

## **Directorate of Children's Services Report relating to:**

### **Directorate of Education and Lifelong Learning Equality and Diversity Annual Report 2005/2006**

#### **1. Introduction**

- 1.1 All Directorates of the Council 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 12 months' progress on action plan targets. The new Directorate of Children's Services Equality and Diversity Action Plan will be considered by the Select Committee for Lifelong Learning on 27<sup>th</sup> September 2006.
- 1.2 This document, however, is the annual report of the previous year's (Directorate of Education and Lifelong Learning) Equality and Diversity Action Plan and covers the period from 1<sup>st</sup> April 2005 to 31<sup>st</sup> March 2006 when the directorate as it then stood was dissolved and parts were incorporated into the new Directorate of Children's Services.

This report contains:

- Key facts about the Directorate
- Achievements against the Directorate's Equality and Diversity Action Plan for 2005/2006

#### **2. Key Facts**

- 2.1 The Directorate of Education and Lifelong Learning produced a strategic plan which set out its priorities, objectives and targets for the three-year period 2003 – 2006. The Mission Statement for the Directorate was:

'The Directorate of Education and Lifelong Learning is committed to excellence and equity in learning, so that learners of all ages can reach their potential through and with the support of outstanding teaching and learning in both formal and informal settings, and in an environment that encourages the highest standards of achievement for all.'

- 2.2 With effect from April 2005, the Directorate contained the following sections:

### **2.3 Access and Inclusion**

The Access and Inclusion Division was responsible for ensuring each pupil had an appropriate school place which had been identified to meet their individual needs appropriately through the work of the Schools' Admissions team and the Children's Services team. Other teams in the SEN support services provided advice and assessed individual needs of those children with Additional Educational Needs. This support was usually provided in their local schools and mostly through funding streams which had been delegated to the school. In every case, the aim was to maximise inclusion and to support schools and other settings in effectively meeting the needs of children and young people in partnership with parents/carers and other key partners. The Division promoted school improvement through encouraging good attendance and working with key partners to influence the curriculum in meeting the needs of children appropriately.

### **2.4 Community Education and Development**

The Community Education and Development Division had significant responsibility for the provision of education and lifelong learning outside of the statutory school sector, and also supported school improvement. The Division played a key role in the standards agenda in developing community learning within and beyond the confines of schools. Dudley Performing Arts delivered a great deal of individual and small group music education to children of school age, and was responsible also for the music ensembles within the Borough. Dudley Performing Arts was located within the Division to support and develop the community education agenda.

### **2.5 Library Service**

The Library Service was responsible for the statutory functions of the Council relating to the provision of a full and comprehensive library service. It maintained four town libraries, eight community libraries and six local libraries, all with a range of lending and reference services. The Service included the Dudley Archives and Local History Service, the Housebound Library Service, the Schools Library and Information Service and the Information Centre.

### **2.6 Resources and Planning**

The Resources and Planning Division brought together the key planning and resourcing functions of the Directorate. It provided services to schools and to other parts of the Directorate, and also worked to support and develop the infrastructure of Dudley's lifelong learning community.

## 2.7 School Effectiveness Division

The School Effectiveness Division's mission was to help schools and other registered non-maintained early education settings to improve their performance and to assist them in raising standards of attainment for all their pupils. The Division also supported community regeneration and the development of good quality childcare services through the implementation of the Government's National Childcare Strategy. The Division followed the principle of 'intervention in inverse proportion to success' and used information as a key tool to target its work effectively. Working collaboratively with schools and other educational settings to enable them to become successful, self-managing, self-evaluating and self-improving institutions was therefore the fundamental work of the service

## 3. Race Equality Scheme Reviews

In accordance with the Council's Race Equality Scheme, a number of reviews of service or policy areas were undertaken by 31<sup>st</sup> May 2005 against the requirements of the Race Relations (Amendment) Act 2000.

- Adult and Community Learning Policy
- Involving and Consulting Children and Young People
- Library Access Policy

The results of these reviews can be viewed by following the link to the Council's intranet website:

<http://insidedudley/corporate/info&res/equalopportunit /raceequalitysch /educationandlif /default.htm>

For readers outside the council, please contact David Silvera: Race Equality Officer on 01384 814347.

## 4. Employment Monitoring Information

4.1 Full employment monitoring information is published in the corporate document 'Annual Review of Equality and Diversity'. Some information relevant to the Directorate is set out in the tables below. Figures in bold are 2005-06 those in plain text for the previous year 2004-05

4.2 Table showing:

**DELL Education Head Office, School Workforce and Dudley MBC - Workforce Profile on 31<sup>st</sup> March 2006 and 31<sup>st</sup> March 2005.**

	Totals	Female	Male	Female P/T	Male P/T	White Groups	BME Groups	Not known	Disabled
		%	%	% of Female	% of Males	%	%	%	%
<b>Education - Head Off</b>	<b>1798</b> 1864	<b>84.43</b> 84.8	<b>15.57</b> 15.2	<b>67.52</b> 72.3	<b>32.14</b> 36.6	<b>83.09</b> 84.8	<b>5.45</b> 5.6	<b>11.46</b> 9.6	<b>0.5</b> 0.5
<b>Education - Schools</b>	<b>6105</b> 5671	<b>85.21</b> 85.0	<b>16.83</b> 15.0	<b>61.88</b> 62.0	<b>16.83</b> 15.4	<b>89.48</b> 88.6	<b>3.10</b> 3.1	<b>7.42</b> 8.3	<b>0.08</b> 0.1
<b>DMBC Totals</b>	<b>14001</b> 13565	<b>74.6</b> 74.3	<b>25.4.0</b> 25.7	<b>61.5</b> 62.3	<b>16.0</b> 15.7	<b>90.64</b> 89.7	<b>4.41</b> 4.4	<b>4.96</b> 5.8	<b>0.82</b> 0.7

Note: P/T – part-time; % N/A – percentage

4.3 Table showing:

**DELL and Dudley MBC - Percentage Workforce Profile by Grade on 31<sup>st</sup> March, 2006 and 31<sup>st</sup> March 2005 (excluding schools)**

	% of female employees below SP 34	% of female employees above SP 33	% of BME employees below SP 34	% of BME employees above SP 33	% of disabled employees below SP 34	% of disabled employees above SP 33
<b>Education &amp; Lifelong Learning – Head Office</b>	<b>85.76</b> 86.1	<b>63.04</b> 61.2	<b>5.59</b> 5.1	<b>3.26</b> 7.8	<b>0.47</b> 0.5	<b>1.09</b> 1.0
<b>Dudley MBC (excluding schools)</b>	<b>69.31</b> 69.6	<b>47.99</b> 47.9	<b>5.02</b> 4.9	<b>7.97</b> 7.7	<b>1.31</b> 1.0	<b>1.97</b> 1.5

4.4 Table showing:

**DELL Recruitment Monitoring Information by Broad Ethnic Grouping**

Ethnic Origin	Applicants	Percentage	Shortlisted	Percentage	Appointed	Percentage
Asian Groups	<b>555</b> 481	<b>10.9%</b> 7.8%	<b>105</b> 66	<b>7.7%</b> 4.8%	<b>17</b> 15	<b>5.0%</b> 4.0%
Black Groups	<b>150</b> 153	<b>2.9%</b> 2.4%	<b>43</b> 26	<b>3.2%</b> 1.9%	<b>9</b> 2	<b>2.7%</b> 0.5%
Mixed Background	<b>54</b> 64	<b>1.0%</b> 1.0%	<b>11</b> 13	<b>0.8%</b> 0.9%	<b>1</b> 4	<b>0.3%</b> 1.1%
White Groups	<b>4148</b> 5285	<b>82.0%</b> 85.4%	<b>1155</b> 1229	<b>84.6%</b> 89.6%	<b>300</b> 348	<b>88.7%</b> 92.1%
Chinese / Other Ethnic Group	<b>27</b> 44	<b>0.53%</b> 0.71%	<b>8</b> 12	<b>0.58%</b> 0.9%	<b>2</b> 2	<b>0.6%</b> 0.5%
Undisclosed	<b>123</b> 158	<b>2.4%</b> 2.6%	<b>43</b> 25	<b>3.15%</b> 1.8%	<b>9</b> 7	<b>2.66%</b> 1.9%
Total Applicants	<b>5057</b> 6185		<b>1365</b> 1371		<b>338</b> 378	

## 5. Racist Incident Reporting Procedures

- 5.1 The Standard Operating Procedure for Reporting and Recording Racist Incidents/Complaints was adopted by the Directorate in January 2004, and was revised in February 2006. The document 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 statutory code of practice guidance.
- 5.2 School governing bodies are responsible for recording incidents in schools, however, to help schools comply fully with their statutory responsibilities contained in the Race Relations (Amendment) Act 2000 they have been requested to adopt the process outlined in the Standard Operating Procedure for Reporting and Recording Racist Incidents and the majority of schools are now doing so. Schools are obliged to report these figures annually to the Local Authority. The results of this year's annual reports from schools are detailed below.
- 5.3 Wherever possible racist incident reports are monitored for gender, age and ethnicity with regard to victims/complainants and alleged perpetrators. All Directorate departments and sections, including schools, are requested to comply with this procedure and copy completed documentation to the Directorate for each incident that occurs.

## 6. Summary of Racist Incident Data (Schools)

The table below shows, in broad outline, the racist incident information collected by the Directorate for the past four years.

<b>Annual Racist Incidents Reporting</b>	<b>2002 - 2003</b>	<b>2003 - 2004</b>	<b>2004 - 2005</b>	<b>2005-2006</b>
Numbers of forms returned	59	74	97	101
Number of non returns	53	38	15	11
Number of Nil-returns	24	33	42	45
<b>Total number of incidents reported</b>	<b>169</b>	<b>119</b>	<b>236</b>	<b>246</b>
<b>Support for Victims</b>				
Parental Involvement	37	33	182	54
Senior Staff Involvement	58	92	48	195
<b>Ethnicity of Victims</b>				
Asian	74	52	74	70
Black Groups	18	12	53	33
Chinese or Other	-	5	11	7
Mixed Race	26	18	59	49
White Groups	13	14	34	29

<b>Ethnicity of Alleged Perpetrators</b>				
Asian	12	2	13	10
Black Groups	12	3	8	2
Chinese or Other	-	1	1	1
Mixed Race	5	2	14	6
White Groups	110	112	203	187
<b>Ages of Alleged Perpetrators</b>				
Under 8	15	14	28	28
Between 8 and 10	73	37	93	76
Between 11 and 14	56	49	76	97
Between 15 and 17	26	26	20	13
Over 21	1	4	2	1
<b>Age of Victims</b>				
Under 8	40	17	25	32
Between 8 and 10	49	37	80	81
Between 11 and 14	39	33	54	70
Between 15 and 17	7	22	15	6
Over 21	-	-	15	8
<b>Gender Profile of Victims</b>				
Female	48	30	105	62
Male	61	71	129	135
<b>Gender Profile of Alleged Perpetrators</b>				
Female	26	9	52	46
Male	121	111	190	160
<b>Incident Locations</b>				
Closely supervised closed locations	-	59	119	80
Other areas	-	59	115	166
<b>Totals</b>	0	118	234	246

The rate of return has increased, year on year, since this process was introduced in 2002. An increasing number of incident reports were expected as people gained confidence in the process and trust in the systems available to support victims and tackle racism. However, although the hurt caused to individual victims and their communities is well recognised the actual numbers of incidents are small when considered in context, where, at any one time, over 50,000 pupils are being educated in Dudley's schools.

## 7. School Exclusion Issues

7.1 For the academic year that ended during the period this report covers, the number of permanent exclusions at 91 was similar to the previous year's figure of 90. Fixed-term exclusions, however, have increased by 10% to a total of 2886.

7.2 Exclusions classified in relation to pupils ethnic backgrounds show there was an overall reduction of permanent exclusions of pupils from minority ethnic

backgrounds to 9 from the previous year's figure of 12 and a small increase in permanent exclusions of pupils from the White groups. There was no significant change in the fixed-term exclusion rates in respect of the collective ethnic groupings with fixed-term exclusions for minority ethnic groups remaining at 14% of the total. Permanent exclusions of pupils with a statement of special educational needs remained stable at 7 but figures for children in public care showed a reduction, from 9 pupils in the 2003-04 academic year to 5 in the year covered by this report.

- 7.3 Detailed analysis of the school exclusion figures are available in the Annual Report of Permanent and Fixed Term Exclusions which was published earlier this year and has been scrutinised by The Select Committee on Lifelong Learning.

## **8. Dudley's Supplementary Schools**

Taleeme Markaz

Al' Taleeme Al' Markaz

Saturday Start Project (African-Caribbean)

Saturday English Language School (Refugee and Asylum-seekers)

- 8.1 The Taleeme Markaz Saturday School for Pakistani pupils has 265 enrolled and a 90% attendance rate. The local community values the school highly and parents are regularly updated on their children's progress through newsletters and reports. Al'Taleeme Al'Markaz school has 50 pupils enrolled and an 85% attendance rate. Both schools concentrate on core subjects. As well as literacy and numeracy pupils study cultural studies and ICT.
- 8.2 The Saturday Start Project supports pupils from an African-Caribbean background who attend Saturday morning school during term time where academic study of the core subjects and support with mainstream school work is supplemented by studies of African-Caribbean history and culture. A recent visit and presentation by Dr Margaret Aderir, a black female astrophysicist, is an example of an event designed to help motivate African-Caribbean pupils.
- 8.3 The Saturday English Language School continues to provide positive support for newly arrived families. It has created a centre of cultural diversity where multilingual skills are developed. Pupils and parents are supported in learning English as an additional language ranging from basic skills to developing fluency. All pupils have an aspiration to achieve and succeed in the range of skills and knowledge that is offered by the school. Excellent progress has

been made by both pupils and adults. Three pupils have recently been offered places at King Edward's School.

**9. Achievements Against the Directorate's Equality and Diversity Action Plan for 2004/2005**

9.1 The achievements against the Directorate's Equality and Diversity Action Plan for 2004/2005 are set out in Table 1.



**Table 1. Directorate of Education & Lifelong Learning – Equality and Diversity Annual Report for 2005/06**  
**Directorate/Whole Council Priorities**

Objective (and lead officer)	Council Plan Priority	Detailed action/target	Status	Target Date/ milestones	Planned outcome/performance indicator	Progress: 1 <sup>st</sup> April 2005 – 31 <sup>st</sup> March 2006
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Objective (and lead officer)	Council Plan Priority	Detailed action/target	Status	Target Date/ milestones	Planned outcome/performance indicator	Progress: 1 <sup>st</sup> April 2005 – 31 <sup>st</sup> March 2006
DELL/CP1. Review and implement the Council's Race Equality Scheme within the Directorate. (DS)	Local people matter	(1) Complete the service reviews set out in year 3 of the Scheme and any other outstanding reviews by 31 <sup>st</sup> May 2005: (Year 3 reviews) - Adult & Community Learning Contracting Policy - Involving and Consulting Children & Young People - Library Access Policy Include outstanding reviews	<b>C</b>  <b>C</b>	Complete by 31/05/05	Reviews complete by deadline  Improved arrangements for ethnic monitoring, consultation, access to information and services	Service reviews completed and published on intranet site. Ethnic monitoring of library users has begun and is being increased gradually. A full and systematic consultation process with designated community, staff and stakeholder groups beginning in Sept 2006-DPA. Council wide revision of consultation with BME groups is under way. Dudley Council Plus is being extended to other areas of the Borough.

Objective (and lead officer)	Council Plan Priority	Detailed action/target	Status	Target Date/ milestones	Planned outcome/performance indicator	Progress: 1 <sup>st</sup> April 2005 – 31 <sup>st</sup> March 2006
		(2) Contribute to the review and revision of the Council's Race Equality Scheme. (DS)	<b>N</b>	31/05/05	Revised Scheme published by 31/05/05	RES published with revised responsibilities agreed for DELL
		(3) Implement the action plan included in the Scheme. (DS)	<b>N</b>	Milestones/target dates to be set out in Scheme	Targets achieved	Action plan implemented
DELL/CP2. Progress work on the Equality Standard for Local Government. (DS)	Local people matter	(1) Achieve level 2 of the Standard.	<b>C</b>	Target date to be set by EDAG	Level 2 achieved by Directorate.	Equality Standard Level 2 achieved August 2005
		(2) Develop a Directorate action plan for achieving level 3 of the Standard.	<b>N</b>	September 2005	Action plan agreed through EDAG	Work in progress to develop action plan, however, actions are already under way
DELL/CP3. Disability issues - improve access for disabled customers (RW)	Local people matter	Implement the actions contained within the Council's Disability Access Strategy - directorate to contribute to achievement of strategy	<b>N</b>	Six-monthly monitoring by EDAG; target dates set out in strategy	Actions achieved by deadlines	Schools "Access Initiative" Programme totalling £567,000 for 05/06 for expenditure on capital projects to enhance access to school buildings for individual pupils with physical disabilities

Objective (and lead officer)	Council Plan Priority	Detailed action/target	Status	Target Date/ milestones	Planned outcome/performance indicator	Progress: 1 <sup>st</sup> April 2005 – 31 <sup>st</sup> March 2006
						Programme of improvement works to Library Buildings including handrails and visual improvements for 05/06 funded through Corporate Property Group DMBC

Objective (and lead officer)	Council Plan Priority	Detailed action/target	Status	Target Date/ milestones	Planned outcome/performance indicator	Progress: 1 <sup>st</sup> April 2005 – 31 <sup>st</sup> March 2006
DELL/CP4. Employment issues - increase representation from under-represented groups in the workforce (LMD)	Local people matter	(1) Work towards targets established for employees from black and minority ethnic communities and disabled employees in all directorates.	C	Initial target (6.3%) for BME representation as census figures for Dudley population. Target for disabled employees as annual national average for English local authorities (2.7% 2004)	Targets established and achieved in directorate	Personnel Officer now has lead responsibility for Equal Opportunities. Data collection exercise recently undertaken for schools to improve accuracy of data and allow measurement to take place.

Objective (and lead officer)	Council Plan Priority	Detailed action/target	Status	Target Date/ milestones	Planned outcome/performance indicator	Progress: 1 <sup>st</sup> April 2005 – 31 <sup>st</sup> March 2006
		(2) Complete a further audit of employees to enable them to declare whether or not they regard themselves as meeting the statutory definition of disability.	N	Audit to be completed and data entered by March 2006	Completion of audit with increase in no. of employees declaring a disability from 2004/05 baseline	DCS to be part of council wide personal data audit planned for summer 2006.
		(3) Achieve a figure of at least 96.5% of employees who have declared their ethnic origin.		March 2006	96.5% declaration achieved	Above action should address this issue
DELL/CP5. Continuing improvement on Best value performance indicator (BVPI) 2b) (DS)	Local people matter	Directorate to contribute to the achievement of an improved score against the Best Value corporate health performance indicator on race equality BVPI 2b)	C	Benchmarking/ sharing good practice – April 2005 Half-year review by EDAG – October 2005	Improvement on 2004/05 score	No significant changes

**Table 2. Directorate of Education & Lifelong Learning – Equality and Diversity Annual Report for 2005/06 -  
Directorate Priorities**

Objective (and lead officer)	Council Plan Priority	Detailed action/target	Status	Target Date/ milestones	Planned outcome/performance indicator	Progress: 1 <sup>st</sup> April 2005 – 31 <sup>st</sup> March 2006
DELL 1. Ensure that equality and diversity strategies, objectives and specific outcomes are embedded in all of the Directorate's strategic and service delivery plans (ALL/LT/DS/TW/KM/TC/KF/RP)	Learning Matters/ Local people matter	(1) Implement actions to be identified through race equality/ equality impact assessment carried out during 2004/05 (ALL)	C	Set out in RES report impact assessment action plans	Needs of diverse communities identified and built into programme	Comprehensive revision of consultation process underway
		(2) The development of an integrated, communication, participation and involvement strategy for communication to staff. (TW)	C	Introduce during 2005/06.	Strategy drafted and published	Audit of communications, including Focus Groups, undertaken to establish where we are. Analysis underway with a view to informing a Communications Strategy during 2006/07.

Objective (and lead officer)	Council Plan Priority	Detailed action/target	Status	Target Date/ milestones	Planned outcome/performance indicator	Progress: 1 <sup>st</sup> April 2005 – 31 <sup>st</sup> March 2006
		(3) Ensure social inclusion is embedded as a priority area of work within community education and libraries. All services to develop strategies and to monitor impacts. (RP-CEDD) (KM-Libraries)	C	2005/06 Increase in the provision and uptake services by ethnic minority communities.	Evidence of increased participation in CEDD activities from people from under represented groups. Increased issues and visits to libraries by members of disadvantaged groups and communities.	Further developments have taken place enabling ethnic monitoring of library users but no data yet available.
		(4) Implementation of the Disability Discrimination Act – support and advice to employees on meeting their requirements of Act. (DS)	C	March 2006	Framework for training of staff in place.	Training has taken place for a range of school staff and governors. Work continuing through 2006-07.
		(5) Continue to develop and deliver 'educating for tolerance and social justice' as an ongoing theme towards community cohesion for the Directorate (DS)	C	Various activities during 2005/06	Increased awareness amongst staff of the Directorate's Equality & Diversity objectives.	Training has taken place for school equal opportunities coordinators



Objective (and lead officer)	Council Plan Priority	Detailed action/target	Status	Target Date/ milestones	Planned outcome/performance indicator	Progress: 1 <sup>st</sup> April 2005 – 31 <sup>st</sup> March 2006
		(6) Develop effective methods for gauging the effectiveness of the delivery of services to the diverse community. (LT)	C	March 2006	Have framework in place for 'mystery shopper' exercise.	Draft policy prepared discussed by DEOWG but as yet to be discussed by Directorate Policy Team
DELL 2. Deliver training and awareness raising activities on equality and diversity issues for all employees. (LT/TC/DS)	Learning Matters / Local people matter	(1) Ensure training on equality and diversity is part of a comprehensive induction and training programme (LT)	C	31/3/2006	All new staff to receive training within a year of commencing their employment.	Currently reviewing the way induction is offered. A pilot exercise using self instruction booklets has just concluded, results to be evaluated and recommendations put forward by 31 December

Objective (and lead officer)	Council Plan Priority	Detailed action/target	Status	Target Date/ milestones	Planned outcome/performance indicator	Progress: 1 <sup>st</sup> April 2005 – 31 <sup>st</sup> March 2006
		(2) Existing Directorate staff to undertake relevant training on equality and diversity. (LT)	C	Ongoing through 2005/06. Audit of E & D training undertaken and findings published.	The Equality and Diversity Training Strategy is delivered.	Pilot (above) will inform future development of employee programmes.
		(3) School based staff undertake relevant training on equality and diversity. (TC)	C	31/03/2006	Key staff from all schools to have attended one training session	Sessions have been organised for shhool equal opps leaders, governors and whole school staff where requested.

Objective (and lead officer)	Council Plan Priority	Detailed action/target	Status	Target Date/ milestones	Planned outcome/performance indicator	Progress: 1 <sup>st</sup> April 2005 – 31 <sup>st</sup> March 2006
		(4) Awareness of Diversity publicity campaign for all Directorate staff.	N	June 2005	A substantial number of staff are aware of the campaign and show an increased understanding their responsibilities with regard to equality & diversity	Posters have been produced and displayed throughout directorate buildings. Increased response rates have been achieved for requests for equality information
DELL 3. Continue support for schools in the development and implementation of their equality policies and equality outcomes. (TC/DW/KF/DS)	Learning matters / Local people matter	(1) Schools are supported in organizing their response to key issues identified through OfSTED Inspections and HMI visits. (TC)	C	Ongoing through 2005/06	Issues identified in Ofsted and HMI reports are incorporated into relevant school action plans	Only one school has identified the need for support with handling racist incidents. This has been addressed. No Ofsted Report has identified issues related to equality outcomes.

Objective (and lead officer)	Council Plan Priority	Detailed action/target	Status	Target Date/ milestones	Planned outcome/performance indicator	Progress: 1 <sup>st</sup> April 2005 – 31 <sup>st</sup> March 2006
		(2) Through the analysis of achievement data collected on pupils, continue to address identified areas of under achievement for all groups. (TC)	C	Ongoing during 2005/06	Increased achievement amongst all groups of pupils.	2005 township data was compiled to identify the achievement of ethnic groups across the borough. The data showed that Pakistani and Caribbean pupils are under achieving. SDA's challenge all schools about how they address this and target pupils to improve performance.
		(3) Raise ethnic minority pupil achievement and standards through supplementary school provision (EH/MI)	C	Ongoing during 2005/06	Improved pupil performance/ liaison with mainstream schools	See report: section 8

Objective (and lead officer)	Council Plan Priority	Detailed action/target	Status	Target Date/ milestones	Planned outcome/performance indicator	Progress: 1 <sup>st</sup> April 2005 – 31 <sup>st</sup> March 2006
		(4) Implementation of the Disability Discrimination Act – support and advice to schools on meeting their requirements of Disability Discrimination Act access to curriculum and physical issues. (KF)	C	Ongoing during 2005/06	Training of staff resulting in greater awareness of the requirements of the Act.	Some training has taken place. Further sessions to help staff, especially those in schools to implement the Disability Equality Duty planned for 2006 – 07.
		(5) Ensure advice and support is available for school staff, pupils and their families reporting racist incidents. (DS)	C	Ongoing target 2005/06	Requests for support are responded to in a timely manner and schools are supported within a multi-agency framework.	Advice and support has been made available to all those requesting it through the multi-agency team, where appropriate and through individual responses.

Objective (and lead officer)	Council Plan Priority	Detailed action/target	Status	Target Date/ milestones	Planned outcome/performance indicator	Progress: 1 <sup>st</sup> April 2005 – 31 <sup>st</sup> March 2006
DELL 4. Community and voluntary groups are supported in determining and developing equality	Local people matter	(1) Community and voluntary groups are encouraged to include equality and diversity objectives in their policies. (DW)	C	Ongoing through 2005/06	Community and voluntary groups have equality and diversity policies in place and are supported in their implementation	In order to receive grant aid from Dudley MB, all community associations must have an Equality Policy in place.

Objective (and lead officer)	Council Plan Priority	Detailed action/target	Status	Target Date/ milestones	Planned outcome/performance indicator	Progress: 1 <sup>st</sup> April 2005 – 31 <sup>st</sup> March 2006
		(2) Working through the Local Strategic Partnerships Fair Share Committee The Development Office will support Dudley BME groups to secure lottery funding to promote their objectives.(LN)	N		All lottery funding applications are required to demonstrate clear outcomes based upon equality and diversity objectives.	<p>Good progress has been made by the LSP in supporting BME groups secure external funding. The Dudley Afro Caribbean Disability Support Group has been successful together with a grant of £223,348 for Dudley CVS to help small groups to secure external funding.</p> <p>The Big Lottery Fund Children's Play Initiative in Dudley is also targeting BME communities to ensure they have full access to the £690,320 available.</p>

Objective (and lead officer)	Council Plan Priority	Detailed action/target	Status	Target Date/ milestones	Planned outcome/performance indicator	Progress: 1 <sup>st</sup> April 2005 – 31 <sup>st</sup> March 2006
DELL 5. Ensure equality and diversity objectives are embedded in the work of governing bodies through the development of strategies that ensure the recruitment, training and retention of governors from ethnic minority groups, including parents. (PB)	Learning matters/ Local people matter	(1) Establish role of Equality Governor on school governing bodies and provide training for governors on equality issues.	C	Ongoing through 2005/06 - E&D Annual Report 2006	Database of Equality Governors established. Satisfactory attendance at training sessions.	Training has been provided on equality issues. We have made no progress to date on the appointment of an equality governor. I doubt that limiting the role to an individual rather than the whole governing body. Added to that there are already too many requests for governors to have an individual responsibility .



Objective (and lead officer)	Council Plan Priority	Detailed action/target	Status	Target Date/ milestones	Planned outcome/performance indicator	Progress: 1 <sup>st</sup> April 2005 – 31 <sup>st</sup> March 2006
		(2) Develop initiatives through partnership with DREC to improve recruitment of governors from currently under-represented groups.	C	Ongoing through 2005/06. Increased interest in governorship shown by individuals from under-represented groups	Increased representation of governors from minority backgrounds	<p>The governance team aims to have annual contact with DREC and other BME groups,</p> <p>This pattern in the last year has been erratic, and in spite of our best efforts, we still have a low % of BME governors (3%)</p>
DELL 6. Partners, including local minority ethnic communities, play a key role in shaping the Directorate's work	Learning matters/ Local people matter/ Caring/	(1) Build capacity with regard to consultation with individuals and groups representing black and ethnic minority communities (DS)	C	Ongoing through 2005/06	Targeted provision meets the needs of local people appropriately and engages with partners effectively.	Revised consultation strategy planned for publication in 2006

Objective (and lead officer)	Council Plan Priority	Detailed action/target	Status	Target Date/ milestones	Planned outcome/performance indicator	Progress: 1 <sup>st</sup> April 2005 – 31 <sup>st</sup> March 2006
Directorate's work on equality and diversity and value that position. (DS/IM)	safety matters	(2) Work with Dudley Racial Equality Council and other community based groups to develop needs-led service provision. (DS)	C	Ongoing through 2005/06 - E&D Annual Report 2006	Joint initiatives developed through this process are in place.	Work has continued with DREC but due to its pending dissolution no new initiatives have been undertaken..
		(3) Through work with the Crime and Disorder Reduction Partnership address issues of racial harassment within the Borough. (DS)	C	Ongoing through 2005/06	Individuals and their communities are supported tackling racial tension and discrimination.	Working closely with CDRP and DREC effective support has been given to all those requesting it through the multi-agency team.
		(4) Through working with regional/national groups ensure that developments in Equality and Diversity are incorporated into the Directorate's work. (DS)	C	Ongoing through Ongoing through 2005/06	Local, regional and national initiatives and best practice are evident in new policies and existing policy revisions.	Developments incorporated into directorate's work practices. Good practice from other LAs shared with colleagues.

Objective (and lead officer)	Council Plan Priority	Detailed action/target	Status	Target Date/ milestones	Planned outcome/performance indicator	Progress: 1 <sup>st</sup> April 2005 – 31 <sup>st</sup> March 2006
		(5) Build capacity with regard to consultation with individuals and groups representing Gypsy/Traveler communities (IM)	N			Consultation strategy being reviewed corporately will address these identified areas.
DELL 7. Training and support is available as positive action towards the promotion and retention of disabled people, minority ethnic staff, women in senior positions and men in employment roles in which they are under-represented. (RW)	Local people matter/ Learning matters	(1) Identify barriers to career progression and take action to address under-representation and perceived inequalities. (RW)	C	Ongoing through 2005/06. Regular reports to EDAG and E&DWG. Liaison with employee support groups.	Audits completed and frameworks for action proposed.	No progress. A better understanding of the Directorate's contribution to the corporate agenda is required.

Objective (and lead officer)	Council Plan Priority	Detailed action/target	Status	Target Date/ milestones	Planned outcome/performance indicator	Progress: 1 <sup>st</sup> April 2005 – 31 <sup>st</sup> March 2006
DELL 8. The Directorate's involvement in equality and diversity initiatives and its work with partners is coordinated, coherent and part of its overall strategy for continuous improvement. (E&DWG/DS)	Learning matters/ Local people matter	(1) The Directorate Equality and Diversity Working group will continue to monitor the implementation of the overall Equality and Diversity Action Plan 2005/06 and require performance reporting from the various linked plans above to ensure that this work is on target.	C	Regular reporting where possible to ensure targets being met.	The Equality and Diversity plan is performance managed in line with Directorate procedures.	Divisional representatives have taken responsibility for ensuring the divisions they represent are made aware of the actions contained in this plan and have supported staff endeavouring to implement the proposed actions
		(2) The Directorate Equality and Diversity Working Group will review all of the impact assessments undertaken by senior managers. (E&DWG/DS)	C	May/June 2005	Year 3 impact assessments to be completed and published.	If these go on our next agenda we can pick this up then.

Objective (and lead officer)	Council Plan Priority	Detailed action/target	Status	Target Date/ milestones	Planned outcome/performance indicator	Progress: 1 <sup>st</sup> April 2005 – 31 <sup>st</sup> March 2006
DELL 9. Strategies for the inclusion of all groups and reducing exclusions. (IM/JM)		(1) Ensure that appropriate educational provision is available and being accessed by secondary age traveller young people. (IM)	N	Sept. 05	New protocol agreed with WMCETC	We have introduced a pilot project for home educated traveller children for one morning a week. The purpose is to develop literacy and numeracy and enhance personal and social skills.
		(2) Develop work experience opportunities appropriate to the above group in environments that will be accessed by Gypsy/Traveler young people. (IM)	N	Sept 05	As above	DELL working in partnership with external agency to address this issue.

Objective (and lead officer)	Council Plan Priority	Detailed action/target	Status	Target Date/ milestones	Planned outcome/performance indicator	Progress: 1 <sup>st</sup> April 2005 – 31 <sup>st</sup> March 2006
		(3) Reducing exclusions of vulnerable groups etc. (JM)	N	July 05	Overall reduction in permanent and fixed term exclusions, particularly for LAC and SEN children	Permanent exclusions for the first two terms of this academic year were in excess of 10% less than the corresponding period last year.
		(4) Ensuring that admissions of new arrivals to secondary schools are fair and timely. (AH)	N	Sept 05	Admissions carried out in accordance with policy	Through close partnership working with EMAS and local schools newly arrived pupils have been admitted in a fair and timely manner
		(5) Revision of central register (JM)	N	July 2005	CR monitored by senior managers and A&I DMT on regular basis	The Central register has be revised and a Children Missing Education Officer has been appointed to manage the register

Objective (and lead officer)	Council Plan Priority	Detailed action/target	Status	Target Date/ milestones	Planned outcome/performance indicator	Progress: 1 <sup>st</sup> April 2005 – 31 <sup>st</sup> March 2006
		(6) Restructure of PRUs to support pupils at risk of exclusion. (JM)	N	July 2006	Pre-exclusion provision in place. Fewer exclusions.	The new post of Pupil Referral Unit Manager has been appointed. Additional staff have been appointed to the PRUs to enable them to provide outreach support to pupils at risk of exclusion.
		(7) Support introduction of Behaviour Improvement Programme into EAZ schools. (JM) (TC)	N	July 2007	Fewer exclusions, improved attendance	New co-ordinator has been appointed. There are plans to extend the project into the summer term. The results of the work will be available in July 2006.

## Glossary

### Lead officers:

ALL – All service managers

CW – Christine Warner

DS – David Silvera

DW – Dewi Williams

GH – Gill Hewlett

IM – Ian McGuff

JM – Jon McCabe

KF – Kim Fisher

KM – Kate Millin

LMD – Lisa Morgan-Danks

LT – Lorraine Tozer

PB – Pat Brockman

RP – Ros Partridge

RW – Ray Watson

TC – Teresa Cutler

TW – Turina Wharton

### Other terms:

BME – Black and Minority Ethnic

BVPI – Best Value Performance Indicator

DELL – Directorate of Education & Lifelong Learning

DELL/CP – Directorate of Education & Lifelong Learning/Corporate Priority

DREC – Dudley Racial Equality Council

E&DWG – DELL Equality & Diversity Working Group

EDAG – Equality and Diversity Advisory Group (Corporate)

HMI – Her Majesty's Inspectorate of Schools

OfSTED – Office for Standards in Education

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