

Children's Service Equality Objectives April 2012 – March 2016

The Equality Act (2010)

The Equality Act replaces existing anti-discrimination laws with a single act. The Act includes the concept of a protected 'characteristic'. This is a characteristic of a person that protects them from discrimination, unfair treatment, harassment or victimisation. There are nine protected characteristics recognised by the Equality Act 2010:

- Gender, Maternity, Marital Status and Transgender
- Age
- Disability
- Ethnicity
- Religion and belief
- Gender
- Sexual Orientation

The Public Sector Equality Duty

Section 149 of the Equality Act places an additional set of requirements upon public bodies, known as the Public Sector Equality Duty. This is made up of a general equality duty which is supported by specific duties.

The general equality duty requires public authorities, in the exercise of their functions to have 'due regard' to the need to:

- Eliminate discrimination, harassment and victimisation and any other conduct that is prohibited by or under the Act;
- Advance equality of opportunity between people who share a relevant protected characteristic and people who do not share it;
- Foster good relations between people who share a relevant protected characteristic and those who do not share it.

Specific Duty

Purpose of Setting Equality Objectives

The purpose of setting objectives is to strengthen performance of the general equality duty. The process of developing and setting objectives for both internal and external functions ensuring progress is made towards them; this will enable public bodies to focus on achieving specific outcomes and demonstrate compliance with the equality duty. This is a legal requirement but it will encourage outcome-focussed measurable targets to improve service outcomes. It will also demonstrate transparency. These equality objectives are embedded into service planning and will conclude in April 2016. Additional equality objectives may be agreed annually.

NB. There is no set number of objectives that we are required to set.

Measuring Progress

Under the specific duties, public bodies are required to set out how progress against their objectives will be measured. Public bodies are required to publish information relating to their progress. This means that when setting objectives, public bodies understand what progress looks like, how it will be measured and how they will report on it.

Keeping progress under review will help public bodies identify where there is insufficient progress, and to identify where and when to revise strategy. Engaging with 'protected groups' and other interested stakeholders can be very useful in this process, as it will help public bodies keep in touch with the main issues and concerns on the ground.

The annual review of the Equality Objectives took place on 4 February 2015 at Skirsgill, Penrith and this report was subsequently updated. In attendance was Beverley Morgan, Allyson Carty, Lesley Ashbridge, and Louise Kelly.

Achievements and Priorities are highlighted below for each equality objective. If you require any further clarity please contact allyson.carty@cumbria.gov.uk

Children's Services Equality Objectives April 2012 to March 2016

Objective	PC	Service Area	Year Started	Annual update from Working Group	Measure	Manager responsible
1. Narrow attainment gap between GRT and their peers at KS2	Ethnicity	Schools and Learning	2012	Agreed to carry on with this EO. However, due to the changes on how SATS are now recorded comparing against previous years will be difficult.	Annual SATS results	Bev Redfern
2. Support Victims of domestic and Sexual Abuse	General	Children and Families	2012	Agreed to carry on with this EO. A problem profile is being drafted to enable partners to identify key areas of concern across 'protected characteristics' develop responses and set clear performance targets, this will be linked along with the Translation EO to the corporate EO no5.	Base line figure for the number of high risk cases that are referred to MARAC (Multi Agency Risk Assessment Conferences) from victims from hard to reach communities.	Louise Kelly
3. To raise awareness in schools of homophobic bullying	Sexual Orientation	Schools and Learning	2012	Agreed to carry on with the EO. It was noted there has been no formal budget to support this EO.	Schools take up of new reporting system.	TBA
4.Support the Translation Service	Ethnicity	Partnerships and Early Help	2014	Agreed to carry on with this EO during 2015. This EO will inform the overarching EO no5.	Service for purpose. Reduce costs for Translation Service.	Susan Atkins
5. Overarching EO exploring cultural issues linked to Child Protection a cutting across to EO no 2 and 4.	General	General	2015	N/A	To gain an Understanding of the issues BME cultures face to inform the development of a strategy.	Joel Rasbash – Policy And Scrutiny Adviser

I. Narrow attainment gap between GRT and their peers at KS2

KS2 Gypsy/Roma Pupils	2010	2011	2012	2013	2014
Level 4+ English	0% 0 of 3 pupils	12.5% 1 of 8 pupils	57% 4 of 7 pupils	37.5% 3 of 8 pupils	Reading 69% 9 out of 13 pupils Writing 46% 6 out of 13 pupils Spelling and Grammar 46% 6 out of 13 pupils
Level 4+ Maths	0% 0 of 3 pupils	25% 2 of 8 pupils	57% 4 of 7 pupils	85% 6 of 7 pupils	
Level 4 + English and Maths	0% 0 of 4 pupils	12.5% 1 of 8 pupils	47% 3 of 7 pupils	37.5% 3 of 8 pupils	

The table highlights the outcomes between GRT pupils and their peers for the period 2010 and 2014. As cohorts are small there can be great variation in results year on year. During 2013 there were a high number of transient pupils within the cohort who joined the schools late. In 2013/14 the reading and writing tests replaced the overall English test, making it difficult to directly compare progress. Monitoring of the cohorts progress is now made by levels of progress achieved and for the school year 2014 as set out above.

The gap in educational attainment for GRT young people is a national priority. Cumbria County Council Children Services are addressing the equality in educational outcomes for GRT pupils through a dedicated programme of support working with schools and GRT families and children to improve attainment at Key Stage 2. Since 2011 there has been a significant improvement in educational attainment of GRT pupils.

In Cumbria GRT primary pupils tend to access provision in a small number of schools which they trust and have historical links. These schools are usually small schools with a religious ethos.

Achievements

Children's Services has focussed on supporting GRT families to access Nursery and school places; GRT families are supported with issues including: attendance; disrupted learning patterns; exclusions; accessing support; liaising with school, the community, SEN issues; bullying and resources for GRT learning. Data is analysed relating to attendance, exclusions and attainment. Families who wish to home educated have been supported to identify tutors.

There has been some direct teaching in an Early Years class with a high number of GRT children with weak literacy skills; Activities were provided for children on one of their sites. There was direct work with schools and families to produce a GRT calendar with pictures drawn by the children depicting their cultural heritage.

The improved outcomes at Key Stage 2 are an indication that the work undertaken by the Equality Learning team has impacted positively on outcomes for GRT children. Work will also be undertaken to monitor and improve transition to secondary school.

To consolidate these achievements the priorities for 2015 will be:

- Continue to support GRT families to access places in nursery and schools;
- Continue to support schools to improve attendance and to support families/pupils to avoid exclusions
- Continue to improve attainment of GRT children and young people

2. Support victims of Domestic and Sexual Abuse

During 2014 The Domestic Violence Operational Group developed a work plan following the initial meeting in February 2014. The Police and Crime Commissioner have reviewed the Safer Cumbria Domestic Violence Action plan. An Action has been included to 'Engage on a periodic basis with groups of people protected under the Equality Act 2010 including BME; LGBT; elderly people; people with learning disabilities: people with mental health issues, and men who have substance misuse problems will allow an understand of their needs from services. It will also highlight the impact of changes in services. act sheets which will be available on the website, intranet, LSCB website, newsletters and staff meetings

Achievements

We have attended a number of staff meetings to raise awareness of the definition of Domestic Violence and what I am working on. The Let Go IDVA service is now sharing information with the Triage Team and the MASH (Multi Agency Sharing Hub) on a weekly basis now.

It is intended to merge the steering groups of the Specialist Domestic Violence Courts, MARAC and Champions Network in to a single group. This will sit under the Safer Cumbria Partnership and be named 'The Domestic Violence Operational Group'. It will be responsible for overseeing activities to meet the Public Sector Equality Duty.

To consolidate these achievements the priorities for 2015 will be:

The priorities for 2015 are:

Increase reporting through partner agencies, this is being supported by the CCC with training and induction of new staff.

There is specific training being planned with the County Safeguarding Hub Team, and with Children's Social Care Teams to improve awareness of domestic violence; this will include more focused work around the Child Sexual Exploitation, Female Genital Mutilation and Forced Marriage.

A problem profile is being drafted to enable partners to identify key areas of concern and develop responses and set clear performance targets.

We will set a base line figure for the number of high risk cases that are referred to MARAC (Multi Agency Risk Assessment Conferences) from victims from hard to reach communities.

3. To raise awareness in Schools of Homophobic Bullying

The County Council has had a long standing programme to support schools to challenge racist incidents, and since 2012 this programme has been extended to provide support around tackling homophobia.

Achievements

- Incorporated homophobia awareness in training delivered to School Governors, Early Years settings and a workshop was delivered for Key Stage 4 students;

- Increased partnership working with colleagues from Cumbria Fire and Rescue, Police and community groups such as AWAZ and Outreach Cumbria. This resulted in the running of a CPD in March using the CPS pack on Challenging Racist and Religious Hate Crime.
- Developed guidelines on Identity Based Prejudice related incidents which will be published in September 2014 to coincide with the launch of a new Identity Based Prejudice reporting system which will be made available to all schools;
- There have been three half day seminars delivered in Copeland and Allerdale; Carlisle and Eden; Barrow, South Lakes. These sessions were delivered in partnership with OUTReach Cumbria. A total of 18 teachers, representing 9 secondary schools & academies and 5 primary schools attended the training. Six colleagues from INSPIRA also attended the sessions.

To consolidate these achievements the priorities for 2015 will be:

- Support the Introduction of the on-line reporting system enabling schools to record and report identity-based prejudice related incidents including sexual orientation;
- Launching Crown Prosecution Service (CPS) training pack on 'Challenging Homophobic Hate Crime'. Challenging Homophobia and Questioning 'Heteronormativity' will be offered under Cumbria County Council CPD training.

4. Support for the Translation Service

The translation service has been under significant financial pressure since 2013. There has been a steady increase in demand seeing a significant increase in the request for eastern European interpretations and translation assignments including complex court cases. Romanian and Lithuanian has been a particularly difficult language to source. Migration in Cumbria has grown slightly and now stands at 5%. 1 in 5 of the population in Cumbria is from a minority group.

Why we use Interpreters?

An interpreter *must* be used where communication with a child is necessary for the purposes of safeguarding and promoting the child's welfare and the first language is not English.

Recommendation 18 of the Victoria Climbié inquiry by Lord Laming emphasised the importance of using professional qualified interpreters.

"When communication with a child is necessary for the purposes of safeguarding and promoting that child's welfare, and the first language of that child is not English, an interpreter must be used. In cases where the use of an interpreter is dispensed with, the reasons for so doing must be recorded in the child's notes/case file. (Paragraph 6.251, Victoria Climbié Inquiry 2003)"

Achievements

- To support the budget reduction Children's Services carried out a full EIA to mitigate the risks to children and families across Cumbria, the telephone interpretation service has been widely promoted the use were appropriate to do so;

- Additional providers have been added to the e-procurement system to ensure demand for the Service is met. Guidance Documents and support material alongside officer support is available;
- Secure access is available for those companies who do not have secure portals;
- Do to demand the Translation service will shortly be commissioned..

To consolidate these achievements the priorities for 2015 will be:

- Work alongside the Commissioning and Procurement team as the ‘intelligent client’ to ensure we have a service fit for purpose.
- Exploring cultural issues linked to child protection, victims of domestic and sexual abuse and the high numbers of requests for the interpretation service informing the Corporate overarching Equality Objective.

Interpreter Requests April 2013 to March 2015

Year	Top language and number of requests	Second language and number of requests	Third language and number of requests	Number of Interpreter Assignments	Number of documents translated	Total number of assignments in districts	Total number of assignments	Total Expenditure
2011-12	Polish 30	Bulgarian 25	Romanian 19	69	74	B and SL - 63 C and E - 51 A and C - 23 Unknown - 6	143	£20,449.31
2012-13	Polish 58	Pashto 17	French 11	68	67	B and SL - 22 C and E - 100 A and C - 29 Unknown - 10	161	£11,769.96
2013- 14	Polish 361	Romanian 69	Czech 18	426	65	B and SL - 132 C and E - 299 A and C - 28 Unknown - 14	491	£58,418.53
2014 – 15	Polish 248	Lithuanian 147	Romanian 32	342 £37,278.52	185 £29,675.68	B and SL -69 C and E - 403 A and C - 21 (34 – unknown)	527	£73,517.00