarter.</p> |
| ECM Outcome: Enjoy and achieve – Improved outcomes for children and young people with learning disabilities and/or disabilities | | | | |
| <p>CS Enjoy & 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. NI 104 (KS2 English & maths) NI 105 (GCSE 5 A*-C inc English & Maths)</p> | <p>Interactive database completed and available for Education Improvement Advisers and School Improvement Partners.</p> <p>Narrowing the gap indicators N105 and N104 analysed and Dudley's performance compared with its statistical neighbours. Currently Dudley above the mean for both indicators.</p> |
| <p>CS Enjoy & achieve 4. To reduce the number of young people with learning</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</p> | <p>March 2010 (June 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. NI 117 (NEET) NI</p> | <p>DCSF/ DofE figures show an improvement from 2005/6 69% to 2006/7 72% to 73% 2007/8 to 78% 2008/9. Participation of 17 year olds remains a priority. A priority that has remained in the NEET Action Plan for 2010/11. The NEET Steering Group</p> |

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| <p>difficulties or disabilities not engaged in education, employment or training.</p> | <p>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 people who are LDD. (Ian Curnow/Helen Ellis)</p> | | <p>90 (learning diplomas) & NI 91 (17yr olds in education or training)</p> | <p>along with the 14-19 Partnership will be reviewing this. Connexions along with Post 16 providers are reviewing processes to ensure young people are identified early to prevent drop-out. Ongoing dialogue between the Personal Advisers and Tutors happen on a regular basis. Personal Advisers are linked to all Training Providers and Colleges. During quarter one common issues tended to be supporting young people to engage in college or training and having homeless issues, financial problems, family problems etc.</p> |
| <p>ECM Outcome: Enjoy and achieve – Achieve stretching national educational standards at primary schools</p> | | | | |
| <p>CS Enjoy & achieve 5. Raise achievement at Key Stages 1 & 2</p> | <p>Implement National Strategy training and support including school improvement support in line with local authority banding system for targeted groups (Trish Brittain)</p> | <p>March 2010 (June 2010)</p> | <p>Achievement at level 4 or above at Key Stage 2 in both English and Maths for children from all equality groups. NI 73 & NI 107 (BME groups) (NI 93 & NI 94)</p> | <p>2010 Targets for 2 levels progress over KS2 in English – 88% and for Mathematics – 86%. 2010 Target for attaining Level4+ in both English and Mathematics at the end of KS2 – 77%</p> <p>For KS1 And KS2 the picture is unclear as statistics are being submitted currently so there is no data to analyse. SATs boycott in 2010 may mean that school by school analysis using teacher assessment will give a different picture and make comparisons less robust. The information team is working on providing comparative data which will be analysed during August/September 2010.</p> |

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| <p>CS Enjoy & achieve 6. Raise achievement at Key Stage 4.</p> | <p>Implementing the Dudley Learning Plan by the Secondary National Strategy team – for English, Maths, Science and ICT and Behaviour and attendance. This is focused on raising standards and progress of all pupils. Improving teaching and learning. Improving subject leadership and management. (Steve Lockwood)</p> | <p>March 2010 (review)</p> | <p>Achievement of 5 or more GCSE A* - C grades, or equivalent, including English and Maths for young people from all equality groups. NI 75 & NI 84, NI 108 (BME groups) (NI 77 & NI 78) (NI 97 & NI 98)</p> | <p>Secondary team engaged in providing focused advice and support to English, mathematics, science, ICT teachers and behaviour leaders. Key messages well received by schools. Attendance at local strategy meetings continues to be very good. Round table discussions with core support schools are planned for early autumn term. Discussions and plans for action with these schools to be informed by 2010 results.</p> |
| <p>ECM Outcome: Enjoy & achieve – Attend and enjoy</p> | | | | |
| <p>CS Enjoy & achieve 7. To improve school attendance</p> | <p>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 targets. (Keith Bates/Jon McCabe)</p> | <p>March 2010</p> | <p>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 groups. NI 87 (Secondary school persistent absence rate)</p> | <p>Effective strategies and robust Standard Operating Procedures are now in place Electronic Case Work systems also in place Individual Action Plans undertaken with PA schools and the National Strategies Attendance Strategy updated annually Regular monitoring of PA students embedded and regular discussions with individual schools for all PA students PA has reduced each year and continues to do so and current indications are that it has reduced below the 2011 target of 5%, returns from schools indicate a PA rate of 4.37%.</p> |
| <p>ECM Outcome: Make a positive contribution – Engage in law abiding and positive behaviour in and out of school</p> | | | | |
| <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. Through involvement in the development of Targeted</p> | <p>March 2010</p> | <p>A reduction of the number of first-time offenders of children and young people (aged 10-17) from all equality groups. NI 111</p> | <p>Tellus 4 When NFER took over the responsibility of the Tellus Survey a few changes were implemented therefore a comparison from Tellus 3 to 4 needs to be approached with some caution due to the difference in questions. As LA's were offered to choose two additional questions of their choice and</p> |

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| | <p>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> | | | <p>each school to do the same from a question bank provided by NFER. Please see table below for comparisons. A draft Anti Bullying strategy is in circulation. Anti Bullying Coordinator post has been appointed.</p> |
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ECM Outcome: Make a positive contribution – Engage in decision-making and support the community

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| <p>CS Positive contribution 2. Increase the impact of children and young people's views being heard by support ing 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> | <p>April 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. NI 110</p> | <p>Sycamore Adventure is nearly complete and is due to open in mid June 2010. The centredesign has been heavily influenced by children and young people. A wide and varied consultation programme took place to ensure that the centre is playful, exciting, inclusive and able to cater for a varied audience of children and young people. This engagement process has encompassed:</p> <ol style="list-style-type: none"> 1. Localised consultations with the immediate community surrounding the site at Sycamore Green. 2. Targeted consultations to ensure that the voices of hard to reach groups are obtained and influence design. 3. Ongoing engagement through children and young people's decision making panel D2: Design 2gether. <p>Well over 150 individual voices have helped to shape the project. The team have engaged with a wide range of children and young people, to include disabled children, looked after children, young carers, children from a wide range of ethnic minority groups, Gypsy Roma Traveller children, as well as different age groups and genders. The project team have been able to turn these consultations into design principles for the adventure playground and as such deliver a centre which will suitable for a wide and varied audience of children and young people.</p> |
| | <p>1. DCSF Play Pathfinder – choosing the sites and play equipment to be installed.</p> | <p>October 2009</p> | | |
| | <p>2. Dudley Decision Making Kids (DDMK) leading on the Safe to Play strategy on anti-bullying in public spaces.</p> | <p>March 2010</p> | | |
| | <p>3. Me2, KIDS Orchard and DDMK working with the design team to plan the new Sycamore Adventure Playground.</p> | <p>January 2010</p> | | |

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| | <p>4. The Participation Plus team supporting children's centres, schools and extended provision in the planning and design of new provision including the relocation of Old Park Special School. (Lindsay Newton)</p> <p>(5) Continue to develop the area youth forum and Dudley Youth Council model of working, within the Youth Service, to engage young people in decision making arenas and enable greater representation from the voluntary sector. Youth Service to continue to support the United Kingdom Youth Parliament programme. Youth Service to expand on, through partnership working, the influence of young people on service provision through young people as inspectors training. To pilot a youth shadow management board within the Youth Service. (Amanda Grove)</p> | <p>March 2010</p> <p>March 2010</p> | | <p>4. Primary Capital programme (PCP) – Pupils have been involved in pupil participation by having a say on how they would like to see there schools improved under the PCP project. Some schools are having total new builds while others are being refurbished. Seven schools are currently involving their pupils in this project.</p> <p>5. The Children's Trust board is now set up. The group have called themselves N2N (nought to nineteen!) N2N are a fully inclusive group of children and young people. The group have produced their terms of reference and they will be meeting on a monthly basis to report, give views, opinions and feedback to the executive board. The group will also consult with other groups of children and young people from across the borough in the coming months.</p> <p>The Safeguarding Children's Board is now set up they have called themselves safeguarding for kids. They will be meeting on a regular basis to support the safeguarding board with issues that affect children and young people to give their views thought and opinions. One of the main issues the group will be working on issues around Bullying.</p> <p>Children and young people are also involved in the following groups :</p> <ul style="list-style-type: none"> • DDMK • Dudley Peer Participation Group |
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ECM Outcome: Achieve economic well-being – School leavers in education, employment or training

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| <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%. NI 117 (NEET) NI 90 (learning diplomas) & NI 91 (17yr olds in education or training)</p> | <p>NEET reduction continues to be successful final outcome 2009 shows a percentage figure of 4.9%. This figure is lower than both the National and Regional figures. NEET Steering Group continues to meet on a bi-monthly basis. Priority given to ensuring post 16 provision suits the needs of the vulnerable groups. The group have also been concentrating and will continue to work on the 17 year old drop-out issue.</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</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. NI 90 (learning diplomas) & NI 91 (17yr olds in education or training) NI 81 & NI 82 (Inequality gap – FSM at age 19)</p> | <p>Young People continue to be identified at an early stage to ensure they do not become NEET post 16. Intensive work happened over the summer 2009 to ensure young people were engaged. Phase Trust ran a three week programme during August working with young people who had applied to college but were at risk of starting their course in September 2009. Year 11 Activity Survey Figures show an increase into learning 92.7% compared to 2008 which was 88.5%.</p> |

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| | targeted to support vulnerable young people. Ian Curnow/ Helen Ellis | | | |
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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 | Progress |
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| Priority 1. Develop clearer targets and outcomes | | | | |
| CDSP 1. Undertake equality impact assessments (EIAs) in the directorate. | Undertake EIAs as detailed in the Council's Equality Scheme. | Complete by March 2010 | EIAs completed within the timescales Improvement actions identified and scheduled. | Equality impact assessments undertaken for a range of Children's Services functions, some of which are those detailed in the Council's Equality Scheme and some are additional resulting from service reviews. They are available on the Council's website at the following location: http://www.dudley.gov.uk/community-and-living/equality--diversity/plans-policies-and-reports/equality-impact-assessments/equality-impact-assessment-reports |
| CDSP 2. Improve the approach to EqlAs 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 | A proposal for improving the EqlA process has been presented to and approved by DSLT. It is now being implemented in the directorate. All EqlAs completed in the directorate have had the Equality officer included as part of the assessment team. |
| CDSP 3. Assess implications of the Equality Bill for schools, the directorate 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. | The Equality Bill has now become the Equality Act 2010. Some of its provisions were amended after the period this report covers. Guidance and codes of practice are expected to begin to be published during the summer of 2010. This action will take place immediately after their publication. |

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| its services and 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 | Awareness raising events have taken place to help colleagues gain an overview of the likely provisions to be included in the Act. |
| CDSP 4. The Directorate complies with its E&D responsibilities, agreed Council processes and promotes good practice. | 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. | The Equality and diversity action plan 2010 has been produced and, at the time of writing, is awaiting a slot in the CS Select Committee's schedule. The directorate continues to make 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. | Advice and guidance has been provided to schools on equality and diversity issues from a range of specialist staff, including regular updates on the progress of new legislation and on reviewing existing school based equality policies. Through twice-termly meetings to which all schools are invited and on site visits, schools are kept aware of their obligations and have access to policy development materials they may require. |
| CDSP 6. The local authority and schools collect and process information and | 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 | 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 | Racist incidents data continues to be collected by from schools and is published, in summary, above in this report. Advice, support and training continues to be delivered when required. |

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| respond appropriately to racist incidents | recognising and responding to such incidents. Revise/update relevant documentation as and when necessary. (David Silvera) | | staff when required. | |
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Priority 2 Improve mechanisms for consultation and involvement

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| 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. | The BME consultation event was held in November 2009. The overall focus was on health with the focus as it relates to children and young people on safeguarding issues. There was a small increase in the number of young people attending but more still needs to be done to make this event fully inclusive of all age ranges. Feedback from the Children's Services workshop, therefore, was more focussed on the concerns of parents/carers about the wellbeing of children and young people than on the views of the young people themselves. |
| | (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. | A new forum now exists for lesbian, gay and trans people in Dudley. This group, which is for people over the age of eighteen has, however, explored ways of offering further support to young people in the Borough. This issue has also been discussed at the Corporate Equality and Diversity Leadership Group. As a result of this investigations are taking place on how this action may be developed. |

Priority 3 Improve communications

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| 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. | The intranet website is managed on a weekly basis and updated when necessary Achieving this is an action for the 2010-2011 action plan., |
| | 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. | Arrangements have been made for Children's Services equality and diversity information to be incorporated into the Council's public website. Achieving this is an action identified in the 2010-2011 action plan. |
| | 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. | Several meeting have taken place resulting in arrangements having been made for the school's portal to be utilised to promote the message of equality and diversity. Achieving this is an action identified in the 2010-2011 action plan. As the school's portal is the means of accessing information that Children's Services recommend for reasons of internet safety further progress on the use of social networking websites has not been developed. |
| Priority 4 Improve equality and diversity competencies of employees | | | | |
| 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. | Several e-diversity training packages have been viewed and their appropriateness for staff considered in discussion with Corporate Equality and Diversity Leadership Group members. A suitable course has been identified and further meetings to adapt it for a Dudley focus are taking place. It is envisaged it will be available for staff in |

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| | | | | the autumn of this year. |
| Priority 5. Employment issues | | | | |
| 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 | Actions are included in the Equality and Diversity Action Plan 2010-2011. The percentage of employees with a disability, however, has not increased over the period of this report. |
| Priority 6. Promote community safety and community cohesion | | | | |
| 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. | Conferences which included workshops exploring the issues outlined in the 'Learning Together to be Safe – toolkit' took place in Autumn 2009. Several smaller events aimed at raising awareness in this area have also taken place throughout the period of this report. Equal opportunities staff in schools have had several briefings on the subject and have been introduced to the 'Watch Over Me' materials. |
| | (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. | Although Children's Services activity is recorded in the implementation grid that is used to report progress to the regional government office no dedicated CS plan has yet been produced pulling all the work in this area together. The Council's Community Cohesion Strategy and other related documents, however, do include references to this work. A number of Youth Service staff have attended a five day course exploring the theme of building resilience to violent extremism for young people. |
| CDSP 9. Progress | Support school leaders, including governors through | March 2010 | Increased confidence of school staff to address | Community cohesion policy materials have been updated and are available to all schools. Briefings |

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| community cohesion work in schools and across the Council with a particular focus on children and young people. | the production of development materials and training to help them comply with community cohesion duty. (David Silvera) | | issues of community cohesion evidenced in the range of activities schools adopt. School's inspection reports satisfactory and above for the community cohesion duty. | have taken place for school governors and for a number of school based staff. Routine monitoring of community cohesion comments in school inspection reports continues. |
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Glossary:

CAMHS – Child and Adolescent Mental Health Service

CS – Directorate of Children's Services

ECM – Every Child Matters

EDAG – Equality and Diversity Advisory Group (Dudley Council)

EqIA – Equality impact assessment

NI – National Indicator for Local Authorities and Local Authority Partnerships