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Introduction

What is this update and what does it do?

Welcome to the December 2009 updated and refreshed Single Equality Scheme (SES) from the Department for Children, Schools and Families (DCSF).

In this SES we look at the evidence on equality and say what we are doing to make life better for children, young people and adults who face discrimination and disadvantage.

This update is the last progress report on the DCSF’s first ever SES, which was published on 4 December 2007.

Finding your way around this document.

There are several parts to this update and they do different things. It is a scheme and three supplements. And the scheme itself comes in several layers.

First of all, we highlight some of the evidence, showing what we know about key issues and inequalities in the lives of children and young people1. As part of this section we also select some headlines showing how DCSF has narrowed these equality gaps in the two years since we published the original SES in December 2007, and how we plan to narrow them in the future.

The second section, the delivery plan, revisits the promises we made in the original 2007 scheme and shows what has happened since.

Thirdly we have included a list, with live links, of the main equality impact assessments carried out by DCSF during the past year. This list also includes a sample of retrospective disability equality impact assessments. These show how policies which were created before the disability equality duty came into law, and are still extant, promote disability equality and are being re-cast to do that even better.

And fourthly and finally, in the section called ‘Looking Forward’ we look at some of our plans for next year. Those plans take account of the Equality Bill now going through parliament. They also involve many conversations with different people and groups. If you would like to be part of those conversations, please contact us at mailbox.edu@dcsf.gsi.gov.uk.

1 This is in addition to evidence contained within the EQUIAs workbook.
What about the supplements?

In our SES published on December 2008 we looked in the introduction at how people had responded to our SES. This year we have created three separate supplements that look at responses to the SES and to DCSF’s work to promote disability, ethnicity and gender equality. In these supplements we report how we are acting on those responses.

A. The Secretary of State’s Report on progress towards disability equality across the sector. (SoS 2008)

SoS 2008 was published on 1 December 2008. It contained 50 commitments. An update on our progress towards each of these commitments is contained within Supplement A of this SES.

In August 2009 we received feedback from the Equality and Human Rights Commission (EHRC) which told us what the Commission, and a roundtable of disabled people, thought about SoS 2008. Our response to that feedback, and details of some of the extra work that has happened since SoS 2008 was published, can also be found at Supplement A.

B. Ethnicity equality. The recommendations of the Stephen Lawrence Enquiry.

In October 2009 the Secretary of State, Ed Balls, presented the Stephen Lawrence Education Awards in Leeds and pledged to support sharing this work more widely.

Earlier during 2009 civil servants from DCSF attended meetings to commemorate 10 years on from the Stephen Lawrence Enquiry and also took part in the CLG consultation on a national strategy for ethnicity equality. We know that action on these recommendations remains a high priority for black communities and for all who are concerned with ethnicity equality.

Supplement B focuses on the recommendations of the Stephen Lawrence Enquiry and what we are doing about them.

C. Gender equality. The Women and Work Commission.

During 2009 the WWC has been revisiting its work and has made some new recommendations. DCSF has produced a response to those recommendations. This can be found at Supplement C.

Human Rights

We are placing continuing emphasis on Human Rights in DCSF policy and practice. This is reflected within the SES in the following ways:

● through the department’s lead with respect to UN Convention on the Rights of the Child. We published Working together, achieving more and Priorities for actions which sets our commitment and priorities for taking forward the recent UN Committee’s Concluding Observations – on 20 November to mark the 20th anniversary of UNCRC – [http://www.dcsf.gov.uk/everychildmatters/strategy/strategyandgovernance/uncrc/uncrccommit2009/](http://www.dcsf.gov.uk/everychildmatters/strategy/strategyandgovernance/uncrc/uncrccommit2009/)

● through a commitment to enhance our new internal website, Making Policy, with substantial material on how Human Rights affects policy and practice at DCSF;
● through making training available to all DCSF staff;
● through activity to celebrate Human Rights day;
● through a commitment to work with our non departmental public bodies (NDPBs) to support them in promoting human rights.

What are we going to do with the SES?

We use the SES to ensure that the priorities set in our programmes and policies not only tackle discrimination, but also are proactive in promoting equality.

We also use it to promote change by sharing it with the wider sector, specifically through the equalities events we held in February 2008 and 2009 and shall hold in February 2010.

The February 2010 events will have special emphasis on the implications of the Equality Bill for work in the sector.

Who has been involved by DCSF in the development of the SES?

DCSF has worked with a range of people in the development of this SES, including disabled children and young people and their families; people campaigning for ethnicity equality; and those working on lesbian, gay, bisexual, trans, and gender equality issues. In addition we have worked with senior officers in local authorities with specialist responsibility for equality and diversity issues. And we have worked directly with colleagues in schools and in early years and youth settings. Our purpose has been to involve, seek out and engage with others’ perspectives and experiences, with the conscious intention of being influenced by the views expressed.

In February 2009 we organised two large consultative conferences to introduce the Secretary of State report on disability equality, published in December 2008, and to discuss approach to ‘new’ equality strands. Over 200 people attended, or contributed through correspondence. They were drawn from schools, higher education, local authorities and non-governmental organisations. Nearly all had specialist knowledge of one or more of the equality strands, or else of human rights education. The people who were invited were (and are) key influencers in the sector – leading local authorities, leading schools, and people from universities, research etc.

We have continued to visit schools and talk with learners about their priorities for promoting equality. Also, we have attended conferences run by other departments and by campaigning organisations, in order not to speak but to listen, and learn.

People who work in the department are regularly encouraged to make visits to schools, and childcare settings, and to organisations working with our sectors, so that they can meet people and understand how to shape policies to meet their needs better.

What do you think about this SES?

We are always interested to hear your views and opinions on how we could make the SES even better. Please let us know your thoughts by contacting: mailbox.edu@dcsf.gsi.gov.uk.

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Chapter 1
What do we know, and what are we doing about what we know?

Evidence for equality in education, and the DCSF response.
This section of the December 2009 update to the DCSF Single Equality Scheme (SES) looks at the evidence that tells us about equality and inequality in education and in children’s lives. It also looks at what the department is doing to close, or at least narrow, equality gaps.

The chapter is framed around DCSF public service agreements (PSAs), which themselves broadly follow the Every Child Matters framework. A second part to this chapter looks at what we know about our successes as an employer in promoting equality, and at what still remains to be done.

1 Securing the health and wellbeing of children and young people. (PSA 12)
In this section, we explain what DCSF has achieved to secure the health and wellbeing of children and young people (DSO 1) and in particular on delivery of the cross-government Public Service Agreement (PSA) 12 on child health and wellbeing led by the Department. We look at what this means in relation to ethnicity, disability and gender over the past three years.

Families want their children to enjoy happy and healthy childhoods, and progress is being made to put health and wellbeing at the heart of services for children and young people. We also need to look at ethnicity, disability and gender when we think about how far our policies support families to improve the health and wellbeing of children and young people.

Progress is being made on the commitment to end child poverty by 2020, to ensure that no child’s life is scarred by poverty and every child has the chance to realise their potential whatever their ethnicity and gender, and whether or not they are disabled.

Ensuring greater equality with respect to religion and belief and sexual identity is also important. Although our policies have relatively recently focused on these aspects, the Department is beginning to consider how this is addressed in policies where it is most relevant.

Since December 2007 (when the first DCSF SES and also the Children’s Plan were published):

- The first national Play Strategy was published in April 2008 setting out how the Department will work with local partners to create safe and exciting places for all children to play.
- The Department launched the Parent Know How programme in April 2008, giving everyone in a parenting role access to expert information, advice or support through different channels: telephone helpline; online; social networks; videos; read articles in newspapers and magazines.
The final report of the independent Child and Adolescent Mental Health Services (CAMHS) Review – *Children and Young People in Mind* was published in November 2008.

And since the last SES Update and the Children’s Plan one year report on were published in December 2008, the Department has also made progress with the following.

- *Healthy Lives, Brighter Futures the strategy for children and young people’s health* published in February 2009.
- The National Advisory Council was established in February 2009 to advise and hold us to account on the implementation of the CAMHS review recommendations.
- *Healthy Weight, Healthy Lives: One Year On* published in April 2009, providing an update on the cross-government obesity strategy.
- The first national survey of parents’ experience of services for disabled children, published in August 2009.
- The first national survey of parental confidence in bringing up their children, and satisfaction with the information and advice they receive.
- The end of the Child Poverty consultation in March 2009 and the Bill introduced into the House of Commons in June 2009

### 1.1 Improving Access to Play

Fair Play, the consultation on the play strategy during the summer of 2008, had two parts: one for children and young people, the other for people who work with children. We received 9,400 consultation responses from children and young people – 12 per cent of which were from disabled children.

An interactive game was used to encourage children to think about questions like "What more could we do to make it easier for disabled children to play with other children?"

This was a really popular question with disabled and non-disabled children.

For example

- Many children felt that play areas were generally inaccessible to them. Issues such as accessibility to the sites and equipment, more wheelchair-friendly surfaces and ramps should be addressed in order to allow disabled children to reach and enjoy the play spaces in the same way as others. (50 per cent)

We listened very carefully to what the children said and we made it part of our policy. So the Play funding to local authorities said all play areas/adventure playgrounds, either newly built or re-furbished, must be accessible to all children including disabled children. Also, local authorities must make them accessible to groups from minority ethnic communities.

And local authorities have to consult with local children and young people and the wider community about where and on what the DCSF play funding should be spent.

Children’s satisfaction with local parks and play areas is a Local Government indicator, measured as part of the annual TellUs survey. The national baseline data from the 2008 TellUs survey showed that there were no notable differences in satisfaction between girls and boys, or
disabled children and young people compared to their peers. However, children from minority ethnic groups were more likely to report higher satisfaction (52 per cent) than their white peers (46 per cent).

Finally, we have contracted with the organisation KIDS (a charity providing support to disabled children and their families) to provide a full-time senior consultant to work with Play England to support our capital programme to 2011 by providing seminars, materials and direct advice on how to provide play opportunities that fully support disabled children.

The numerical evidence that these actions are making a difference will not be known until March 2010 on publication of the national evaluation. But we will also be able to report progress in the new year when the next TellUs school children survey reports, including a report on whether children are more satisfied with the play facilities in their area since Autumn 2008. We will be able to break this information down by gender, ethnicity and disability-status.

1.2 Being healthy

The child health strategy – Healthy Lives, Brighter Futures – sets out the long-term strategy to support children and families’ health. It is the first comprehensive joint strategy to improve health outcomes for children and young people from pre-birth to 19. We want to achieve world class health outcomes and minimise health inequalities.

The strategy includes the following principle – extra support is provided for those from the most disadvantaged backgrounds.

1.3 Do we know enough yet to know if we are making the right differences?

Tackling health inequality, by ensuring fair and equitable access to support for children, young people and parents, as well as providing extra support to disadvantaged groups, is key to our policies on improving child health and wellbeing. Many of our policies to address specific health and wellbeing priorities are therefore designed to ensure that there really is equitable access and effective targeting.

But we can only monitor our success in tackling inequality properly when we have the quality and extent of information available on health outcomes and whether they can be broken down into key groups – e.g. by gender, ethnicity and disability. We know we need to make progress in the information we gather routinely to address this. Our major achievement here has been on the parents’ experience of services for disabled children (August 2009), and the parental confidence survey.

Below we set out progress on key health and wellbeing priorities.

1.4 Services for disabled children

We know that the families of very young disabled children face particular barriers in finding childcare and that families of disabled children and young people can face all sorts of other barriers too. So in May 2007 the former Department for Education and Skills (now DCSF) and HM Treasury published a report entitled Aiming High for Disabled Children: Better Support for Families.
The Aiming High for Disabled Children programme is now shared by the Department for Children, Schools and Families and the Department of Health, with three priority areas to improve outcomes for disabled children.

Over the past year, the programme has started to make a real difference to families’ lives. Transforming short breaks provision has been the initial focus for improving quality and capacity, with 21 local area pathfinders developing local provision in 2008-09, with significant expansion in these local areas in 2009-10, and to be rolled out in all areas in England in 2010-11.

Pilot work has also begun over the past year in improving childcare for families with disabled children, with best practice to be shared in all areas over the coming two years.

The next phase of transformation will focus on improving transition support for disabled young people moving into adulthood, community equipment and wheelchair services, and palliative care.

Assessing outcomes has always been challenging given the diverse needs and circumstances of disabled children and their families. This includes understanding whether our policies are having a differential impact on disabled children depending on their ethnicity and gender.

The Department for Children, Schools and Families and the Department of Health have now introduced, for the first time, a new indicator which measures parents’ experiences of disabled children’s services. The results of the national baseline survey were published in August, together with accompanying customer insight research. Local baseline results were also published for 30 local areas, and will be followed up later this year with baseline surveys for every local authority and Primary Care Trust in England.

The results from the baseline survey show that:

- The national baseline is 59 out of 100, with local area baselines ranging from 55 to 65.
- Compared with health and education services, parents were least satisfied with the level and quality of care and family support services received. A third (31 per cent) of those who considered they had a care and family support need said they received little or none of the services they required, and 22 per cent rated the service they did receive as poor.
- There are no marked differences in parental experience between parents of disabled girls and parents of disabled boys, though parents of disabled girls are slightly more likely to report a positive experience.
- Respondents from minority ethnic communities were generally less satisfied than average in terms of the level and quality of health and care and family support services received.

1.5 Improving Nutrition in Schools

Improving nutrition in schools is one of the Department’s key priorities.

Although the Department does not collect data on school lunch take-up by gender, disability status or ethnic or religious group, our policy – reflected in all relevant guidance – has been developed with the knowledge that diets will vary. Local communities (children and parents) should be consulted about any particular local requirements and schools should be flexible
in what they provide to meet what people want within the requirements of the school food nutritional standards, which are mandatory from this September.

For example:

- The Department’s procurement guidance suggests that schools should take account of the needs of the local community, and that when writing a specification for a contract the needs of minority ethnic, cultural and religious diets should be considered.

- We recommend that schools assess the dietary needs of their population and make every effort to cater for all pupils’ needs, in order to provide a popular and viable service. It is also important that schools use effective labeling where food and drinks are provided to ensure that pupils can select menu items that are appropriate for their dietary and cultural requirements. We also encourage school caterers to provide food that is appropriate and acceptable to the whole school population.

In all of the above situations it is important to ensure that catering staff receive sufficient cultural awareness training, to enable them to understand the reasons for pupils’ diverse dietary requirements, and produce menus that are acceptable for pupils.

In order to support special schools – where many disabled children are educated – meet school food standards the School Food Trust carried out some pilots in special schools and has produced specific guidance to support them, which was launched by our Ministers in July 2009.

1.6 Tackling Obesity

The Government set itself a new ambition to be the first major nation to reverse the rising tide of obesity and overweight in the population by enabling everyone to achieve and maintain a healthy weight. Specifically, the national target (and one of the Children’s Plan 2020 goals) is to reduce the proportion of overweight and obese children to 2000 levels by 2020 in the context of tackling obesity across the population.

The Government mapped out its intentions to deliver this ambition in Healthy Weight, Healthy Lives: a cross-government strategy for England, which was published in January 2008. It comprised five policy areas for action and provided everyone with the information and opportunities to achieve, and maintain a healthy weight. Healthy Weight, Healthy Lives: One Year On published in April 2009 reviews progress on delivery and sets out priorities for the future.

We use the best available evidence and expert opinion through Equality Impact Assessments published alongside our policies and strategies (see the latest Equality Impact Assessment chapter on page 75). However, there is currently limited evidence from research to assess the impact of our policies on population groups that may have greater needs or experience levels of inequality in accessing services.

We can draw on a range of statistical information. For example, in the Healthy Survey for England 2007 survey, the picture on gender differences for children is complex. In recent years, girls (2-10 years) tend to have a higher overweight prevalence than boys of the same age-band; the situation is reversed for obesity prevalence (summed over 2-10 years), with 16.5 per cent of boys obese in 2007 compared to 14.6 per cent of girls. For the age group 2-15 years, overweight is 14.3 per cent for both boys and girls; with a slightly greater proportion of boys for this age group being obese.
However, there are no significant differences between boys and girls aged 2-15 years for overweight and obesity prevalence in 2007, as measured by the HSE. This is different from the 2006 results, which showed 17.3 per cent of boys aged 2-15 were obese compared to 14.7 per cent of girls.

Drawing on the annual National Child Measurement Programme data, black or black British children have the highest prevalence of overweight in reception year (14 per cent). White children follow this where the overweight prevalence is 13.5 per cent. The lowest prevalence of overweight in reception is in Asian or Asian British children (8.6 per cent) and Chinese children (8.8 per cent). The same pattern is seen for obese children in reception year. 14.8 per cent of black or black British children are obese in reception year compared to only 5.7 per cent of obese Chinese children in reception year.

The levels of overweight prevalence in year 6 are very similar across all minority ethnic communities. However, the levels of overweight prevalence are still highest for black or black British children (15.5 per cent) and lowest for Chinese children (12.4 per cent).

The results are more varied for obesity prevalence across minority ethnic communities in year 6. Again the highest levels are for black or black British children (26.4 per cent) and lowest for Chinese children (13.7 per cent). There are also high levels for Asian or Asian British children (21.5 per cent), and children in other minority ethnic groups (22.4 per cent).

The Government is inviting everyone in society to join a national movement called Change4Life to help people maintain a healthy weight, by making it easier for parents to make healthier food choices and encourage more activity. As part of this work there is a specific strand of activity specifically focusing on two West African communities (Nigerian and Ghanaian) and Pakistani and Bangladeshi communities. Within these target communities, we are then aiming to reach mainly first generation families (particularly in the case of South Asian communities) and older more traditional families with West African communities. We anticipate that other black and Asian communities will pick up the messages from the mainstream Change4Life campaign activity.

1.7 Improving participation in PE and Sport

The Department is closely evaluating the different participation levels in PE with relation to priority groups. The School Sport Survey reveals that take-up of two hours high quality PE and school sport per week is lower among girls, those from minority ethnic communities and those with special educational needs. Therefore these groups are prioritised within the DCSF/DCMS PE and Sport Strategy for Young People and given extra support by delivery partners. Ten interlinked activities are in progress, including establishing a sporting pathway for young disabled people, a national infrastructure of 450 multi-sport clubs enabling high quality participation are underway, and 250 school sport partnerships with active multi sport disability clubs are in operation.

Take-up is being monitored through an additional survey started in autumn 2009 regarding participation among school-aged children. The Department is also considering the most appropriate ways to incentivise both children and young people from low participating groups, and delivery partners, to improve PE and sport participation. Some 90 per cent of LA areas have proved themselves ready to deliver the five hour offer of PE and sport for their young people. The remaining 10 per cent are being supported to bring them up to speed.
1.8 Mental and Emotional Health

To improve child and adolescent mental health services (CAMHS) for disabled children and young people and those from certain minority ethnic communities the independent CAMHS Review outlined specific recommendations which were agreed on by the Government.

The National Advisory Council on Children’s Mental Health and Psychological Wellbeing was set up which has a remit to ensure that the recommendations in the CAMHS review are addressed and the Government is held to account on progress.

The recommendations were that mental health needs be assessed alongside all their other needs, that an individualised package of care be available so that personal circumstances and the settings where they receive their primary support appropriately influence the mental health care and support they receive, and that for those experiencing complex, severe and ongoing needs, these packages of care will be commissioned by the Children’s Trust and delivered where possible in the local area. The Council has made vulnerable children a priority for action.

The Targeted Mental Health in Schools programme will enter Phase 3 in April 2011 and all 152 LAs nationally will be delivering TaMHS. The programme is exploring approaches taken with vulnerable children including in Pupil Referral Units and special schools and with Youth Inclusion and Support Panels and Youth Offending Teams. Additionally, the National CAMHS support service (including an identified minority ethnic lead equality) will continue to work to identify, promote, disseminate and embed good practice.

One in ten children and young people aged 5–16 had a clinically diagnosed mental disorder, with boys more likely to have a mental disorder than girls – 11.4 per cent compared to 7.8 per cent (ONS 20042). Ethnicity data is more difficult to interpret due to the small sample sizes but Indian children had a relatively low rate of mental disorder (3 per cent compared with 7-10 per cent in other groups). Data on disabled children was not gathered directly, though mental disorder prevalence was high among children in families receiving Carers Allowance (29 per cent) and Disability Living Allowance/Attendance Allowance (28 per cent).

Children’s emotional health is a Local Government indicator, collected as part of the annual TellUs survey. This is measured by a series of questions about friendships and who children turn to when they are worried, defined in terms of three groups: friends, parents/carers or other adults. The national baseline data from the 2008 TellUs survey showed that there were no notable differences in response between girls and boys. There were differences between different minority ethnic groups and between disabled children and young people and their non-disabled peers. In particular:

- 59 per cent of black or black British children and young people reported that they had at least one friend, and had at least two groups to turn to when they were worried, compared to 64 per cent of white children and young people.
- 56 per cent of disabled children and young people reported that they had at least one friend, and had at least two groups to turn to when they were worried, compared to 64 per cent of their non-disabled peers.

New guidance for Children’s Trust on improving emotional health, to be published later this year, will help commissioners to deliver effective support by setting out a specification of services that can support the emotional wellbeing of children and young people from birth to adulthood. The guidance will put a specific emphasis on meeting the needs of vulnerable groups, including disabled children and children with learning difficulties, and meeting the needs of particular minority ethnic groups. We will continue to monitor impact by assessing future responses to the emotional health questions in the TellUs survey.

1.9 Parents

In the Children’s Plan, there is a commitment to provide a voice, at the heart of government, for parents. As part of this, the national Parents Panel has been set up to provide advice to Ministers on the issues that affect parents in England. The panel consists of parents from across England, including mothers and fathers with children of all ages, parents from minority ethnic communities and parents of disabled children. Five meetings have taken place between January 2009 and October 2009.

The Department commissioned also an annual face-to-face survey of over 2000 parents to ask them about how confident they are in their parenting and their experience of the support available to them. The final 2009 Parent Confidence Survey report findings are expected to be published later this year.

Engaging fathers has been a key element of our commitment to provide a voice for parents. More fathers want to be involved in bringing up their children but research shows that public, health and family services need to go much further in recognising and working with fathers.

- In Britain, fathers’ care of infants and young children has increased eightfold since 1975 (EOC 2003; Time Use and Childcare)
- In 2007 82 per cent of full-time working men said that they would like to spend more time with their family; in 1989 only 70 per cent felt that way (British Social Attitudes Report; Park et al, 2007)
- Fathers matter a great deal to children. Children with highly involved dads develop better friendships, more empathy and higher levels of educational achievement and self-esteem. They are also less likely to become involved with crime or substance abuse (Sarkadi A, Kristansson R, Oberklaid and Bremerg S – Fathers’ involvement and children’s developmental outcomes: a systematic review of longitudinal studies).

That is why we ran the Think Fathers campaign to raise awareness, stimulate debate and help change attitudes and practices. We have produced the Dad Test guide to help people who work with families look at their services to identify small changes they can make to support fathers better. We are also currently working with BT and other partners to develop a business case to demonstrate the economic and social benefits of operating father-friendly and family friendly working arrangements.

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2 Keeping children safe (PSA 13)

In this section, we explain what DCSF has achieved to safeguard the young and vulnerable (DSO 2) and in particular on delivery of the cross-government Public Service Agreement (PSA) 13 on children and young people’s safety led by the Department. We look at what this means in relation to ethnicity, disability and gender over the past three years.

Bullying, in schools and outside of them, is one of the main things that worries children and their families and schools. We know quite a lot about how and where bullying happens, and we are learning all the time about how to keep children safe from bullying.

This is some of what we know about how bullying affects different communities and groups.

2.1 Who is affected by bullying?

2.1.1 Gender

- Girls are more likely to feel at risk from bullying than boys – almost a quarter of girls, 16 per cent boys
- Girls are less likely than boys to experience violence
- Isolation is a more common form of bullying amongst girls
- Girls are more than twice as likely as boys to experience name calling
- Boys are more likely to see bullying as being part of growing up and something that would need to get quite bad before they did anything
- Girls tend to agree they would like more help and advice

2.1.2 Ethnicity

- Ethnicity changes the type of bullying
  - Children from minority ethnic communities are less likely than white young people to be called names, but 2002 (Cline et al) research showed that 25 per cent of children from minority ethnic communities had experienced racist bullying
- Psychological violence appears to be more prevalent in schools with more white pupils and physical types of bullying are more prevalent in schools with a lower proportion of white pupils and a higher proportion of poorer pupils

2.1.3 Disability

- According to Mencap, two-thirds of the 280,000 learning-disabled children and young people who are bullied experience it on a regular basis
- 60 per cent of those who were bullied had been subjected to physical attack, 77 per cent verbally abused and 40 per cent stolen from or left out. 80 per cent of them are scared to leave their homes
● Disabled children were twice as likely to experience persistent bullying compared to non-disabled children

● Findings are mirrored by LSYPE
  – Young people with SEN are more likely to be called names at all ages
  – The higher proportion pupils with SEN in a school, the higher the risk of being called names
  – Twice as likely to be victims of exclusion
  – More likely to have their money or possessions taken and be victims or actual or threatened violence.

2.1.4 Lesbian, Gay, Bi-sexual and Trans

This group does not report in sufficient numbers to appear in LSYPE, StayingSafe or Tellus3

However, Stonewall’s School Report provides a compelling picture of the experiences of LGB pupils in schools:

● Almost two thirds (65 per cent) of young lesbian, gay and bisexual people experience homophobic bullying in Britain’s schools.

● Ninety seven per cent of gay pupils hear derogatory phrases such as “dyke” or “poof” used in school.

● Ninety eight per cent of gay pupils hear “that’s so gay” or “you’re so gay” at school.

● Seventy five per cent of young gay people in faith schools experience homophobic bullying and are less likely than pupils in other schools to report it.

● Only a quarter of schools say that homophobic bullying is wrong in their school. In schools that have said homophobic bullying is wrong, gay young people are 60 per cent more likely not to have been bullied.

● Thirty per cent of lesbian and gay pupils report that adults are responsible for homophobic incidents in their schools.

● Of those who have been bullied, 92 per cent have experienced verbal homophobic bullying, 41 per cent physical bullying and 17 per cent death threats.

● Not all schools are equally equipped – many are much less well prepared to deal with bullying, particularly if is related to sexual identity.

2.2 What are we doing about bullying?

The Secretary of State announced that the Government would introduce a statutory requirement to record incidents of physical and verbal abuse which relates to bullying. The 12 week consultation is proposed from October 2009 and is planned to be in legislation by September 2010.

We also intend to consult later this year on whether a further new duty should be introduced for schools to report all bullying incidents to their Local Authority, and whether types of bullying incident (e.g. racist, disablist, homophobic, etc.) should be recorded and reported.
Once we have worked through the detailed implications of the proposals we will legislate at the earliest possible opportunity in 2010.

We will look at the best practice for recording incidents of bullying which relate to disabled learners and those with SEN, with a range of people and organisations.

We issued over-arching anti-bullying guidance under the title Safe to Learn in September 2007. This includes specialist materials on homophobic bullying and links to existing guidance on bullying around race, religion and culture. Materials on bullying related to special educational needs and disabilities were launched in May 2008. In April 2009 we launched guidance and training resources for local services on tackling bullying in out of school settings under the title Safe from Bullying.

DCSF also plan to produce guidance on sexist, sexual and transphobic bullying and a new DVD Resource pack for schools on bullying related to SEN and disabilities both to be launched shortly.

2.3 Wider safeguarding issues

Bullying is not the only area where keeping children safe is an important part of DCSF’s work.

Safeguarding children is the top priority for the Department and the Government. Staying safe is a fundamental part of the Children’s Plan: children cannot enjoy their childhoods or achieve their full potential unless they are safe. The Children Act 2004 makes it a legal obligation for schools and children’s service agencies and other agencies, such as police, prisons and NHS trusts, to safeguard and promote the welfare of children, and this includes everything from maltreatment, neglect, violence and sexual exploitation, accidental injury and death, bullying and discrimination, to crime and antisocial behaviour.

Some groups of children, such as children living in deprived areas, looked after children, disabled children, migrant children and unaccompanied children who are seeking asylum, are more vulnerable to harm than others.

2.4 What are we doing about wider safeguarding issues?

Lord Laming’s review of safeguarding, Protection of Children in England: Progress Report, reaffirmed the importance of integrated working. But he also said that acceptance of shared responsibility for safeguarding needs to be more widespread, and better early intervention is vital in ensuring children’s wellbeing and reducing the likelihood of child misery.

Early intervention is an essential part of safeguarding as investment in services for vulnerable children is crucial to achieving better outcomes for them in the future. Early intervention is supported by Contact Point. This is an electronic tool that will help services working with children to identify easily and quickly who else is working with the child, so they can contact each other to share relevant information about children who need their services and protect those children who are at risk of harm.

Early identification is particularly important for looked-after children (children in the care of, or accommodated by, local authorities). These children are one of the most vulnerable groups in society, and most are in care because they have suffered abuse or neglect. There are around 61,000 children in care in England alone, and a key aim of ECM, which is developed further in
the Care Matters green paper, is to improve the early identification of, and support for, children at risk of abuse and neglect so as many as possible can stay safely with their families without the need to enter care. The safeguarding services through social workers and other services, provide a vital intervention in safeguarding their wellbeing and enabling them to achieve ECM outcomes.

Effective social work has the potential to contribute to all ECM outcomes for service users and through these the Department’s achievements against almost all of its PSAs and, in particular, PSA 13 which is to improve the safety of children and young people. Government is also committed to reducing children and families’ social worker vacancy levels under PSA 3.5 (led by UKBA) which is to reduce the vacancy rates of shortage occupations.

2.5 Progress Made to Improve Child Safety

The Staying Safe Action Plan, launched in February 2008, demonstrated the Government’s commitment to improving children and young people’s safety.

We have committed to four priorities up to 2010-11, using mutually reinforcing indicators to monitor developments that impact on all children and young people’s safety.

These priority indicators are:

- Percentage of children who have experienced bullying.
- Percentage of children referred to children’s social care who received an initial assessment within 7 working days.
- Emergency hospital admissions caused by unintentional and deliberate injuries to children and young people.
- Deaths of 0-17 year olds (child mortality) due to external causes.

The Children’s Plan One Year On: a progress report also published priorities for 2009 which included commitments to:

- Respond to Lord Laming’s report to strengthen the arrangements for safeguarding children.
- Establish a new taskforce to strengthen and reform the social work profession.
- Respond to the independent review of the impact of the commercial world on children’s wellbeing.
- Require schools to record all incidents of bullying.

Lord Laming’s report, The Protection of Children in England: A Progress Report, was published on 12 March. The Government issued an immediate response the same day, accepting all Lord Laming’s 58 recommendations and announcing the appointment of Sir Roger Singleton to the new role of Chief Adviser on the Safety of Children.

On 6 May the Government published The protection of children in England: action plan – The Government’s response to Lord Laming setting out how each of Lord Laming’s recommendations will be taken forward.
3 Equality at school. (PSAs 10 and 11)

Doing well at school usually leads to success in later life. Over the last ten years there is strong evidence of rising standards in schools. But within this overall improving picture, there are groups of pupils who are still not doing as well as others. DCSF is determined to change these patterns so that all pupils can fulfil their potential. PSA 11 is particularly concerned about gaps in attainment between children from disadvantaged backgrounds and their peers. Poverty is more closely linked to under-attainment at school than are gender or ethnicity, which is why we focus in PSA 11 on financial disadvantage. However SEN are more closely linked to under-attainment than is poverty. DCSF is devoting significant resources to narrowing the SEN/non-SEN attainment gap.

All sorts of things affect individuals, however, and gender, ethnicity and Special Educational Need status all have an impact separately from poverty. Particular combinations of barriers faced can indicate that a child may be especially vulnerable e.g. currently white boys eligible for free-school meals or black Caribbean boys eligible for free-school meals are amongst those making the slowest progress. Looked After Children and Gypsy, Roma Traveller children also chronically under-perform.

We describe what we are doing to promote gender, ethnicity and disability equality below. And you can find the latest statistical data in the annual Pupil Characteristics SFR.


3.1 Gender Attainment Gaps

Attainment gaps between girls and boys have not changed much since 2005. Provisional data for 2009 show that this year girls outperformed boys in English and science, and boys outperformed girls in mathematics. Between 2006 and 2009 there has been no change in the gaps between boys and girls in Key Stage 2 English and science and a narrowing of the gap in mathematics (with girls closing on boys). These changes have come from an improvement in the attainment of girls across subjects.

- Since 1995, the gap between boys’ and girls’ attainment of 5 or more A*-C grade GCSEs has remained more or less stable at between 9 and 12 percentage points difference. In 2008, provisional data shows the gender gap as standing at 9.1 percentage points: (68.2 per cent of girls and 59.1 per cent of boys achieved 5+ A*-C).
- A similar pattern is seen for attainment of the harder threshold of 5 or more A*-C GCSEs including English and mathematics: in 2008, 51.9 per cent of girls achieved this threshold, as against 43.8 per cent of boys.
- The data, from Foundation Stage onwards, does point to a persistent problem with boys and English and literacy, and subjects that depend most heavily on those skills.

3 You can find out more about this in “Breaking the Link between poverty and low attainment: everyone’s business” (available to order or download from the Teachernet Publications page at http://publications.teachernet.gov.uk/).
This gender attainment gap is a near-universal feature of all developed educational systems and has been roughly constant over several decades. What is more, the school effect in relation to the gender attainment gap is relatively low (i.e. the gap varies little between high-achieving and low-achieving schools, small and large schools, single gender or mixed schools, or by other characteristics), and techniques which encourage boys to succeed typically work to improve girls’ attainment too, so the gap in favour of girls tends to re-emerge, albeit at a higher threshold.

However, evidence from schools where boys and girls perform equally well shows that there are ways of providing effective support for boys’ and girls’ learning and of challenging gender stereotyping. Schools with little or no gender gap tend to be characterised by a positive learning ethos, high expectations of all pupils, high quality teaching and classroom management and close tracking of individual pupils’ achievement. Teachers know all of their pupils well (e.g. their skills, attainment, strengths and weaknesses and interests) and plan their resources and teaching accordingly.

There is also a ‘participation gap’ issue for girls when it comes to choosing GCSE and A-Level examinations and university study, particularly in relation to physics and maths. The STEM programme is at the forefront of our efforts to counter this trend. It encourages more girls to take an interest in and progress to post-16 learning in Science, Technology, Engineering and Mathematics. The STEM campaign features female role models in non-traditional careers and uses social networking sites, television and radio advertising to engage young people.

In Spring 2008 the Department launched the Gender Agenda, 18 months of activity designed to improve the performance of underperforming boys and girls through sharing good practice in schools, reviewing current gender and attainment research and initiating and supporting gender focused action research in classrooms. The Gender Agenda ended in July 2009 when we published three key documents summarising our findings.

- ‘Gender issues in schools – What Works to Improve Achievement for Boys and Girls’ provides guidance for schools seeking to improve both boys’ and girls’ achievement, particularly in English and literacy.
- ‘Gender and Education – Mythbusters’ seeks to dispel some of the current and unhelpful myths about gender and education.
- ‘Gender and Education – Gapbusters’ draws on research into schools that narrow gender attainment gaps in English.

We fully recognise that we must build on this progress. That is why in 2010 we will be reviewing the impact of the Gender Agenda one year on with schools and members of the research community. We will be exploring what the impact has been of publishing the three gender documents and asking schools to tell us about how they have used them to change classroom practice. In the meantime, we will maintain a relentless focus on the progress of every individual through personalised learning so that we know exactly where progress is made and where children are falling behind.

### 3.2 Achievement of learners from minority ethnic communities

The performance of pupils from black and other minority ethnic communities at Key Stage 4 has improved faster than the rest of the cohort in each of the past five years (2003-2008). All main
minority ethnic census communities have improved faster – thus the only group which has not improved relatively is the very small group of Gypsy, Roma and Travellers. Between 2003-08 black pupils made a 14.7 point gain against the 5 A* – C (including English and Maths) threshold, compared with a 6.7 point gain for the whole cohort so the gap between Black pupils’ performance and the average narrowed substantially.

Chinese pupils continue to perform considerably better than any other group, with 69.5 per cent gaining five good GCSEs including English and Maths in 2008 compared to a national average of 47.8 per cent. Indian pupils (64.9 per cent) also perform better than the whole cohort, and Bangladeshi pupils (44.5 per cent), who were well behind a few years ago, now perform at close to the national average. Black pupils overall achieve 40.2 per cent; black African pupils achieve 43.3 per cent.

There is no room for complacency, however, as in absolute terms attainment of black pupils still lags behind the cohort average. We will continue to use targeted interventions and a range of mainstreaming initiatives that focus on whole school systems, teacher skills and developing and disseminating best practice. New regulations require Local Authorities to focus their attention on setting and achieving stretching improvement targets for the most under-performing communities. Our approach is reinforced through the expectations within the Children’s Plan for a personalised approach to learning, and the pupil guarantee set out in our recently published White Paper ‘Your child, your schools, our future: building a 21st Century schools system’ which guarantees that every pupil will go to a school where they are taught in a way that meets their needs, where their progress is regularly checked and where additional needs are spotted early and quickly addressed.

For some years, there has also been an issue that black pupils were more likely to be excluded from school than other groups. In July 2009 we published data for the school year that ended in 2008: The data can be downloaded from http://www.dcsf.gov.uk/rsgateway/DB/SFR/s000860/index.shtm. While all exclusions were down last year, permanent exclusions for black children generally were down more sharply than for the rest of the cohort, so the gap is narrowing.

We have active work in hand to narrow this gap further, which involves support and challenge for areas with high or disproportionate exclusion rates. This is the first time that the number and proportion of exclusions by ethnicity has been shown by region and LA for fixed-term exclusions, and at regional level for permanent exclusions (because the numbers of permanent exclusions are too small in each LA to make for publishable figures). Thus it is now possible to get a more detailed geographical picture of trends and remaining imbalances by ethnicity, and these do vary by area.

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### 3.3 Special Educational Needs Achievement Gap

The Government is committed to narrowing the achievement gap across the system. Improving outcomes for disabled children and those with SEN, who may not be achieving their full potential, is a major part of our strategy.
20 per cent of children and young people have identified SEN with 2.6 per cent statemented, 5.7 per cent school action plus and 11.7 per cent school action. This includes a large proportion of children who have an impairment, although not all disabled children have SEN. There is also correlation with FSM and with communities who are disproportionately represented in SEN identification. Around 60 per cent of Looked After Children have SEN. Systems that are in place to support improvement for one of these groups are likely therefore to have an impact on outcomes for the other groups.

The achievement gap for children with SEN is bigger than for other groups and we know the task to close it is a challenge. 2008 data shows a 51 percentage point gap in achievement at Key Stage 2 English and maths (33.6 per cent of pupils with SEN; 84.6 per cent no identified SEN achieve level 4 or above). At Key Stage 4 the gap in 2008 was 45.3 per cent percentage points. Although there have been slight variations over the last three years the gap remains large. Children with SEN make up a significant proportion of the school population and our target of 90 per cent of children meeting expected levels will not be met by 2020 unless we take significant steps to redress the balance.

Not only do pupils with SEND underachieve compared to their peers but we also know, for example, that attendance rates are worse for this group, exclusion rates are higher, they are more likely to be bullied and, we suspect, are less likely to take part in extended school activities.

The Children’s Plan one year on document sets out our programme of reform in particular a greater focus on improving both achievement and wider outcomes for children and young people with SEND.

A major part of our strategy is to identify what helps pupils with SEND to achieve their full potential and enjoy their time in school. So the Secretary of State announced in May this year the £32m Achievement for All pilots which will run in 10 LAs and around 500 schools for 2 years to develop and learn from best practice. These pilots will build on the Making Good Progress work, require schools to create better strategies for working with parents and to identify and remove barriers to learning. An independent evaluation team has been appointed.

We also have a range of measures in place to strengthen workforce skills in working with children with SEND. We are strengthening training for teachers so that they are better equipped to support children with SEN – both ITT and CPD measures. We have also strengthened support arrangements, through new regulations, which require all SENCOs to be qualified teachers by September 2009 and in future new SENCOs will also be required to undergo training. We have also announced funding for around 4000 special dyslexia training places over the next 2 years in response to the Rose review recommendations on improving identification and teaching of children with dyslexia.

We continue to refine our strategies in the light of better information on the effectiveness in the system, including the Lamb Inquiry into parental confidence in the system for SEN provision and John Bercow’s review on improving services for children with speech and language difficulties which reported earlier this year. Ofsted have also been asked to prepare a report on SEN for 2010.

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4 Equality for young people. (PSA 14)

This section looks at issues within the following areas – young people who are not in education, employment or training (NEET), positive activities\(^4\) for young people, substance misuse, teenage pregnancy, and young people who are entering the criminal justice system for the first time.

\textbf{4.1 16-18 year olds NEET:}

There are two key ways in which we learn about equality issues among young people who are not in education, employment or training. The first is the Department’s two main studies of young people (the Youth Cohort Study and Longitudinal Study of Young People in England)\(^5\). The second is the data that we receive from Connexions services through their Client Caseload Information System (CCIS) database. This gives us information on current activity facing specific groups – teenage mothers, care leavers and learners with learning difficulties and disabilities, as well as data broken down by ethnicity. In both cases, the key information that this gives us is about the relative proportions of young people participating in learning and those NEET for each of the groups. We will also be looking specifically at which groups of young people are most affected by the economic downturn and how best we can support them to engage in education, employment or training.

The make up of the NEET population shows significant local variation, but teenage mothers, care leavers, custody leavers and learners with learning difficulties and disabilities (LLDD) are significantly over represented, as are young people from white, and Black Caribbean ethnic groups, whereas those from Indian and Chinese groups are below average (December CCIS data). On the whole boys are at greater risk of being NEET than girls – 11.3 per cent of 16-18 year old boys and 9.4 per cent of girls were NEET at the end of 2008 (SFR).

We know that young disabled people and young people with a learning difficulty are twice as likely to be NEET as their peers. So we are looking especially closely at what we can do to change this. Some of the details can be found in \textit{Valuing Employment Now}, the cross-government employment strategy for young people with learning disabilities. This sets out the Government’s goal to radically improve employment opportunities for people of all ages with learning disabilities, particularly those with moderate and severe learning disabilities. Local authorities are encouraged to use their new responsibility for funding 16-18 learning (16-25 for those subject to a learning difficulty assessment) to review and align provision for young people who are disabled.

Many NEET policy initiatives are aimed at all young people e.g. the September Guarantee and the drive towards Raising the Participation Age (RPA). As result they will have a disproportionate but beneficial impact on groups over represented in the NEET population.

The September Guarantee is a big part of what we are doing to help young people to remain in learning so that they get the skills they need to be successful. The September Guarantee

\textsuperscript{4} positive activities for young people include sporting, cultural and recreational activities, experiences and opportunities for volunteering, that take place in a wide variety of settings including youth clubs, sports clubs, outdoor recreation centres, museums and libraries.

\textsuperscript{5} The latest bulletin is at \url{http://www.dcsf.gov.uk/rsgateway/DB/SBU/b000850/index.shtml}.
has equal opportunity at its core as it ensures that provision is commissioned and an offer of post-16 learning made to all young people regardless of their background.

We are taking every opportunity to reinforce the fact that there is a suitable offer for every 16 and 17 year old and we will be monitoring the data carefully to ensure that it is fully implemented in every local area.

In addition specific aspects of some policies are aimed at minority groups such as ‘Activity Agreements’ which are piloting approaches to supporting vulnerable NEET young people, including teenage mothers and young people with learning difficulties and/or disabilities to re-engage by providing focused support from a trusted adult, bespoke provision and a financial incentive. This will also help to inform the implementation of Learning and Support Agreements as part of RPA.

As mentioned above teenage parents are more likely to be NEET than their peers. At the end of 2006, it was estimated that there were around 20,000 teenage mothers who were NEET. So it is important to offer the right financial support so that young people can overcome barriers to participation. This includes Care to Learn for teenage parents and the Discretionary Learner Support Funds. Care to Learn is available equally for young mothers and fathers.

Local areas are encouraged and supported to understand and segment their local NEET group in order to tailor provision to meet their needs, using information such as the monthly CCIS data and September Guarantee intended destinations figures. This helps to address the significant local variations in young people NEET, for instance areas with high numbers of teenage parents who are NEET may need to commission more flexible provision alongside childcare to help young people to engage.

4.2 Teenage parents

The available evidence indicates that girls and young women from some communities are more likely to become pregnant under-18. Data on mothers giving birth under age 19, identified from the 2001 Census, show rates of teenage motherhood were significantly higher among mothers of ‘Mixed White and Black Caribbean’, ‘Other Black’ and ‘Black Caribbean’ ethnicity. ‘White British’ mothers were also over-represented among teenage mothers, while all Asian communities were under-represented.

There are a number of ways we are responding to this information. The teenage pregnancy media campaigns are developed and tested with a cross-section of young people, including young people from diverse communities. The 2009-10 revision of the media campaign has included young people from minority ethnic communities both in the review of all published evidence and in qualitative research.

We supported a Children, Young People and Families (CYPF) grant which funded Brook to undertake a young people’s participation research project into access of contraception and sexual health (CASH) services by minority ethnic communities (completed March 2009). The summary of the research findings is being disseminated to all local areas to help inform delivery and publicity of CASH services.
Anecdotal evidence from practitioners working with young people with learning difficulties is that they are at higher risk of abuse or being pressured into sexual activity, hence the need for tailored work with this group.

Teenage Pregnancy Unit has funded the development of a number of resources to support the delivery of SRE to young people with: learning difficulties; physical disabilities and ASD, respectively. (However the factors that most increase the risk of teenage pregnancy are poverty and poor attainment at school.)

The Department is clear that the needs of young men should also be catered for in order to reduce teenage pregnancies. The teenage pregnancy strategy considers the needs of both young men and young women for example: the media campaign targets both genders; SRE guidance makes clear that it is equally important that boys and young men receive SRE and covers issues such as ‘consent’ and mutual respect; there are local examples of targeted work with boys and young men aimed at challenging negative attitudes towards women, encouraging them to take responsibility for contraception, understanding that portrayals of sex within pornography are misleading etc; and on the support side, there are projects that support young fathers.

4.3 First Time Entrants to the criminal justice system

Figures from the Criminal Justice System showed that nearly 70 per cent of juvenile first time entrants into the system are boys. Similarly data showed that black boys are overly represented in the system. DCSF data also revealed that boys accounted for approximately 80 per cent of permanent exclusions from school in 2006/07. Membership of gangs is mostly male; ethnicity varies between locations, but in many cases black boys are over represented.

The National Indicator Set (NIS) indicator “Ethnic composition of offenders on Youth Justice System disposals” helps us to monitor and achieve better proportionality in the ethnic composition of offenders on youth justice system disposals. The trend over time on this indicator only shows low levels of change but the Black or Black British group is over represented and may be becoming more so over time.

Research suggests that 15 per cent of young offenders have SEN statements – this is compared with 2.8 per cent of the general school population. No disproportionate representation of disabled young people has been identified in young people either within the criminal justice system or among first time entrants.

The Youth Crime Action Plan (YCAP) which was published in 2008, is the Government’s cross-Department plan for tackling youth crime. The plan was developed following wide ranging consultation with a diverse range of people and organisations.

YCAP policies are intended to tackle youth crime, not to single out any individual, family or group. Delivery agencies are encouraged and expected to build strong community engagement links, to tackle discriminatory perceptions and critically to ensure that local delivery is tailored to meet local needs with due regard for local equality and diversity issues.

Since certain groups are over represented in the criminal justice system, policies (such as Street Teams, Safer Schools Partnerships, certain positive activities) will have a disproportionate, but beneficial impact on some groups. For example, a lot of prevention initiatives provided through Youth Offending Teams (YOTs) are aimed directly at boys who are at risk.
4.4 Substance Misuse

Evidence regarding ethnicity and substance misuse suggests that white British young people are more likely to drink alcohol. Any kind of drinking, including drinking to excess, tends to be less common among all ethnic minority groups. These findings are reinforced by the fact that in London (where there is a higher proportion of pupils from minority ethnic communities) there is a lower proportion of pupils who drink.

The gap between girls and boys consumption of alcohol is narrowing – the number of young people drinking across both genders is declining, but it is declining slower for girls. For those young people who do drink, they seem to be drinking more and there is evidence that girls are more heavily affected by alcohol misuse, with rates of under-18 A and E admission higher among girls than boys.

There is little evidence specifically related to disability and alcohol consumption. It is likely that young people with LLDD and SEN are affected by some of the risk factors around substance misuse (school exclusion for example) but no statistical correlation has been found in the available research.

The department is working to understand better substance misuse issues building on research conducted by the Expert Panel that has helped establish a clearer picture of the different levels and types of risk/harm from drinking. This research has helped inform the media campaign that is to be launched in January 2010.

The campaign will target groups (or segments) of young people and their parents based on attitudes to alcohol consumption and parenting approach, rather than traditional categories such as gender, ethnic group etc. However, some diversity issues are captured within this. For example one segment of parents is characterised by low tolerance and acceptance of their children drinking and by an authoritarian parental response (which is not necessarily successful in influencing their children.) This segment has a higher proportion of families from minority ethnic communities.

Drugs and alcohol education/treatment is required to be sensitive to local cultural backgrounds and informed by local needs. LA treatment plans are developed through a formal needs assessment and subject to 6 monthly reviews. Diversity issues would be considered as part of this process. An example of local tailoring might be – if treatment services are not accessed by girls in a location then girls-only treatment sessions may be an effective response.

Drugs and alcohol guidance just issued to schools and the Healthy Schools guidance focuses on a requirement for schools to tailor their provision to meet local patterns of need whether that be in response to issues concerning ethnicity, disability, gender or any other issue concerning groups of young people;

Tailored information, guidance and education packages are in use for PRUs and specific groups such as LLDD, SEN and excluded young people.
4.5 Positive Activities

The national data from TellUs 3 (2008) suggests that participation of young men is higher than young women and higher in young people from all the Black/Black British categories (all over 70 per cent). These groups are more likely to experience negative outcomes such as being NEET or excluded from school, so participation in positive activities is important for them. However, there are challenges: the data suggests lower participation rates for Children in Care, young disabled people and young people from Pakistani, Bangladeshi or Chinese backgrounds (63.2 per cent, 61.9 per cent and 58.7 per cent respectively). Participation tends to decline with age.

- The TellUs 3 data also suggested that: participation of young men was higher than for young women (73.2 per cent compared to 65.7 per cent) – evidence from other intelligence suggests that this may be down to the higher participation in physical activities reported by young men; and
- Young disabled people are less likely to participate.

It should be noted that this information is based on data from one year so we are unable to identify any clear trends, though this should be possible in the future as trends in participation of specific groups will be analysed when Tellus4 results are available early in 2010.

The 2006 legislation and guidance on positive activities emphasises the duty on all LAs that positive activities should be available to all – this means that the needs of those not currently accessing provision should also be met.

Statutory guidance also indicates that to fulfil the duty, LAs need to consider the needs of those groups of young people at greatest risk, hence the legislation and guidance reinforces the push to participation by all groups of young people. Furthermore, the fact that most Positive Activities initiatives are aimed at vulnerable young people means that they are also being aimed at many minority groups including young people from minority ethnic communities, Children in Care, disabled young people and those identified by “the system” as being at risk e.g. through Operation Staysafe, CAFs, Safer Schools Partnerships etc.

In its program of work to engage positive activities the Department has taken a number of steps to address equality and diversity issues, for instance the Youth Media Fund has targeted minority groups and those most at risk including those young people who are economically disadvantaged, care leavers, young offenders, young carers, young refugees, young lesbians and gay men, young people from minority ethnic communities, NEET and excluded young people. Feedback has shown relatively strong participation by disabled young people and by young women in this area.

Tackling equality and diversity issues is also a big part of the myplace programme – a programme which provides facilities and space for young people’s activities. myplace grants that are awarded through a highly competitive process where guidance to bidders emphasises the importance of partnerships, particularly engaging with young people from disadvantaged backgrounds in terms of actually putting the bid together as well as developing a proposal that is likely to attract young people from disadvantaged backgrounds.

Youth engagement in myplace bids is assessed by Big Lottery Fund (on behalf of DCSF) as part of the application process. Big have clear assessment criteria which take into account equality
and diversity issues. For example the criteria says that facilities should be accessible by all and in particular to vulnerable and economically disadvantaged groups.

A further initiative to increase the participation of young people in positive activities is the Youth Sector Development Fund (YSDF). This involves the provision of business support and grant funding to third sector organisations that have developed effective approaches to working with vulnerable young people. As a result of this programme, the choice and quality of positive activities and youth services will be improved for specific groups of young people such as those who are involved in offending, are NEET or are teenage parents – as such it is likely to benefit young people for example, who are disabled or in care. YSDF is also likely to result in reducing or removing barriers to participation of specific groups of young people.

Further support of positive activities in the youth sector includes ‘Youth Sector Support’ which involves the introduction of framework agreements for organisations to contribute to policy delivery which will make better use of the diversity of skills and expertise available in the sector. The framework agreement tendering process included an equality and diversity assessment. The support and contributions provided by the organisations concerned (e.g. various pieces of guidance) will also be subject to assessment against equality and diversity criteria.

Finally, the Positive Activities for Young People (PAYP) programme is targeted at disadvantaged young people who are at risk of a range of poor outcomes, such as truancy, NEET, crime, substance misuse and ASB. The guidance and other communications from the Department outline very clearly the purpose of the programme (and funding) and the target groups. Although the programme is about reaching specific groups, issues of diversity are still considered locally by LAs e.g. in Hackney crime and disorder patterns and local intelligence about areas of need are used to inform service provision for young people from minority ethnic communities, disabled young people and girls/young women.

5  DCSF as an employer (DSO 7)

5.1 Current statistics and performance against targets

We have exceeded our targets with regards to gender and have made progress with LGBT staff (around 4 per cent in our Senior Civil Service). However, we are still significantly short on our targets for staff from black and minority ethnic communities and disabled staff in the SCS. This year we have also introduced targets for numbers of LGB staff in the SCS.
The current representation is as follows:

<table>
<thead>
<tr>
<th></th>
<th>2013 target per cent</th>
<th>June 2009 per cent</th>
<th>Dec 2008 per cent</th>
<th>Dec 2007 per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Women in the SCS</td>
<td>50</td>
<td>51.26</td>
<td>47.48</td>
<td>45.28</td>
</tr>
<tr>
<td>Women in Top Management</td>
<td>50</td>
<td>55.56</td>
<td>48.15</td>
<td>40</td>
</tr>
<tr>
<td>Staff from black and minority ethnic communities in SCS</td>
<td>8</td>
<td>1.68</td>
<td>1.69</td>
<td>2.83</td>
</tr>
<tr>
<td>Disabled people in SCS</td>
<td>6</td>
<td>2.52</td>
<td>2.54</td>
<td>1.89</td>
</tr>
<tr>
<td>LGB in SCS</td>
<td>6</td>
<td>3.36</td>
<td>4.24</td>
<td>3.77</td>
</tr>
</tbody>
</table>

We have also set targets at “feeder” grades (FG) to the SCS, they are grades 6 and 7 which are immediately below the SCS.

<table>
<thead>
<tr>
<th></th>
<th>2013 target per cent</th>
<th>June 2009 per cent</th>
<th>Dec 2008 per cent</th>
<th>Dec 2007 per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Women in feeder grades</td>
<td>50</td>
<td>52.4</td>
<td>52.03</td>
<td>51.69</td>
</tr>
<tr>
<td>Staff from black and minority ethnic communities in feeder grades</td>
<td>10</td>
<td>6.78</td>
<td>6.83</td>
<td>6.28</td>
</tr>
<tr>
<td>Disabled people in feeder grades</td>
<td>8</td>
<td>5.93</td>
<td>6.04</td>
<td>6.92</td>
</tr>
<tr>
<td>LGB in feeder grades</td>
<td>6</td>
<td>3.66</td>
<td>3.05</td>
<td>3.22</td>
</tr>
</tbody>
</table>

DCSF feeder grade statistics – Staff from black and minority ethnic communities 6.78 per cent; disabled staff 5.93 per cent – indicate there is some potential for pull through into SCS vacancies if we can identify and, importantly, develop internal talent.

5.2 Other Evidence

Monitoring Information

The numbers of staff who are not declared on their monitoring form are decreasing (we now have around 5 per cent not declared plus the new starters to the Department who have still to complete their details).

Skills Audit

- The 2009 skills audit shows that there is no statistical difference in individuals’ ratings of their skills or their potential for progression based on gender, ethnicity or disability perspective.
- Part time workers were less likely to consider themselves “high potential”, but rated their skills no differently.
**Staff Survey**

Analysed staff survey results from 2009 indicate that disabled colleagues remain statistically less engaged and staff from black and minority ethnic communities are statistically more engaged with the Department.

**Equal pay review**

We have been working for the last 8 years to reduce the gender pay gap. The results show that:

- Independent equal pay audits were able to measure a fall in the pay gap each year
- Over 50 per cent of team leaders and over 50 per cent of the SCS are women
- Women have equal seniority with men in grades below the SCS
- We have a more diverse workforce with flexible working at all levels
- Women now do slightly better than men on bonuses.

In 2008 we commissioned Hays Group to lead on an equality pay review. The report received in December 2008 reported no statistically significant pay difference.

**5.3 What more are we doing to promote disability and ethnicity equality within DCSF itself?**

We know that we still have some way to go to ensure equality for disabled people and people from minority ethnic communities who work at DCSF.

These are some of the things that we are doing to make sure we make progress in both these areas.

- In order to meet our diversity targets, we are holding transformational workshops for staff in feeder grades to the SCS from under-represented groups. The workshops have been arranged for December 2009 and January 2010.
- We will be recruiting in November 09 a disability co-ordinator to take forward disability issues in the Department and to co ordinate the reasonable adjustments process.
- Following consultation with our Departmental Lesbian, Gay, Bisexual and Transgender Group we have introduced targets. By 2013 we aim to have 6 per cent of our Lesbian Gay and Bisexual staff in the SCS and its feeder grades. Current levels are 3.36 per cent in the SCS and 3.66 per cent in feeder grades.
- We are one of the government departments to introduce and implement a PSA16 action plan which supports getting vulnerable adults who come from the following backgrounds: mental health issues, learning difficulties, care leavers and ex-offenders into employment. We have recruited over 70 per cent of our apprentices from these groups.
We have introduced Trading Perspectives a reverse mentoring scheme which enables disabled, or LGBT staff and staff from minority ethnic communities to mentor members of the Senior Civil Service. The scheme commenced in January 09 and the first tranche of participants will host an evaluation event on the 25th October. The second tranche will start in Jan 2010. Feedback from both SCS colleagues and junior members of staff has been very positive.

The HR Director and the HR Head of Equality and Diversity invited all disabled staff to a series of meetings in 2009 to discuss the barriers they face, and discuss with them solutions to help all reach their true potential.

We introduced an Ability Passport which was developed by the Departmental Disability Group (DDG) in conjunction with HR. The DDG decided to develop the Ability Passport following feedback about some of the challenges and frustrations faced by both disabled members of staff and their line managers particularly when an individual’s line managers changed or when members of staff changed jobs themselves. The Ability Passport is designed to fulfil two important functions:

- To help facilitate a conversation between a disabled individual and their line manager about the disability and any reasonable adjustments that might need to be made;
- To act as a record of that conversation and of the reasonable adjustments that have been agreed principally to ease the period of transition if the line manager changes.

In 2010 and 2012 the Department will be moving to new buildings in Sheffield and Darlington. Staff are being consulted about the design and use of the buildings. For example in Sheffield a disability audit has been carried out on the building and its finding will be made fully available. Regular meetings of a disability focus group are held to enable the views of disabled staff to be incorporated into the design and planning of the building and the use of the flexible workplace. Work in Darlington is at a much earlier stage – the project team has just begun to undertake a Equality Impact Assessment and will liaise with their colleagues in Sheffield to take on board lessons learnt.

The Department is currently undergoing a corporate transformation programme. In November 2009 we introduced new ways of carrying out HR, finance and procurement activities by sharing services with DWP. Disabled staff have been involved with the testing of the online DWP resource management system to ensure it is compatible with any assistive technologies we currently use. Where required individual training sessions were held with staff who use assistive technologies.
Chapter 2
Delivery Plan December 2009

On the following pages the priorities in the Single Equality Scheme delivery plan are set out in five columns, as follows.

1. Indication of the departmental strategic objective (DSO) and the public service agreement (PSA) to which the priority is related, and the DCSF team that leads on this work.
2. The equality strand(s) to which the priority contributes.
3. Summary of the priority
4. Commitment – what we said in the previous single equality scheme that we would do
5. Update – indication of what has been done and what the outcomes are

Please note: At the end of this SES there is a glossary of acronyms and abbreviations.

PRIORITIES

In the second column the priorities are summarised as follows. This is broadly the order in which they appear in this delivery plan.

Disability equality

1. Improve services for disabled children and their families
2. Make play facilities accessible to disabled children through involvement and consultation.
3. Improve child and adolescent mental health services (CAMHS) for disabled children and young people and those from certain minority ethnic communities

General policies with implications for disability, ethnicity and gender equality

4. Enhance inclusion of disabled children and young people, and those from minority ethnic communities, in sport and PE.
5. Reduce prejudice-related bullying in schools
6. Improve our understanding of the harm suffered by different groups of children and young people and consider how to address inequalities in safeguarding.
7. Close the foundation stage gap between the attainment of children from groups facing disadvantage and discrimination and other children.
Foundation stage
8. At foundation stage, remove barriers and provide better access to childcare and other support for disabled children.

Admissions
9. Ensure equal access to schools.

Closing gaps
10. Raise attainment of all children and close gaps between those from disadvantaged backgrounds and their peers
11. Close gaps in attainment between boys and girls with SEN and other learners.

Community cohesion
12. Work to promote community cohesion.

Participation
13. Enhance access, participation and attainment post 16.

Exclusions
15. Reduce rates of exclusion in particular for pupils with SEN.

Access to positive activities
16. Ensure equal access for disabled young people and for young women and men from minority ethnic communities to positive activities.

Reducing rates of young people who are not in education, employment or training (NEET)
17. Decrease the proportions of disabled young people and of young people from certain minority ethnic communities not in education, employment or training (NEET).

Youth support services
18. Ensure all young people have access to high-quality integrated youth support services, in particular those that provide targeted support for the young people most at risk.

Employment issues in the sector
19. Support the development of diversity within the workforce working with children, young people and families.
20. Equality issues for the department

21. Embed equalities in our PSA board and performance management structures.

22. Embed equalities in all emerging policy, and develop understanding, capacity and compliance on promoting equalities and assessing impact.

23. Ensure that our evidence collection and analysis respond to equalities priorities.

24. Be an exemplary employer and develop a diverse workforce within the DCSF, creating a culture where diversity is recognised and valued and where barriers to progression for underrepresented groups are lifted.

25. Examine ways to address the gender pay gap.

26. Change the culture.

27. Be an exemplar in the way that our external communications challenge stereotypes and represent equalities.

28. Be an exemplar in the way that our internal communications challenge stereotypes and represent equalities.

29. Build internal capacity to assess the equality impact of all policies and programmes.

30. Share with other government departments, and the sector, expertise in EQUIAs and in promoting equality. Develop understanding, capacity and compliance on promoting equalities and assessing impact.

Involvement

31. Improve the way in which we involve specific groups of children and young people in developing policies.

Procurement

32. Be an exemplar in the use of procurement policy to promote equalities.


Our delivery plan

This delivery plan brings up to date our account of what we have done to fulfil the commitments we made in the first DCSF SES, published in December 2007. A first annual update was published in December 2008. This, our second and last annual update on our first SES, tells you what has happened with the actions that were not completed by that date.
**Our delivery plan**

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<thead>
<tr>
<th>DSO/PSA</th>
<th>Equality strand</th>
<th>Priority</th>
<th>Action what we said we would do</th>
<th>Outcome what we did and what happened as a result</th>
</tr>
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<tbody>
<tr>
<td>DSO 1/PSA 12</td>
<td>Disability</td>
<td>1) Improve services for families with disabled children</td>
<td>Taking forward the Aiming High for Disabled Children (AHDC) programme, jointly with Department of Health. The main actions are set out as points 1.1 – 1.7 below.</td>
<td>There is detailed information below about what has been done and about what we have learnt and about the outcomes.</td>
</tr>
</tbody>
</table>

1.1) Introducing a disability indicator in the child health and wellbeing PSA by 2009 measuring parental experience of the services. This is to be included in the local authority National Indicator Set and NHS operational framework, and will act as a driver for change.

The first survey was carried out in January 2009. The first release of national results was reported in May 2009, followed by a more detailed report in August 2009.

The key findings were:
- Specialist health and care and family support services were most commonly used by children in receipt of Disability Living Allowance (DLA); and specialist educational services by those with a statement of SEN. Care and family support services were the least commonly used out of the three service sectors, with only 26 per cent of all parents, and 46 per cent of parents in receipt of DLA for their child, using any care and family support services.
Compared with health and education services, parents were least satisfied with the level and quality of care and family support services received. A third (31 per cent) of those who considered they had a care and family support need said they received little or none of the services they required, and 22 per cent rated the service they did receive as poor. Respondents from minority ethnic communities were generally less satisfied than average in terms of the level and quality of health and care and family support services received.

Only a small proportion of parents within each of the three service sectors had made a complaint about services received (5 per cent or less within each of the three sectors). Complaints regarding health services were particularly prevalent among black parents with 12 per cent making a complaint. Complaints were also more common within health and care and family support when the child had palliative care needs.
1. 2) Piloting and evaluating the use of individual budgets (IBs) for families with disabled children to inform wider use.

The DCSF has invited a number of local authorities, with their PCT partners, to express an interest in becoming an individual budget pilot area.

In March 2009, a small number of Local Authorities along with their primary care trust (PCT) partners were invited to apply to pilot AHDC IBs for families with disabled children. The 6 sites have now been selected.

Each site will offer IBs to a target number of families with disabled children. While offering IBs to the full range of eligible children and families, each site will also have identified a beneficiary group upon whom they wish to focus. The groups are:

- children coming out of early support: in this group, families will use their IB to continue to build on the tailored support of joint planning and control of the services already experienced while on the Early Support programme
- young people in transition: in this group pilot sites will explore how an IB can be used to support personal development plans for more independent living
- newcomers to the social care system: the scoping study suggested that newcomers to the social care system tended not to have any preconceived ideas of service provision, which allowed them to think more innovatively about what provision might be needed. Pilot sites will explore how an IB package is used by this group and how it compares to existing service users.
1. 3) Transforming provision of short breaks for disabled children through investment of up to £280m additional resources over 2008–11. Different models will be tested through 20 pathfinders in 2008–09, rolling out to all LA areas from 2009–10.

Short Breaks funding package is £370m (2008–11) for local authorities supported by significant additional funding from Primary Care Trusts (PCT) as part of the £340m confirmed in Healthy Lives, Brighter Futures Together for Disabled Children contracted to deliver support to LAs and PCTs in May 2008.

Great majority of non-pathfinder authorities demonstrated readiness for short break funding from April 2009.

National short breaks funding for all areas allocated from April 2009 with some areas taking on a new champion role.

The short breaks programme evaluation began in spring 2009.

The pilots were launched in September 2008 and evaluation will be completed by 2011.

All LAs have a duty to secure a sufficient supply of childcare in their area, this includes provision of childcare for disabled children.

Next steps
For phase 2, Ministers have decided to work directly with HMRC via the Childcare Affordability Pilot to look at ways in which more financial support for childcare can be given to families with disabled children through the childcare element of the working tax credit.

Evaluation of the pilot will be completed by 2011.

1. 4) Piloting a childcare accessibility project in ten local authorities from September 2008 before rolling out best practice nationally. Funding: £35m over 2008–11.
### Action
**what we said we would do**
1.5) Introducing a transition support programme (TSP) for 14–19 year olds; commence roll-out from September 2008 with a view to roll-out nationally by 2010–11. Funding: £19m over 2008–11

### Outcome
**what we did and what happened as a result**

The TSP will seek to raise the standards of transition support and provision and achieve greater consistency in all local areas. The programme consists of two main elements:

- The national transition support team will coordinate the work with LAs, primary care trusts (PCTs), regional advisers and existing experts.
- A combination of direct grants and regional adviser activity will support change at local level.

The national transition support team (NTST), a coalition between the Council for Disabled Children and partners, has three main roles:

- **drive and shape** the programme in local areas through work with regional advisers, disabled young people and their families
- **engage with and exchange** good practice in transition through websites, targeted information sheets and other resources to help build capacity
- **identify the support needs** of local areas and work in partnership with regional advisers, the DCSF and the Department of Health to improve transition practice.

All local areas will have access to a wide range of resources and support in year 2 of the TSP. The support will include one-to-one work, project planning, networks, developing good practice and resources. The NTST, along with the National Strategies and the CHaMP, will be leading this work.
<table>
<thead>
<tr>
<th>Play team</th>
<th>Disability (also ethnicity)</th>
<th>2) Make play facilities accessible to disabled children through involvement and consultation.</th>
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An explicit criterion for receipt of capital and/or refurbishment grants is that play facilities should be fully accessible for disabled children. The quality of and access to provision is being measured through an annual survey of children and young people. The survey includes their satisfaction with local parks and play facilities. The information from the survey allows the DCSF to assess whether particular groups, including disabled children and those from minority ethnic communities, report different levels of satisfaction.

Following on from the completion of the self-assessment questionnaire in January 2009, the national transition support team has developed a series of support offers for local areas to best use the resources available and make sure every local area benefits from the TSP. The structure of these offers is set out in Year 2 offer: Transition Support Programme.

In addition to the work outlined above, all local areas will receive £10,000 to be used to support the improvement of transition. This includes offsetting the cost of working to complete the self-assessment questionnaire and develop practice on participation of disabled young people and their families. And 24 local areas will work directly with NTST and have received an extra direct grant of £37,500 to further develop best practice and improve support across transition in other areas.

We have commissioned an ongoing evaluation of the play capital programme (play pathfinders and playbuilders) to ensure that the play areas are attractive, engaging and accessible for all local children and young people, including those who are disabled, of both genders, and from minority ethnic backgrounds within their local community.

The final report is due to be published in March 2011.
3) Improve child and adolescent mental health services (CAMHS) for disabled children and young people and those from certain minority ethnic communities.

To ensure disabled children have access to appropriate CAMHS by:
- ensuring co-ordination between health, education and social care
- preserving existing capacity and expanding resources;
- clarifying pathways for children, families and carers
- identifying and meeting training needs.

To ensure the needs of members of specific minority ethnic communities are represented in the local CAMHS needs assessment including:
- local monitoring by ethnicity of CAMHS users
- cultural sensitivity training
- professionals recruited and trained from local minority ethnic communities state, voluntary and independent organisations working together to ensure services for minority ethnic communities are clearly signposted and networked.

The independent CAMHS Review contained specific recommendations around children and young people and their families who are vulnerable, such as disabled children. The Government accepted the review’s recommendations that:
- their mental health needs be assessed alongside all their other needs
- an individualised package of care be available to them so that their personal circumstances and the particular settings where they receive their primary support appropriately influence the mental health care and support they receive
- for those experiencing complex, severe and ongoing needs, these packages of care will be commissioned by the Children’s Trust and delivered where possible in the local area.

The National Advisory Council on Children’s Mental Health and Psychological Wellbeing, set up in response to the independent CAMHS Review, has a remit to ensure that the recommendations in the review are addressed and the Government is held to account on progress. The Council has made vulnerable children a priority for action.

The Targeted Mental Health in Schools programme will enter Phase 3 in April 2011. All 152 LAs nationally will be delivering TaMHS. The programme is exploring approaches taken with vulnerable children including in Pupil Referral Units and special schools and with Youth Inclusion and Support Panels and Youth Offending Teams.
<table>
<thead>
<tr>
<th>DSO/PSA</th>
<th>Equality strand</th>
<th>Priority</th>
<th>Action: what we said we would do</th>
<th>Outcome: what we did and what happened as a result</th>
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<tbody>
<tr>
<td>DSO 1/PSA 12 and 22</td>
<td>All</td>
<td>4) Enhance inclusion in sport and PE</td>
<td>Evidence from the School Sport Survey tells us that take-up of two hours high quality PE and school sport per week is lower among girls, those from minority ethnic communities and those with special educational needs. So these are the priority groups within the national school sport strategy, and are targeted for additional support by our delivery partners. A new survey which began in autumn 2009 captured information on participation among school-aged children and is allowing the Department to monitor more closely the participation of particular groups, for example disabled children and young people and those from minority ethnic communities.</td>
<td>The National CAMHS support service (including an identified minority ethnic equality lead) will continue to work to identify, promote, disseminate and embed good practice. We are also piloting survey on children and young people’s mental health to provide information on prevalence of mental health conditions. This will help to inform commissioner’s decisions on which services are needed. Our strategy is being taken forward through ten interlinked activities. It includes establishing a sporting pathway for young disabled people and a national infrastructure of 450 multi-sport clubs enabling high quality participation. So far we have 250 school sport partnerships with active multi sport disability clubs in operation. As part of the performance measures, the Department is considering the most appropriate way to incentivise both children and young people from low participating groups, and delivery partners, to improve PE and sport participation. Some 90 per cent of LA areas have proved themselves ready to deliver the five hour offer of PE and sport for their young people. The remaining 10 per cent are being supported to bring them up to speed.</td>
</tr>
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</table>
**DSO/PSA**
The DSO/PSA 13 prioritises anti-bullying interventions.

**Equality strand**
All

**Priority**
5) To reduce prejudice-related bullying in schools.

**Action**
What we said we would do

New anti-bullying guidance on sexist, sexual and transphobic bullying is currently being drafted and is hoped to be published in Autumn 2009, and guidance on cyberbullying of teachers was published in spring 2009.

Research on the effectiveness of our anti-bullying strategies interim reports will be available in September 2009 and a final report will be available in September 2010.

An Anti-Bullying Week in November 2008 focused on equalities.

We have asked the Anti-Bullying Alliance (ABA) and the National Strategies regional advisers to work with local authorities and schools in designing and evaluating their anti-bullying policies and practices, and to challenge and support those who need extra help. In their inspections Ofsted will look at whether schools have appropriate systems in place for preventing and addressing all forms of bullying.

We have analysed the expected impact of our plans for delivering PSA 13 on the incidence of bullying experienced by all protected groups.

**Outcome**
What we did and what happened as a result

As part of anti-bullying week 2008, a briefing pack for local authorities and schools was sent to 25,000 schools across England in September; and Anti-Bullying Week activities were organised in 56 per cent of local authorities.

The Anti-Bullying Alliance press cuttings service has recorded 800 pieces of media coverage relating to Anti-Bullying Week including 2 pieces of national coverage and 2 pieces of broadcast coverage. There have been 226 pieces about Anti-Bullying Week in the regional press; and the Anti-Bullying Alliance website attracted 77,000 visits and almost 400,000 page views between September and November 2008.

The positive benefit of the ABA and National Strategies work to improve the support capacity of LAs is shown in new analysis of National Strategies prompt scores by SARD, showing LAs that provide good or excellent anti-bullying support to their schools have a lower bullying rate on TellUs than LAs that provide satisfactory or poor support (on average a 1.5 per cent lower rate in LAs providing good or excellent support).

Furthermore, based on 100 per cent returns from LAs, the proportion of primary schools meeting the National Strategies prompt on implementation of DCSF guidance has improved by 12 per cent from 56 per cent (spring 09) to 68 per cent (summer 09). The proportion of secondary schools meeting the same prompt also shows an increase of 8 per cent from 62 per cent (spring 09) to 70 per cent (summer 09).
We are consulting on proposals to put reporting and recording of bullying incidents, including prejudice-related incidents, on a statutory basis. We are consulting on whether all prejudice-related incidents should be recorded by type, and whether racist incidents which do not fall under the definition of bullying should also be covered by the duty to record.

In the light of our analysis of our PSA 13 plans, we have refocused and extended the front line delivery role of the ABA.
<table>
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<tr>
<th>Safeguarding team</th>
<th><strong>Action</strong></th>
<th><strong>Outcome</strong></th>
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<tbody>
<tr>
<td><strong>what we said we would do</strong></td>
<td>To develop guidance and training resources on tackling bullying outside of schools in these settings: children’s homes, youth groups, extended school services, FE institutions, journeys to and from school, public transport and leisure activities.</td>
<td>In April 2009, we launched the <em>Safe from Bullying</em> (SFB) suite of guidance documents on tackling bullying outside of schools. SFB includes guidance for practitioners in several target settings, such as children’s homes and journeys to and from schools; it also includes a guide for local authorities, and a set of training resources for staff. We are now embarking on a new front of activity to tackle bullying outside of schools. This will ensure that we back up our messages to the front line with practical support. We have asked the Anti-Bullying Alliance to support local areas to tackle bullying in their communities by developing their fieldforce of regional anti-bullying advisers. They will also run a series of events over the next two financial years on tackling bullying. As part of the PSA 13 communications strategy we are about to commission a campaign on prejudice based bullying aimed at children and young people and parents. PSA 13 comms will also support a campaign on cyber bullying which will be launched during anti bullying week in November.</td>
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<tr>
<td>DSO/PSA</td>
<td>Equality strand</td>
<td>Priority</td>
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<td>DSO 2 and 3 Safeguarding team</td>
<td>6) Improve our understanding of the harm suffered by different groups of children and young people and consider how to address inequalities in safeguarding.</td>
<td>We have developed initiatives aimed at improving the safety of children and young people such as: the Home Safety Equipment Scheme; the National Safeguarding Unit for the Third Sector; and the Child Safety Education Coalition. These initiatives have been targeted specifically to help the most disadvantaged groups. A two year £9M Communication Strategy to improve Child Safety was agreed by Ministers in April 2009. A programme of activity, which will be targeted at the most disadvantaged families, is currently being developed. Subjects covered include accident prevention, bullying and online safety.</td>
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<tr>
<td>DSO/PSA</td>
<td>Equality strand</td>
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<tr>
<td>DSO 4 / PSA 11</td>
<td>Ethnicity</td>
<td>7)</td>
</tr>
<tr>
<td>Early Years and SEN</td>
<td>Work to extend take up of childcare also supports gender equality, since it attacks one of the causes of the gender pay gap</td>
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The findings from this evaluation, so far as they relate to access to the information service, was that while the majority of responding FISs offer a range of contact methods and outreach services, more needs to be done by FISs to provide specific access opportunities to the socially excluded and to target information services to specific minority groups. The evaluation was, however, only conducted a short time after the introduction of the extended duty and we would hope that the situation has now improved. DCSF will be conducting a follow up survey of FIS managers in early 2010 and these issues will be included. The findings will be published later in 2010.

In our next survey of FIS Managers, we are committing to ask more on ethnicity/social exclusion.

We have allocated additional funding from 2008–09 onwards to enable local authorities to fund an additional two outreach workers in the most disadvantaged areas.
The Department launched the Parent Know How programme, giving everyone in a parenting role access to information, advice or support through different channels.

Parent Know How has a particular focus on meeting the needs of parents who are not as well served by current sources of help as they could be, including parents of disabled children and fathers from all backgrounds. Since April 2008, Parent Know How services have directly supported over 2.5 million parents. A further 20 million adults have also had access to information through our video and print work.

Publish guidance to support practitioners in working more effectively with Gypsy, Roma and Traveller families to improve their children’s outcomes.

Material produced by the Gypsy, Roma and Traveller Achievement Programme includes a paper-based guidance file for practitioners together with a CD-ROM of resources that will be available in autumn 2009. These will be used in schools to inform teachers on specific issues that Gypsy, Roma and Traveller pupils may face together with practical examples of how to ensure the curriculum is inclusive for these pupils.

Disseminate findings from: (a) demonstration work being undertaken with six local authorities aimed at developing a more systematic approach to engagement of minority ethnic communities on childcare issues; and (b) pilot work in three London local authorities developing parent champions for childcare.

A report on the first phase involving six local authorities is available on our website. The link is http://www.dcsf.gov.uk/everychildmatters/earlyyears/localauthorities/lappractice/bmechildcare/bmechildcare/

The second phase involves 12 local authorities. A ‘toolkit’, based on the work done around the country on parent champions and similar outreach projects involving parents, has been developed. The link is http://www.dcsf.gov.uk/campaigns/freeearlylearning/index.cfm
<table>
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<tr>
<th>DSO/PSA Policy lead</th>
<th>Equality strand</th>
<th>Priority</th>
<th>Action what we said we would do</th>
<th>Outcome what we did and what happened as a result</th>
</tr>
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</table>
| DSO 4 / PSA 11      | Disability      | 8)      | The Disabled Children’s Access To Childcare (DCATCH) began in September 2008, with 10 pilot LAs. The programme is continuing with 10 pilots in LAs. | During the first year of DCATCH the pilots have been examining ways to reduce practical and attitudinal barriers to enable parents to take up childcare. Projects have included:  
  ● training and development for providers on how to deal with a range of impairments  
  ● improving access to out of school and holiday provision, including introduction of play partners  
  ● improving information for parents and carers – including enhanced brokerage  
  ● Starting this year, local authorities report annually to the Schools Adjudicator on the fairness, effectiveness and clarity of admissions in their area – which then contribute to the annual national report from the Adjudicator to the Secretary of State. |
<p>| AHDC                |                 |         |                                 |                                                  |
| DSO 4/PSA 10 and 11 | All             | 9)      | Revised code came into force at the end of January 2009. |                                                  |</p>
<table>
<thead>
<tr>
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<tr>
<td>All</td>
<td>All</td>
<td>10</td>
<td>Raise attainment of all children and narrow gaps between those from disadvantaged backgrounds and their peers</td>
<td>All LAs have set these targets, which we are monitoring closely against outturn data (published annually and broken down by all relevant categories)</td>
</tr>
</tbody>
</table>

In January 2009 local authorities set statutory targets for raising attainment in 2010 of pupils from eight groups: seven minority ethnic communities, and children eligible for Free School Meals (FSM).

In March 2009 the Department launched its strategy document “Breaking the Link between disadvantage and Low Attainment – Everyone’s Business”. The document demonstrates success to date in narrowing gaps by disadvantaged areas, schools with low attainment, and by communities where under attainment is an issue. In all three cases, improvement has been roughly double the average over the past five years and so gaps have substantially narrowed.

The next steps in the Breaking the Link strategy are set out in the new Schools White Paper (June 2009) and involve action at five levels: 1. Raising Awareness (for example LA targets); 2. Early Years and Parents; 3. Targeted classroom support. 4 Beyond the classroom/school – extended services, 14–19 and HE; and 5. funding and accountability – for example, the new School Report Card and revised Ofsted framework, which will give additional credit for gap-narrowing and equalities.

Within the framework of the Breaking the Link strategy we have developed a project – The Extra Mile – intended to enable schools to develop innovative approaches to raising aspirations and attainment of pupils from disadvantaged backgrounds. The project has been running in 23 schools in ten local authorities since Sept 08 and is about to extend to a further 100 schools. A range of evaluation techniques including pupil perception surveys are being used to assess the impact.

An interim report was produced in February 2009. Trial schools are reporting a significant positive impact from Extra Mile activities on attendance, behaviour and attainment and project has also proved extremely effective at engaging teachers, pupils and parents.
## In spring 2008 we launched the ‘Gender Agenda’, eighteen months of activity focused on improving the performance of underperforming boys and girls.

Since 2007 we have monitored the impact of delivering PSA 10 (raising standards) and PSA 11 (narrowing gaps) on all protected groups. We have committed to report on outcomes through the annual departmental report, and to take any necessary further action to ensure that all protected groups progress well. So far the impact of these PSAs has been positive. While standards rose overall in 2007 and 2008 at both KS2 and KS4 (PSA 10), attainment gaps have **narrowed**, not only for FSM pupils (PSA11) but also for all major communities where under attainment is an issue.

For example, since 2005 black pupils have made a 15 ppt gain at KS4, double the improvement of the cohort as a whole, and hence the gap between black pupils and the cohort average has halved over these five years.

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<thead>
<tr>
<th>DSO/PSA</th>
<th>Equality strand</th>
<th>Priority</th>
<th>Action what we said we would do</th>
<th>Outcome what we did and what happened as a result</th>
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<tr>
<td>DSO 11</td>
<td>Disability 11) Close gaps in attainment between learners with SEN and other learners</td>
<td>Raise the confidence of teachers and others working with children with SEN through the National Strategies’ Inclusion Development Programme (IDP)</td>
<td>This programme of action research in schools and with the wider research community has resulted in shared research findings and three major publications looking at myths around gender and strategies to raise performance.</td>
<td>An evaluation of the IDP was commissioned in January 2009 to assess the impact of IDP and related teacher training initiatives, in particular the extent to which teacher confidence has been raised, and any evidence of this feeding through to improved outcomes for children. The headlines from this evaluation are that this 3 year project is still in its very early stages but there is preliminary evidence that the IDP resources have been well received by schools. Content is felt to be appropriate and helpful. Teacher trainers have responded well to materials made available to them.</td>
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<tr>
<td>DSO/PSA Policy lead</td>
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<tr>
<td>PSA 10 and 11</td>
<td>Ethnicity</td>
<td>12) Work</td>
<td>Ofsted has inspected the community cohesion duty since September 2008.</td>
<td>We shall offer an update on headlines from that inspection programme when Ofsted have officially commented on this in their annual report.</td>
</tr>
<tr>
<td></td>
<td>Religion and Belief</td>
<td>to promote community cohesion</td>
<td>A Headteachers Reference Group has been established from where headteachers from all over England contribute to solving the problems that schools may come across when trying to comply with the duty and how these can be overcome.</td>
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<tr>
<td>DSO 5/PSA 10 and 11</td>
<td>All</td>
<td>13) Enhance</td>
<td>Diplomas. We have appointed an advisor on equality issues as we implement the 14–19 reforms.</td>
<td>Some of the recommendations from that group are that school leaders need additional support on promoting community cohesion; that additional work on measuring and monitoring community cohesion is needed; and that more clarity is needed about how schools can promote community cohesion through their curriculum. We have now commissioned NCSL to produce an online training resource for school leaders on community cohesion and QCA to produce cross-curricular guidance on promoting community cohesion.</td>
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<td></td>
<td>access, participation and attainment post 16</td>
<td>enhance access, participation and attainment post 16</td>
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<td>Some of the headlines from her work are establishing: nine Gender Equality projects (one in each GO region) to trial intervention strategies; a Gender Equality FE network; work with volunteer DDPs to promote their line of learning to the atypical gender; a gender section on the 14–19 website that includes advice about adopting strategies to challenge stereotyping and a ‘bucking the trend’ page that includes case studies from consortia. She is also working with colleagues who manage the work force diploma programme to ensure that gender equalities are embedded in the programme.</td>
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<td>We have worked with delivery partners and disability groups to develop proposals for the Equality Bill on exam access arrangements for general qualifications for disabled candidates.</td>
<td>Subject to the will of parliament, the Equality Bill will require qualifications regulators (Ofqual in England) to balance the needs of disabled candidates with the need to maintain the integrity and credibility of general qualifications.</td>
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<td></td>
<td>Deliver the National Transition Support Programme, which was launched in 2008, underpinned by £19m of investment over the CSR. This is helping to ensure an effective transition for disabled young people into post-16 education, training and employment.</td>
<td>National Transition Support Programme Team (NTST) have linked with regional adviser teams to provide tailored support to areas in 2009. Each LA has been given up to £13,000 to identify practice in transition and determine strengths and areas for development. This will lead to identification of overall good practice and on to better outcomes. The Council for Disabled Children are leading the project and providing support to LAs.</td>
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<td>Ensure that communications strategy for 14–19 reforms promotes accessibility for all young people, and in particular challenges stereotypical subject and career choices.</td>
<td>Most of the promotional materials are gender neutral. The Gender Equality adviser, working with the communications team is now supporting volunteer DDPs (see above) to promote their line of learning to the atypical gender learners and their families. If the pilot initiative is successful we will request all relevant DDPs to produce similar materials.</td>
</tr>
<tr>
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<td>Enhance the involvement of young disabled people in making policies to improve accessibility to the 14–19 reforms.</td>
<td>We established a national 14–19 learner panel in spring 2009 to ensure that young people are feeding their views directly into national policy. There is a disabled person on the panel of 20 young people. Though it is not possible to unpick the single influence of one person on 14–19 policy because the panel was only recently set up and because our policies are consulted on widely, the young person has spoken robustly on issues such as work-related learning and the benefits they have experienced. The Sports and Active Leisure Diploma Development Partnership have appointed a young disabled person as an ambassador.</td>
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| TDA sponsor team | Increase diversity in the schools workforce | Training and Development Agency for Schools (TDA) has been promoting and funding (using grant-in-aid from the Department) a number of specific activities to help recruit more trainees from minority ethnic communities into initial teacher training (ITT). This includes funding taster courses for minority ethnic candidates, PR campaigns based on minority ethnic case studies, direct marketing to encourage more people from minority ethnic backgrounds to apply for ITT and incentives to assist providers to set up processes to attract candidates from minority backgrounds. | Twelve per cent of new entrants recruited to ITT in 2007/2008 declared themselves to be from a black or minority ethnic background. This met the target of 12 per cent. For the current year (2008/2009) the figure has remained at twelve per cent. |
The equality and diversity delivery plan is a five year action plan which will take us to 2013. It is based on the Civil Service Equality and Diversity Strategy.

This strategy focuses on four key themes that will build on the progress made by departments and agencies as they implement the diversity 10 point plan. All four themes are designed to drive the mainstreaming of equality and diversity further into every aspect of our business. Taken together, these themes and actions provide a framework for delivering workforce diversity in the Civil Service until July 2013. The key themes are:

- **Representation**: workforce targets that drive progress towards reflecting the society we serve by 2020, at all levels, including our most senior.
- **Strong leadership and clear accountability for delivering diversity.**
- **Changing behaviour to create an inclusive culture, confident in its own diversity.**
- **Talent management action that accelerates the rate at which we bring in and bring on people from different backgrounds.**

We are complementing equality proofing systems by tackling issues about the very culture of the Department. We are doing this by consulting specific diversity action groups so that they feed into the development of process and policies to ensure fairness and transparency in the system. We agreed this approach with the DCSF Board in 2007 and this forms the basis of our approach to embed equality and diversity considerations into all our HR policies and programmes. We continue to meet with different groups of staff and line managers on a regular basis and we feed any actions that arise into the action plan. To this end, at the Board and Directors KIT in July, we posed the question to SCS colleagues on “how do we increase diversity in the SCS” and they were asked to provide short, medium and long term objectives. A summary paper is currently being agreed and innovative actions will be added to the action produced plan.

We have exceeded our targets with regards to gender and have made progress with LGBT staff (around 4 per cent in our Senior Civil Service). However, we are still significantly short on our targets for staff from black and minority ethnic communities and disabled staff in the SCS. We have this year introduced targets for LGB staff.
For monitoring purposes, the process is two fold – we report progress on the EDDP to the Civil Service Diversity Delivery Board which is a group of Permanent Secretaries chaired by Sir Bill Jeffrey and David Bell is also a member.

For internal purposes, all HR staff projects and policy strands report on a monthly basis to the People and Strategy Delivery Board to ensure that milestones are met or progress towards objectives is made. We also contribute on a quarterly basis to the Corporate Performance report to check against progress and rate progress against meeting our targets. Our targets for disabled staff and those from black and ethnic minority communities in the SCS are currently reported as being highly problematic to deliver.

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The current representation is as follows:

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<th>2013 target per cent</th>
<th>Sept 2009 per cent</th>
<th>Dec 2008 per cent</th>
<th>Dec 2007 per cent</th>
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<tbody>
<tr>
<td>Women in the SCS</td>
<td>50</td>
<td>53.17</td>
<td>47.48</td>
<td>45.28</td>
</tr>
<tr>
<td>Women in Top Management</td>
<td>50</td>
<td>57.14</td>
<td>48.15</td>
<td>40</td>
</tr>
<tr>
<td>Staff from black and minority ethnic communities in SCS</td>
<td>8</td>
<td>2.38</td>
<td>1.69</td>
<td>2.83</td>
</tr>
<tr>
<td>Disabled people in SCS</td>
<td>6</td>
<td>2.38</td>
<td>2.54</td>
<td>1.89</td>
</tr>
<tr>
<td>LGB in SCS</td>
<td>6</td>
<td>3.17</td>
<td>4.24</td>
<td>3.77</td>
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</table>

We have also set targets at “feeder” grades (FG) to the SCS, that is grades 6 and 7, those immediately below the SCS.

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<tr>
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<th>2013 target per cent</th>
<th>Sept 2009 per cent</th>
<th>Dec 2008 per cent</th>
<th>Dec 2007 per cent</th>
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<tr>
<td>Women in feeder grades</td>
<td>50</td>
<td>51.8</td>
<td>52.03</td>
<td>51.69</td>
</tr>
<tr>
<td>Staff from black and minority ethnic communities in feeder grades</td>
<td>10</td>
<td>6.57</td>
<td>6.83</td>
<td>6.28</td>
</tr>
<tr>
<td>Disabled people in feeder grades</td>
<td>8</td>
<td>6.19</td>
<td>6.04</td>
<td>6.92</td>
</tr>
<tr>
<td>LGB in feeder grades</td>
<td>6</td>
<td>3.73</td>
<td>3.05</td>
<td>3.22</td>
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</table>
The achievement of the targets is tied as much to our ability to manage, develop, and retain internal talent as it is to our ability to attract and recruit external talent. DCSF feeder grade statistics – staff from black and minority ethnic communities 6.57 per cent; disability 6.19 per cent – indicate there is some potential for pull through into SCS vacancies if we can identify and, importantly, develop internal talent.

Therefore, part of our strategy will focus on working primarily with the under-represented groups in feeder grades. We are arranging a “transformational” development programme that will start in December 2009 with the objective of developing and supporting colleagues from under-represented groups who have the potential to be promoted to the SCS.

HR EQUIAs are contained in Chapter 3.

The HR Equality and Diversity website has been developed to include guidance on promoting equality and we have added case studies which staff have found helpful. The information covers a number of equality strands which include sexual orientation, disability, religion and belief. The guidance can be found here:

http://intranet/services/hrservices/TheDepartmentAsAnEmployer/Equalopps/Pages/default.aspx
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<td>Publish the behaviours that will support this intent, using a variety of methods including guidance which sets out good practice in performance management and the development of staff.</td>
<td>Rather than focus on Behaviours, HR have developed and published the People Strategy Programme which has 3 key strands: (1) Consistently good people management – everybody feels that they are managed well and in a consistent DCSF way; (2) Right Skills – Right Place, Right Time – individually and collectively we have the capability to deliver the Children’s Plan; (3) Flexible and timely resourcing – we make good resourcing decisions about our workforce. The People Strategy and Delivery Board regularly review progress on diversity targets and issues and have recently commissioned papers on disability and LGBT issues. All the strands have undertaken an EQUIA which is published at Chapter 3 and the HR E and D team sit on the partner engagement groups that are linked to each strand.</td>
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We have incorporated a gateway approach to progression where evidence of particular skills must be demonstrated, including diversity before progressing to the next grade.

The agreed approach is that staff will not be able to gain promotion unless they meet the PSG standards which incorporate diversity.

We have also incorporated diversity in our promotion requirements by contributing to the training of panel members and facilitating briefing workshops for staff that are interested in applying with a particular emphasis on under-represented groups. As a result, diversity statistics have improved in the last few promotion panels (e.g., the recent EO Recruitment panel, the diversity breakdown was as follows (current stats in brackets):

<table>
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<tr>
<th>Category</th>
<th>Current Stats</th>
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<tbody>
<tr>
<td>Disability</td>
<td>7 per cent (7 per cent)</td>
</tr>
<tr>
<td>Staff from black and minority</td>
<td>21 per cent (18 per cent)</td>
</tr>
<tr>
<td>ethnic communities</td>
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<tr>
<td>LGBT</td>
<td>11 per cent (3 per cent)</td>
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As part of the wider People Strategy Programme, learning opportunities will continue to be available at mid and end year, and they and the guidance will be reviewed and updated – this includes line manager coaching and peer mentoring solutions and developing colleagues on how to have “difficult conversations” if needed. Part of the feedback that we got from the Staff Survey results and meetings that HR facilitate reinforced the messages that in order to improve the diversity profile within the Department, we need to build up line manager capabilities as some managers do not feel confident or skilled enough to develop staff from under-represented groups.

We know from meeting with under-represented groups that some colleagues do not feel that they have the opportunity to develop and gain the necessary skills/competencies to apply for promotion. Therefore, we have changed our mid year review process to include mandatory development plans for all staff.

There was a joint communication from the People Strategy and Delivery Board and the Culture Board in July 2009 to ask our people to have conversations within their teams, with colleagues etc about good people management and what it means for them. To aid these conversations a Departmental definition of Consistently Good People Management was developed through consultation with people across the Department and equality and diversity are embedded into this definition.
People Managers Peer Mentoring mentors have just completed diversity training in disability discrimination in June 2009. There have been specific courses on the e and d agenda (arranged by the HR E and D team) to help their management capability and also coach their current and future mentees to be more e and d aware.

From early 2010 Coaching for Performance and Performance Management workshops will be available which have links to e and d agenda. There will be specific modules on equality and diversity as part of the workshops.

New learning opportunities available for line manager’s including Good DCSF People Manager Programme which is being piloted from September 2009. The HR E and D Team are working with the Learning and Development team to ensure that equality and diversity messages are embedded throughout and the programme will also include a specific module on equality and diversity.

General development of the Core Offer: This project will align the L and D offerings against the 6 skill priorities identified in the Skills Strategy and address any L and D gaps identified. A cross representation of staff will be consulted during the development.

The improved L and D offering will reflect the diversity of staff backgrounds and learning styles, by offering workplace and on-line training programmes for staff and ensure equality of access to learning for all DCSF staff.
Conduct a skills audit which will be analysed by equality demographics to identify specific development needs for groups of staff.

2008 skills audit showed some significant statistical differences for disabled people in EA, Support Grades, SEO and HEO grades for finance, project and programme management and personal self awareness. Overall the results of staff from black and minority ethnic communities and white staff were broadly similar although there are some significant differences in specific areas below Grade 7 level i.e. analyse and use of evidence; managing people’s performance; coaching and mentoring. No significant difference identified for Lesbian and Gay staff.

The 2008 Investors in People health check report did not highlight any specific equality issues but did state that whilst robust strategies are in place to support the effective management and development of staff, more time is needed to embed these strategies across the Department. People believe that although the Department is committed to learning and development, L and D provision has reduced or is of a poorer quality over recent years. Evidence from the review showed that on-line learning is not a popular method for many people. Evaluation of staff development is weak and there are few examples of managers planning staff development in order to meet or improve targets and objectives to deliver the Children’s Plan. Whilst staff may be able to identify improvements in their own development, they cannot easily relate this to improved performance of the team or Department.
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As a result, we launched the Right Skills as a main strand in our People Strategy “Right Skills”. The vision for Right Skills Strand is to deliver the Children’s Plan by maximising the potential of all staff and ensuring the department has the skills, capability and capacity in the right place, at the right time.

The key aim is to create a more flexible workforce which responds to the changing and developing needs of the organisation.

Key projects are:

1. **Core Learning and Development Offer.** This project will result in the design and implementation of an L and D Core Offer that is fully aligned with the DSCF People Strategy and Skills Strategy. This will result in a portfolio of learning products that will deliver a tangible increase in the skills required to deliver the Children’s Plan.

The review of the core offer will include all learning and development products, including:

- PSG Core Skills and Technical Skills co-ordinated by HR: Communications, Financial Management, Procurement and Project and Programme Management
- Role specific training
3. Improving Learning and Development Infrastructure. As a result of the successful completion of this project, there will be clarity on the approach to Learning and Development (L and D) in DCSF – who is entitled to what, how it can be accessed, how it is financed and who is responsible for what. This will ensure that all resources invested in L and D are directed in the most efficient way, and are able to contribute to the delivery of the Children’s Plan.

This will cover the approach to L and D for all staff across the Department. This will include:

- Defining what are staff entitled to
- Determining how L and D is accessed by staff and improving the access, especially for disabled staff and ensuring equality of access
- Budgeting and governance of L and D
- The responsibilities of HR, the business, line managers and staff in managing L and D
- The design of a planning process which will take place annually to proactively identify and respond to Directorate development needs
- A process to manage ad hoc request from teams and individuals
- Definition of how L and D links with related processes such as performance appraisal, career development and the Skills Strategy and Audit
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<tr>
<td></td>
<td>Equality</td>
<td>Priority</td>
<td>The clarity in approach to learning and development across the Department will ensure that the process is transparent to all our people and therefore there is equality of opportunity for everyone in terms of accessing learning and development to help them to reach their full potential.</td>
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<td>We have completed an initial EQUIA assessment and we have made sure that E and D considerations are factored in at every stage of development. We will review this on a regular basis.</td>
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<td>The results showed that there was still a disparity of box markings for disabled staff. As a result of this the HR Director and Head of Equality and Diversity are holding meetings on each site with disabled members of staff, providing an opportunity to raise any particular issues and acting upon the feedback. We want to ensure we address the issues they have and remove the barriers they face. Meetings have been held in London, Sheffield and Runcorn and a final meeting will be held in Darlington. The results will be drawn together to form an Action Plan.</td>
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We will look at the results of the mid and end year review processes
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<td>We looked at the results from the 2008 staff survey</td>
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<tr>
<th>Outcome: what we did and what happened as a result</th>
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<tr>
<td>We have analysed the 2009 Staff Survey report by equality demographics. Initial findings have indicated that disabled colleagues remain statistically less engaged and staff from black and minority ethnic communities staff are statistically more engaged with the Department.</td>
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<tr>
<td>We have therefore arranged the following training for managers:</td>
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<td>1) Diversity Awareness courses;</td>
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<td>2) Developing Positive Working relationships;</td>
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<tr>
<td>HR have also developed the “Good People Manager” programme which will be piloting in October and rolling out across the Department in January 2010. The introductory workshop will include modules on equality and diversity.</td>
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<tr>
<td>Deeper segmentation of the Staff Survey results has been conducted which helps us to further analyse and understand levels of engagement. Further work has been commissioned which will follow the next Staff Survey results.</td>
</tr>
<tr>
<td>HR business partners are discussing the staff survey results with Directorates, focusing on the highest and lowest performing teams to share good practice and support improvement. For example, HR E and D team are working with a few Divisions where SS results around equality issues such as behaviour were statistically lower than other Divisions in their Directorate.</td>
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<td>Deliver HR staff training and development on how to conduct an effective EQUIA, including the engagement of staff.</td>
<td>This includes CSTP, People Strategy, new buildings, and flexible workspace.</td>
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<td>We will ensure that EQUIAs are undertaken on all future programmes and projects across corporate services, including all recruitment and promotion panels, all change and reform activities, including people strategy, new buildings and flexible workspaces.</td>
<td>Achieved: Equality Impact Assessment (EQUIA) Training is now mandatory for all HR staff, and all HR projects are now required to complete an initial impact assessment and full assessment for “priority” projects/programmes. Further workshops for HR staff were held in May 2009 and over 90 per cent of HR staff have now been trained. The HR Director will not approve projects in the People Strategy Programme if the EQUIA initial screening has not taken place and actions/feedback not acted upon. This is included in all initial project briefs with review dates before implementation.</td>
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<td>Any risks to equality and diversity will be identified, and countermeasures put in place.</td>
<td>Next Steps: We will develop an internal workshop programme that we will roll out to colleagues across CSD (specifically in CIOG and EFM). The first workshop will take place in the latter part of Oct. By November 2009, a process will be implemented in HR that aims beyond compliance; ensuring diverse groups of staff are consulted on any proposed HR policies so that the consultation process goes wider than departmental equality groups. From December 2009, all HR EQUIAs will be published on the HR/PID website.</td>
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<tr>
<td>DSO/PSA</td>
<td>Equality</td>
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<td>Improve the quality of our data and monitoring arrangements; publish the results of the evaluation of the data; and use data to target further action. Collecting and monitoring of data will be for ethnicity, using census categories (disability, gender, patterns of work, age, and sexual identity). Evaluation will cover promotion; training; vacancy filling; performance management; grievance and discipline; and exits. We have evaluated the gathering of LGB and religion data, and explored ways to engage more with these groups of staff. We have introduced a reverse mentoring scheme.</td>
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<td></td>
<td>Equality</td>
<td></td>
<td>Numbers not declared are decreasing (we now have around 5 per cent not declared plus the new starters to the Department who have still to complete their details). We will approach colleagues who have ticked the “prefer not to say” box to discuss how we can convince them to provide their details so we can further improve our data. <strong>Next Steps:</strong> Evaluate the gathering of LGB and religion data and engage with those groups of staff to encourage disclosure. The chair of the LGBT and head of HR E and D are going to the Board and Director’s KIT in November to raise awareness of LGBT issues and agree the next steps forward in terms of publicity and key messages from David Bell (as Board Sponsor) and the group. The reverse mentoring programme (Trading Perspectives) was launched in January 2009 and will finish in September. We have 12 matched pairs from an SCS background and under-represented groups which include staff from black and minority ethnic communities/LGBT/Disabled/Education background and we have a waiting list of around 25 mentors/mentees who wish to be mentored. SCS members and underrepresented groups have met a number of times and the feedback from both mentors and mentees has been very positive. In fact, SCS mentees held a workshop on lessons learned so far at the SCS conference in May. <strong>Next Steps:</strong> Evaluation event in October to agree next steps and formal launch in January 2010 for the next programme.</td>
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<td>DSO/PSA Policy lead</td>
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<td></td>
<td>Develop a DCSF managers’ guide to promoting disability equality. By December 2008.</td>
<td>Current work priorities has led to a delay in getting this project adequately resourced so there has been a delay in the project starting. The project will start in October and a draft framework of guidance to be discussed at next DDG meeting in October.</td>
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<td>Once the framework has been agreed, we will discuss with the Departmental Disability Group (DDG) and other disabled staff.</td>
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<td>We have recently published the Ability Passport which will enable disabled staff to register with their line manager any reasonable adjustments that need to be made to their working environment; and also to record in the Ability Passport what agreed actions have been taken.</td>
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<td><strong>Next Steps</strong></td>
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<td>DDG are working on case studies to raise awareness of disability issues for line managers and HR and DDG are looking at what support the Employers Forum on Disability can offer. This will be discussed again at the October 2009 DDG.</td>
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<tr>
<td>DSO/PSA Policy lead</td>
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<td>We commissioned Hays Group to lead on an equality pay review. Report received in December 2008 and showed no statistically significant difference.</td>
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</table>
|                     | The gap between what women are paid and what men are paid. |          |                               | Ten years ago our predecessor Department exhibited the typical historic Civil Service gender differences of men:  
<p>|                     | Within grades and also across grades. |          |                               |  ● Mainly populating the mid to upper quartiles of paybands: |
|                     |                                 |          |                               |  ● Having more seniority than women in grades above EO and outnumbering women in the HEO grade and above. |
|                     |                                 |          |                               | In the 2002 pay award we abandoned pay based on equity shares as they were perpetuating the gender differences and began introducing: |
|                     |                                 |          |                               |  ● Shorter paybands to speed up progression to the maxima and progression in a reasonable time span through acceptable performance (Category 2); |
|                     |                                 |          |                               |  ● Progressive childcare policies that enabled women to maintain career momentum after maternity and to return to work during the “early years” and work during school holidays: |
|                     |                                 |          |                               | From 2003 to date we have continued with the above policies to remove gender bias and promote equality and in addition ensured returners from career breaks and unpaid maternity returned to the same relative point on their (much shortened) payband. |</p>
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<tr>
<th>DSO/PSA</th>
<th>Equality strand</th>
<th>Priority</th>
<th>Action what we said we would do</th>
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<tr>
<td>HR equality team</td>
<td>All</td>
<td>22) Change the culture</td>
<td>Conduct a detailed diagnosis of issues within each directorate to inform and tailor diversity awareness raising events, ensuring promoting ethnicity, disability and gender equality is covered.</td>
<td>The pay gap is not something you can solve in 12 months. We have been working on this for 8 years. The results are that:</td>
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<td>● Independent annual equal pay audits were able to measure a fall in the pay gap each year.</td>
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<td>● Over 50 per cent of team leaders and over 50 per cent of the SCS are women</td>
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<td>● Women have equal seniority with men in grades below the SCS.</td>
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<td>● We have a more diverse workforce with flexible working at all levels;</td>
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<td>● Women now do slightly better than men on bonuses.</td>
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<td>The Head of Equality and Diversity has met with Directors General and is working with them to take forward any issues specific to their Directorates.</td>
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<td>Work with the LGBT Group on the issues identified in the recent survey of LGB staff, and draw up a list of actions to take forward to help build understanding and remove barriers to career progression. This includes work around religion and sexuality working together in the Department on the basis of mutual respect inline with our Departmental values.</td>
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<td>Workshop at Board and Director’s KIT on LGB issues. Discussing dates with Permanent Secretary’s office – now scheduled for November 2009.</td>
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Celebration of LGBT Month in February 2009 is included in our diversity action plan, and we have planned a series of events across the Department to raise awareness.
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<th>Action what we said we would do</th>
<th>Outcome what we did and what happened as a result</th>
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<tr>
<td>Develop our recruitment brand and materials to better appeal to a more diverse background, including those from minority ethnic communities, those who are disabled, and women applicants, in particular graduates.</td>
<td>We have made a concerted effort to recruit more diverse panels for our major recruitment campaigns commencing 2008. HR Business partners (BPs) helped Directorates to identify suitable panel members for internal vacancies and Directors General are asked to ensure BPs are supported in this, particularly for recruitment to the SCS. Panel members were also offered training which included Equality and Diversity briefing which is co-facilitated by the HR E and D team. Analysis of panel make up showed it was in line with Departmental diversity information.</td>
</tr>
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**Next Steps:**
An Equality check list for panels is being developed and will be available in September 2009.

Review of current secondment/ loan rules and arrangements underway. Once complete recommendations to be made. Diversity action to be included in recommendations.
<table>
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<tr>
<th>Equality strand</th>
<th>Priority</th>
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<th>Outcome what we did and what happened as a result</th>
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<tr>
<td>Development</td>
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<td>Developing a system of externally trained and accredited harassment and bullying advisers, by September 2007.</td>
<td>Pilot launched in CFD in 2008 with a view to arranging Staff Support Colleagues (SSCs) across the Department from May 2009. Further workshops for SSCs were held in Sheffield and London in November 2008 and April 2009. Training includes modules in mediation, conflict resolution and wider diversity issues. We have trained over 20 Staff Support Colleagues and will launch the network in September. We will also provide quarterly meetings to discuss issues and provide supervision. The bullying and harassment guidance is being revised, to include homophobic bullying and how to deal with it. We will launch both the guidance and the SSC network in September via local and national channels.</td>
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<tr>
<td>All, and especially disability</td>
<td>23) Be an exemplar in the way that our external communications challenge stereotypes, and represent equalities.</td>
<td>A new intranet system has been developed stage which ensures compliance with AA standards, functionality and appropriate levels of access.</td>
<td>The new intranet was launched in April 2009. It was created in intense consultation with, and involvement of, equality communities. We continue to act on feedback and to improve access.</td>
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<td>DSO/PSA Policy lead</td>
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<td>Priority</td>
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<td>EDU</td>
<td>All</td>
<td>24)</td>
<td>We work through the Disability Equality Duty Group, and the Equality Task Group, and other cross government for a, to share effective practice.</td>
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<td>We regularly offer 1 to 1 support to other government departments as, for example, they draw up their own Single Equality Schemes.</td>
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<td>We speak at events, organised eg by GEO and EHRC, for other government departments and for the sector.</td>
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<td>A number of other government departments and local authorities have adopted the DCSF model for their Single Equality Schemes.</td>
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<td>Our EQUIAs workbook is widely used by LAs and adapted by other government departments for their own use.</td>
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<td>The fact of this work, and of its impact, can be seen in the EQUIAs undertaken by varied policy teams. See Chapter 3.</td>
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<td>25)</td>
<td>Regular involvement of children and young people, including disabled children and those from minority ethnic communities, and their representatives in the design and implementation of policy.</td>
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<td>26)</td>
<td>Apply the learning from the DWP Ethnic Minority Employment Task Force (EMETF) procurement pilots.</td>
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<td>Ensure that updates to the EQUIA Workbook reflect procurement guidance and minimise the risk of non-compliance.</td>
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<td>The most recent update of the workbook has an enhanced section on procurement. This also reflects the thinking in the Equality Bill.</td>
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Chapter 3
Equality Impact Assessments (EQUIAs) from DCSF during 2009

This section is about DCSF’s EQUIAs – so it is about how we look at each of our key policies, and decide what we need to do to make them even and ever more effective in promoting equality.

Those of you who have been reading this Single Equality Scheme especially closely up to this point will have noticed that much of what is in the evidence section has come from DCSF’s EQUIAs. We have been using the equality impact process to fill the gaps in our knowledge about how what we do affects disabled and non-disabled girls and boys and women and men from different communities. And once we’ve filled those gaps we think about how we can use our policies to make life better for all children, and most especially those who experience disadvantage and discrimination.

This next section gives you a lot of detail about DCSF policy on everything from children’s play to a new building for staff. And if you’ve ever gone to a play space as a child, or with a child, or gone to work yourself, you’ll know how much these things, and everything in between, matter.

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<th>Policy Area</th>
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<td>Healthy Weight</td>
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<td>Healthy Lives One Year On (Apr 2009)</td>
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<td>Child Poverty Bill (June 2009)</td>
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<td>EQUIA on the Youth Alcohol Plan</td>
<td><a href="http://www.dcsf.gov.uk/des/docs/080520YAAPEQUIA.doc">http://www.dcsf.gov.uk/des/docs/080520YAAPEQUIA.doc</a></td>
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<td>Raising the participation age</td>
<td><a href="http://www.ialibrary.berr.gov.uk/ImpactAssessment/?IAID=902ba2a93b6c47b4b1353ec8899305f5">http://www.ialibrary.berr.gov.uk/ImpactAssessment/?IAID=902ba2a93b6c47b4b1353ec8899305f5</a></td>
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EQUIAs from DCSF as an employer can be found at the link in the next column. They are on HR People Strategy: Right Skills strand and on the corporate transformation programme.

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Chapter 4
Retrospective Disability Equality Impact Assessments (DEIAs)

Disability equality law requires public bodies like DCSF to carry out retrospective disability equality impact assessments on policies which were introduced before the Disability Equality Duty came into force in December 2006, and are still extant.

This next section contains a sample of the retrospective DEIAs (or EQUIAs) that DCSF has carried out. For some policy areas there are no retrospective DEIAs. This is because the pace of development has been such that there are no policies still in operation in those areas that were introduced before December 2006. This includes changes in the machinery of government which have meant that policy for children is now organised in a more rounded way than before.

Retrospective DEIAs/EQUIAs for Education Maintenance Allowance, and Academies, policy can be found at http://www.dcsf.gov.uk/des/

A retrospective DEIA/EQUIA from DCSF employer side policy on Disability Leave can also be found at http://www.dcsf.gov.uk/des/

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Chapter 5
Looking forward

The document that you are reading today is the final update to the very first DCSF Single Equality Scheme, first launched on 4 December 2007.

Next year, 2010, the Equality Bill currently going through parliament is likely to be the Equality Act. There are two major ways in which this is likely to change what public bodies, including DCSF, do to promote equality, and how we tell people about what we are doing.

The first major change is that more aspects of equality will be covered by the duty to promote equality. Equality for lesbian, gay, bi-sexual and trans people will need to be an even clearer part of our work at DCSF and so will equality related to religion and belief. And, for the people who work here and all the people who work in our sector, age equality will be important too.

The second major change is to do with how colleagues working in the children’s and education sector select their priorities for change. It is likely that the Act will require departments such as DCSF to identify priorities for the sector as a whole. While these will not be statutory, schools and other partners will be expected to reflect on those priorities and consider whether or not they share them.

The events that DCSF is running for the sector in February 2010 will help local authorities, schools and other settings to think about this as well as about other implications of the Act.
Chapter 6
Supplement A

Disability Equality – responses to DCSF’s work and our reply

In this supplement you will find three different items. The first is a response from the Secretary of State, Ed Balls, to the four key issues raised in a letter from the Equality and Human Rights Commission (EHRC). That EHRC letter provided extensive feedback on the DCSF Secretary of State Report on progress towards disability equality. The full letter to DCSF from EHRC can be found on their website.

The second is a more detailed response to further points within the EHRC letter.

The third is an update against each of the 50 commitments that we made in our Secretary of State Report on progress towards disability equality.

Response to EHRC feedback on 2008 Secretary of State Report on Progress towards Disability Equality

In July this year the EHRC wrote to Ed Balls providing extensive feedback on the DCSF Secretary of State Report on progress towards disability equality. This feedback was particularly valuable as EHRC had convened a roundtable of disabled people and their organisations to look at the report and their comments were reflected in this. This gave DCSF officials an opportunity to think about what more we could do to promote disability equality.

This is what Ed Balls said in his reply to EHRC.
Neil Kinghan
Equality and Human Rights Commission
3 More London
Riverside Tooley Street
London
SE1 2RG

Dear

Thank you for your letter of 15 July 2009 welcoming my first report on disability equality, and highlighting areas for improvement.

I welcome your constructive comments, both on what we have got right and on what we have not, thus far, got right enough. I also welcome the fact that disabled people have been involved in your feedback process.

I appreciate your positive feedback on the report overall, including on the clear identification of priorities and the way we have involved disabled people throughout. I also value your positive comments on specific areas of our work including Aiming High for Disabled Children and work to reduce bullying of disabled learners.

Equally I acknowledge that there are areas where you feel we have further work to do. For the purpose of this response I have focused upon the four key priorities where you feel action is most needed. Of course the other issues raised are of interest to us too and these have all been shared with policy leads. We shall provide a substantive response, on all the additional issues that you raise, within our updated Single Equality Scheme, to be published on 1 December 2009. This will allow us to give detailed consideration to those further matters where you are seeking further work.

Before I address the four key issues that you raise I should also like to use this opportunity to update you on some of the current highlights of our work to promote disability equality.

The Qualifications and Curriculum Development Authority (QCDA) are developing a bank of case studies of good practice for primary and secondary schools on how to develop understanding of the social model of disability. These case studies will provide authentic examples of primary and secondary curriculum planning that help promote positive attitudes in schools towards disabled people.

children, schools and families
The National Strategies are currently producing a booklet for schools summarising their duties under the DDA and offering practical support on meeting these duties, including the development of a website which will enable good practice to be shared.

The DCSF Equality and Diversity Unit hosted, in February 2009, two successful national conferences to share with the sector the learning from the DCSF report. Feedback from these events was extremely positive and another event is planned for February 2010.

From 2011 data from the Annual Pupil Census will include information about disabled pupils rather than using Special Educational Needs (SEN) as a proxy.

In the remainder of this reply I will respond to the four key issues you raised in your letter.

Reservation and Declaration to the UN Convention

My officials and Sarah McCarthy-Fry, the Minister previously holding responsibility for disability issues in my Department, met with representatives of disability organisations prior to ratification and discussed the interpretative declaration and reservation. As a result of these meetings, we included the following statement when ratifying the Convention to demonstrate our overall commitment to providing parents with a greater choice of accessing effective mainstream provision:

"The United Kingdom Government is committed to continuing to develop an inclusive system where parents of disabled children have increasing access to mainstream schools and staff, which have the capacity to meet the needs of disabled children."

Although we were unable to move away from taking a reservation, we did listen and respond to concerns expressed by disability organisations.

We fully support the aims of the UN Convention to help ensure equality and inclusion between disabled people and non-disabled people. However, we consider it important to ensure there can be no misunderstanding of what we are ratifying, and therefore we have no plans to change our position on the issue of the reservation and declaration.

We believe inclusive education is, as we set out in 2006 in The Government Response to the Education and Skills Select Committee report on Special Educational Needs, about the quality of a child's experience and providing access to a high quality education that enables them to make progress in their learning, and participate fully in the activities of their schools and communities. We see a vital and continuing role for special schools as a part of an inclusive education system, meeting children's needs directly and working in much closer partnership with mainstream schools to build expertise throughout the system.
It is for this reason that we have decided to place an interpretative declaration on Article 24 2(a) to make clear that the UK’s understanding of the Convention is that it allows both mainstream and special schools.

We have also said that mainstream schools could and should be providing high quality support for the vast majority of children with special educational needs, working collaboratively with specially resourced provision, support services and special schools to ensure that the wide spectrum of need is met.

Additionally we would not wish to take away the rights of parents/carers to express a preference for the type of school that they believe would best suit the needs of their child, which in some cases may be some distance from their home community. It is for this reason we are placing a reservation on Article 24 2 (b) to allow for children to be educated in schools away from home, which we believe is particularly important for children in rural areas.

In 2007 we issued the guidance Planning and Developing Special Educational Provision: A Guide for Local Authorities and other Proposers. This encourages local authorities to plan and commission a flexible range of provision to meet children’s needs. This guidance reaffirms the important role that special schools play in meeting children’s needs directly and in providing outreach to other schools. It also reminds maintained mainstream schools that they must make provision for children on their roll who have SEN and make reasonable adjustments for disabled children.

In the Children’s Plan we said that many disabled children are successfully included in mainstream schools but that some disabled children with a range of complex needs are taught in special schools. We also said that mainstream schools could and should be providing high quality support for the vast majority of children with special educational needs and disabilities. By working collaboratively with specially resourced provision, support services and special schools, mainstream schools can ensure that the wide spectrum of needs is met.

These statements of our policy have been made in the context of changes made to the Education Act 1996 through the SEN and Disability Act 2001, so it provides that where a decision is being made on a school placement for a child with a statement of special educational needs, the child must be educated in a mainstream school unless this is incompatible with either the wishes of the parent, or the provision of efficient education for other children. It also remains the position that where a parent is unhappy with the school placement specified on a statement, s/he can refer the matter to a Tribunal.

The teacher’s health standards regulations

My officials who lead on this policy area are meeting your official, Barbara Limon, later this month to explore this issue further.
We are determined to ensure that the department acknowledges its responsibilities and ensures that the teaching profession is reflective of society as a whole and that there is equality of access for all wishing to pursue a career in teaching. We have worked closely with stakeholders to ensure that arrangements for health requirements are appropriate and proportionate to ensure the health, education and welfare of children.

As we have set out previously, we do not intend at this time to revoke the health standards for teachers. That said, we have recognised that the time is right to take a fresh look in the context of the wider children’s workforce and whether it is sustainable for health standards to apply for teachers and not to other sections of the workforce. As a result we intend to consult and meet with colleagues from the Department of Health to gain a clearer understanding in respect of the position for their employees and their standards. Teaching is a demanding profession and teachers must have the appropriate level of fitness to ensure the health, safety, well-being and educational progress of pupils.

The health standards for teachers are explicitly linked to the duties of teaching, however employers and training providers must take account of their duties under the Disability Discrimination Act when assessing an individual’s fitness to teach. The decision rests with the employer or training provider and is not one in which the Department has involvement or indeed has scope to intervene.

We have provided revised ‘Fitness to Teach’ guidance to assist employers and training providers in understanding their roles and responsibilities in terms of fitness to teach and outlining their commitment to ensuring that there is no discrimination in respect of the employment of disabled applicants in the profession.

Identification of more robust actions to tackle disabilist bullying within and outside schools

We intend to introduce a new statutory duty on schools to ensure bullying incidents between pupils, and incidents of verbal and physical abuse against school staff, are recorded.

We also intend to consult before the end of this year on whether a further new duty should be introduced for schools to report all bullying incidents to their Local Authority, and whether types of bullying incident (e.g. racist, disabilist, homophobic, etc.) should be recorded and reported. Once we have worked through the detailed implications of the proposals we will legislate at the earliest possible opportunity in 2010.

This proposed legislation will place a duty on governing bodies to ensure there is a procedure in place for recording bullying (including by type), and take all reasonable steps to ensure it is complied with. This will help ensure that best practice on recording and reporting is embedded across all schools. Furthermore, by co-
ordinating recording and reporting procedures so they are consistent across schools, local authorities will be better placed to support schools in developing and managing the process, and ultimately will be better able to support schools in their anti-bullying work, as they will have more information about the nature of the issue in schools.

My department has an ongoing programme of work to prevent and tackle the bullying of disabled children and children with special educational needs (SEN). In May 2008 we published guidance for schools on ‘Bullying involving Children with Special Educational Needs and Disabilities’ as part of our ‘Safe to Learn’ suite of guidance. In September this year the Department launched a DVD resource pack for schools, titled, ‘Make Them Go Away’ which seeks to illustrate to young people the damaging impact of bullying disabled children and children with special educational needs (SEN).

We funded the Anti-Bullying Alliance to run a conference in Anti-Bullying Week 2008 which showcased the work done specifically to tackle the bullying of children with SEN and disabilities. In addition, we are working with the Anti-Bullying Alliance and the National Strategies who provide universal and targeted support and challenge for local authorities and schools to ensure the ‘Safe to Learn’ guidance, including the specialist guidance covering SEN and disabilities, is implemented effectively on the ground.

Currently, DCSF guidance on how to prevent and respond to bullying recommends that:

‘schools should record all incidents of bullying, including by type, and report the statistics to their local authority.’ (Safe to Learn, 5.6)

We are currently funding our National Strategies and Anti-Bullying Alliance field forces to ensure the recommendations included in Safe to Learn are implemented and embedded in schools. As such, many schools already have procedures in place for recording bullying incidents, and incidents of verbal and physical abuse against school staff, and are already accessing the benefits associated with this. However, our field forces have reported that this practice is not fully embedded across all schools, but is a crucial part of any successful anti-bullying policy.

Clear records are an important part of meeting schools’ statutory obligations to safeguard all their pupils. They should also help to ensure schools as employers are able to ensure, as far as is reasonably practicable, the health, safety and welfare at work of their employees. Schools have various duties under equalities legislation in respect of both staff and pupils and clear records should help to safeguard anyone in the school who may be targeted by bullies because of their gender, gender identity, race, religion, sexual orientation, and/or any special educational needs or a disability.

The introduction of the new requirements we are proposing to introduce will send out a clear message to school staff and pupils that their problems will be taken seriously
and acted upon; it will help schools to collate important information that can used in a
number of different contexts; and it will encourage more widespread and effective
reporting, prevention and tackling of bullying.

We know that bullying does not only take place within the confines of the school. In
April 2009 DCSF ‘Safe from Bullying’ guidance was published and includes
information on tackling bullying outside of schools. It covers ways in which disabled
children and children with learning difficulties can be particularly vulnerable to
bullying, and the need for all those who work with children to address this. The
guidance specifically cites Mencap’s Bullying Wrecks Lives report and recommends
the ‘Don’t Stick It, Stop It!’ campaign website to practitioners. It also explains that
bullying can sometimes constitute a child protection issue.

More co-ordinated mainstream action to reduce exclusions of pupils with SEN

Meeting the needs of children with SEN is an important priority for the Government.
However, the continuing disproportionate exclusion of children with SEN is a matter
of concern for us and we have been addressing this issue. With the National
Strategies, we have been identifying good practice in areas which have a good
record on low numbers of exclusions of children with SEN. We are using the findings
from this work and focused deep-dive visits to local authorities in developing a toolkit
to help schools and local authorities reduce exclusions of vulnerable groups of
children. This will be available in the late autumn 2009.

As recommended by Sir Alan Steer, we have asked National Strategies to challenge
the top third of the local authorities with high exclusion rates, including high levels of
SEN disproportionate exclusions. This challenge/support programme started in the
summer term 2009. We reassess the Local Authorities termly to ensure that the
support is given where it is needed. We should expect to see the impact of this in
2008/09 statistics.
The number of children with SEN who have been permanently excluded has fallen
dramatically since 1997/98 - 2,250 pupils with statements were excluded in
1997 (16% of permanent exclusions) compared to 700 pupils with statements (9% of
permanent exclusions) in 2007/08.

Exclusions of pupils with SEN (with and without statements) have dropped by 320
(or 5.2 %) to 5780 for permanent exclusions and dropped by 14190 (or 5.5 %) to
241710 for fixed period exclusions. SEN pupils account for 71% of all permanent
exclusions and 55% of fixed period exclusions from secondary school. They are
also also eight times more likely to be permanently excluded than the rest of the school
population.

Behaviour and attendance partnerships
We are also working through behaviour and attendance partnerships to reduce
exclusions learners with SEN.

All maintained secondary schools have been expected to be members of behaviour and attendance partnerships from September 2007 and 98% of secondary schools are currently in partnerships. Behaviour and Attendance Partnerships are based on the principle that, by sharing resources, expertise and commissioning shared services, and by sharing out hard-to-place pupils across partnership schools in an equitable fashion, greater progress can be made towards reducing permanent exclusions, tackling low-level behaviour problems and reducing persistent absence.

Following Sir Alan Steer’s latest review of school behaviour we are legislating in the forthcoming Apprenticeships, Skills, Children and Learning Bill, (introduced to Parliament 4 Feb 2009) to ensure that all maintained secondary schools, Academies, City Technology Colleges, City Colleges for the Technology of the Arts are members of behaviour and attendance partnerships. We will also be amending Pupil Referral Unit regulations to require them to be members also.

We are currently revising existing guidance for behaviour and attendance partnerships and this will set out that a key priority for them is to challenge and reduce all disproportionate exclusion rates, including those of children with SEN. The new guidance will be published in late 2009.

Our statutory exclusion guidance, last revised in September 2008, also helps schools to reduce disproportionate exclusions.

It states that schools should try every practicable means to maintain a pupil with SEN in school, seeking local authority and other professional advice as appropriate. Schools should only permanently exclude pupils with SEN statements in exceptional circumstances.

It sets out that schools should make every effort to avoid excluding pupils who are being supported at School Action or School Action Plus, including where appropriate asking a local authority to consider carrying out a statutory assessment.

It states that, where a pupil with SEN is excluded, the headteacher should work with the Local Authority to see whether more support can be made available, or whether an SEN statement can be changed to name a new school. If either of these options is possible, the head should normally withdraw the exclusion.

It sets an expectation that, following a permanent exclusion, Local Authorities should assess a pupil’s needs, undertaking an assessment under the Common Assessment Framework where one has not already been carried out, and it emphasises the importance of parents of children with SEN who are excluded receiving advice on the options available for their child’s future education.

Finally, the Ofsted inspection framework from September 2009 includes rates and patterns of permanent and overall/repetitive fixed-period exclusions, including any
over-representation from different groups.

My officials have studied your comments and shared them across policy and function directorates so that Departmental colleagues can see where you feel real progress has been made and consider the other issues raised.

We are currently planning for the annual update of the Department’s Single Equality Scheme (SES) and intend to include within the Scheme an update on progress towards the commitments outlined in my report on disability equality. We shall, of course, share our SES with you, and your feedback will prove invaluable in supporting this work.

Much work has been done towards achieving the Government’s 2025 vision of equality for disabled people. However, I appreciate that there is more to do and no room for complacency. We must all work to maintain the momentum and to ensure that our actions continue to address the priorities for change identified by disabled people.

Yours sincerely

ED BALLS MP
A summary of progress in relation to the more detailed issues raised can be found next.

Comments from the EHRC are in italics; the responses from DCSF follow after each set of italics.

**Personalisation and extended schools**

*There is a lack of disability-specific data in relation to progress in delivering the personalisation strategy and extended schools.*

**Personalisation**

Personalised Learning and its role in promoting disability equality.

- *Personalised Learning – A Practical Guide* was published in November 2008 to help school leaders, teachers and School Improvement Partners to explore key aspects of personalised teaching and learning, and to evaluate priorities for further development. This guidance makes specific references to disabled pupils, opportunities which exist to personalise their learning, and sources of guidance and support for disabled pupils where appropriate throughout.

- £1.6bn has been allocated for personalised learning for 2008-11. Personalised Learning funding is devolved to schools who are free to spend it in the way that best suits local needs – schools may choose to spend this, for example, on making the school environment more disability-friendly, improving or adapting ICT provision for those children facing physical barriers, or on providing extra teaching support in the classroom to help pupils with a learning disability.

Future research is expected to look at the impact of personalisation on disabled pupils.

**Extended schools**

*Extending Inclusion – access for disabled children and young people to extended schools and children’s centres: a development manual* is the culmination of the project commissioned by DCSF and Early Support and undertaken by CDC, to support the inclusion of disabled children and young people in children’s centres and extended schools. It brings together learning and information for those managing and working in children’s centres and extended schools, and those in local authorities and voluntary organisations working with them. It identifies practice that promotes access to, and participation in, extended services for disabled children and young people, taking into account the views of those people and their families. The guidance aims to share this developing practice, identifying both the barriers and the solutions that services are exploring to ensure that disabled children have the same access to these opportunities as other children.

The guidance will serve as a helpful tool for children’s centres, schools and other practitioners working to ensure that disabled children have full and equal access to services and activities. It is designed to support a local development process, looking at services at a time of significant development and mapping out the process by which local authorities are seeking to achieve this.
Special Schools delivering access to extended services.

TDA monitors the progress of Special Schools offering access to the full core offer of services to ensure that the target of schools offering access to the full core offer by 2010 will be met. In April TDA held a workshop on Special Schools and extended services for approximately 90 participants from schools and local authorities. In September, as part of TDA’s follow-up on the workshop they will be producing a magazine-style supplement focusing on Special Schools. ContinYou also produced a guide in 2008 on Special Schools and extended services which can be viewed at: [http://www.continyou.org.uk/files/Building_partnerships_English_for_web.pdf](http://www.continyou.org.uk/files/Building_partnerships_English_for_web.pdf)

Case studies showing how extended schools promote disability equality in practice can be found at Annex A at the end of this document.

### Partnerships for Schools

*Our roundtable participants recommended that the monitoring of accessibility of new schools built as part of Building Schools for the Future (BSF)/Partnerships for Schools programme be improved.*

- As part of the BSF procurement process, all sample school projects are reviewed against a Minimum Design Standard which is set by Commission for Architecture and the Built Environment (CABE) and administered by a schools design panel. The design panel assesses schemes against 10 criteria – schemes that do not meet the minimum design standard will not be constructed. Accessibility is embedded in the 10 assessment criteria.

- Post Occupancy Evaluation will look at how the designs of schools in use have performed in comparison to the original expectations. A trial of 6 sample schools has been commissioned through BCSE British Council for School Environments and BRE Building Research Establishment. The results of the trial will be published in late 2010.

### Other ways DCSF/PfS are promoting accessibility in school buildings

- *Building Bulletin 102 – Designing for Pupils with Special Educational Needs and Disabilities in Schools*, referred to in the Secretary of State’s report, has now been published and it has been added to Partnerships for Schools’ Design Guidance webpage: [http://www.partnershipsfor.schools.org.uk/library/buildingbulletins.jsp](http://www.partnershipsfor.schools.org.uk/library/buildingbulletins.jsp)

- The ‘Facilities and Services Output Specification (FSOS)’ one of the Standard Contract Documents used by most local authorities in the BSF programme has been updated to include more detail on inclusion and a requirement for contractors to prepare and maintain, up to completion, a Schools’ Access Statement for each school in the scope. The FSOS can be downloaded from: [http://www.partnershipsfor.schools.org.uk/library/bsf_standard_docs.jsp#OutputSpecification](http://www.partnershipsfor.schools.org.uk/library/bsf_standard_docs.jsp#OutputSpecification).

- The DCSF is planning a package of measures designed to ensure that school buildings have good acoustics and that the needs of those with special hearing requirements are met, including publishing good case study examples and a design practice note for clients emphasising the importance of good acoustics. The first part of this package of work will start in November 2009.
Attainment

The lack of evidence to support claims of mainstream progress on issues such as bullying, attainment, exclusions

The Children’s Plan one year on document sets out our programme of reform in particular a greater focus on improving both achievement and wider outcomes for children and young people with SEND.

A major part of our strategy is to identify what helps pupils with SEND to achieve their full potential and enjoy their time in school. So the Secretary of State announced in May this year the £32m Achievement for All pilots which will run in 10 LAs and around 500 schools for 2 years to develop and learn from best practice. These pilots will build on the Making Good Progress work, require schools to create better strategies for working with parents and to identify and remove barriers to learning. An independent evaluation team has been appointed.

We also have a range of measures in place to strengthen workforce skills in working with children with SEND. We are strengthening training for teachers so that they are better equipped to support children with SEN – both ITT and CPD measures. We have also strengthened support arrangements, through new regulations, which require all SENCOs to be qualified teachers by September 2009 and in future new SENCOs will also be required to undergo training. We have also announced funding for around 4000 special dyslexia training places over the next 2 years in response to the Rose review recommendations on improving identification and teaching of children with dyslexia.

We continue to refine our strategies in the light of better information on the effectiveness in the system, including the Lamb Inquiry into parental confidence in the system for SEN provision and John Bercow’s review on improving services for children with speech and language difficulties which reported earlier this year. Ofsted have also been asked to prepare a report on SEN for 2010.

Exclusions

The lack of evidence to support claims of mainstream progress on issues such as bullying, attainment, exclusions

Exclusions of pupils with SEN for 2007/2008 (with and without statements) has dropped by 320 (or 5.2 per cent) to 5780 for permanent exclusions and dropped by 14190 (or 5.5 per cent) to 241710 for fixed period exclusions. SEN pupils account for 71 per cent of all permanent exclusions and 59 per cent of fixed period exclusions from secondary school.

Pupils with SEN (both with and without statements) are over 8 times more likely to be permanently excluded than those pupils with no SEN.

In 2007/08, 33 in every 10,000 pupils with statements of SEN and 38 in every 10,000 pupils with SEN without statements were permanently excluded from school. This compares with 4 in every 10,000 pupils with no SEN.

The figures show a decrease in the rate of fixed period exclusions in secondary schools for those pupils with SEN compared with the previous year. In 2007/08, the rate of fixed period exclusion for those pupils with statements was 30.8 per cent; the rate for those with SEN without statements was 28.9 per cent. This compares to 5.1 per cent for those pupils with no SEN.
However the proportion of learners who are excluded and who have SEN has risen slightly – as in 2006/07 SEN permanent exclusions with and without statements was 70 per cent of all permanent exclusions.

Our guidance to schools says they should as far as possible avoid excluding permanently any pupil with SEN. Schools should try every practicable means to maintain the pupil in school, seeking local authority and other professional advice as appropriate.

Permanent exclusions, used for the worst instances of bad behaviour, have dropped by 6.4 per cent since last year and are at their lowest ever level since 1997/8.

Schools are under a duty to do their best to meet children’s SEN. Through our Inclusion Development Programme, we are increasing knowledge and awareness of special educational needs amongst the schools and early years workforce.

Meeting the needs of children with SEN is an important priority for the Government. However, the continuing disproportionate exclusion of children with SEN is a matter of concern for us. And we have been addressing this issue. With the National Strategies, we have been identifying good practice in areas which have a good record on low numbers of exclusions of children with SEN. And we are using the findings from this work and focused visits to local authorities in developing a toolkit to help schools and local authorities reduce exclusions of specific groups of children, including those with SEN. As recommended by Sir Alan Steer, we have asked National Strategies to challenge local authorities with high exclusion rates, and those with high levels of SEN (and black) disproportionate exclusions. We should expect to see the impact of this in 2009/10 statistics.

The Department undertook a three month public consultation in summer 2009 on proposals to give children and young people a right to appeal following exclusions, SEN assessments and statements and disability discrimination claims.

Ministers are considering the outcomes of the consultation and will make a final decision in the winter. Depending on this decision, DCSF (SENDD) might conduct further work to look at issues such as advocacy.

In addition, there are safeguards in place to ensure that pupils are consulted and able to participate in the exclusions process. The exclusions guidance has been updated to encourage pupils to participate at all stages of the exclusion process, where appropriate, subject to their age and understanding.

**Bullying**

The lack of evidence to support claims of mainstream progress on issues such as bullying, attainment, exclusions

We have an ongoing programme of work to prevent and tackle the bullying of disabled children and children with special educational needs (SEN). In May 2008 we published guidance on ‘Bullying involving Children with Special Educational Needs and Disabilities’ as part of our ‘Safe to Learn’ suite of guidance. The guidance provides schools with advice on their legal obligations in respect of disabled children and children with special educational needs (SEN) It also provides
comprehensive advice on how to prevent the bullying of these children, and how to respond to bullying incidents.

In November 2008 the Department previewed ‘Make Them Go Away’ DVD. This is a short film for use in schools and illustrates why pupils should not bully disabled peers. The DVD then went through a post production phase to include additional ‘chapters’ featuring interviews with the characters in the film and with disabled people who talk about their experience of being bullied. We have provided notes for school staff on how to make best use of the DVD in class discussions.

Our Minister launched this DVD as a resource pack for school staff in September 2009.

We funded the Anti-Bullying Alliance to run a conference in Anti-Bullying Week 2008 which showcased the work done specifically to tackle the bullying of children with SEN and disabilities. In addition, we are working with the Anti-Bullying Alliance and the National Strategies who provide universal and targeted support and challenge for local authorities and schools to ensure the ‘Safe to Learn’ guidance, including the specialist guidance covering SEN and disabilities, is effectively implemented on the ground.

In September 2008 we announced proposals to introduce a statutory requirement for all schools to record incidents of bullying between pupils, and incidents of verbal and physical abuse against school staff. We are also planning to consult on whether schools should be required to report these data to their local authority and on whether they should be required to report and record bullying incidents by type including incidents of disabilist bullying. We are planning to launch the consultation in January 2010 with a view to laying regulations which will come into force in September 2010.

**Education Business Partnerships**

*Education Business Partnerships (EBPs) are absent from policy sector information and not mentioned in the main part of the report. These have a significant role in work-related learning.*

The majority of EBPs’ work will be with Local Authority schools, and their work **must** comply with Local Authority guidance on disability equality.

There is in fact often more work-related learning in special schools as the curriculum is slightly less defined. This will include, for example, tailored and supported work experience opportunities which can be from half day tasters to longer block placements. EBPs are also often very involved with young people with emotional or behavioural difficulties.

In addition, *The Work-Related Guide (Second Edition) [DCSF 2009]*, makes clear that like all students, disabled young people require high quality work experience placements that will maximise their opportunities to gain valuable skills, and help them to think about their career opportunities. The overall process for arranging work experience placements should not alter. Processes should be in place to risk assess and subsequently match all learners to appropriate placements that meet their learning needs, and ensure that practicalities such as getting students to and from placements are taken care of. And as with all students, it is important that those with special educational needs and/or disabilities are carefully matched to placements by experienced staff and effectively supported throughout, including customising the placement visit and risk assessment to individual students’ needs. In certain cases it will be necessary for reasonable
adjustments to be made in the workplace so that a young person with special educational needs and/or disabilities can access the opportunity on offer, but many of these will cost little or nothing to make, nor impose any significant burden on the placement provider. However, students with special educational needs and/or disabilities may be identified as needing additional safeguards so schools, colleges, employers and Education Business Partnership Organisations should give careful consideration ensuring that placements are considered and risk assessed on an individual basis.

**Case Study**

Lancashire Education Business Partnership have been proud to be associated in a project event at Pear Tree School, Kirkham, Nr Preston. The special needs school which focuses on students who require sensory mentoring were given a lottery grant to design a windmill to power a sensory light garden based in the grounds of the school.

The plan was that the students assist in the design of the windmill and the layout (electronically) of the garden, this with the help of 2 Science Engineering Ambassadors (SEA) recruited for the one day workshop project along with Ken Read from the Business Support Team at Lancashire Education Business Partnership.

The 2 SEAs who are employed by British Energy and Springfield Fuels are Electric and Mechanical Engineers and they agreed to attend the event, giving advice and instructions on the phase 2 of the project which will decide the design through divisional workshops allowing the school to apply for lottery funding.

The event which took place on Friday 27th March 09 at the Pear Tree School Centre was a great success and enabled the students to progress to phase 3 when they will submit drawings to designers for manufacture.

**Case study from Brent and Harrow**

Brent and Harrow Education Business Service policy is simple. We aim to offer the same consideration for work experience and work related learning opportunities as the students in the main high schools.

When it comes to work experience... the process starts early and Specialist teachers and parents and the Careers Co-ordinator and BHEBS work together to make sure that there is a work experience suited to each of the students. It may mean that timings are truncated because of support provided and transportation needs, but we have had students in at the local university doing admin, another student based at the Royal mail working on a project using IT as well as working in a sports centre.
Also we have worked with some very profoundly ill young people and brought the world of work to them before letting them have a work burst.

**Case study from Hackney**

The percentage of students with special education needs in mainstream education (attending schools and academies) is on the up in Hackney although there are smaller, specialised schools that provide for those students with more specific and severe needs.

To ensure all Hackney students, regardless of their ability, have the opportunity to spend up to two weeks on a work placement, Inspire! the Education Business Partnership for Hackney, provides all schools that request this provision with a template in the form of an Excel spreadsheet to list specific information on the student and their needs.

The data requested ranges from the type of need including an in-depth description explaining the need in context. For example, if the student is dyslexic then details on the levels he/she is working to is needed including information on his/her reading level. Inspire! also requests details on support needed on placement (if applicable) and suggested placement types.

The Employer Liaison Officer (ELO) working with an institution that requests this service will also visit the school/academy and discuss with school staff and SEN coordinator the needs of the group, their readiness to go out on placement and review information on their needs to clarify if the placement choice is appropriate and suitable.

Once student information is reviewed and placement need agreed, the ELO assigned to the group will use their working knowledge of the work experience database to target employers that are keen to host students that may require more mentoring and assistance than a mainstream student. These employers are also tagged accordingly on the database, providing an easy search facility, highlighting the fact that they are keen to take on students with specific needs.

Inspire! ensures that all providers who kindly host young people on work placements are given the opportunity to work with a whole range of students including those with special needs. During the summer recruitment process all providers listed on the WEXP database are mailed a ‘thank you letter’ and ‘proforma’ and can indicate, at that stage, an interest. These providers are then contacted by a member of the Employer Engagement Team to discuss what would be required to engage with an SEN student and offered a meeting at their place of work to talk them through the next steps and requirements.

At our annual Employer Engagement Awards evening, one of the awards categories is for Specialised Placements which recognises one employer that has offered high quality placements adapted for students with Special Needs and has been effective in nurturing and being responsive to students with special needs.

**School Governors**

*EHRC roundtable partners were also disappointed that there was not much more about disabled governors.*

The Department’s principal means of support of governor recruitment is through the funding of the School Governors’ One-Stop Shop (SGOSS), a charitable organisation which exists to recruit
governor volunteers and broker placements into governing bodies. All SGOSS literature carries the following message:

“As long as you are over 18 applications will be welcome regardless of race, colour, nationality, ethnic or national origin, sex, disability, marital status, sexual orientation or religion. It is critical that volunteers represent all age groups and the diversity of the communities in which the schools are situated”.

It has been agreed that SGOSS will in future monitor applications by disability and will encourage people to declare their disability status when they carry out recruitment presentations. They are to consider methods of encouraging disabled people to apply to become governors when planning recruitment campaigns and will place a strengthened message encouraging applications from disabled persons on the SGOSS website.

**Disabled Parents including deaf parents**

*EHRC roundtable partners were also disappointed that there was not much more about disabled governors and disabled parents, particularly deaf parents.*

Progress made since December 2008 report:

Parents

In the 2008 report we said ‘We will survey all parents and carers to identify barriers faced by themselves or their children and how we can improve the way meet their needs:’

In 2009, we introduced a Parents’ Panel which meets quarterly an annual national Parental Confidence Survey to measure the confidence of parents and their views about services. Although both the Parent Panels and the Opinion surveys include parents randomly chosen, the methodology does ensure that analysis by sub-groups (eg. ethnicity and disability) is possible.

There have been 4 Parent Panels to date and the field work for the first Opinion Survey has just been completed. None of the parent panels nor the preliminary, as yet unpublished, findings from the latter have raised any issues particular to disabled parents and their problems with engaging effectively in their children’s learning.

The final 2009 Parent Confidence Survey report findings are expected to be published later this year.

Parenting Strategies

On page 83 of the report we said ‘In 2006 we asked local authorities to develop Parenting Strategies setting out how they will ensure delivery of a continuum of services to support parents in their local area. This should set out how the local authority and its partners will make sure that parents get the services they need, and in particular address the needs of parents with the greatest needs, including disabled parents’. Most local authorities have developed strategies and have moved into an implementation phase.

To support successful implementation of these strategies we have established the Parenting Implementation Project which is working with 18 local authorities to test and develop new and innovative approaches to effective delivery of support services to parents and families. One of
the project’s work streams is considering the needs of disabled parents, and is looking in particular at how services support parents with mental health issues.

Progress made since December 2008 report:

The findings from the Parenting Implementation Project (PIP) were published and learning shared at a public conference in June 2009. A key output of the project was the development of a resource kit with identified current best practice in parenting and family support services and developed new and innovative methods for commissioning and delivery. As a result, a wide range of techniques, ideas, templates and case studies are now available for all local authorities to consider as they take forward their own priorities. The kit includes case study information from two local authorities who worked together to develop effective integrated systems and processes to support front-line service delivery for families where a parent had an identified mental health problem. They explored how they could both work to overcome some of the issues such as services for adults focusing solely on the needs of the adult, in isolation from a persons needs as a parent, and developed joint working agreements across children’s and adult’s services. It is hoped their case study will assist other local authorities seeking to strengthen their working relationships with mental health and other services.


In the 2008 report we said ‘We are continuing to engage with people and organisations with an interest in our work, including examining wider research relating to disabled parents’ involvement in their children’s education, to identify barriers to their effective engagement.’

Progress made since December 2008 report:

A new strategic approach to parental engagement was outlined by Ministers in the Children’s Plan: One Year On progress report in December 2008 with further commitments in the white paper – Your child, your schools, our future: building a 21st century school, published June 2009. The approach consists of activity to support parents and activity to mainstream support for parental engagement in learning through the early years and schools systems.

The Children’s Plan: One Year On progress report outlines how we plan to support parents and change the system through carefully targeted national communications but to make a big difference we also need all schools and early years settings to work as effectively as possible with parents. To deliver the parental engagement strategy, we have planed in 2009/2010 to:

- secure and disseminate a better understanding of what good practice by educational settings and the professionals in them looks like;
- help delivery partners to understand better how to target communications and advice to parents, especially those who are least likely to engage;
- raise the skills of front line workers, and their leaders and managers, in working with parents;
- set expectations and give incentives for settings to adopt good practice, through legislation where appropriate, and through the accountability mechanisms.
In Autumn 2009, we commissioned both a literature review with a wider call for evidence from the field seeking examples of practitioner and school/other setting practice to create a bank of practice and guidance that will highlight the different ways practitioners and organisations can improve parental engagement. Materials produced will identify the needs of particular families, including families from disabilities, different ethnic groups, lower income families, and the needs of fathers and mothers engaging with children’s learning.

The white paper – Your child, your schools, our future: building a 21st century school, published June 2009, further outlines plans to legislate to strengthen Home School Agreements (HSAs) and to introduce a Parent Guarantee to ensure that parents can have a consistent expectation of the services and support they receive from their child’s school.

In driving forward delivery of the overall Parental Engagement strategy, we have set up an independent Consultative Group which will provide a forum to represent a range of perspectives for feedback and discussion of policy and associated risks and issues for implementation. Membership includes a range of organisations representing disabled parents eg. Disabled Parents Network, Deaf Parenting UK; National Parent Partnership Network( NPPN); RNID; and The National Deaf Children’s Society (NDCS).

In June 2009, as part of our Parentcast project, we published a series of ‘Everyday Adventures’ video presentations published on Youtube. These videos are a series of real life and animation films, packed with useful information for parents covering subjects such as registering their child’s birth; parental rights; benefits they may be eligible for; and the availability of extended services in schools. They tell stories of ordinary families as they face these and other challenges. The series includes a video involving two Deaf families discussing how after school clubs allowed them to find new jobs and make the most of existing ones.

We have recently concluded our participation within a Research and Advisory Group with the completion or a small research study conducted by University of Strathclyde, published 1/10/09: Disabled parents’ involvement in their children’s education: an examination of good practice (Roseann Maguire, Richard Brunner, Kirsten Stalker, June Mitchell Department of Educational and Professional Studies, University of Strathclyde). Few studies have looked at the needs and rights of disabled parents in relation to their children’s education although it is clear that disabled parents can face a number of barriers. Rather than looking at the difficulties, however, this study focused on identifying and exploring examples of good practice in order to produce guidance for schools.

The outputs of this research will be considered alongside the wider guidance and practice strand of the Parental Engagement programme. More on this research can be found at Annex B of this document.

**Physical Education and Sport**

*Participation in sport (lead up to 2012 Olympics/para Olympics) could have been better covered in the recommendations in the Report*

As part the DCSF/DCMS PE and Sport Strategy for Young People, the DCSF is committed to a range of programmes to improve provision of PE and sport for disabled people (see page X).
As part of this Strategy, the Department is also taking forward the following work to improve participation.

**Ability Vs Ability**

The DCSF funds, through grant, the Ability Vs Ability project, which was developed in 2000 as a result of a partnership between the National Association of Schoolmasters Union of Women Teachers (NASUWT) and the British Paralympic Association. The curriculum project has been delivered in a variety of different approaches in over 9,000 primary and secondary schools in England. The aim of the project is to raise awareness of disability and disability sport in primary and secondary schools using the Paralympic Games as the catalyst.

The continuing aims of the project are:

- develop new, and update existing, Paralympic curriculum resources including a web-based version for all schools to access and CD?DVD format for use off-line, with workbooks and additional resources which relate to the Paralympic movement and the National Curriculum for PE, PSHE and Citizenship;
- improve knowledge of disability awareness, disability sport and positive personal skills of all students through the deployment of Paralympic sport activities that can be used during National School Sport Week;
- raise awareness of the resource and its use in all schools throughout the UK; and
- develop awareness, understanding and relationships between disability sport and education.

**Multi Sport Disability Clubs**

Disability is a key workstrand of the PE and Sport Strategy for Young People. The main aim of the workstrand is to establish a national infrastructure of 450 multi sport clubs for young disabled people. This is supported by continuing professional development for teachers who provide opportunities for high quality participation in PE and sport alongside competitive sporting opportunities which promote county/regional progression. That is the Multi-Sport Disability clubs.

**National Curriculum Physical Education**

Physical Education is a compulsory part of the National Curriculum for all pupils aged 5-16, whatever their abilities or circumstances. The PE National Curriculum incorporates an inclusion statement which enables the compulsory elements of the programmes of study for PE to be adapted to meet the needs of individual pupils. In planning these adaptations, teachers are required to have due regard to: setting suitable learning challenges for their pupils; responding to pupils’ diverse learning needs; and overcoming potential barriers to learning and assessment.
Further Education/Vocational Learning/Apprenticeships

Participation in FE/vocational learning/apprenticeships could have been better covered in the recommendations in the Report

(joint recommendation with DIUS)

EHRC are seeking a commitment on how we will further progress participation in vocational learning and FE

Progress and Success

- In 2005/06, 10.5 per cent of all learners participating in Further Education (including FE college provision, Apprenticeships, Train to Gain, UfI, ASL) had a learning difficulty or disability. This rose in 06/07 to 11.6 per cent, and again in 07/08 to 11.9 per cent.

- The Learning and Skills Improvement Service (LSIS) has been active in supporting the FE sector to meet its commitments on equality and diversity and in particular has done the following in relation to disability:
  - carried out research and developed resources for providers to help them investigate and address gaps in achievement between different groups of learners, such as the Persist, Progress and Achieve Project.
  - produced web based resources and guidance for practitioners on the Excellence Gateway to disseminate good practice across the sector;
  - prepared guidance aimed at non technical practitioners on how to make learning materials fully accessible to disabled learners;
  - worked in partnership with BIS on an action plan to enhance the profile and increase the diversity of FE governors to promote recruitment from all backgrounds including individuals from traditionally under represented groups.
  - established the National Learner Panel for Learners with Learning Difficulties and/or Disabilities to link with other structures for consultation and ensure greater inclusiveness.

Future

- The BIS Disability Equality Implementation Group is due to publish and promote the following guidance documents: ‘Staff disability disclosure in the lifelong learning sector’ and ‘Attracting disabled people to employment in the lifelong learning sector’. It is also developing its 3-year work plan.

- We know that access to information, availability of courses and financial support are all direct drivers which effect disabled people’s ability to participate and achieve in education.

- We will ensure that the new adult advancement and careers service is well able to meet the needs of people with learning disabilities, and that Skills Accounts are inclusive for adults with learning disabilities.
● Foundation Learning will become mainstream in 2010 and will help people with learning difficulties and other disabilities by delivering personalised learning programmes. The 3 main elements of Foundation Learning – functional skills, vocational training and personal and social development skills – will reflect the individual profiles of learners in tailored learning.

● Legislation in the Apprenticeships, Skills, Children and Learning Act will give employees in Great Britain a statutory right to request time to train and a serious dialogue about their training needs with their employer. The measure will provide a powerful incentive for proper consideration of the training needs of employees including those with learning difficulties and disabilities.

● Our reforms to the vocational qualifications system are making it simpler to understand, more flexible, inclusive and responsive to learner and employer needs. The Qualifications and Credit Framework (QCF) – a new regulated unit- and credit-based system – will for instance, enable learners to take units at a pace which suits them. By 2010 all vocational qualifications will have migrated onto to the QCF and be available in credit-based units of learning.

NHRC are seeking a commitment on how we will further progress participation in apprenticeships and open up opportunities for disabled young people through the apprenticeships programme.

We aim to ensure that every suitably qualified young person who wants one is able to take up an Apprenticeship place by 2013. The Government is committed to ensuring that people who have learning difficulties or disabilities have full access to Apprenticeship learning opportunities and to the specialist support and equipment they may need to complete their Apprenticeships successfully.

We have put in place support systems, including for the Connexions Service to cater for people with learning difficulties and disabilities up to the age of 25, and through duties on the Learning and Skills Council (LSC) to help young adults with learning difficulties and/or disabilities. The LSC provides extra funds above standard funding rates to ensure the needs of disabled learners are met. The LSC will also meet exceptional learning costs over the full length of the programme, including for the provision of specialist support and equipment for disabled learners.

We are implementing ‘World-class Apprenticeships’ plans to increase the take-up and completion rates of Apprenticeships by learners who are currently under-represented in the programme.

NAS

The new National Apprenticeship Service (NAS) became operational in April, providing a dedicated service and single contact point for employers and Apprentices. The BIS/DCSF Joint Apprenticeship Unit is currently working with the National Apprenticeship Service (NAS) to develop their strategic Business Plan. The Plan will outline how the NAS will achieve its goals and central to this will be to outline how we ensure all learners and their needs and met by the programme. Meeting the needs of disabled learners is a key requirement and NAS will provide the services required to assist these learners to access Apprenticeships.
**Vacancy Matching Service**

The national Apprenticeships vacancy matching service, Apprenticeship Online, which went live in January this year will help match employers to prospective apprentices and provides the opportunity for disabled learners to raise any needs they will require for an interview so that they have the opportunity of being fully supported. There will be support available for learners who are not being successful in their applications. Employers advertising vacancies are bound by the provisions of disability discrimination legislation.

**Critical Mass Pilots**

The NAS will drive ‘critical mass’ pilots in targeted areas for gender atypical, black, and disabled learners and their employers. The Critical Mass Pilots prospectus, which is currently being drafted, will clearly outline the groups to be supported which will include disabled learners. The pilots are expected to start later this year and will be focused on the specific regions and sectors that demonstrate the greatest inequalities, with the intention of providing a ‘critical mass’ of atypical Apprenticeships in these areas. This project will provide strong case studies and evidence on the number of young people required to produce ‘critical mass’, and the best strategies for engaging them. This includes a campaign that is London-specific, and a focused roll-out of group training associations to provide support, including mentoring and pre-Apprenticeships.

Each group of atypical Apprentices will have a mentor, paid for by the NAS, to provide close support and intervention through their experience. These mentors may be selected from within the employer's workforce, or could be union learning representatives or members of the NAS field force in certain cases.

**ASCL Act**

We are committed to ensuring that all individuals are equipped with the skills they need to be employable and personally fulfilled and work is currently being taken forward as part of the Apprenticeships, Skills, Children and Learning (ASCL) Act to ensure that all young people have the opportunity to progress within their chosen learning pathway and gain a fulfilling career.

We are working with a range of organisations representing disabled learners and potential learners to examine what practical actions can be taken to ensure that apprenticeships are equally accessible to disabled people.

A variety of representative bodies, such as the RNIB, NDCS, ALLFIE, the Special Education Consortium (SEC) and SKILL are helping us to look at ways to ensure that young people with learning difficulties and disabilities have every opportunity to demonstrate that they meet the minimum requirements of work-readiness to participate on the Apprenticeships Scheme. This joint working will continue through the summer and the relevant clauses will be debated in Lords’ Committee in the autumn.
Facts and Figures:

2007/08 data shows:

- 25,900 (12 per cent) of those people starting an apprenticeship in 2007/08 were learners with learning difficulties and/or disabilities, compared with 19,200 (11 per cent) in 2005/06 and 20,400 (11 per cent) in 2006/07; and

- 10,900 (10 per cent) of those people completing an apprenticeship were learners with learning difficulties and/or disabilities

In 2007/08 113,000 people completed an Apprenticeship in England and completion rates reached an all time high of 64 per cent. The 2007/08 completion rate for apprentices with learning difficulties and/or disabilities was 60 per cent. We will continue to work to improve access to and successful completion of Apprenticeships and will expect Apprenticeship completion rates for people with learning difficulties and/or disabilities to be no lower than for non-disabled learners.

Accessing the Curriculum

Accessing the curriculum could have been better covered in the recommendations in the Report.

Over the past year the Department has been working hard to raise awareness of schools’ duties under the DDA 2005. This work includes the following.

- National Strategies SEN Regional Advisors have undertaken visits to schools and local authorities to monitor schools’ action on their duties to develop, implement and publish disability equality schemes. Their report highlighted areas in which schools are complying with aspects of their duties under the DDA and where there is room for further improvement.

- Earlier in 2009 Sarah McCarthy-Fry wrote to headteachers and governing bodies highlighting the importance of schools’ compliance with their duties under the DDA. The Secretary of State re-emphasised this in his letter to schools in September 2009.

- Additionally, two workshops on DCSF’s work to support disability equality in schools were held in the Department’s Equality and Diversity Unit’s conferences earlier this year. This gave local authorities and key partners the opportunity to discuss what actions schools need to take in relation to the legislation.

- DCSF officials and senior national strategies advisors hosted a live blog on the Guardian Education site in June to answer any questions that teachers, parents/carers, local authorities and partner groups had in relation to the DDA in schools.

We will also be undertaking the following work over the next year.

- The Department is developing a pamphlet in conjunction with the National Strategies which will include an easy-to-understand guide to what actions a school should take to comply with the legislation. This pamphlet will be distributed to schools via the schools email and will be inserted into the November issue of the Teachers magazine.
● National Strategies’ regional advisors will be continuing their visits to schools and local authorities to see what effect the pamphlet has had on their efforts to increase compliance rates. The Strategies will then re-visit this area next summer to see the progress that has been made since the last report.

● Officials and NS Advisors have also applied to host workshops at more mainstream educational conferences on the DDA in schools.

Transport

We want to ensure that transport is not a barrier to young people’s participation, now or in the future.

Local authorities in England have a duty to prepare and publish an annual transport policy statement that sets out the transport provision and support they will make available for young people of sixth form age, including disabled young people and those with learning difficulties.

In the current Apprenticeships, Skills, Children and Learning Act, as a consequence of the dissolution of the LSC, we are amending the current duty on local authorities to bolster local accountability and transparency. This will enable young people and their parents to access the information they need about the transport provision which is available to them.

The new duty will also require local authorities to set out in a transport policy statement what arrangements they will make for the 19-24 learners with learning difficulties and disabilities (this can be published jointly with their sixth form transport policy statement)

Work related learning and 14-19 reform

Work related learning and 14-19 reform could have been better covered in the recommendations in the Report.

The 14-19 programme is aware that more work needs to be done to ensure all young people can benefit from its reforms of learning and support. Actions to address this include:

● We are making proposals in the Equality Bill to create greater clarity on roles and responsibilities in providing access for disabled candidates to General Qualifications. These proposals will place a duty on awarding bodies to reasonably adjust their qualifications to provide access to disabled candidates – except where the regulator sets out what can not to be reasonably adjusted because it would undermine the integrity of the qualification. We are confident that these proposals, if passed, will put in place a framework that will ensure that disabled candidates have access to General Qualifications and that the standard of the qualification has not been undermined.

● One of the key strands of the current Foundation Learning pilot is is to help more disabled young people achieve independent living or supported employment

● And with the transfer of commissioning responsibilities from the LSC in April 2010, local authorities will have responsibility for disabled young people in full-time education up to their 25th birthday. This will mean local authorities will work with all providers to provide more continuity in learning experiences, whichever learning route disabled young people choose.
The programme has also set up a network across all areas of its work to improve equality and diversity in all aspects of its learning and support, including for disabled young people. One of the remits of the network is to establish how we will track the impact of this future work and identify and disseminate good practice.

**Diplomas**

- Diplomas are designed for all young people. The flexibility and composite nature of the Diploma will better suit the needs of many young people, including those who are disabled or have special educational needs. This is because the Diploma will allow young people to build up credits, be assessed, and progress at their own pace, for example, learners who do not achieve a full set of passes in all of the Diploma components on their first attempt will be awarded those that they have passes, and will be given advice and the opportunity to re-take those that they have not achieved. Also, young people taking the Foundation Diploma will have the opportunity to take level 2 Functional Skills, and/or a level 2 ASL qualification or unit if they have quickly progressed in those areas.

- The Special Educational Needs framework makes special educational provision to meet the needs of individual pupils, and who may or may not have a disability. Disability provisions (under the Disability Discrimination Act) will provide protection for all disabled pupils in their access to education, whether or not they have SEN. It is the responsibility of awarding bodies to identify and provide adjustments to their qualifications, and that this covers all components of the Diploma.

Awarding bodies are responsible for agreeing the access arrangements for their qualifications. They produce joint guidance through the JCQ – it is for Ofqual to monitor the provision of access arrangements for disabled candidates.

The Government has extended the Disability Discrimination Act (DDA) to include Functional Skills, GCSEs, ‘A’ Levels, and Diplomas.

Regulations came into force in October 2008 to confirm that when a disabled candidate is granted an exemption, the grade awarded reflects the candidate’s performance in those parts of the examination which have been completed.

Where public examinations provide a barrier to disabled candidates demonstrating their skills and knowledge, reasonable adjustments are made available.

The Equality Bill, which was published on 27 April, includes proposals to clarify roles and responsibilities on reasonable adjustments.

Work experience is a fundamental component of the Diploma, and all learners must complete 10 days with an employer to obtain a pass. Centres and Consortia must find all Diploma learners a work placement, and liaise with employers to ensure reasonable adjustments can be made so that learners with impairments or SEN are not discriminated against or disadvantaged. In the rare event of an employer not being able to make reasonable adjustments for a learner’s preferred placement, we fully expect centres and consortia to find a suitable alternative.

In applying to deliver Diplomas, a Diploma Consortia must go through the Gateway process which aims to ensure that plans for proposed diploma delivery are of a good standard and will
support equality and diversity effectively. The guidance asks consortia to describe how they have assessed the sufficiency and quality of provision for pre and post 16 learners with learning difficulties and or/disabilities (LLDD), how the Local Authority is meeting or working towards the 12 national IAG quality standards (referring to no 5 which states, “IAG services promote equality of opportunity, celebrate diversity and challenge stereotypes”) and to outline clear arrangements for access for learners with special needs in the line with existing SEN and disability legislation.

In Gateway 4, Local Authority submissions and Consortia applications will be assessed against this criteria by the Regional Panel and a national moderation will ensure the consistency of grading across regions. If the required standard is not reached, conditions will be set by the Regional Panel and consortia will be required to meet the standards within a specified timeframe and evidence of progress must be provided. Re-assessment will continue until the Panel is satisfied that conditions have been met.

Reducing the number of disabled people who are not in education, employment or training (NEET)

Reducing the number of disabled people who are NEET could have been better covered in the recommendations in the Report

- Being NEET is an enormous waste of a young person’s potential and their contribution to their community. That is why we have set ourselves a challenging target to reduce the proportion of 16-18 year olds NEET by 2 percentage points by 2010 as we move towards our commitment for all young people to participate in education or training until the age of 17 in 2013 and 18 in 2015. Reducing the proportion of vulnerable young people NEET, especially those with learning difficulties and/or disabilities (LDD) is key to achieving this target.

- The Government has a clear offer of support for young people. The 14-19 reforms aim to ensure that there is a suitable learning route for all young people. Foundation Learning provides clear routes for young people working below Level 2 to achieve combinations of qualifications at Entry Level 1 that will prepare them fully for level 2 and beyond – including Diplomas, Apprenticeships, GCSEs/A-levels. All 16 and 17 year olds offered a suitable place under the September Guarantee, with financial support, through the Education Maintenance Allowance (EMA), for those from lower income backgrounds. 18 year old jobseekers are now eligible for early entry to the support offered by the New Deal, and additional support was announced in Budget 2009 for 18-24 year olds who have been unemployed for 12 months.

- Local Authorities are accountable for delivering strategies for reducing NEET in their local area. This will require effective joint working with schools, Connexions providers, the Learning and Skills Council and other local partners. Reducing the proportion of young people NEET is one of the measures used to monitor local authority performance, and is the most frequently chosen target within Local Area Agreements. The Department, with the support of a NEET adviser, is taking forward targeted action with authorities where there is scope to reduce NEET further, and has placed particular emphasis on the use of data to understand the make up of the NEET group and their needs.
Information collected by Connexions services shows that, since 2004, the proportion of 16-19 year olds with LDD NEET has fallen by 3 per cent, compared with a reduction of 0.8 per cent amongst all 16-19 year olds. We know that the downturn poses a particular risk to young people in employment and enforces once again the importance of young people remaining in education and training to gain the skills they need for sustainable employment.

16-19 year olds NEET (Connexions)

<table>
<thead>
<tr>
<th>Year</th>
<th>LDD</th>
<th>All 16-19 year olds</th>
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<tbody>
<tr>
<td>2004</td>
<td>14.5 per cent</td>
<td>7.8 per cent</td>
</tr>
<tr>
<td>2005</td>
<td>14.7 per cent</td>
<td>7.8 per cent</td>
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<tr>
<td>2006</td>
<td>15.5 per cent</td>
<td>7.8 per cent</td>
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<tr>
<td>2007</td>
<td>11.4 per cent</td>
<td>6.9 per cent</td>
</tr>
<tr>
<td>2008</td>
<td>11.5 per cent</td>
<td>7.0 per cent</td>
</tr>
<tr>
<td>2004 to 2008</td>
<td>-3.0 per cent</td>
<td>-0.8 per cent</td>
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September Guarantee

- The September Guarantee was introduced in 2007. It is a process by which we aim to ensure that a suitable place in post-16 education or training is offered to all young people leaving compulsory education.

- The Guarantee was extended to 17 year olds in 2008 to ensure that those who did not continue their learning the previous year, or who had since left, had a further opportunity to participate.

- The offer must be of a place in education or training that is appropriate to the young person’s individual needs. That means it must be at the right level; geographical location; occupational sector and learning method.
Thanks to the additional £655m allocation in Budget 2009, we have increased the number of places available this September and next to an all time high of more than 1.5 million and are investing over £6.8 billion this year and next in the education and training of young people.

The guarantee is about galvanising the whole system – schools, colleges, training providers, Connexions services and the LSC to work together to identify young people’s needs and aspirations, commission provision that reflects these needs, and to support young people to make the transition to post-16 learning.

The Guarantee has equal opportunity at its core, as it ensures that the post-16 learning system provides suitable opportunities for all young people, regardless of their background.

Since the Guarantee was launched in 2007, the proportion of Y11 leavers with LDD who have continued in learning has risen to 83.0 per cent, an increase of 4.2 per cent points (this compares to a rise of 3.2 per cent points amongst all 16 year olds).

**Learners with Learning Difficulties and/or Disabilities (LLDD)**

- The Learning and Skills Council (LSC) has spent over £50 million over the last 2 years on improvements to local provision, to cover gaps and to build capacity in provision e.g. learners on the autistic spectrum

- A further £15 million will be spent in 2009/10

- Arrangements for the transfer in 2010 of the planning, funding and delivery of the FE system from the LSC to local authorities will benefit LLDD by providing a single point of accountability for LLDD and create opportunities to streamline identification and support processes

- Ofsted are conducting a thematic review of transition arrangements for SEN pupils at 16 and LLDD up to 25. This will report in summer 2010 and will provide a rich source of evidence for improvements to the system and good practice

- The trials of Foundation Learning (FL) in schools are going well and suggest that SEN pupils are responding to the qualification and unit structures FL provides. FL will be implemented fully from September 2010 and provides accreditation of learning carried out at the learners pace and will also provide accredited work experience, often hitherto difficult to access for LLDD

- Assessment processes (known as s139(A)) have been out to consultation in the summer of 2009 and we are making arrangements to strengthen the guidance to local authorities to improve standards and the use of the assessments. Further guidance will be issued for April 2010 to make the guidance more robust, following local authorities assuming responsibility for the FE system

**Transition Support**

**Learning Difficulty Assessments**

The Education and Skills Act 2008 places a statutory responsibility on LAs to make arrangements for assessments relating to learning difficulties to be conducted (formerly known as s140...
assessments but now covered by s139 of the Learning and Skills Act 2000). The Act states that ‘in exercising its functions... an authority must have regard to any guidance issued by the Secretary of State’. We issued a draft version of this guidance for consultation between April and July 2009. The responses to the consultation were generally positive. We are currently considering the responses and intend to issue revised guidance to LAs in November.

Connexions

From April 2008 responsibility for the delivery of Connexions was passed to local authorities. To support LAs in carrying out their responsibilities, next year we will publish statutory guidance and directions on local authorities for IAG, based on the national IAG Quality Standards and followed up with a Resource Pack. The statutory requirements will make clear the critical role of LAs in prioritising their resource to ensure effective support for young people with learning difficulties, those who may disengage and become NEET and those in secure accommodation who need IAG to make an effective transition into fulfilling lives as well as the centrality of the CCIS system, the role of qualified personal advisers and the Connexions brand. We will also set out the critical role of IAG in the commissioning process through the National Commissioning Framework making clear the underpinning role of IAG in delivering key reforms.

A key element of Connexions is the provision of a workforce of Personal Advisors. The Connexions service specifications for LAs includes provision for all 13- to 19-year-olds, and all those up to 25 years old with a learning difficulty or disability, with reasonable, face-to-face access to a Personal Adviser to provide information, advice, guidance, advocacy and brokerage (including brokering access to targeted youth support services).

Connexions Direct (CXD) is a national web-based service and helpline for young people which complements the face to face delivery of local Connexions by offering information, advice and support to all young people on a wide range of issues including health and learning issues that constitute barriers to learning. Content is regularly updated and includes specific disability content http://www.connexions-direct.com/index.cfm?go=disabilityContent highlighted with a star symbol. From anywhere on the site users can click on the ‘Switch it on’ button to bring all disability content to the top of the page. Trained CXD helpline advisers are also available 18hrs a day, 365 days a year. Users who are deaf, hard of hearing or have speech difficulties can contact helpline advisers by email, text message, Adviser online or textphone.

Improving the numbers and progress of disabled people employed in a professional capacity in the sector

Improving the numbers and progress of disabled people employed in a professional capacity in the sector could have been better covered in the recommendations in the Report

The action so far taken by the Training and Development Agency for Schools (TDA) has achieved the following:

- Increased the number of disabled people calling the Teaching Information Line from 1970 in August 2007 to 3752 in August 2008 through activities to raise the profile of teaching as a career within the disabled community
• Raised the number of applicants to teaching who had declared a disability to 6 per cent in 2008 from 3 per cent in 2001/02. (In 2008 5 per cent of all successful applicants had declared a disability and work is being taken to identify the reason for this slight discrepancy).

• In 2008, TDA supported the re-launch of the Teacher Training Resource Bank which has over 5500 research informed resources for teacher training including information on Special Educational needs.

• In 2008 TDA reviewed its guidance on assessing disabled candidates for HLTA posts.

**The TDA has identified the following significant progress towards achieving disability equality since 2003:**

• The TDA has supported SKILL (The National Association for Disabled Teachers) to establish a helpline/information service to answer queries from disabled people who are potential participants in teacher training, current trainee teachers or ITT providers/schools.

• Connected to the information service is a programme for teaching ambassadors. This scheme will connect disabled students with mentors who have been in a similar situation to themselves to offer support.

• Has developed and published a Race and Disability Equality Scheme (RDES) in 2006. The TDA is now in the process of drafting a new RDES which will build on the achievements of the previous Scheme and will prepare the TDA for the introduction of the Equality Bill and its associated Single Equality Duty.

• The TDA will continue to evaluate progress against the objectives of the scheme and publish the results annually. This will enable the swift identification of new opportunities to promote disability equality during the lifespan of the scheme, and informs thinking for the development of future objectives.

**The TDA will/continue to:**

• Have a Head of Diversity within TDA’s Executive Directorate for Training whose remit includes raising the profile of teaching as a profession within the disabled community by working with partner organisations.

• To be members of the General Teaching Council for England’s Disabled Teacher Task Force whose remit is to remove the barriers that prevent disabled teachers entering teaching, completing ITT or reaching their full potential once qualified as a teacher.

• To ensure, through The Agency’s Corporate Affairs Team, that equality and diversity including disability equality is embedded throughout all our relevant policies, procedures and systems and that an appropriate Equality Impact Assessment is carried out as necessary. This ensures that disability equality is mainstreamed through all our work as a service provider at the point of delivery and the outcomes we achieve.
An update on the commitments in the Secretary of State’s Report on progress towards disability equality across the sector

<table>
<thead>
<tr>
<th>COMMITMENT</th>
<th>WHERE ARE WE NOW?</th>
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<tbody>
<tr>
<td><strong>The social model</strong></td>
<td></td>
</tr>
<tr>
<td>1. When the DCSF writes to all schools and local authorities reminding them of their duties under disability equality law, we shall include a section clarifying the difference between being disabled and having special educational needs.</td>
<td>We are introducing changes to the Schools Census in 2011 for schools to record the number of disabled children and thereby be able to assess differentiate outcomes. The guidance being developed for schools on identifying and recording disabled children will include clarifying the difference between being disabled and having a special educational need. Sarah McCarthy-Fry wrote to headteachers and governors in early 2009 emphasising the importance of schools having Disability Equality Schemes and the Secretary of State also made reference to the importance of these schemes in his letter to schools in September 2009. The Secretary of State asked headteachers, in his ‘back to school letter’, to circulate a whizzkidz questionnaire to disabled children asking them about their experiences in school. He went on to say that the results of these questionnaires should be used to review schools’ disability equality schemes.</td>
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<tr>
<td>2. The two national events that the DCSF is hosting in February 2009 on sharing the learning from report will include workshops on the social model and what it means in real life.</td>
<td>Completed, February 2009</td>
</tr>
<tr>
<td><strong>Being specific</strong></td>
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<tr>
<td>3. We shall explore the scope for letting a contract for financial year 2009-10 for online training for the sector about the social model and what it means in practice.</td>
<td>Letting a discrete contract for online training is unlikely to be possible. However, we shall use the social model materials currently being created by disabled educationalists for QCDA to offer face to face training at our February events for the sector in 2010.</td>
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<tr>
<td>COMMITMENT</td>
<td>WHERE ARE WE NOW?</td>
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<td>4. We are aware that the DCSF does not yet have an overview of what is happening in schools, as far as disability equality schemes are concerned, and not all schools have yet taken account of the specific duty. We shall therefore write to all schools, and all local authorities, to remind them of their duties.</td>
<td>Completed, February 2009</td>
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<tr>
<td>5. When the requirement on schools to develop and implement Disability Equality Schemes was introduced, National Strategies SEN Advisers explored with all those local authority officers whom they visited the work that each local authority was doing with schools around this requirement. These initial discussions are being followed up with further sessions on schools' development of Disability Equality Schemes during meetings with local authority representatives taking place during Autumn Term 2008.</td>
<td>The National Strategies produced a report in August 2009 which outlined their findings on schools' compliance with key aspects of their duties under the DDA2005. The findings in this report will be used as a baseline to measure progress when NS Regional Advisers conduct follow-up visits in Spring 2010. DCSF and the National Strategies published the pamphlet <em>Disability Equality Schemes (DES) and schools: A duty under the Disability Discrimination Act (DDA) 2005</em> in November 09 and this will be circulated to local authorities via the LA Weekly Email; and will be included as an insert in November's 09 Teachers Magazine. This pamphlet outlines the actions that schools need to take in order to fully comply with their legal duties under the DDA. The National Strategies also produced a self-evaluation resource for schools to use to evaluate the effectiveness of their DESes. These resources can be found here – <a href="http://nationalstrategies.standards.dcsf.gov.uk/node/245305">http://nationalstrategies.standards.dcsf.gov.uk/node/245305</a> The National Strategies will be continuing their policy of visiting schools in 150 LA areas to monitor levels of DDA compliance and to measure the progress that has been made over the past year since the awareness raising work commenced. The National Strategies hosted two DES moderation days in Leicestershire and Brighton &amp; Hove in November 09.</td>
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6. We shall include schools’ legal responsibilities as an agenda item at the National Strategies Network Meeting in May 2009, and will use communication channels such as newsletters for governors and weekly email to local authorities. Further, we shall look at placing articles in relevant sector and workplace magazines.

7. Guidance has been provided to School Improvement Partners (SIPs) on looking with schools at their SEN provision. The material is on the SIPs website. We are updating this material, and shall reflect within it relevant outcomes from the February events.

8. As models of effective practice we shall post on the EDU website examples from the disability equality schemes that were identified as of particular interest by the research report commissioned to inform this Secretary of State report. These examples will focus on particular aspects, for example involvement strategy.

9. Building on the DCSF resource Implementing the Disability Discrimination Act in Schools and Early Years Settings, and existing work in schools and local authorities we shall develop, as one outcome of the DCSF events in February 2009, an interactive outline that schools can use, if they wish, when drafting their disability equality schemes. It will not make detailed suggestions on individual action plans but will include examples of effective involvement strategies and creative ideas for action plans. This support will be placed in the public domain.

The DDA section on the DCSF Teachernet site has been updated site to make it easier for schools to gain the support and guidance they need from the Department. http://www.teachernet.gov.uk/wholeschool/disability/

This is linked to 5.

Our SIP guidance goes out through National Strategies and it has been updated.

These examples were put together in a booklet of case studies for the events we held for the sector in February 2009.

This booklet has also been shared with the Cabinet Office, to inform their forthcoming guidance for public authorities as a whole.

In addition to the work undertaken by EDU, officials are working with National Strategies advisers to produce a short booklet re-emphasising schools duties under the DDA 2005 and addressing areas of concern that have been raised on National Strategies’ Regional Advisers monthly visits to local authorities. This document will also include best practice case studies and links to our Teachernet website.

We hope to launch this in the Autumn term.
### COMMITMENT

10. Although the Mencap sample of school disability equality schemes was small, and although the findings do not necessarily mirror those from other sources, we are taking these conclusions seriously. We shall ensure that ideas on actions to address them are included within the events that we are holding to share the learning from this report.

11. We shall look at ways of promoting existing guidance to schools and local authorities on producing a disability equality scheme, and refreshing it with up to date examples of effective practice. This will be developed during the February 2009 events.

12. We shall encourage schools to provide a) parents, b) their local authority and c) Ofsted with a copy of their disability equality scheme, and shall encourage them to post it on their website.

### WHERE ARE WE NOW?

Completed, February 2009

See item 9

Included within February events.
13. We shall use the February events to encourage schools to consider the following examples of effective practice, as identified in the independent research report:

- set up a disability equality working party to oversee implementation of their schemes and action plans
- place emphasis on developing peer support and circles of friends and buddies
- involve young disabled people in the selection and deployment of their teaching assistants
- place emphasis in continuing professional development on personalisation and different methods of communication and inclusive teaching
- ensure they are aware of the range and breadth of reasonable adjustments that should be provided for tests and examinations
- use resources in which disabled people are visible and make positive contributions to their society
- use resources which are easy to read but have age-appropriate story-lines
- encourage disabled sixth form students to consider teaching as a career
- develop and share effective practice in procuring and offering flexible transport that makes it easier for children and young people to participate in the full range of school activities at whatever time these may be
- develop and share effective practice in procurement, for example working with contractors that are fully committed to promoting disability equality.

WHERE ARE WE NOW?

Completed February 2009.
14. We shall seek advice from the DfT Disabled Persons Transport Advisory Committee (DPTAC) on the transport related items in the list above.

15. We shall offer training for schools on how to overcome the barriers identified within Ofsted’s contribution to this report. There will be consultation on this matter at the February 2009 events, and it will be part of the revised advice.

16. We shall encourage the QCA to continue to develop a bank of case studies of good practice for primary and secondary schools on how to develop understanding of the social model of disability and promote positive attitudes towards disabled people among pupils. These case studies should exemplify opportunities across the curriculum.

17. We shall work with the Department for Communities and Local Government to explore how local authorities can make the best use of regional and local improvement and support activity (including sharing good practice) in formulating the school disability equality schemes within their area, with a view to CLG and DCSF working with local authorities in their support and challenge functions. The first steps will be taken in time for DCSF’s February events. CLG colleagues will also attend these events.

18. We shall seek advice from HMCI on evidence of schools where a strong scheme on paper is matched by effective practice in classrooms and corridors.
**COMMITMENT**

**Being involved**

19. At our events for schools and local authorities in February 2009 we shall share the learning from this report. We shall continue to work with schools and local authorities in sharing good practice and case studies around involvement and at the February 2009 events there will be a dedicated workshop on this topic led by people from schools and involving disabled children and young people themselves.

20. We shall set up an advisory group involving disabled people, to serve as a support and challenge group over the three years till the next report. The group will scrutinise implementation of the recommendations and will advise on the report’s dissemination. We shall invite other government departments with whom we are working on these commitments to join us on this group.

21. Through awareness sessions and training we shall continue to offer support to policy leads on effective ways of engaging disabled people in the development of their priorities.

**Being healthy**

22. We shall consider offering training and specific guidance in relation to early years, particularly EYFS, particularly where the registered setting is a childminder working alone from home.

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**WHERE ARE WE NOW?**

Completed February 2009. EDU at DCSF has also taken advantage of public platforms such as the GEO/EHRC conference at Central Hall Westminster in May 2009 to share the learning from the report.

The first formal meeting of this group will be early in 2010.

We have also used DCSF’s new intranet, Making Policy, to support this.

All local authorities (supported by National Strategies) are required to deliver training to all settings on the Early Years Foundation Stage, including SEN/disability issues.

The EYFS statutory guidance document and CD-ROM contains additional information on disability/SEN issues which is available to all childminders. The EYFS requires that practitioners should deliver personalised learning, development, care and plans for the needs of any children with learning difficulties or disabilities.
**COMMITMENT**

All providers must also have and implement an effective policy about ensuring equality of opportunities and for supporting children with learning difficulties and disabilities and all providers in receipt of Government funding must have regard to the SEN Code of Practice. The *Outcomes, Quality and Inclusion* grant can be accessed by practitioners, including childminders to secure any specific training they need following assessment and approval by their LA.

The statutory guidance *Securing Sufficient Childcare* outlines that LAs must secure information, advice and training for childcare providers and this support can focus on specific areas of the EYFS requirements. LAs need to be aware that the training and information requirements of childminders will be different from other childcare providers and should provide bespoke training as required.

23. The joint DCSF-DH child health strategy – to be published later this year – will set out a number of specific commitments to improve support for children with complex health needs. We shall reflect these commitments in the DCSF 2010-11 Single Equality Scheme, to be published on 1 December 2009.

**WHERE ARE WE NOW?**

Announced £340m in existing NHS allocations for disabled children over the three years 2008-11 in addition to the £370m revenue from DCSF through Aiming High for Disabled Children announced in May 2007. The NHS allocations include:

- £30m for children’s palliative care
- Balance (£310m) for short breaks, wheelchairs and community equipment (amounts not separated out)

Promises that all children with complex health needs will have an individual care plan by 2010.

We have already reinforced the importance of the Child Health Strategy in the NHS Operating Framework for 2009-10.
24. We also expect to accept the vast majority of the remaining recommendations in principle (on the understanding that there may be some impact and burdens issues that we will need to address).

- **Recommendation 5**: A national advisory council should be established to: champion the importance of mental health and wellbeing for children; take ownership of the Review’s recommendations and the Government’s response; and hold Government to account for its progress.

- **Recommendation 6**: The Government’s national support programme should be strengthened to facilitate consistency, improvement and sustainability in service delivery. This should include
  
  - a national multi-agency support team, built upon existing service improvement teams, which will facilitate and support sustainable cultural change at national, regional and local levels

Full formal response to the CAMHS review is due 23 November – so to be updated in light of agreed response.

- **Government will implement this recommendation immediately.**

The Chair and Vice Chair of the National Advisory Council on Children’s mental health and psychological wellbeing have been identified and the Council will be established by the end of 2008.

- **Government will implement this recommendation immediately.**

- **This recommendation is building on current work being undertaken to ensure better streamlining and value for money from the field forces working with practitioners delivering children’s services.**
25. We are responding to John Bercow’s recommendations on improving services for children with speech and language difficulties. The report was published in July 2008. The Government has pledged £12m to implement the report’s recommendations and a further £40m to support speaking and listening in early years (for the separately announced Every Child a Talker programme). John Bercow’s key recommendations focus on:

- Raising the profile of speech, language and communication by appointing a communication council and champion to drive delivery and a national year of communication; Improving awareness and training for the children’s workforce; and
- Improving information and support for parents.

We will be developing an action plan during the Autumn, setting out how the recommendations will be implemented.

The Government published Better communication: An action plan to improve services for children and young people with speech, language and communication needs in response to the Bercow review.

As part of the action plan, DCSF and DH have chosen sixteen local areas to become speech, language and communication needs (SLCN) commissioning pathfinders. The sixteen pilot areas have been chosen to identify good practice in providing support for children with SLCN through the joint working of organisations such as Primary Care Trusts and local authorities. This will be used to develop a national framework to improve the way services are delivered for children across the country.

Jean Gross was announced as the communication champion on 15 October 2009, and we have established the Communication Council, which met for the first time on 21 September 2009, to support initiatives to improve services for children with SLCN. Jean Gross will raise awareness of the importance of communication, share good practice and lead delivery of a national year of speech, language and communication in 2011-2012.

The University of Warwick has been selected to lead a consortium delivering a three year, £1.5million research programme on the cost-effectiveness of interventions and to guide the development of future policy and practice in providing services for children and young people with SLCN.

Twelve organisations working to support children with alternative and augmentative communication needs have been chosen to share grants totalling £500,000 this year as part of Becta’s commitment to provide £1.5 million of funding over the next three years.
**Commitment**

**Being healthy** Child Poverty

25. We recently announced our intention to enshrine in law the commitment to eradicate child poverty by 2020. This is ground-breaking, and will ensure there is a real focus on ending child poverty for the long term.

**Being safe**

27. The Secretary of State announced that we would introduce a new statutory requirement to record incidents of physical or verbal abuse which relate to bullying and we hope to consult on and introduce this new requirement in due course. We will look at best practice in recording incidents of bullying which relate to disabled learners or those with SEN with a range of people and organisations that have an interest in this work and shall set out how we intend to proceed on this in due course.

28. We will fulfill our Staying Safe Action Plan commitment to publish guidance and training tools and materials on tackling bullying which takes place in settings other than school. This will specifically include tackling bullying of disabled children and those with SEN.

29. We shall update guidance to Local Safeguarding Children Boards on safeguarding disabled children by March 2009 to equip LSCB partner agency practitioners and managers with the skills and knowledge to recognise and act accordingly on information about safeguarding disabled children.

**Being successful**

30. We shall recommend to the Qualifications and Curriculum Authority that they should consider convening a group of people from the sector, including disabled staff and young people, to explore the scope and feasibility of creating a Disability Equality Week on the model of, for example, Black History Month. We shall report on this in time for the next update.

**Where are we now?**

Bill introduced in Parliament on June 2009.

The consultation has not yet been completed. We shall report on this in our next update.

*Safe from Bullying* which provides guidance and training materials for settings outside of school launched April 2009.

Separate package of support for disabled children and children with SEN being researched, aim to roll out early 2010.

To be completed early 2010

There is a lot of detail on this work in the QCDA update that is available separately.
31. The issue of the right of looked after children to appeal to SENDIST in their own right against SEN decisions made by the local authority has been raised by, among others, the EHRC. DCSF will be consulting on children’s rights to appeal on education matters, including on SEN and disability issues.

Consultation closed 28 July. Ministers are currently considering next steps.

32. In 2009/10 the Office for Standards in Education, Children’s Services and Skills (Ofsted) will carry out a review to look at special educational needs and how the needs of disabled learners are being met.

Reporting summer 2010

33. Sharon Hodgson MP introduced the Special Educational Needs (Information) Bill after coming second in the private members bill ballot to seek to improve the information available on pupils with special educational needs (SEN). The Bill received Royal Assent on 21 July 2008 and the final legislative hurdle required to bring the substantive measures of the Act into effect is a commencement order which will be made on Thursday 9 October 2008. The order will bring section 1 of the Act into effect on 1 January 2009.

Publication due September 2009

The new SEN (Information) Act 2008 was supported by the Government, and will place a duty on the Secretary of State to exercise certain data collection powers with a view to securing the provision of information about children in England with special educational needs that would be likely to assist in improving the well-being of these children. The Bill will also require the Secretary of State to publish, or arrange to be published, information about children in England with special educational needs, the publication of which would be likely to assist in improving the well-being of these children every calendar year.
**Commi**tment

**Being successful later**

34. As the Children’s Plan notes, we have started work with 15 local authorities which have a relatively good record in reducing exclusions of children with special educational needs and in this connection we shall identify effective practice which can be shared more widely. We expect to be in a position to share this good practice in winter 2009, and to offer an update in the one year on update to the DCSF Single Equality Scheme.

35. To improve our understanding of how we are meeting the needs of all young people, we have secured a performance indicator in the national indicator set (NIS). This will allow us to measure and compare the participation of disabled young people in positive activities in local authority areas across the country. We shall report on this by the end of 2009 in the DCSF Single Equality Scheme.

**Where are we now?**

Good practice to be shared at DCSF’s national events for schools and Local Authorities in February 2010

**National Core Offer and National Indicator (NI54)**

The national Core Offer is a national statement of the standards which families with disabled children can expect across the country from local services. Primarily the Core Offer refers to early years, education, youth, social care and health services, but housing, leisure and transport are also very important for families with disabled children. It covers five key areas:

- information
- transparency
- assessment
- participation
- feedback.

The disabled children’s services national indicator (NI 54) measures parental experiences of services for disabled children and young people aged 0 to 19 and the extent to which these services are delivered according to core offer standards.

The indicator is a core part of performance management arrangements aimed at improving the quality of services for disabled children. This is a key priority of the Child Health and Well-being Public Service Agreement (PSA12).
COMMITMENT

WHERE ARE WE NOW?

The first survey of parental experiences of services for disabled children was conducted during January – March 2009. The overall indicator scores include the national and local level data from this survey and a breakdown by the 15 sub-indicators, i.e. each of the five core offer standards as they apply to each of the three broad service areas of health, education, and care and family support.

A further two indicator surveys are planned for 2009-10 (Year 2) and 2010-11 (Year 3) which will survey parents within all local authorities and PCTs.

The first survey was published on 24th August and is available from the Aiming High for Disabled Children’s website at [http://www.dcsf.gov.uk/everychildmatters/healthandwellbeing/ahdc/coreoffer/coreofferandni/](http://www.dcsf.gov.uk/everychildmatters/healthandwellbeing/ahdc/coreoffer/coreofferandni/). Data from the second survey, year two, will be published in December 2009.

**36.** We will work with the Department for Innovation, Universities and Skills to ensure that the information needs of prospective disabled students into higher education are met through the Government’s response to the National Student Forum’s recommendations on Information, Advice and Guidance.

Meeting held to share information with DIUS (now BIS).

Follow up meeting planned for September 2009.

As above

**37.** We shall work with the Department for Innovation, Universities and Skills to explore the scope for developing an on line one stop-shop for disabled students considering applying for higher education, as our research with disabled sixth formers in schools has told us that this is a high priority for them.
**Commitment**

38. We are developing guidance to improve young people’s access to positive activities by addressing barriers around transport. The commitment in Aiming High for Young People was that ‘DCSF will work with the Department for Transport to improve guidance, support and challenge to children trust’s and transport planners to encourage joined up planning and commissioning’. We expect a first draft of guidance aimed at Children’s Trusts and transport planners at the end of 2008. We have been engaging DfT colleagues in the work, as well as the youth sector generally,

**Where Are We Now?**


**Being leaders**

39. Cross-government PSA Boards are responsible for establishing and prioritising delivery plans, performance management, governance arrangement and risk management for their PSA. PSA Boards are generally working well together. But we are aware there is potential to go further in terms of the role DCSF-led PSA Boards play in identifying and addressing disability equality issues, particularly those issues which require action by more than one department. During 2009 we shall be working with PSA Boards to explore practical ways to improve this. An update on action taken, with some examples of good practice, will be provided in the next DCSF Single Equality Scheme.

40. We shall consider making training in equalities, including the disability equality duty, mandatory for all school improvement partners (SIPs).

DCSF is in discussion with PMDU on how to make this happen.

Currently under consideration
**COMMITMENT**

41. DCSF has targets that disabled staff should form at least 8 per cent of the DCSF workforce for grades below SCS, and 6 per cent for SCS. The targets are to be achieved by 2013, but we shall be reviewing progress regularly with a view to revising the targets upwards. For example, there will be a SEO/HEO promotion panel exercise in November and we will be discussing with the Departmental Disability group how we can encourage more disabled staff to apply. We have also agreed to host a series of workshops on all sites to encourage disabled staff to apply. After the panel, we shall be reviewing progress against targets and shall look at any issues we need to address so that the next exercise or recruitment campaign is more effective in supporting our objective in meeting our disability equality targets. We shall also consider establishing checkpoints to review progress against the targets.

42. We shall continue to encourage all staff to complete their equality and diversity monitoring information. We are also going to follow this up, by writing personally to those staff (starting with the SCS) who have answered ‘prefer not to say’ to the question on whether they are disabled. We shall ensure all staff are aware of the revised definition of disability as detailed within the DDA2005, via team briefing and Newscentre articles on our intranet. We already ask staff to indicate the nature of their impairment as part of the declaration process and we shall ensure that this is continued when the Department reverts to a shared services provision.

43. All DCSF NDPBs are made aware of central Government guidelines to help to ensure that, in drafting a Diversity Action plan of their own, the Civil Service Diversity and Equality Strategy is followed as closely as possible.

**WHERE ARE WE NOW?**

We did hold a SEO/HEO Promotion Panel in November 2008 and we held a series of workshops on all sites to encourage disabled staff to apply.

We also held briefing workshops to encourage colleagues to apply for the recent EO recruitment campaign (5 per cent initial applicants declared disability and 7 per cent were successful at interview stage).

Numbers not declared are decreasing (we now have around 5 per cent not declared plus the new starters to the Department who have still to complete their details). We will approach colleagues who have ticked the “prefer not to say” box to discuss how we can convince them to provide their details so we can further improve our data.

As part of the Corporate Transformation programme, we are encouraging colleagues who have not completed the monitoring forms to do so by Oct 09. This will be followed by a further review once we have moved to the new resource management system.

We also have drawn NDPBs attention, via NDPB Sponsor teams, to the Department’s Diversity Delivery Plan by a series of local/national communication channels.
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<th>COMMITMENT</th>
<th>WHERE ARE WE NOW?</th>
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<tr>
<td><strong>44.</strong> DCSF HR is working with the sectors NDPBs to offer, on request, support and advice on good practice in supporting disability equality. This may be, for example a one to one discussion around disclosure and box mark analysis, or a seminar.</td>
<td>Ongoing. Over the past year, we have met with a number of NDPBS (Office of Schools Commissioner’s and Teacher Training Agency) to name two. We continue to offer this service.</td>
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<td><strong>45.</strong> By January 2009 DCSF Human Resources will publish guidance for managers on promoting disability equality.</td>
<td>Guidance for managers on promoting disability equality is being discussed at the October 2009 meeting of the Department’s Disability Group. and will then be published in line with shared services guidance later this year. This guidance will include the revised definition of disability as defined within the DDA 2005.</td>
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<td><strong>46.</strong> Following publication of this guidance we shall be publicising the guide widely. We shall do this for example by regular newsroom articles and with links from our HR Equality and Diversity and Performance Management websites. Disability awareness may also form part of the broader cultural change initiative planned for the Department in the New Year.</td>
<td>All new guidance will be published widely via the local and national communication channels.</td>
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<td><strong>47.</strong> In order to support and challenge the sector in its employer function, we are inviting Children’s Workforce Development Council to lead a seminar at the DCSF February to support colleagues in the full range of their responsibilities, including encouraging disclosure and categorisation and analysing rewards.</td>
<td>Completed February 2009.</td>
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<td><strong>48.</strong> We shall encourage local authorities, research bodies and teacher unions to conduct surveys of the perceptions and experiences of disabled staff in the children’s workforce, broadly similar to a survey recently conducted by Disability Equality in Education.¹</td>
<td>Completed February 2009.</td>
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49. Data. There are still gaps in what we know – in our data on disability, and so also in our data on progress towards disability equality. We know that this itself is a barrier to progress. We shall use the new advisory group mentioned below to look at gaps in our data, prioritising which evidence gaps to fill, and helping to make this happen.

One priority that was identified as the DCSF SoS was being written was the need to collect disability data in schools, and not just SEN data.

School Census
We are making arrangements to include two questions on disability in the School Census from 2011. The two questions will establish, firstly, whether a child is disabled according to DDA criteria, and, secondly, the nature of the child’s illnesses, impairments or disabilities using a classification based on that used in the Children in Need Survey. Considerable preparatory work is being undertaken to provide schools with an extensively tested set of tools by which they can identify and classify their disabled children.

The first formal meeting of this group will be in December 2009 or early in 2010.

Many meetings of smaller groups of colleagues have happened during 2009 and have, among other things, helped to shape this update and this SES.

50. We shall create an advisory group, bringing together policy leads at DCSF and from other government departments, to look at the following –

- sharing the learning from this report across the sector
- making the commitments happen, and helping to monitor them through PSA boards
- addressing any feedback from the EHRC, ODI, or any other partners
- looking at gaps in our data, prioritising which evidence gaps to fill, and making this happen.

Updates on their work, from relevant non departmental bodies, are available separately on request – please contact Rosanne Purshouse on rosanne.purshouse@dcsf.gsi.gov.uk

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Annex A
Extended schools and disability equality in practice

Case studies of access for disabled children to extended schools
Examples from mainstream schools

South Hunsley

Summary
South Hunsley offers a wide range of extended services to its community and cluster of eight primary schools.

Services
- Swift and easy access to targeted and specialist services
- Trainee social workers and nurses on site
- Professional counselling at cluster level
- Parenting advice including special needs and disabilities

Impact
- Pupils are healthy, stay safe, enjoy and achieve

Highlights
- Meetings with multi-agency partners
- Agreed multi-agency protocol for referral
- Non-teaching year heads as agency contacts
- Agency information captured in a booklet

Background
South Hunsley School is a large comprehensive in East Yorkshire with specialist technology and engineering school and training school status. It has a £3.5 million sports facility and a lifelong learning centre that hosts an extensive adult education programme. South Hunsley is open from 7am to 10pm on weekdays and from 7am to 5pm at the weekend. An extensive range of clubs and activities is offered from 4pm to 6pm. Following an audit of local needs, the school also runs summer clubs for school-age children.

Approach
South Hunsley and its cluster of eight primary schools have an extended services director with a particular focus on linking the school to health and social services. Head of year roles are now held by non-teaching staff.
They are the main point of contact for parents and outside agencies. Following a successful pilot, South Hunsley is working with Hull and Lincoln universities to place trainee social workers in schools. The heads of year and headteachers refer pupils to the social workers for help with self-esteem, confidence building, bullying, anger management and transition. The social workers work in partnership with health visitors, family support workers, Connexions, the school nurse, youth workers and education welfare officers. A similar scheme involving student nurses is being piloted. The students will spend six weeks in schools with the support of a health mentor. The nurses have run a range of activities, including healthy eating sessions, self esteem and smoking cessation groups and a health fair, as well as working with pupils one to one. Feedback has been extremely positive.

**Extended services on offer**

Other cluster initiatives include working with Forward Training to provide a professional counselling service for pupils. The cluster schools have also worked with family support services, health visitors, school nurses, the education welfare service and the East Riding Disability Team to set up four local parenting advice centres, one of which is aimed specifically at the parents/carers of disabled children and children with special needs. The school holds regular multi-agency partner meetings at its lifelong learning centre. All attendees have been involved in developing and agreeing a protocol for dealing with referrals. The school has also developed a booklet for staff, which provides information about partner agencies and the referral process, and one for sixth-form pupils.

As well as providing support for individual pupils and their families, agencies work with the school to run a range of activities. Connexions and youth services help to run South Hunsley’s Monday morning breakfast club, with input from drugs workers, the school nurse, family support workers, the trainee social worker, the education welfare officer and the extended schools coordinator.

**Outcomes**

Non-teaching year heads ensure swift and easy access to targeted and specialist services so pupils are healthy, stay safe, enjoy and achieve. Trainee social workers and nurses provide on-site help with self-esteem.

**Marion Richardson Primary School**

**Summary**

“A lot of the children here are physically very fit,” says the headteacher of Marion Richardson primary school in Tower Hamlets. It is no idle boast. Marion Richardson has developed an extensive programme of extra-curricular sporting clubs. The school believes that sporting success helps increase capacity to achieve across the board.

**Services**

- Pre- and after-school sporting clubs and other activities
- Involvement of local children with visual and other impairments at curriculum and after-school clubs
- Tutor based at Marion Richardson hired to other schools on service level agreements
**Background**

Community expectations and morale are generally low. Marion Richardson School serves one of the poorest wards in one of the UK’s most deprived boroughs. Sixty-seven per cent of the 467 children attending the school are eligible for free school meals. Community expectations and morale are generally low. Over 80 per cent of the community has English as an additional language and additional challenges are posed by the high mobility of the local population.

**Approach**

All children have a chance to find something at which they can excel.

In the face of such challenges Marion Richardson has built a programme of sporting activities and clubs that ensure all children, particularly those with special educational needs, have a chance to find something at which they can excel. The school's headteacher believes that sporting excellence increases the chances of academic success.

Pupils can opt to attend one of the 27 out-of-hours school clubs on offer each week. Gymnastics is the school's main sporting focus. It requires discipline and concentration and participants need to place a high degree of trust in one another – especially if they are creating an elaborate display for one of the school's ‘show’ events.

The school always looks for ways to widen participation in sports. It provides a judo club for children with statements or in need of extra help. Participants are allowed to invite a friend to work with them. Two of the club’s participants represented Tower Hamlets at an inter-borough competition in Newcastle – both coming away with bronze medals.

Pupils that are happy to participate in any sporting activity at any time receive a HAWK T-shirt showing that they are Healthy, Active, Willing and Keen. HAWK T-shirts are work with pride.

**Outcomes**

In the headteacher’s mind there is no doubt that the school’s culture of collective effort and achievement helps to build a bedrock of success for its pupils. “We aim to give the children a balanced curriculum, a love of sport and the confidence to tackle secondary education,” he says.

Specific outcomes include

- Improved discipline
- Increased pupil self worth
- Strong interpersonal skills
- Excellent SATS results
Highlights

- Partnerships with sporting and other bodies
- Funding from Worshipful Company of Fishmongers
- Collaboration with other schools – both primary and special

A case study from a special school

Larkrise School Wiltshire – Enhancing extended services provision for children and young people with special educational needs.

Larkrise School is a special school in Trowbridge. It has approximately 78 pupils aged four to 19 with severe or complex learning difficulties. A number of pupils have autistic spectrum disorders and all have statements of special educational needs (SEN). The pupils travel – many by school minibus – from a wide area extending from Trowbridge to Melksham, Devizes, Warminster, Westbury, Bradford on Avon and the outlying villages.

Working on the premise that all families with disabled children are ‘disadvantaged’, because of the barriers they face, all pupils at Larkrise School in Wiltshire will benefit from the extended services disadvantage subsidy pathfinder, which will enable the whole school community to benefit from enhanced extended services provision.

Highlights

- Consultation and planning ensures that provision meets the complex needs of individual pupils
- A developing partnership with a local primary school
- Staff consultation highlights unused skills of the existing school team

Outcomes

- Partnership with the local primary school results in tangible benefits for both schools
- Extending the lunch break so children and young people can benefit from activities during the school day alleviates transport problems while ensuring the school still meets its curriculum responsibilities
- Definition of eligibility criteria means all pupils will benefit from the pathfinder.
Annex B
More information on the research: Disabled parents’ involvement in their children’s education: an examination of good practice

Research aims include:

- to examine the UK policy and research context relating to disabled parents’ involvement in their children’s education;
- to explore disabled parents’ experiences of involvement in their children’s education, with a focus on good practice;
- to identify factors which help promote good professional practice in this area, what impedes the process and how any barriers can be reduced.

Roughly equal numbers of parents with learning disabilities, mobility impairments, sensory impairments and mental distress were interviewed. Although these groups are likely to face different barriers, they may also experience some in common, such as attitudinal barriers. The study began with a critical review of UK-wide policy and a brief review of research relating to parental involvement in education with a particular focus on disabled parents, followed by key informant interviews. The second part of the study comprised case studies with disabled parents who have had positive experiences of being involved in their children’s education. Interviews were conducted with 24 parents with a range of impairments throughout Scotland and the north of England.

The literature review outlined that children make better progress at school when their parents are involved in supporting their learning. A number of best practice factors in parental participation have been identified, including commitment at senior level in schools and a partnership approach to working with parents. There is very little reference to disabled parents in the generic parental involvement literature, although various implications can be drawn out. For example, parents generally prefer informal communications with school; parents from disadvantaged groups would like to be more involved in their children’s education, and it would be beneficial for school inspectorates to pay specific attention to disabled parents’ involvement. Much research about disabled parents has focused on their perceived parenting capacities, sometimes adopting a pathological approach and taking little account of wider social factors. So-called ‘new directions’ research, often informed
or conducted by disabled parents, has identified a range of barriers to parenting for this group. The few studies which have looked at disabled parents’ involvement in their children’s education have reported mixed experiences.

Some good practice exists but tends to be ad hoc, with parents often having to be proactive to secure appropriate support for involvement. Obstacles are frequently reported, particularly inaccessible buildings, inaccessible communication and poor staff attitudes. Little if any research has examined ways to overcome such obstacles.

Conclusions:

● Disabled parents are not a visible group: therefore consideration has to be given to ways of identifying them. Schools need to find a non-stigmatising way of asking parents what their support needs are. Disabled parents are more likely to disclose if they believe that it will lead to support that will benefit their child’s education.

● All home-school communications to parents should be in formats that are accessible to them individually and all staff involved with a disabled parent should be aware of their individual communication support needs.

● Schools that present an informal, flexible and accessible atmosphere facilitate the involvement of disabled parents. Parents with learning disabilities and those experiencing mental distress particularly welcome verbal communication and a personal contact at the school.

● Disabled parents of children with additional support needs often find formal meetings about their children’s education very stressful. Schools can minimise this by keeping meetings as informal as possible, providing parents with adequate information in accessible formats and being flexible about meeting times.

● While all disabled parents benefit from anticipatory adjustments, their individual circumstances differ. Schools can provide the right initial support by communicating with the individual parent and can then plan how to anticipate and address future barriers.

● Disability awareness training for school communities, including input for pupils, was identified as the best way of overcoming attitudinal barriers experienced by disabled people, particularly those with mental distress. It was recommended that disability organisations be involved in delivering the training not only for school communities but for initial teacher education (ITE) and continuing professional development (CPD) courses.

● Dedicated parental involvement staff enhances disabled parents’ involvement.
Chapter 7
Supplement B
Ethnicity Equality

The recommendations of the Stephen Lawrence Inquiry – and what we are doing about them.

This section of the DCSF single equality scheme (SES) December 2009 update looks at current work at the department to promote ethnicity equality.

Ten years ago the report of the inquiry into the death of Stephen Lawrence was published. In this chapter we look at the recommendations to DCSF made at that inquiry and at what we have done to make those happen.

We have focused on the Stephen Lawrence Inquiry recommendations not only because ten years on is a good time to reflect and take stock of what has happened. The more important reason is that people within the communities, and staff and learners in schools, and colleagues here at DCSF too, have told us that the recommendations – the curriculum, racist incidents, exclusions, and the role of Ofsted – are still live issues, areas where good work is being done, but more still remains to do.

This chapter begins with a press article about Ed Balls’ visit to Leeds in October 2009. Ed presented the Stephen Lawrence Education Awards to schools in Leeds. He also spoke of wanting these awards to be rolled out more widely across other parts of the country.

Leeds Education’s Stephen Lawrence awards were launched in response to Stephen’s death; they aim to support – and challenge – schools in promoting ethnicity equality, including in those aspects of education highlighted in the recommendations of the Stephen Lawrence Inquiry report. Doreen Lawrence has spoken warmly of the Leeds scheme.

This link takes you through to the awards website –
http://www.educationleeds.co.uk/sles/

The rest of this chapter looks at work at DCSF to respond to inquiry recommendations.

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The Stephen Lawrence Education Awards – E Balls, DCSF Secretary of State presents the awards in Leeds

Recognition for city’s race work

Efforts to improve race equality in Leeds schools have proved so successful they are to be promoted across England.

Schools Secretary Ed Balls said the Stephen Lawrence Education Standard Award, which is unique to the city, needed wider recognition.

Mr Balls, who is also MP for Normanton, said: “I want to do more to spread what Leeds is doing to other areas where it can also make a real difference.”

The award is named after the black teenager who was murdered in 1993.

The schools secretary made the announcement as he attended a ceremony at Hillcrest Primary School in Leeds where 48 schools were presented with the award.

Developed by Education Leeds, the city council and members of black and minority communities, the award aims to put race equality at the centre of school life.

Mr Balls said: “I believe a Stephen Lawrence Education Standard Award is a sign of a good school.

“It means they’re committed to doing all they can to show racism has no place in their school.”

Mr Balls said all local authorities in England would be made aware of the race equality work done in Leeds schools.

Chris Edwards, chief executive of Education Leeds, said: “The award is unique to Leeds, but is a fantastic example nationally of what can be done to promote the importance of race equality to all children.”

More than 200 schools and early years centres in Leeds have now been presented with the Stephen Lawrence Education Standard Award.
What did the report of the Stephen Lawrence Inquiry say?

The three recommendations directed at DCSF in the Stephen Lawrence Inquiry were as follows:

- That consideration be given to amendment of the National Curriculum aimed at valuing cultural diversity and preventing racism.
- That local education authorities and school governors have a duty to create and implement strategies in schools to prevent and address racism.

  The strategies include:
  - That schools record all racist incidents
  - That all recorded incidents are reported to the pupils’ parents/guardians, school Governors and LEAs
  - That the numbers of racist incidents are published annually, on a school by school basis
  - That the numbers and self defined ethnic identity of “excluded” pupils are published annually on a school by school basis.
- That OFSTED inspections include examination of the implementation of such strategies.

This is what DCSF has done thus far to meet these recommendations

Curriculum

After revisions made to the National Curriculum to engage pupils in their learning and provide opportunities to explore issues of equality and diversity,

Sir Keith Ajegbo, in January 2007 published a review of Diversity and Citizenship in the Curriculum. One of its principal recommendations was that a new element entitled “Identity and Diversity: Living Together in the UK” be introduced to the secondary Citizenship curriculum. The new strand exploring the issues of multiple and shared identities as well as valuing cultural diversity has begun to be taught in schools from September 2008. The Ajegbo Review also proposed that schools should link with each other to provide opportunities for their pupils to interact with others from different backgrounds as way of valuing diversity and building understanding. In response the DCSF has launched the School Linking Network in October 2007 with an investment of £2m to support schools nationally to link up with other schools.

A case study of this programme in practice follows.
**Case Study 1: School Linking in Huddersfield**

http://www.teachernet.gov.uk/wholeschool/Communitycohesion/Community_cohesion_case_studies/guidance/Case_study_1/

Spring Grove School is a school where 98 per cent of the pupils are from minority ethnic backgrounds and speak English as an additional language. Also it has a high deprivation index. Year 4 pupils at this school take part in a School Linking programme with Year 4 pupils at Scholes Infant and Junior School where all of the pupils are white British.

The main objective of this programme is to build greater understanding and share good practice. The linking programme lasts for 10 weeks and utilises creative arts as means of bringing pupils together. Various members of the school community are involved including teachers, teaching assistants and parents. The programme starts with a ‘Fun Day’ organised by Play Workers from the Local Authority and ends with a celebration which all parents are invited to attend.

- Some of the positive outcomes include:
  - greater understanding by the pupils of each other’s culture and religious beliefs
  - recognising there are many similarities between pupils such as through sport etc
  - being able to develop new friendships
  - challenging perceptions and stereotypes, and changing attitudes
  - sharing good curriculum practice across schools
  - teachers being given the opportunity to work with pupils from different backgrounds

The feedback received after this programme was that the whole school community valued the experience and believe all children should be entitled to take part in this programme. Pupils enjoyed the linking programme and said that their attitudes have been changed by taking part. Members of staff and parents were very engaged and committed to the programme and the local authority lent its support throughout.

In taking forward Sir Keith Ajegbo’s recommendations, ‘Who Do We Think We Are?’ week was introduced in June 2008 to the school calendar with over 500 schools taking part and 800 in June 2009. The week consists of pupils taking part in activities to explore identity and diversity and celebrate the work that they are already doing in this area. DCSF has supported an extension of the *Who Do We Think We Are* project, following the success of the *Who Do We Think We Are* (WDWTWA) week in 2008 and 2009.

As part of the extension, the project will develop additional materials and enhance the WDWTWA website, to provide a resource of ideas and materials that teachers can use throughout the year to build and strengthen the ‘Identity and Diversity’ strand of their curriculum. The project will work to engage all local authorities in supporting their schools to improve their provision and engage pupils in active participation.

The DCSF also through the Education and Inspections Act 2006 has introduced a statutory duty to promote community cohesion, which came into effect in September 2007. The duty requires schools to help pupils learn about others from different backgrounds, promote shared values
and foster positive relationship between pupils, their families and the wider local community. From September 2008, Ofsted have begun to inspect schools in relation to meeting this duty. This should help to strengthen and reinforce the Race Equality Duty on schools which is also inspected by Ofsted.

**Case Study 2: Creative teaching and learning techniques in Cumbria**


Milburn School is a very small school with only 32 pupils, all of whom are white British. To broaden pupils’ understanding and awareness of people from different backgrounds and cultures, this school works together with other primary schools. For example, drama and dance workshops are organised bringing in artists from different cultures. Moreover video conferencing is used to bring the participating schools together and teachers are given the opportunity to work with a variety of different pupils during their initial teacher training. The internet also plays an important role by allowing pupils to take part in activities such as virtual tours of mosques and temples.

The outcomes have been as follows:

- Pupils are well prepared for secondary school and are aware and willing to learn more about the wider world and other cultures.
- Head teachers in the participating schools are eager to plan more activities and have profited from being able to share experiences with staff in other schools.
- Working collaboratively with other schools helps pupils to develop their social development through mixing with larger groups of children.
- Staff with specialist knowledge are able to share their expertise with colleagues through training.
Case Study 3: Teaching pupils to value diversity in Sheffield

http://www.teachernet.gov.uk/wholeschool/Communitycohesion/Community_cohesion_case_studies/guidance/Case_study_9/

The area in which St. Catherine’s Catholic Primary School is located is very culturally diverse. Burngreave New Deal funds the school to hold a variety of adult and family learning activities. RE lessons focus significantly on different faiths and pupils are given the opportunity to visit other places of worship (the local Mosque, Synagogue, Sikh Gurdwara and Hindu Mandir). Furthermore, speakers from other faiths visit. The school holds ‘Celebrate Roots Week’ where pupils learn about different cultures and pupils inform others about their own background.

In addition, the school explains its promotion of community cohesion to parents by holding a series of workshops.

The school is building links on an international scale by developing links with Spain, Zambia and the USA in order to build understanding of different cultures. This has been a huge success and now plans are being made to visit these countries. Any issues with racism are dealt with in a quick manner under the headteacher’s leadership.

The outcomes so far have been as follows:

- Pupils, staff and parents all understand the school’s ethos, aims and goals: that any form of racism is unacceptable and that teaching about diversity is taken very seriously by the school.

- Children are keen to learn and appreciate different ways people live in this country and internationally. OFSTED have stated, “There is an atmosphere of harmony and spirituality in the school which unites children from many backgrounds”.

- The school’s outward looking approach has enabled them to be included as a valuable part of the local community.

- Through a commitment to community engagement the school was included in a neighbourhood approach to funding via New Deal for Communities and at the same time included in an EAZ. This involvement has ensured that local schools work together for the benefit of the wider community that they serve. One very good result of this has been the development of a wide range of extended school provision which is now embedded in school.

- The activities and learning which take place in school encourage learners from the community to come into the school. This enables personal contact, the removal of cultural barriers and the development of friendships.

Preventing and addressing racism

Recording incidents, including bullying

To ensure the second recommendation is met, the Race Relations Act was amended in 2000 to introduce a duty on school governing bodies to put in place a race equality policy. School governing bodies also have a duty to assess and monitor the impact of their policies particularly on pupils’ attainment.
The Schools Standards and Framework Act 1998 and the Education and Inspections Act 2006 state that schools are under statutory duty to determine the measures which promote good behaviour, respect for others and prevent all forms of bullying.

Immediately after the publication of the Stephen Lawrence Inquiry report, the then DfES made it clear that it expected all schools to record racist incidents and that parents and governors should be informed.

Currently DCSF is consulting about making it a statutory requirement to record, across all equality strands, incidents of verbal and physical abuse that can be perceived as bullying. This means that the department is going one step further through secondary legislation and expecting schools to put rigorous systems in place so that there is universal practice of schools to publish their trends, pick up individual incidents and carry out further action.

Safe To Learn was published in 2007. It covers bullying related to race, religion and culture. DCSF works closely with the Anti Bullying Alliance and National Strategies and they in turn work closely with schools to ensure schools respond effectively to bullying.

**Reducing the number of exclusions of African-Caribbean and Mixed White and African-Caribbean learners**

Data, analysed by ethnicity, on fixed and permanent exclusions is collected nationally. From 30 July 2009 the number of exclusions according to ethnic background of pupils, broken down by local authority, will be available. This is an important indicator for DCSF as it will enable areas with high levels of African-Caribbean and Mixed White and African-Caribbean exclusions to be targeted for intensive support.

In February 2009, after the DCSF Wanless Report highlighted the disproportionately high number of exclusions among African-Caribbean and Mixed White and African-Caribbean pupils, materials for use in schools, including a DVD, were developed to help tackle this problem.

The toolkit of materials rolled out by DCSF and now used by schools, provides a background on exclusion rates amongst black pupils and includes the fact that black pupils are 3 times more likely to be permanently excluded than white pupils although under baseline entry tests, black pupils outperformed their white peers at the start of school. The materials include data and extracts from publications such as the Wanless Report, for example the fact that black pupils are routinely punished more harshly, praised less and told off more and that black pupils are 1.5 times as likely as white pupils to be identified as having behaviour-related SEN. The materials also recall that black pupils are disproportionately put in bottom sets and that some analyses suggest that this is due to behaviour rather than attainment.

The possible reasons why there is a disproportionate number of African-Caribbean and African-Caribbean and Mixed White exclusions are also explored. The Wanless Report emphasises that in-school factors have a significant impact on exclusions, and can be handled more effectively by the department than out of school factors. So the toolkit mainly focuses on these, looking, for example, at challenging perceptions within a school environment. The question as to whether exclusions make a difference is tackled by recognising that school exclusion can lead to social exclusion and problems later on in life including unemployment and crime.

The Self Evaluation Form (SEF) provided in the materials aim to help structure the process of establishing the current school picture. It is a solution-focused approach to reduce the
disproportionate exclusions of black pupils. Schools are required to give evidence of their recent performance or data in order to recognise their existing strengths in practice, identify what is currently working, and then evaluate the steps which could be tried out next. Various examples of good practice that were noted from the pilot of these materials have been included in this toolkit and there is a series of brief case studies which can be found on the accompanying DVD.

**Ofsted’s role**

Schools are now required to give evidence to OFSTED on how well equality of opportunity is promoted and discrimination is tackled so that all learners fulfil their potential. They also report on to what extent learners feel safe from bullying and racist incidents. In addition, OFSTED must check whether any particular groups are underachieving and whether any use of permanent and fixed term exclusions and transfers affects particular groups of pupils. OFSTED must also monitor whether the governing body makes sure the school doesn’t discriminate unlawfully, that they have a written policy on race equality and have arrangements in place to monitor impact.

**What is happening in the sector to support the inquiry recommendations?**

**An example from an academy**

A senior teacher at City Academy Bristol has created a series of Stephen Lawrence lectures in Bristol focusing on promoting equality. Speakers who have delivered speeches at these lectures include Tony Benn and Duwayne Brooks, a friend of Stephen Lawrence who was with him the night that Stephen was murdered. These lectures attracted a significant amount of attention from the local community and demonstrated the interest of local residents in such issues.

Also, she leads the school’s equality work and works particularly closely with pupils and their families who are refugees or are seeking asylum. She shares the learning from this work with all the staff at the school, through creative means such as a play performed by parents. She seeks to apply a social model approach to the trauma experienced by many of her learners, and to use this analysis (like her social model, non-pathological, analysis of ethnicity equality issues) to shape practice at the school.

**An example from a local authority**

The Stephen Lawrence Education Standard is awarded to schools in Leeds to encourage them to promote ethnicity equality and share good practice. It is seen as a way of helping schools to implement the recommendations to DCSF of the Stephen Lawrence Inquiry. The Stephen Lawrence Education Standard highlights and celebrates the work currently being done in schools across Leeds to promote ethnicity equality and combat racism.

Schools must ensure that they meet twelve point criteria to demonstrate their
commitment. Schools go through a self evaluation process where they highlight their strengths and areas they could improve upon through the school’s Race Equality Action Plan.

Education Leeds wanted to make a real difference in school practise. The standard was introduced before amendment of the Race Relations Act changed the requirement on school governing bodies to create an ethnicity equality policy from a desirable to a duty. Education Leeds wanted equality practices and efforts to tackle discrimination embedded into school practice. They wanted schools in Leeds to demonstrate continuous improvement in this area.

A Self Evaluation Form (SEF) was developed and the three recommendations from the Stephen Lawrence Inquiry were embedded in the framework. The Stephen Lawrence Education Standard was developed and launched in 2003. Each year, new guidance was written for schools in order to keep pace with changes in the curriculum. The award is a whole school approach through self evaluation which focuses on outcomes rather than processes. Nearly 200 schools in Leeds have been awarded with the Stephen Lawrence Education Standard and in 2009 60 schools have submitted portfolios, which demonstrates how much this standard is expanding.

Part of the Stephen Lawrence Education Standard requirement is that schools have to engage with schools who have not yet achieved it, to disseminate best practice.

Since 2000 Leeds schools have been reporting racist incidents on a termly basis and there is currently a 100 per cent rate of returns from school.

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Chapter 8
2009 Single Equality Scheme
Supplement C

Gender Equality – responses to DCSF’s work and our reply.

In this supplement you will find a response from DCSF describing progress against recommendations in the Women and Work Commission (WWC) reports ‘Shaping a Fairer Future’ (February 2006 and July 2009). You can read the 2009 Women and Work Commission recommendations in full at Annex C.

The WWC recommendations raise important issues for the Government about the chances people have to learn, work and earn. They suggest practical ways to tackle differences in what women and men experience. For the Department for Children, Schools and Families, this includes our work to tackle gender stereotypes in careers advice and guidance for young people, and to develop a wide range of learning and work experience opportunities.

We know that the Department for Children, Schools and Families has further to go in its work to make sure that young women and men benefit equally from opportunities to learn the skills they need to enter and pursue well paid careers. This includes tackling deep-seated stereotypes about what girls and boys can and should do. Limiting what we offer and expect for our children from a very early age can close down their options later on as they develop and grow.

We are proud to celebrate what we have already achieved. Some things have got better. However, we are not complacent. Gaps and barriers remain. We are determined to ensure that every young person has the information and encouragement they need to make a seamless transition from school, to continuing education, training and employment.

This report is based around two things: the recommendations that the Women and Work Commission has made, and the Department’s own priorities across the range of our responsibilities for children, schools and families. It considers each of the Department’s priority areas in turn and describes our work. That work typically relates to more than one of the Commission’s recommendations so there is not always a direct fit. However, this report demonstrates our commitment to making life better on the important issues the Commission has raised.

The Department is a member of the cross-Government board that oversees work on gender pay issues. We look forward to the Women and Work Commission’s next report on progress. We shall go on working to attack all the causes of the pay gap.
Progress against 2009 Women and Work Commission recommendations

National strategy for tackling gender inequality in the education system

We at DCSF and colleagues at the Women and Work Commission want to see the same things. We are working hard with our partner organisations throughout the education sector to bring about positive change.

The Department for Children, Schools and Families (DCSF) Single Equality Scheme (SES) is our national strategy on promoting gender equality. It brings together all the Department’s work in this area, including:

- reforming children’s learning from an early age and building a professional early years workforce to deliver the right support;
- supporting professional development of those delivering new and reformed qualifications;
- tackling stereotypes through careers education/information, advice and guidance delivered by well-qualified people;
- boosting the take up of vocational skills training by extending the learning routes young people can pursue;
- opening up more work experience placements for young people in sectors not traditional for their gender;
- sharing good practice on engaging non-stereotypical students;
- promoting the wide range of exciting opportunities that help encourage young people consider non-traditional choices.

This paper, like the WWC recommendations, looks especially at stereotyping and how to change it. Our SES also looks at making it easier to find high quality child care and at making sure that there is no discrimination where people work.

Our Single Equality Scheme (SES) puts gender equality at the centre of the department’s work, as the scheme is framed around our Public Service Agreements. The Government board that oversees work on gender pay issues monitors our progress and holds us to account.

We are publishing this progress report on Women and Work Commission recommendations as part of our 2009 SES, to demonstrate publicly what we are doing to tackle gender issues. Looking further ahead, we also intend to produce a new strategy paper on gender equality based on consultation events we plan to hold in February 2010. This paper will go on to help shape our new equality priorities for December 2010.

The DCSF SES builds on and incorporates the Gender Equality Scheme (GES) that we published in April 2007. The GES was framed around the causes of the pay gap, as are the Women and Work Commission recommendations.
Early Learning

We are working to challenge stereotyping in the crucial early years

In September 2008, we introduced the Early Years Foundation Stage (EYFS), a new framework for learning and development for young children from birth up to the age of five.

We want the EYFS to meet the individual needs of all children. We say that providers must develop positive attitudes to diversity and difference. This is so that every child is included and not disadvantaged. It also helps children to learn from the earliest age to value diversity in others and grow up making positive contributions to society.

EYFS Practice Guidance states that providers must actively avoid gender stereotyping and must challenge any expression of prejudice or discrimination, by children and adults. We will work further with National Strategies to raise awareness of this guidance. We also know that Early Years Equality are in the process of preparing the following guidance and have asked for our input.

- guidance on gender stereotyping and giving due regard to gender in children’s early years;
- a range of work-based support materials linked to the EYFS; and
- materials setting out requirements across all equalities strands including gender.

We are extending support for children under three years old

- Since April 2006, DCSF has been working with 63 local authorities to pilot an offer of free early learning to the most disadvantaged two-year-olds and their families.

- Next Steps for Early Learning and Childcare (January 2009) announced that we would extend free early learning and childcare to 15% of the most disadvantaged two-year-olds in every local authority in the country from September 2009. By then, around 23,000 disadvantaged two-year-olds and their families a year will be able to benefit from a free childcare place. £137m over the next two years will provide funding for 10 or 15 hours of free provision, 38 weeks a year in the best quality settings.

- We are committed to ensuring high quality early years provision that helps children to achieve better outcomes in school and beyond so that they can continue to learn throughout their lives. The new offer for two-year-olds may only be delivered in settings that Ofsted rates ‘Good’ or ‘Excellent’ (or are expected to achieve that rating at their next inspection).

The Childcare Act 2006 placed a new duty on all local authorities to secure sufficient childcare to meet the needs of parents in their area (in particular those on low incomes, or with disabled children) to enable them to work, or undertake learning or training leading to work.

The duty came into force on 1 April 2008, and before then, all local authorities were required to publish the first ever childcare sufficiency assessments. They are helping authorities identify gaps between demand and supply, and will provide a base on which they can actively plan how to support local providers and strengthen and sustain provision to address the area’s needs. The assessment process itself must be repeated at least every 3 years, and local authorities have to keep their assessments under review in the meantime.
We undertook a stocktake in May 2009 asking each of the 9 Government Offices (GOs) to give their perspective on where local authorities in their region stood on sufficiency, and on the progress made since authorities did their assessments. It is clear that many have closed those gaps, and recognised the need to improve survey questionnaires and predictive demand data so they can address sufficiency convincingly based on sound market intelligence. We will be looking to GOs to support and challenge their local authorities to help them secure sufficiency.

We have seen no evidence as yet to suggest that the current economic climate is having a significant adverse effect on overall numbers of childcare providers and places. Alongside reports that the downturn is having an impact in some areas, we have heard of many instances of increased demand for places from parents returning to work, or looking to increase their hours; and of parents seeking different patterns of childcare from providers.

But we appreciate the concerns about the impact of the recession and are continuing to monitor the position very carefully. We are working closely with local authorities, national organisations and other agencies to ensure young children and families – especially the most disadvantaged – continue to receive the early years and childcare support they need.

**We are extending support for three and four year olds**

Here is some more good news about our help to parents of young children who want to return to work. From September 2010 the free entitlement of 12½ hours per week will rise to 15 hours a week, delivered flexibly over a minimum of three days.

Since September 2009 all local authorities have been delivering the 15 hours and increased flexibility to their most disadvantaged children. There is already a 95% take up of the free entitlement by 3& 4 year olds, which is captured every year in the Department’s Early Years Census.

- **We are building a professional childcare sector**

  - The Government has increased investment, training and continuing professional development to help improve the quality of the early years workforce.

£305m Graduate Leader Fund money over the three years to 2011 will support providers in developing, attracting and retaining graduates. £440m Sure Start, Early Years and Childcare Grant money is available to fund professional practice and support development for all practitioners from childminders to staff in group settings.

The Government is also funding a national recruitment campaign led by the Children’s Workforce Development Council to highlight the role of the early years professional. The campaign is inclusive and aims to attract a more diverse workforce, where men and people from black and minority ethnic backgrounds have the opportunity to make a real difference in the future attainment of children and the lives of their families.

**We work with the Child Poverty Unit on the quality of jobs in childcare**

It is a high priority for us to increase the qualification levels of people without a degree who work in the early years sector. The Department for Children, Schools and Families, the Department for Work and Pensions and the Treasury are working with the Child Poverty Unit to make sure this happens.
We created Early Years Professional Status in 2006 to help: a graduate level status, equivalent to Qualified Teacher Status for the early years. There are now over 3,300 Early Years Professionals with a further 2,000 currently undertaking training.

Over time, we want to make level 3 (equivalent to A Level) the minimum qualification level for everyone working in the early years and childcare workforce. Next Steps for Early Learning and Childcare (January 2009) confirmed that we want all private, voluntary and independent full daycare settings to be led by a graduate by 2015, with two graduates in settings in disadvantaged areas. The Government will consider making both these aims legal requirements from 2015.

Primary Education

The new primary curriculum

The new proposed primary curriculum has a great potential to make a positive impact on equalities across all subject areas. It will give schools much more flexibility to tailor curriculum content to their local circumstances and resources. That could include exploiting their local environment, making links between their locality and other places in the UK and beyond.

A number of the proposed areas of learning will give pupils the opportunities to learn about and to discuss gender inequality and stereotypes. In Historical, geographical and social understanding, for example, or in Understanding physical development, health and well-being, pupils will learn about fairness, justice, and to challenge stereotyping and discrimination.

Pupils will also have the opportunity to develop their social understanding through making links to other areas of learning and to wider issues of interest and importance. This could include, for example, linking studies of laws and justice to notions of rights and fairness in personal well-being.

We are committed to supporting employer visits to schools and “taster” days for primary school pupils

Our new policy in relation to primary schools is that every school (including primary) should have a relationship with business. The policy is still evolving on this but there are many really good examples of work-related learning at primary school which offer great ways to intervene early. Details can be found at: www.theenterprisequilme.com and http://www.edcreates.org.uk/edtv/

Key Stage 2 pilot programme

From November 2009, we will launch in 38 schools across 7 local authorities a pilot programme to explore the impact of career-related learning at Key Stage 2. These pilots will challenge low aspirations, stereotypical thinking and decision making, and raise awareness in children and their families about choices and options for the future. A key criterion for selection in the pilots was action proposed to challenge stereotyping.
**11-19 Learning**

**We are developing work experience placements for pupils pre-14 in an occupation not traditionally taken up by their gender**

We know that gender stereotypes and low aspirations can be fixed early in children’s lives and are committed to addressing this.

In July 2009 we published the results of our 18 month research project ‘the Gender Agenda’ – in the form of three guidance documents for schools to dispel some of the current and unhelpful myths about gender and help them intervene effectively to raise the attainment of girls and boys struggling with their learning.

**We are developing a curriculum for vocational skills that provides a joined-up framework for practical learning**

The new 14-19 learning pathways are designed to increase choice and support all young people to learn, whether in academic or vocational study.

We want all young people, regardless of their gender, to feel able and confident in choosing the learning pathway that most appeals to them and will best enable them to fulfil their potential. But we are aware of the significant gender imbalances across learning routes, for example the low female take-up of construction apprenticeships.

We are taking action in the Department to help us and the sector to address these issues, including development of:

- regional Gender Equality intervention projects to address inequalities;
- a college network focused on innovative approaches to addressing gender inequality; and
- marketing materials to attract young people to atypical learning routes.

A ‘nuts and bolts’ guide for consortia about how to promote gender equality issues will be published in the autumn.

**We have set out clearly what qualifications and entitlements young people can expect from the age of 14 onwards**

The Department’s 14-19 Qualification Strategy sets out how we plan to simplify the range of qualifications for young people. By 2013, we expect most young people to follow one of four national routes:

- GCSEs/A levels;
- Diplomas;
- Apprenticeships; and
- Foundation Learning Tier.

From 2013, 14-19 year olds will have a statutory entitlement to study Diplomas and all suitably qualified young people will have an entitlement to an Apprenticeship place.
In July 2009, we published *Delivering the 2013 Diploma Entitlement: guidance to local authorities and providers*. This made clear that local authorities and providers need to ensure that they promote equalities and challenge stereotyping both with young people and their parents in the information, advice and guidance provided to them as well as through teaching and learning.

**We support careers education co-ordinators in schools to organise the provision of group visits, “taster days” and work experience**

The Department for Children, Schools and Families has developed national standards for work experience. This includes one that states that schools, colleges and Education Business Partnership Organisations should ensure that equal opportunities are promoted and gender stereotyping is challenged.

**Work with employers is helping to extend work experience opportunities**

Around 300,000 employers already support learners in schools and virtually every area of England has an Education Business Partnership Organisation helping schools plan and deliver work-related learning linked to a wide range of sectors.

There is proven success with almost all (95%) 14-16 year olds undertaking work experience lasting one or two weeks, amounting to around 550,000 placements a year.

We have published up to date guidance on work experience in *The Work-Related Learning Guide (Second Edition)* (2009). Employers are supporting work experience as part of the new Diplomas in 17 sectors.

We recognise that the economic downturn may make it more difficult for employers to offer work experience placements. However, we have a good quality network of Education Business Partnership Organisations, and a range of ways for employers to get involved is helping to make the most of what employers can offer. Education Business Partnership Organisations engaged an additional 49,000 employers in 2007/08 – so it can be done.

**We promote Young Apprenticeships to 14-16 year olds in occupations not traditionally taken up by their gender**

Young Apprenticeships Pilots for 14-16 year olds have been developing a range of approaches to tackling gender stereotypical career aspirations. These include taster sessions to help give young people a good understanding of what modern work the various industry sectors involves – particularly the variety of jobs available – helping to shift out-of-date ideas.

A range of guidance for schools and colleges describes the range of ways they can help young people and their parents make well-informed choices. Carefully considered images and wording in brochures for the automotive, construction, health and social care sectors aim to inform young people, particularly young women, about their Young Apprenticeship choices in areas that are often thought of as traditionally gender specific.

Young Apprenticeships Diplomas offer similar benefits as they combine the practical element of Diplomas with the applied learning and work experience elements of Young Apprenticeships.
We will explore possible ‘buddying’ work experience placements

We will explore, as part of the contract that DCSF has with the Institute for Education Business Excellence (IEBE), the feasibility of establishing a ‘buddying’ programme of work experience placements for girls. The IEBE’s Work Experience Task Group already looks at work experience models particularly within the Diplomas.

The Department will continue to work with Local Authorities on Young Apprenticeships and Diplomas to support innovative approaches which encourage girls to undertake non-traditional programmes.

We are encouraging young people to study Science, Technology, Engineering and Mathematics (STEM) subjects

Schools in general are moving towards a system of more personalised learning tailored to children’s individual needs and aspirations. We recognise that work needs to be done early on to encourage girls in particular to continue to study science post-16 and beyond. We have:

- commissioned a support and guidance programme to increase the number of young people continuing their study of STEM (science, technology, engineering and mathematics) subjects post-16, by showing the wide range of careers available;
- launched a three year STEM communications campaign from 2008, to inform pupils from age 11 upwards, parents and others of the wide ranging and exciting opportunities open to students of STEM subjects and qualifications up to and post-16. The campaign features a number of female STEM role models in a range of careers showing the variety of careers available and uses social networking sites, television and radio advertising to reach young people;
- published an Institute of Physics report on how schools can encourage more girls aged 11-16 to take up physics post-16, prior to disseminating findings to schools this year through the national network of Regional Science Learning Centres.

We are developing a whole school professional development programme to promote and enable a whole school approach to widening participation in mathematics and science.

We have also expanded the STEM Ambassadors scheme led by the Department for Business, Innovation and Skills (BIS), where working scientists and engineers go into schools to support teachers and engage and enthuse pupils to continue studying science. Total number of ambassadors is now 18,000. The target is for 27,000 ambassadors by 2011.

Research shows that a positive learning ethos, high expectations of all pupils, challenging stereotypes, good teaching and classroom management, close tracking of individual pupils’ achievement and subsequent effective support for learning are all critical in improving not only girls’ performance, but the performance of all pupils.

We encourage schools to analyse data carefully to understand when and where pupils underachieve and how they might address it. This includes mapping the progress of boys and girls, particularly using value-added data and comparing National Curriculum points scores for boys and girls.
**We are working to improve teachers’ practical skills in delivering vocational and applied learning**

The Government is committed to raising the quality of teaching and achieving workforce targets that in turn contribute to the PSA targets for improving the quality of learning outcomes.

Our 2006 Further Education White Paper commitments included the introduction of new regulations for further education teachers and principals, including those involved in vocational training.

A requirement for qualified teachers to maintain their professional standing with the Institute for Learning includes the minimum requirement to undertake 30 hours continuing professional development to cover maintenance of vocational specialist skills as well as teaching skills.

We are working closely with a range of partner organisations to ensure support is available for those delivering the new and reformed qualifications for 14-19 year olds. This is about supporting the professional development of the workforce in respect of Diplomas, Foundation Learning and the new general qualifications.

The support provides opportunities for training and development to meet the specific needs of individual practitioners and this could include such areas as pedagogy, applied learning, and upskilling to keep pace with industry/sector developments.

The Training and Development Agency for Schools (TDA) approach to integrating 14-19 Diplomas into secondary initial teacher training over the period 2008/09 to 2010/11 comprises three strands:

- from 2007, all secondary trainee teachers training to teach at key stage 4 or post-16 are required to demonstrate an appropriate level and range of knowledge and understanding of the new 14-19 Diplomas;
- from 2008, an additional “14-19 Diploma experience” has enabled some trainee teachers to contribute to teaching the Diploma(s);
- guidance for 14-19 Diploma specialist trainee teachers states that secondary trainees will need to be aware of the requirements of Diplomas, Apprenticeships, general qualifications and the Foundation Learning Tier Progression Pathways.

Case studies will soon be available from the Qualified Teacher Status standards and initial teacher training requirements guidance pages of the TDA website (www.tda.gov.uk/qts).

From 2013, 14-16 year olds will have an entitlement to study a Diploma out of a choice of the first 14, and for 16-18 year olds chosen from 17 Diplomas. The local authority will have a duty to secure all young people’s access to these Diplomas and maintained schools will have a duty to secure their Key Stage 4 students’ access to the first 14.

With schools and local authorities securing access to the different Diploma courses young people should be able to access the course of their choice. Our wide range of work to challenge stereotypes is then designed to help encourage young people to consider choices that may not be traditional for their gender.
We will consider how teacher training can help to counter stereotypes

We will consider how trainee teachers can learn to challenge gender stereotyping in work roles. However there is no room within a teacher training course for all students to observe workers in non-traditional occupations.

Although not a specific requirement, many training providers will include work experience as part of their programmes, particularly for those trainees whose subject is vocational. The requirements and guidance allow and encourage training experiences in non-school settings where this is appropriate.

The Training and Development Agency for Schools (TDA) conducts an annual survey of trainees to find out trainee views on the teacher training they received. The TDA survey of newly qualified teachers asks them to rate their initial training in relation to equality matters. The results from this have shown an upward trend since 2003.

We expect education/careers information, advice and guidance to challenge stereotypes

We want young people to make choices based on their aptitude and interests rather than on their gender.

Quality Standards for Information, Advice and Guidance set out our expectations of the information, advice and guidance services commissioned and managed by local authorities.

We will be issuing statutory guidance and directions early in the New Year which will outline how the Department expects local authorities to deliver Connexions services in their area. The guidance and directions will further strengthen expectations regarding compliance with the quality standards.

We have recently completed a consultation on statutory guidance linked to the new duty on secondary schools to provide impartial careers education. This guidance will be issued in the autumn and will include “principles” of impartial careers education. These “principles” will emphasise the importance of challenging stereotypes.

This statutory guidance will also define “Key information” which we expect all young people to receive on the main post-16 learning routes. This is expected to cover opportunities for career progression and information on financial rewards linked to different pathways.

We support local authorities to deliver Connexions information, advice and guidance

The Connexions service also has an important role to play in ensuring that young people receive the information, advice and guidance that they need to make the right choices about learning and work. Local authorities have commissioned and managed Connexions services since April 2008. Since autumn 2008, we have offered local authorities a free Information, Advice and Guidance advice and consultancy service for local 14-19 consortia. This in-depth, independent assessment of local information, advice and guidance against the Quality Standards makes clear recommendations if improvements are needed. We expect all local authorities to have availed themselves of this service by February 2010. Initial findings suggest that information, advice and guidance services generally do promote equality, and good practice in challenging gender stereotypes has been found. Where necessary, consortia
have been advised to improve their performance. The Specialist Schools and Academies Trust (SSAT) are helping consortia to take forward recommendations made by the consultants.

**We are improving information on Apprenticeships opportunities**

The Government is also taking action on stereotyping specifically around Apprenticeships, in response to the clear issues around take-up by women of what are often seen as traditionally male roles – for example the 1% take up by women of construction apprenticeships against 97% in the care sector.

We have already begun improving access to information about available apprenticeships through the new online system for Apprenticeship vacancy matching which went live in January 2009. The Apprenticeships, Skills, Children and Learning Act will ensure that by 2013 every suitably qualified young person has a right to take an apprenticeship.

We want young people to receive the information, advice and guidance that they need to make the right choices about all their learning and work options, including apprenticeships. Quality Standards for Information, Advice and Guidance already set out what we expect the information, advice and guidance services commissioned and managed by local authorities to deliver. Statutory guidance linked to the new duty on schools to provide impartial careers education to be issued in the autumn will include an emphasis on the importance of challenging stereotypes.

We will consider the concerns that the Commission has raised around monitoring and will say more as we develop our work to implement Apprenticeships, Skills, Children and Learning Act 2009 provisions.

**The Gender Agenda has helped us to understand gaps in the performance of boys and girls**

In Spring 2008 the Department launched the Gender Agenda, 18 months of activity designed to improve the performance of underperforming boys and girls through:

- sharing good practice in schools;
- reviewing current gender and attainment research; and
- initiating and supporting gender focused action research in classrooms.

The Gender Agenda Year came to an end in July 2009 when we published three key documents summarising our findings:

- ‘What Works To Improve Achievement for Boys and Girls’ [http://www.teachernet.gov.uk/docbank/index.cfm?id=14027](http://www.teachernet.gov.uk/docbank/index.cfm?id=14027) provides guidance for senior leaders and teachers in schools who are seeking to improve both boys’ and girls’ achievement, particularly in English and literacy.
‘Addressing Gender and Achievement: Myths and Realities’ [http://www.teachernet.gov.uk/docbank/index.cfm?id=14028](http://www.teachernet.gov.uk/docbank/index.cfm?id=14028) seeks to dispel some of the current and unhelpful myths about gender and education.

‘Gender and Education – Gapbusters’ [http://www.teachernet.gov.uk/docbank/index.cfm?id=13180](http://www.teachernet.gov.uk/docbank/index.cfm?id=13180) draws on research into schools that narrow gender attainment gaps in English.

In 2010 we will be reviewing the impact of the Gender Agenda one year on with schools and members of the research community. We will be exploring what the impact has been of publishing the three gender documents and asking schools to tell us about how they have used them to change classroom practice. In the meantime, we will maintain a relentless focus on the progress of every individual through personalised learning so that we know exactly where progress is made and where children are falling behind.

**We are involving parents in our work to challenge stereotypes**

The department is supporting 9 gender equality intervention projects, one in each GO region working in the 14-19 phase. These projects are all focusing on interventions that challenge gender stereotyping. Strategies include single sex taster courses, drama workshops, resources and professional development for staff. In addition a Further Education gender equality network has just started meeting with the aim of planning and implementing gender equality strategies within 14-19. One of the planned projects will be working with parents to challenge gender stereotyping. Project outcomes will inform our future advice on working with parents/carers.

**Support for young people not in education, employment or training**

We have set ourselves a challenging target to reduce the proportion of 16-18 year olds not in education, employment or training (NEET) by 2 percentage points by 2010. Our aim is for all young people, including those who are most vulnerable, to be engaged in education, employment or training, building the skills and qualifications they need to succeed. That is why we have introduced historic legislation in the Education and Skills Act 2008 that will raise the participation age to 17 in 2013 and 18 in 2015.

The most recent data shows that at the end of 2008:

- the highest proportion ever of 16-18 year olds were in learning – 79.7% or 1.61 million;
- the proportion of 16-17 year olds NEET had fallen for the third consecutive year; and
- young women are more likely to be in education or training than young men so are less likely to be NEET.

We continue to offer every young person leaving compulsory education at 16, and all 17 year olds, a suitable place in learning through the September Guarantee. Support for young people not in education, employment or training, and those at risk of becoming so, is provided by local Connexions services, who maintain regular contact with all young people and offer appropriate support to those who need it. Connexions services work closely with Jobcentre Plus to offer coherent support to young jobseekers, including early entry to the additional help offered through the New Deal for all 18 year olds who have spent 26 weeks NEET.
Setting up the new Young People’s Learning Agency (YPLA)

We will be clear about how we expect the new Young People’s Learning Agency to address gender equality

The Young People’s Learning Agency (YPLA) will of course take into account gender equality issues. These issues are already being taken into account in setting it up. Recruitment processes already run by DCSF followed Office for the Commissioner for Public Appointments guidance and took active steps to ensure a fair approach to gender equality issues.

The DCSF sponsorship team will ensure that equality issues continue to be taken into account during the transition to the Young People’s Learning Agency and post April 2010 when the organisation is set up.

The wider public sector

All Government Departments and other public bodies will monitor the impact of their policies on women

Training providers will have their own equal opportunities policies and monitoring systems in place.

In addition, the Children’s Workforce Development Council would ensure that tender specifications require training providers to have an effective equal opportunities policy and monitoring system to be in place.

The Children’s Workforce Development Council has a performance indicator which has to be in place by the end of this year (2009) to monitor and track diversity within the workforce.
### Annex C

**Table of 2009 Women and Work Commission recommendations**

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<tr>
<th>WHAT</th>
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<td><strong>Education and culture</strong></td>
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<tr>
<td>1. We expect DCSF to produce a national strategy for tackling gender inequality in the education system (with a particular focus on children aged 14 and under) by March 2010. This should set out targets and goals for tackling stereotypes in careers advice and guidance; increasing take up of vocational skills; training; improving employment outcomes for girls; and, proposals for opening up more work experience placements for girls in non-traditional sectors.</td>
<td>DCSF</td>
<td>By March 2010</td>
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<tr>
<td>2. DCSF must ensure that the quality standards are inspected and sanctions issued for those consortia who do not meet standard five for equality and diversity. This specifically states that ‘information, advice and guidance services (should) promote equality of opportunity, celebrate diversity and challenge stereotypes’.</td>
<td>DCSF</td>
<td>Gender stereotyping to be included in overall OFSTED inspection judgment by the end of the next financial year (2011); DCSF to then monitor this on an annual basis and release findings.</td>
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<td>3. We would like to see clarification of what students can expect in terms of entitlements to study for vocational qualifications being part of the proposed national strategy for tackling gender inequality in the education system as referred to in recommendation 1.</td>
<td>DCSF</td>
<td>See Recommendation 1</td>
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<td>4. We are pleased that the Government has accepted the recommendation of the Low Pay Commission for a minimum wage for apprenticeships. The Government must implement this as quickly and effectively as possible.</td>
<td>BIS</td>
<td>By the end of this financial year (2009/10), BIS must set out clearly when it will be implemented</td>
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<td>5. As the National Apprenticeship Services has responsibility for the national delivery of targets and co-ordination of the funding for apprenticeship places, we would recommend that as part of their remit they be set a target to ensure that all pupils have access to advice on apprenticeships which challenges gender stereotypes. The Service must also provide more tailored advice to those choosing non-traditional apprenticeships around how they go about breaking into the jobs market once their apprenticeship is over.</td>
<td>BIS and DCSF</td>
<td>Target should be set out by the end of the next financial year (March 2011)</td>
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<td>6. DCSF to work with the Institute for Education Business Excellence (IEBE) and the EBPOs to establish a ‘buddying’ programme of work experience placements for girls in non-traditional areas where girls can ‘pair up’ and undertake work experience together. DCSF must also roll this ‘buddying’ programme out for young apprenticeships and diplomas. As part of this programme girls and young women should also have access to ‘mentors’ so they can talk directly to those women who have, or continue to be, successful in that line of work.</td>
<td>DCSF to lead</td>
<td>By the end of the next financial year (March 2011)</td>
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<td>7. As part of the national strategy for tackling gender inequality in the education system DCSF should set out how they will ensure that, in working with businesses, all primary schools have clear targets for engaging with both traditionally male and female sectors and that they are proactive in ensuring gender stereotypes are challenged in this process.</td>
<td>DCSF</td>
<td>See Recommendation 1</td>
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<td>8. DCSF should commit to ensuring that all pupils have an opportunity to undertake two work experience placements – one in a non-traditional role.</td>
<td>DCSF</td>
<td>By March 2011</td>
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<td>9. BIS and the National Apprenticeship Service must ensure the pilots to address under-representation in apprenticeships and other initiatives to tackle gender segregation and stereotyping (which confine women to low paid apprenticeships) are implemented effectively.</td>
<td>BIS</td>
<td>Progress must made by March 2011</td>
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<tr>
<td>10. DCSF should establish a formal programme of ‘taster days’/work experience for non-traditional routes for Young Apprenticeships and diplomas.</td>
<td>DCSF</td>
<td>By March 2011</td>
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<tr>
<td>11. We expect DCSF and BIS to make better use of the existing good practice in tackling occupational segregation in apprenticeship schemes by producing, and widely disseminating a ‘good practice guide’. They must also ensure that all promotional literature makes reference to the benefits of non-traditional apprenticeships.</td>
<td>DCSF and BIS</td>
<td>Good practice guidance to be produced and disseminated by March 2011.</td>
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<tr>
<td>12. DCSF should establish a programme of best practice for delivering careers advice in a non-gender stereotypical way. This should be promoted with the aim of bringing practice on the part of all education providers and providers of careers advice up to the standard of the best.</td>
<td>DCSF</td>
<td>Programme to be finalised by the end of the next financial year (March 2011)</td>
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<tr>
<td>13. DCSF and BIS should ensure that every school and further education setting has a qualified careers adviser and these advisers should undertake Continued Professional Development (CPD) which is specifically focused on challenging gender and socio-economic stereotyping.</td>
<td>DCSF and BIS</td>
<td>This is a long term aim but we expect DCSF and BIS to be able to demonstrate that progress has been made on this by March 2011</td>
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<td>14. We want to restate our original recommendation, which is that DCSF must prepare and disseminate national guidance for teachers and early years childcare workers on how to ensure the horizons of children in the three to five age group are not limited by stereotypes of what girls and boys can do. This document should also include a series of best practice examples which should be accessible via the Centre for Excellence’s website. As part of this, the Department should also set out clear advice on how this national guidance is to be used, how they will monitor its take-up and what action they will take if the guidance is not adhered to.</td>
<td>DCSF</td>
<td>Guidance to finalised by March 2010.</td>
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15. DCSF should set out a detailed commitment (for example in the next update of its gender equality scheme) to ensuring that all IAG proactively challenges gender stereotypes and that girls and boys are given advice on the full range of career options and understand the career progression and opportunities available for each occupation, including pay levels. More can be done to ensure the Equality Duty promotes diversity and equality in education.

Access to continued learning and development

16. By March 2010 DCSF and BIS Ministers must set out clear roles and accountabilities for gender equality objectives for the new Skills Funding Agency, and that they and Local Authorities do the same for the Young People’s Learning Agency. We expect both bodies to report on progress by March 2012.

17. Both DCSF and BIS need to set out clearly how they will ensure that those on the margins and outside the labour market, ie least likely to ‘demand’ support, are targeted. They should set out the specific mechanisms and actions they will take to meet the needs of these people. This must be included in both Departments’ gender equality scheme.

18. BIS must encourage the use of the Women and Work Sector Pathways Initiative for re-training, and should monitor and publish the proportion of women benefiting from this for the first and second time and any subsequent uses.

19. We recommend that BIS develop a more coordinated, standard approach to gender segregation which all SSCs will have to adhere to regardless of whether it is a ‘major’ issue or not. This should form part of every Sector Skills Agreement with each SSC setting out specific actions to tackle segregation. BIS also need to establish a robust process for measuring and monitoring to what extent SSCs are considering gender segregation issues and the impact of actions they take.
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<tr>
<td><strong>20.</strong> We would expect BIS to develop a good practice guide which pulls together all the action points from those SSCs who have been exemplary in this area.</td>
<td>BIS</td>
<td>By March 2010</td>
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<tr>
<td><strong>21.</strong> BIS must be more proactive in monitoring and evaluating the Train to Gain programme, including the successes and failures. They must also provide formal reporting mechanisms which enable lessons to be learnt and disseminate these across the Level 3 Pilot schemes.</td>
<td>BIS</td>
<td>See Recommendation 38</td>
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<td><strong>22.</strong> BIS must undertake work to establish further whether women have sufficient access to part-time apprenticeships, and whether more needs to be done to promote the development of these opportunities. We would like to see data being collected on the number of people choosing to take part-time apprenticeships and the number of courses available, particularly those which are available outside of core hours.</td>
<td>BIS</td>
<td>By March 2010</td>
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<tr>
<td><strong>23.</strong> As part of its gender equality scheme BIS must ensure that there are effective monitoring and reporting mechanisms in place to be able to identify whether adult apprenticeships and indeed the pilots to address under-representation in apprenticeships, are supporting women, particularly those who have spent time out of the labour market.</td>
<td>BIS</td>
<td>See recommendation 38</td>
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<tr>
<td><strong>24.</strong> We expect BIS to work with Ofsted to publish the report on colleges who provide flexible courses. Following this, BIS need to take action where this research shows there are gaps in provision of training courses provided on a part-time/flexible basis. We believe that this is something which should be integral to their gender priorities within the BIS Single Equality Scheme.</td>
<td>BIS</td>
<td>Report to be published (with action points for further work) by March 2010</td>
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**Balancing work and family life**

**25.** GEO must take the lead on developing a work programme, working collaboratively with BIS, to promote quality flexible and part-time working, by March 2010.                                   | GEO to lead | By March 2010           |
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<td><strong>26.</strong> GEO must carry out a more thorough review of the individual projects to identify which approaches were successful and the lessons learnt. As part of the wider work programme referred to in recommendation 25, Government must set out what action they will take as a result of these lessons and we expect considerable resource to be committed to this. The lack of quality part-time work should be a key focus for Government action in future given its importance to women, their families and the economy.</td>
<td>GEO</td>
<td>Review to be carried out in this financial year (2009/2010)</td>
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<td><strong>27.</strong> GEO to work with key stakeholders including the Equality and Human Rights Commission (EHRC) and ACAS to develop a training package for middle managers on flexible working issues specifically tailored for small businesses. Government Departments should lead by example by ensuring that all middle managers receive this training.</td>
<td>GEO</td>
<td>Training package to be finalised this financial year (2009/2010), and processes put in place to ensure that all middle managers across Government undertake this course by March 2011</td>
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<td><strong>28.</strong> The Child Poverty Unit (and all partners on the London Child Poverty Delivery Group) must ensure that the focus of their work is not just on getting women into low, entry level, part-time positions. They must also focus on the quality of these part-time jobs to ensure this doesn’t exacerbate the gender pay gap.</td>
<td>CPU (responsibility of DCSF/DWP/HMT)</td>
<td>Immediately</td>
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<td><strong>29.</strong> GEO should work with key stakeholders to promote the benefits of job sharing, particularly at a senior level, both within the public sector and the private sector.</td>
<td>GEO</td>
<td>Significant action (ie project proposals) should be made by March 2010</td>
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| 30. This report makes no specific recommendations towards the actual Right to Request, however we would like to see further efforts being made by BIS to ensure successful implementation of this right. For instance:  
  - establishing whether women are using the right effectively in the current financial downturn;  
  - establishing whether women who work flexibly are being discriminated against;  
  - establishing whether the right to work flexibly is being promoted enough to men and that they are not discriminated against; and,  
  - actively doing more to ensure that flexible working is being promoted as being good for business. | BIS  | Findings to be disseminated and action points on gaps agreed by March 2010 |
| 31. We would recommend that GEO gather together in one document the good practice from those professional bodies who provide pro-rata treatment. The Minister for Women must then write round to those bodies who have not made available best practice on pro-rata treatment enclosing a copy of this report and encouraging them to learn lessons from the good practice already taking place. | GEO  | By Summer 2009                                                          |
| 32. DCSF must set out how it can better support parents with children under three who are being looked after by the PVI sector to afford quality childcare in their area. This must be considered as part of their obligations under the Gender Equality Duty. | DCSF | Full consideration and a commitment to action to be made by March 2011   |
| 33. DCSF must ensure that there are suitable mechanisms put in place for monitoring the effectiveness of such initiatives as the free childcare line and also the duty which has been placed on Local Authorities. | DCSF | See recommendation 38                                                  |
### WHAT

**34.** Although we are aware that pay and conditions are matters for individual employers, DCSF must consider further what more can be done to increase the wages of childcare workers many of whom receive low/minimum wage, while ensuring that childcare costs remain affordable. In particular, DCSF must consider what work needs to be done to drive forward the ‘professionalisation’ of the childcare sector given the majority of its employees are female and the sector is still struggling to attract men.

**35.** We recommend BIS should:

- do more, via a publicity campaign, to promote the benefits of enterprise to women, particularly the work-life balance element;
- set out what processes they will be putting in place to continue the good work started by the Women’s Enterprise Task Force; and,
- put in place measures to assist women to go from having the ‘idea’ for setting up a business to putting it into practice, ie pre-start up advice.

**36.** GEO to follow up the Exemplar Employer initiative by establishing an ‘exemplar twinning’ programme where each ‘exemplar’ agrees to work with a company, not part of the exemplar initiative, to provide guidance and support them in developing good practice of their own in one of the following areas: equal pay, flexible working, occupational segregation, training and development or women returners. Once this initiative is up and running GEO should ensure that key milestones are set and that there are formal reporting mechanisms for when the initiative ends.

**37.** GEO must effectively promote the Gender Equality Check Tool following its launch this summer.

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<td>BIS</td>
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<td>GEO</td>
<td>Programme to be up and running next financial year (2010/2011)</td>
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**Public sector**

38. All Government Departments, Inspectorates, local authorities and RDAs should set out how they intend to monitor the impact of their policies on women, involve women and their representative groups directly, and report on the results on an annual basis. This must be included in a review of their gender equality scheme to ensure that gender equality issues are mainstreamed throughout.

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<td>All Government Departments, Inspectorates, Local Authorities and RDAs</td>
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39. We expect the EHRC to do more to meet their regulatory requirements in promoting the gender equality duty and support Government and Local Authorities to develop best practice as part of their Gender Equality Scheme. The EHRC must take immediate action on this.

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<td>Progress to be made by March 2010</td>
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40. GEO must make it a priority to ensure that all Government Departments fully engage and take action to meet the targets in PSA 15.

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41. We recommend that BIS work together with the Office of Government Commerce (OGC), GEO and other key stakeholders to develop a package of best practice and case studies around procurement which can then be disseminated on a local level via the RDA network. Case studies should be made available from both the supplier’s and the procurer’s perspective on addressing equality issues including gender through procurement.

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<td>GEO</td>
<td>Best practice/case studies to be finalised by March 2010 for dissemination from April 2010.</td>
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42. We recommend that, as the Government Department with oversight of the RDA network, BIS use the levers available to them, such as the tasking framework, to ensure that there is greater consistency between how each RDA tackles gender equality in the labour market, in particular on the promotion of part-time work.

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<tr>
<th>WHAT</th>
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<tr>
<td>BIS</td>
<td>By March 2011</td>
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43. BIS should work with the RDAs, the Local Government Association, GEO and the Department for Work and Pensions to develop a model by which RDAs and Local Authorities act as a link between local services, jobs and training opportunities between the employer and those women looking for work. Best practice in this area should also be disseminated across the RDA and LA network.

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<tr>
<th>WHAT</th>
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<td>BIS to lead</td>
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Chapter 9

Legal Context and Background to the DCSF’s Single Equality Scheme

The DCSF Single Equality Scheme (SES) covers the public sector equality duties under the Race Relations Act 1976, the Disability Discrimination Act 1995, and the Sex Discrimination Act 1975. The Scheme has been developed to look also at other equality strands, including age and sexual identity, and religion and belief.

In DCSF we have taken a levelling up approach and applied the highest requirement of the law across all equalities strands. The SES replaces our separate race, disability and gender schemes. We will continue to report progress and update the Scheme in December 2009. Additionally, we will update and revise the Scheme during the year in the light of any significant policy developments, fresh evidence or new commitments.

The Race Relations Act 1976

The Race Relations Act 1976 was amended by the Race Relations (Amendment) Act 2000 as part of the Government’s response to the Stephen Lawrence inquiry. That inquiry identified the concept of ‘institutional racism’ within public bodies and the detrimental effect that it has on the way that public bodies carry out their functions.

The general duty under the Act requires public bodies, such as the DCSF, to pay due regard to the need to:

- eliminate unlawful racial discrimination
- promote equality of opportunity between persons of different racial groups; and
- promote good relations between persons of different racial groups.

There is also a specific duty on public bodies, such as the DCSF, to publish a Race Equality Scheme which sets out how we intend to meet the general duty outlined above and to review the scheme every three years.

In addition, there are other specific duties placed on the DCSF including:

- assessing and consulting on the likely impact of proposed policies on the promotion of race equality
- monitoring policies for any adverse impact on promoting race equality
- publishing the results of any assessments, consultations and monitoring
- ensuring public access to information and services provided
- training staff on the race equality duty.
There is also a specific duty in relation to employment issues which requires the DCSF to monitor:

- staff in post
- applicants for employment, training and promotion
- staff receiving training
- staff who benefit or suffer detriment as a result of performance assessments
- staff involved in grievance procedures
- staff subject to disciplinary procedures; and
- staff ceasing employment.

There is also a specific duty in relation to employment issues which requires the DCSF to monitor by reference to the racial groups to which they belong, the numbers of teaching staff from each such group at all maintained schools,

The DCSF’s predecessor, DfES, has produced two Race Equality Schemes; our first scheme was published in 2002 and covered the period 2002-05 and we produced our second race equality scheme in 2005 to cover the period 2005-08. Our Single Equality Scheme runs from December 2007 – January 2010 with review and update in 2008 and 2009. We have incorporated actions outstanding from our race equality action plan into the single equality delivery plan 2007-10.

**Disability Discrimination Act 1995**

The Disability Discrimination Act 1995 was amended by the Disability Discrimination Act 2005, so that there is now a duty on all public authorities, when carrying out their functions, to have due regard to the need to:

- promote equality of opportunity between disabled persons and other persons
- eliminate discrimination that is unlawful under the Act
- eliminate harassment of disabled persons that is related to their disabilities
- promote positive attitudes towards disabled persons
- encourage participation by disabled persons in public life; and
- take steps to take account of disabled persons’ disabilities, even where that involves treating disabled persons more favourably than other persons.

There is also a specific duty on public bodies, such as the DCSF, to publish a Disability Equality Scheme which sets out how we intend to meet the general duty outlined above and to review the scheme every three years. Our Disability Equality Scheme is encompassed within this Single Equality Scheme. We have set out the following:

- a statement of the way in which we have involved disabled people in the development of the scheme
- our methods for carrying out impact assessments
- the steps we will take to fulfil our general duty
● our arrangements for the gathering of information in relation to employment
● our plans for effectively utilising the information that has been gathered, in reviewing the effectiveness of our action plan and in preparing subsequent Disability Equality Schemes.

The overarching aim of the general duty is to promote equality of opportunity for disabled people, in a society where they are often excluded and marginalised.

**The Sex Discrimination Act 1975**

The Equality Act 2006 amended the Sex Discrimination Act 1975 to introduce a duty upon public bodies to promote gender equality. The duty requires public authorities to have due regard to the need to:

● eliminate unlawful discrimination and harassment with regard to obligations under the Sex Discrimination Act 1975 and the Equal Pay Act 1970, and to take steps to ensure compliance with these Acts; and
● promote equality of opportunity between men and women, and take active steps to promote gender equality when carrying out functions and activities.

There are also specific duties, which include:

● publishing Gender Equality Schemes, including equal pay policies, in consultation with employees and stakeholders;
● monitoring progress and publishing progress reports every three years; and
● conducting and publishing gender impact assessments on major new legislation and policy.

The gender duty is intended to shift the burden from the individual having to make a complaint about unequal treatment, to the public body having to demonstrate that it is taking active steps to promote equality. The duty is also important as it highlights issues of multiple discrimination: women, men and transgender people may suffer discrimination and unequal treatment not only on the basis of their gender, but also dependent upon their ethnicity, age, disability, sexuality, and religion or belief.

There are also recent and developing legal obligations in respect of the ‘new’ equality strands of religion or belief, sexuality and gender identity and age. Whilst there are currently no statutory equality duties in respect of these strands, such legislation may be enacted in the future. The legislation listed below provides a context for the inclusion of religion or belief, sexuality and gender identity and age in our Single Equality Scheme.

**Employment Equality (Religion or belief) Regulations 2003**

These Regulations, which came into force in December 2003, apply to vocational training and all facets of employment, including recruitment, terms and conditions, promotions, transfers, dismissals and training. They make it unlawful on the grounds of religion or belief to discriminate directly or indirectly against anyone, subject someone to harassment, victimise someone because they have made or intend to make a complaint or allegation or intend to give evidence to a complaint of discrimination
on the above grounds or to discriminate or harass someone in certain circumstances after the working relationship has ended.

**Part 2 of the Equality Act 2006**

Part 2 of the Equality Act 2006 makes it unlawful for providers of goods, facilities or services to discriminate on grounds of religion or belief. It also made it unlawful for a public authority exercising a function to do any act which constitutes discrimination on these grounds.


**Employment Equality (Sexual Orientation) Regulations 2003**

These Regulations, which came into force in December 2003, apply to vocational training and all facets of employment, including recruitment, terms and conditions, promotions, transfers, dismissals and training. They make it unlawful on the grounds of sexuality to discriminate directly or indirectly against anyone; subject someone to harassment, victimise someone because they have made or intend to make a complaint or allegation or intend to give evidence to a complaint of discrimination on the above grounds or to discriminate or harass someone in certain circumstances after the working relationship has ended.

**Human Rights Act 1998 and Article 14 of the European Convention on Human Rights**

Article 14 refers to the prohibition of discrimination and states that the enjoyment of the rights and freedoms set forth in the Convention shall be secured without discrimination on any ground such as sex, race, colour, language, religion, political or other opinion, national or social origin, association with a national minority, property, birth or other status.

**Gender Recognition Act 2004**

The Gender Recognition Act 2004 (GRA 2004) provides for the legal recognition of the transsexual person in their acquired gender and their opportunity to acquire a new “birth” certificate for their new gender. This is called a Gender Recognition Certificate (GRC) and will replace the originating birth certificate in all official documentation. The holder of a GRC is not obliged to inform their employer that they have one, but if they choose to do so this information on their gender history must be clearly established as “protected information”. Trans people are protected by the SDA, as amended by the Sex Discrimination (Gender Reassignment) Regulations 1999 and the Sex Discrimination (Amendment of Legislation) Regulations 2008. However, they do not need to hold a GRC.
**Employment Equality (Age) Regulations 2006**

From 1 October 2006, the Employment Equality (Age) Regulations make it unlawful to discriminate against workers, employees, job seekers and trainees because of their age. The regulations cover recruitment, terms and conditions, promotions, transfers, dismissals and training.

**The Equality Act (Sexual Orientation) Regulations 2007**

The Equality Act (Sexual Orientation) Regulations 2007, made under section 81 of the Equality Act 2006, make it unlawful for providers of goods, facilities or services to discriminate on grounds of sexual orientation. They also make it unlawful for a public authority exercising a function to do any act which constitutes discrimination on these grounds.

The Regulations came into force in April 2007.
## Glossary of abbreviations and acronyms

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
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<tbody>
<tr>
<td>ABA</td>
<td>Anti-Bullying Alliance</td>
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<td>AFL</td>
<td>Assessment for learning</td>
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<td>AHDC</td>
<td><em>Aiming High for Disabled Children</em></td>
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<td>ASD</td>
<td>autism spectrum disorder</td>
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<td>ASDAN</td>
<td>Award Scheme Development and Accreditation Network</td>
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<tr>
<td>BESD</td>
<td>behavioural, emotional and social difficulties</td>
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<td>BMRB</td>
<td>British Market Research Bureau</td>
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<td>CAMHS</td>
<td>child and adolescent mental health services</td>
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<td>CCU</td>
<td>Community Cohesion Unit</td>
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<td>CCIS</td>
<td>client caseload information system</td>
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<td>CLG</td>
<td>Department for Communities and Local Government</td>
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<td>CSR</td>
<td>comprehensive spending review</td>
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<td>CWDC</td>
<td>Children’s Workforce Development Council</td>
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<td>DDA</td>
<td>Disability Discrimination Act</td>
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<td>DED</td>
<td>disability equality duty</td>
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<td>DES</td>
<td>disability equality scheme</td>
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<td>DIUS</td>
<td>Department for Innovation, Universities and Skills</td>
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<td>DSO</td>
<td>departmental strategic objective</td>
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<td>EACH</td>
<td>Educational Action Challenging Homophobia</td>
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<td>ERCM</td>
<td><em>Every Disabled Child Matters</em></td>
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<td>EDU</td>
<td>Equality and Diversity Unit</td>
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<td>EMA</td>
<td>education maintenance allowance</td>
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<td>EMETF</td>
<td>Ethnic Minority Employment Task Force</td>
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<td>EQUIA</td>
<td>equality impact assessment</td>
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<td>ESG</td>
<td>Equality Steering Group</td>
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<td>FLT</td>
<td>foundation learning tier</td>
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</table>
HR  human resources
IAG  information, advice and guidance
ICT  information and communications technology
IB   individual budget
IQF  integrated qualifications framework
ITT  initial teacher training
LAs  local authorities
LLDD learners with learning difficulties or disabilities
LSC  Learning and Skills Council
MI   management information
MoJ  Ministry of Justice
NatCen National Centre for Social Research
NC   national curriculum
NDPB non-departmental public body
NEET not in employment, education or training
NMS  national measurement system
NTST national transition support team
OGDs other government departments
ODI  Office for Disability Issues
PCT  primary care trust
PE   physical education
PPS  parent partnership services
PSA  public service agreement
PSHE personal, social and health education
QCA  Qualifications and Curriculum Authority
QCF  Qualifications and Credit Framework
RE   religious education
RNIB Royal National Institute for the Blind
RPA  review of public administration
SAT  standard assessment test
SCS  senior civil service
SEAL social and emotional aspects of learning
SEN  special educational needs
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<tr>
<th>Acronym</th>
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<tbody>
<tr>
<td>SHA</td>
<td>strategic health authority</td>
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<td>SLD</td>
<td>severe learning difficulties</td>
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<td>TDA</td>
<td>Training and Development Agency for Schools</td>
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<tr>
<td>TPNS</td>
<td><em>Teenage Pregnancy Next Steps</em></td>
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<tr>
<td>TPU</td>
<td>Teenage Pregnancy Unit</td>
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<td>TSP</td>
<td>transition support system</td>
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<tr>
<td>TTRB</td>
<td>Teacher Training Resource Bank</td>
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<td>TYS</td>
<td>targeted youth support</td>
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<tr>
<td>YCF</td>
<td>youth capital fund</td>
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<td>YOF</td>
<td>youth opportunity fund</td>
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