

MARCH 2007



EDUCATION AND CHILDREN'S SERVICES

**EQUALITY AND DIVERSITY ACTION PLAN
2007-2009**

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Introduction

Education and Children's Services (ECS) was formed in May 2006 by a merger of the Education, Arts and Leisure directorate and the Children and Families division of the Social Services directorate. The integration of the two services was subject to an equalities impact needs assessment (EINA), which concluded that identified differential impact did not have potential for any adverse impact ¹.

The new directorate has four divisions:

- Community and Young People, which covers: Adolescent Resource Team; Arts; Connexions; Adult Community Learning; Children's Centres and Extended Schools; Early Years; Libraries and Information Services; Sports and Fitness; Youth Offending Team; and Youth Service.
- School Standards, which covers: 14-19 Education; Education Welfare; Ethnic Minorities and Travellers' Achievement; Governors' Support and Teachers' Recruitment; Inspection and Advisory Service; Richmond Education Business Partnership and Way to Work; Social Inclusion; Special Education Advisory Services; and Workforce Remodelling.
- Specialist Children's Services, which covers: Adoption; Child Protection; Children Looked After; Disabled Children; Educational Psychology; Family Support; Fostering; Initial Response Team; Leaving Care; Peripatetic Learning Support; Portage; Sensory Team (Visual and Hearing Impairment); Short Break Care; and Special Educational Needs;
- Strategy and Resources, which covers: Admissions and Student Finance; Building Development; Finance; and Policy, Performance and Systems.

In addition, some services within Richmond and Twickenham PCT, e.g. Audiology, Physiotherapy, School Nursing, etc., undertake joint working with some ECS services in order to improve outcomes for local children and their families.

The strategy of ECS is laid out in the Children and Young People's Plan 2006-2009 (CYPP) ², which contains 17 priority outcomes. The CYPP is subject to an ongoing EINA that is reported to and considered by the Strategic Equalities Executive Board (SEEB) and this action plan is therefore independent of, but closely allied to, the CYPP and the EINA of the CYPP. However, some actions outlined in the CYPP are also outlined within this plan in order to give a full picture of work being undertaken in ECS to remove barriers for the community.

This plan outlines actions to be taken in regard to the five themes, which are defined by the Equality Standard, as incorporated within the Corporate Equality and Diversity Action Plan 2007-2009.

¹ EINA of Children's Integrated Service, 2005.

² See: [Children and Young People's Plan 2006-2009](#).

It draws upon the following EINAs or action plans in respect of services within the directorate:

- Admissions and Student Finance – equality and diversity audit (2004) and action plan (2004, updated in June 2006);
- Adolescent Resource Team – EINA initial assessment (2005);
- Arts Service – EINA initial assessment (July 2005);
- Cultural Services – EINA (July 2005, reviewed regularly since);
- Education, Arts and Leisure – equalities and diversity plan 2004-2005 (August 2004);
- Education Welfare – EINA (2004);
- Libraries and Information Services – EINA initial assessment;
- Sports and Fitness – EINA initial assessment
- Youth Offending Team – race audit action plan (2004);
- Youth Offending Team – Youth Justice Board race equality audit (March 2005);
- Youth Service (2004).

However, this plan contains high-level, over-arching actions. Individual service-specific actions are listed within the particular services' equality and diversity action plans.

Education and Children's Services Equality and Diversity Action Group has been meeting regularly since autumn 2006 and has representation from each division of the directorate. It will play a crucial role in monitoring the actions set out within this plan and as a resource for staff.

Key: Equality strand: D=Disability; R=Race/Ethnicity; G=Gender; S=Sexual Orientation; F=Faith or Belief; A=Age; All=All strands.

Theme 1: Leadership, mainstreaming and corporate commitment

| Ref. | Equality strand | Action | By When | By Whom | What will be different | Outcome/Evidence |
|------|-----------------|--|------------------------------|----------------------------------|--|--|
| 1.1 | All | The Race Equality Steering Group for schools has been renamed as the Schools Equality Steering Group and its remit has been broadened out to encompass all the equality strands. | Ongoing. | Schools Equality Steering Group. | This will promote awareness amongst, and good practice to, school staff of issues relating to all the equality strands. | Schools Equality Steering Group convened and meeting once per school term. |
| 1.2 | D, R, S, F | The Director will host bi-annual meetings for BME and LGBT staff and staff with disabilities and learning difficulties. | April and October each year. | The Director. | This will enable a forum for staff to comment on issues within ECS, especially the pace of change to boost equality and meet diverse needs more effectively. | Meetings to be scheduled for April and October. |
| 1.3 | All | One of the Director's quarterly all-staff meetings will be devoted solely to equality and diversity issues. | Quarterly each year. | ECSEDAG. | This will promote awareness amongst staff of equality and diversity issues so that they take a more proactive approach to equality and diversity. | Meetings to be scheduled for once each year. |
| 1.4 | D, R, S, F | Information relating to the staff support | June 2007. | ECSEDAG / staff support groups. | This will promote awareness of the | Posters and leaflets to be designed and |

| Ref. | Equality strand | Action | By When | By Whom | What will be different | Outcome/Evidence |
|------|-----------------|---|---------------------|--|--|---|
| | | groups will be circulated to all ECS staff and to schools staff. | | | groups amongst staff. | distributed. |
| 1.5 | All | ECSEDAG will act as a source of information, advice and guidance for staff regarding EINAs and equality and diversity issues. | April 2007 onwards. | ECSEDAG. | This will assist managers with the EINA process, and will help all staff with equality and diversity issues. | E-mails to be sent and fliers to be distributed. |
| 1.6 | All | The Race Equality Handbook for schools will be updated, and will be broadened to include guidance for all the equality strands. | September 2007. | Adviser for Vulnerable Pupils and Ethnic Minority Achievement. | This will promote awareness amongst school staff of equality and diversity issues so that they take a more proactive approach to equality and diversity. | Handbooks to be produced, issued to schools and available on the schools' extranet. |
| 1.7 | All | Service heads will include equality and diversity as a standing item on team meeting agendas. | April 2007 onwards. | Service heads. | This will promote awareness amongst staff of equality and diversity issues so that they take a more proactive approach to equality and diversity. | Agendas and minutes. |
| 1.8 | All | Equality updates will be given at Primary and Secondary Headteachers' Forums. | April 2007 onwards. | Adviser for Vulnerable Pupils and Ethnic Minority Achievement. | This will promote awareness amongst headteachers of equality and diversity issues, particularly | Updates to be given. Minutes produced. |

| Ref. | Equality strand | Action | By When | By Whom | What will be different | Outcome/Evidence |
|------|-----------------|---|------------|---|--|---|
| | | | | | regarding the effects of new legislation. | |
| 1.9 | All | A briefing sheet outlining how to recognise forms of discrimination will be produced and distributed to all staff. | June 2007. | Adviser for Vulnerable Pupils and Ethnic Minority Achievement / Corporate Equalities and Diversity Manager. | This will promote awareness amongst staff of discrimination as perceived from a variety of viewpoints. | Briefing sheet produced, distributed and available on the intranet and schools' extranet. |
| 1.10 | All | Assistant Directors will continue to audit recruitment files on a quarterly basis, investigate any issues and report to HR. | Quarterly. | Assistant Directors. | This will ensure rigorous monitoring of recruitment practice throughout the directorate. | Quarterly returns. |

Theme 2: Consultation, involvement and assessment

| Ref. | Equality strand | Action | By When | By Whom | What will be different | Outcome/Evidence |
|------|-----------------|---|-----------------|--|--|--|
| 2.1 | All | Continue to ensure that all service user consultation documents are sent to community groups for their input. | Ongoing. | Service heads. | This will gauge views of community groups so that any significant issues raised can be addressed. | Consultation documents distributed and responses analysed. Resulting actions identified. |
| 2.2 | All | Gauge children and young people's and their parents' views as part of service planning process. | Ongoing. | Policy, Performance and Systems / service heads. | Children and young people's and their parents' views will inform and shape future service delivery. | Service plans to reflect findings from consultation with children, young people and their parents. |
| 2.3 | A | Continue to hold bi-annual workshops for children looked after to engage with Council members. | Ongoing. | Children Looked After Team / Council members. | Council members will hear the views of children looked after, in order to inform service delivery. | Workshops held and views incorporated into future service planning. |
| 2.4 | A | Continue to involve children looked after in the recruitment of social workers and other ECS officers. | Ongoing. | Children Looked After Team / HR. | The views of children looked after will be taken into account when recruiting social workers and other ECS officers. | Children looked after involved in the recruitment process. |
| 2.5 | D, R, S, F | Undertake survey of all BME and LGBT staff and staff with disabilities and learning difficulties to | September 2007. | ECSEDAG / Hr Equality Manager. | This will gauge views of minority group staff so that any significant issues raised can be addressed. | Surveys distributed and returns analysed. Resulting actions identified. |

| Ref. | Equality strand | Action | By When | By Whom | What will be different | Outcome/Evidence |
|------|-----------------|---|--------------------------|--|---|--|
| | | find out what they think of working in ECS. | | | | |
| 2.6 | D, R, G, S, F | Ensure that all staff reorganisation consultation documents are sent to and/or discussed with staff support groups for their input. | April 2007 onwards. | Service heads / HR. | This will gauge views of staff support groups so that any significant issues raised can be addressed. | Consultation documents distributed and/or discussed and responses analysed. Resulting actions identified. |
| 2.7 | A | Use age-appropriate survey methods for all consultation undertaken with children and young people. | April 2007 onwards. | ECSEDAG / Policy and Partnerships Manager / Business Consultancy Unit. | This will ensure that views are gauged appropriately, in order to inform service planning. | Guide / template produced, issued to service heads and available on the intranet. |
| 2.8 | All | Audit, review and standardize all equality monitoring undertaken by ECS services, to include monitoring against each of the equality strands. | July 2007. | ECSEDAG / Corporate Equalities and Diversity Manager | This will produce better, more wide-ranging data that will inform service delivery. | Standard equality monitoring format distributed to all service heads and incorporated into documents as necessary. |
| 2.9 | All | EINAs to be carried out for some ECS services that have not undertaken them, with frontline services prioritised (see Appendix A). | March 2008 / March 2009. | Service heads / ECSEDAG. | This will produce plans for action that can be implemented to boost equality and meet diverse needs more effectively. | EINAs and action plans produced, and actions implemented. |

| Ref. | Equality strand | Action | By When | By Whom | What will be different | Outcome/Evidence |
|------|-----------------|--|---------------------|---------------------------------------|---|--|
| 2.10 | All | EINAs and equality and diversity action plans to be reviewed and updated for all ECS services that have undertaken them. | March 2008. | Service heads / ECSEDAG. | This will produce plans for action that can be implemented to boost equality and meet diverse needs more effectively. | EINAs and action plans updated, and actions implemented. |
| 2.11 | All | Each EINA to be reviewed by staff support groups prior to consideration by ECSEDAG. | April 2007 onwards. | Service heads / Staff support groups. | Input from staff support groups will help to hone the plans by identifying gaps. | EINAs reviewed and updated as necessary. |
| 2.12 | All | Each EINA and equality and diversity action plan produced within ECS will need to be approved by ECSEDAG. | April 2007 onwards. | ECSEDAG. | This will promote a quality standard for ECS EINAs and ensure challenge prior to consideration by SEEB. | EINAs considered. Minutes of ECSEDAG meetings. |

Theme 3: Service delivery and customer first

| Ref. | Equality strand | Action | By When | By Whom | What will be different | Outcome/Evidence |
|------|-----------------|---|--------------------------------|--|--|--|
| 3.1 | A | Increase Connexions personal adviser's work time spent with young offenders to 0.6 FTE. | Ongoing. | Connexions / Youth Offending Team. | Young offenders will be helped to stay within or enter education, training and employment. | More young offenders in education, training and employment. |
| 3.2 | A | Continue to raise the attainment of children looked after through a variety of actions. | The end of each academic year. | Children Looked After Team Schools / Inspection and Advisory Service / other professionals. | The percentages of children looked after who sit one or more GCSE exam and who complete Year 11 in education, training or employment will increase year-on-year. | More children looked after attaining qualifications and an increase in their average attainment. |
| 3.3 | R | Continue to raise the attainment of BME, particularly black African and Black Caribbean, pupils through targeted interventions. | The end of each academic year. | Schools / Inspection and Advisory Service / EMTAS / other professionals / 'Black Boys Can' (outside agency). | Year-on-year increases of BME pupils achieving 5+ A*-C GCSE grades. | More BME pupils attaining qualifications and an increase in their average. |
| 3.4 | G | Reduce the attainment gap between girls and boys through targeted interventions (without girls' attainment falling). | The end of each academic year. | Schools / Inspection and Advisory Service / other professionals. | The gap between the percentages of girls and boys' achievement Key Stages 2, 3 and 4 will be narrowed by an increase in boys' | Boys' attainment improved year-on-year. |

| Ref. | Equality strand | Action | By When | By Whom | What will be different | Outcome/Evidence |
|------|-----------------|---|--------------------------------|---|---|---|
| | | | | | attainment. | |
| 3.5 | D, R | Continue to reduce the number and percentage of exclusions from schools of BME pupils through targeted interventions. | The end of each academic year. | Schools / Inspection and Advisory Service / EMTAS / other professionals. | The number and percentage of exclusions from schools of BME pupils will be reduced, leading to higher attainment. | Exclusions reduced year-on-year. |
| 3.6 | D, R | Continue to reduce the number and percentage of absences from schools of BME pupils and those with disabilities and learning difficulties through targeted interventions. | The end of each academic year. | Schools / Inspection and Advisory Service / EMTAS / other professionals. | The number and percentage of absences from schools of BME pupils and those with disabilities and learning difficulties will be reduced, leading to higher attainment. | Absences reduced year-on-year. |
| 3.7 | A | Reduce teenage conceptions through a wide range of strategies. | April 2007 and ongoing. | Teenage Pregnancy Coordinator. | This will enhance the range of life opportunities for young people. | Number of pregnancies per 1,000 15-17 year olds reduced to 16.7 in 2007, with further reduction in following years. |
| 3.8 | D | Ensure that all school admission and exclusion appeals take part in DDA-compliant venues. | Ongoing. | Head of Admissions & Student Finance / Exclusion Officer / Democratic Services. | This will ensure that appeals are accessible for people with disabilities. | All appeals held in DDA-compliant venues |

| Ref. | Equality strand | Action | By When | By Whom | What will be different | Outcome/Evidence |
|------|-----------------|--|---------------------|---|--|---|
| 3.9 | R, G | Ensure that all young people referred to the Adolescent Resource Team can have a mentor of their own gender or ethnic group if they wish. | Ongoing. | Head of Adolescent Resource Team. | This will provide greater assurance and support to young people referred to the team. | Volunteer pool maintained at a sufficiently high number. |
| 3.10 | All | Improve the quality and quantity of information, regarding equality and diversity and in general, available for staff, service users and partners by developing the Website (intranet and internet). | March 2008. | ECSEDAG / Policy, Performance and Systems / service heads. | Web content will be up to date and more informative and useful than at present. | Project plan developed and being implemented. |
| 3.11 | All | ECS literature should ensure the promotion of positive images. | April 2007 onwards. | Service heads / ECS Marketing. | This will produce improved positive images in public and staff areas of the Directorate, and improved public information (leaflets and on-line information). | Images in ECS literature will be more reflective of the community. |
| 3.12 | D | Ensure that schools implement their Disability Equality Schemes. | December 2007. | Inspector for Children with Learning Difficulties and Disabilities and Learning Difficulties. | Schools will meet the requirements of the Disability Discrimination Act 2005. | All schools' schemes implemented and fully compliant with Disability Discrimination Act |

| Ref. | Equality strand | Action | By When | By Whom | What will be different | Outcome/Evidence |
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| | | | | | | 2005. |
| 3.13 | D | Work with voluntary agencies, e.g. Mencap, to increase the range of services for children with disabilities and learning difficulties. | April 2007 onwards. | Head of Services for Children with Disabilities and Learning Difficulties / Specialist Children's Services teams. | Services and activities will be developed for young people in transition at 13 plus. | Services and activities available for young people. |
| 3.14 | D | Provide classes in core children's centres for parents of children with disabilities and learning difficulties. | September 2007. | Children's Centre Coordinator / Head of Services for Children with Disabilities and Learning Difficulties / Specialist Children's Services teams. | Parents will gain skills and knowledge. | Classes attended by parents and evaluated. |
| 3.15 | R, A | Embed modern foreign languages into the curriculum of primary schools. | The end of each academic year. | Schools / Inspection and Advisory Service. | More primary school children will be taught modern foreign languages, leading to increased respect for diverse cultures. | Year-on-year increase in the number of schools awarded the Lingua Badge Award to recognise achievement in modern foreign languages. |
| 3.16 | A | Increase the post-16 educational provision in the Borough. | September 2009. | 14-19 Coordinator / schools. | Young people will have more choice of traditional and vocational courses of post-16 education. | Provision available, widely-publicized and taken up. |
| 3.17 | A | Implement the pan-London 14-19 learner | September 2007. | 14-19 Coordinator / schools / colleges. | Young people will have access to a | Learner offer requirements met. |

| Ref. | Equality strand | Action | By When | By Whom | What will be different | Outcome/Evidence |
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| | | offer and promote personalised learning programmes. | | | wider range of learning opportunities. | |
| 3.18 | A | Include age-appropriate child's guide to the secondary transfer process within the Admission to secondary School brochure. | June 2007. | Head of Admissions / ECS Marketing. | This will clarify the process for Year 6 children in clear and understandable language. | Brochures distributed and available on Internet. |
| 3.19 | R | Provide specialist secondary transfer advice to the parents/carers of Year 6 children at the nine Richmond Borough primary schools with the highest rates of English as an additional language. | July and September-October each year. | School Nursing Service (acting as 'Year 6 Transfer Advisers') / Admissions Section. | This will maximize the number of fully completed applications received by the closing date from parents/carers | Applications received on time from all parents/carers at the targeted schools. |
| 3.20 | R, F | Increase the amount of BME people on school admission and exclusion appeals panels, by advertising in local and BME press. | May 2007. | Head of Admissions & Student Finance / Exclusion Officer / Democratic Services / Legal Services. | This will make the panels more representative of the local community. | Greater BME representation on panels. |
| 3.21 | D | Enable higher take-up of Disabled | December 2007. | Head of Admissions & Student Finance. | This will ensure that the needs of higher | Increase in the numbers of students |

| Ref. | Equality strand | Action | By When | By Whom | What will be different | Outcome/Evidence |
|------|-----------------|---|---------------------|--|---|---|
| | | Student's Allowance (DSA) as part of Student Finance by liaising with schools, RuTC, RAID, RAMH, Mencap, etc. | | | education students with disabilities and learning difficulties are fully met so that they can overcome barriers to learning and attainment. | in receipt of DSA. |
| 3.22 | D | Make all Arts Service venues DDA-compliant and fully accessible. | April 2008. | Head of Arts Service. | The needs of users with hearing impairments and other disabilities will be fully met. | All venues fully accessible and used by people with disabilities. |
| 3.23 | G | Increase sport participation by females in Richmond clubs, by funding clubs that take a proactive approach to encouraging females to participate. | April 2007 onwards. | Head of Sports and Fitness. | Sport participation rates for females will be increased. | Membership of sports clubs gradually altered from 2:1 in favour of males to parity. |
| 3.24 | R | Increase community language stock at Heathfield Library and at Whitton Library. | June 2007. | Heathfield Library Manager; Whitton Library Manager. | Community groups accessing the library will have greater choice of books and audio-visual materials. | Increased stock, used by community group library members. |
| 3.25 | R, G | Provide separate ICT learning sessions for women who have suffered domestic abuse and for Asian | September 2007. | Heathfield Library Manager; Whitton Library Manager. | This will encourage learning among both groups in an environment in which they are comfortable. | Sessions arranged and attended. |

| Ref. | Equality strand | Action | By When | By Whom | What will be different | Outcome/Evidence |
|------|-----------------|---|-----------------|--|---|--|
| | | elders. | | | | |
| 3.26 | A | Develop the children's continuing care team. | December 2007. | Children's Community Nursing Lead Officer. | A centre of excellence in children's continuing care will be created for the SW London sector and partners. | Centre established. |
| 3.27 | R, S, A | Develop the role of the Connexions personal adviser champions for BME and LGBT young people. | December 2007. | Connexions Manager. | Young people will have greater access to information, advice and guidance on BME and LGBT issues. | Roles outlined, implemented, and advertised to young people. |
| 3.28 | S, A | Help secondary schools to reduce homophobia, by undertaking needs assessment for LGB young people, as part of the overall anti-bullying strategy. | July 2007. | Principal Secondary Schools' Inspector / South West London HIV/STI Commissioning Consortium. | Homophobic bullying in schools will be reduced. | Needs assessments undertaken and action plans produced. |
| 3.29 | D, A | Train Early Years SENCos to become better at identifying and meeting special educational needs of pre-school children. | September 2007. | Principal Educational Psychologist. | The special educational needs of young children will be identified and met earlier. | Training completed and put into practice. |
| 3.30 | D, A | Seek the views of children with disabilities and learning difficulties on | December 2007. | Head of Special Educational Needs. | Children's views will be acted upon wherever possible so that their needs are | Child advocacy service engaged, advertised to parents and carers and used. |

| Ref. | Equality strand | Action | By When | By Whom | What will be different | Outcome/Evidence |
|------|-----------------|---|----------------------------------|--|--|---|
| | | changes to their life via independent child advocacy service (e.g. NCH). | | | fully met. | |
| 3.31 | D, A | Improve the tracking of progress for children with SEN/disabilities and learning difficulties by reporting and moderating P scales. | July 2008. | Inspector for Children with Learning Difficulties and Disabilities. | This will enable children's special educational needs to be reviewed more closely. | Procedures put in place and increased reporting and moderating of P scales. |
| 3.32 | R | Provide an art project on the Traveller Site in Hampton, to be funded through the CVS Children's Fund. | Complete by the end of May 2007. | Adviser for Vulnerable Pupils and Ethnic Minority Achievement / EMTAS / Senior Lecturer in Art at St. Mary's University College, Twickenham. | Linking to work in schools, this will allow young people to be part of the ECM agenda and enjoy and achieve thorough creative and practical activities. All aspects of the project will count towards the students' ASDAN accreditation. | Exhibition of work produced. Evaluation of project by students. Input into students' ASDAN folders. |
| 3.33 | R | Youth Opportunities Fund dance project. Bid put together by a group of Year 7-Year 9 Traveller girls. | July 2007. | Traveller Achievement teacher / EMTAS / dance and drum teachers. | The young people will have choreographed and performed their own dance. Fitness levels will have increased. Self-esteem will be high. All aspects of the project will count | Evaluation by students. Performance of dance to parents, in school and at a venue such as Orleans House Gallery. DVD of the project from start to final |

| Ref. | Equality strand | Action | By When | By Whom | What will be different | Outcome/Evidence |
|------|-----------------|--|----------------------|---|---|---|
| | | | | | towards the students' ASDAN accreditation. | performance produced and distributed. |
| 3.34 | R | Involvement of young people from the Traveller community in the Adolescent Resource Team's YISP programme. | April 2007. | Adolescent Resource Team. | Improved relations between the young Traveller community and other young people in the local area. | Inclusion in youth activities to encourage participation at the local youth centre. |
| 3.35 | R | Help will be given, and book stock provided, to adult emergent readers at the Travellers' site, Hampton | Quarterly each year. | Reading Development Manager / Richmond Adult Community College tutor. | Increased literacy among Traveller adults. | Help and book stock provided, and project evaluated. |
| 3.36 | R | Refugee Week information and ideas pack sent to all schools, and EMTAS subject panel to focus on Refugee Week. | June each year. | EMTAS Team Leader / EMTAS teachers. | Increased awareness in schools of refugee issues and an increase in activities initiated in schools to focus on Refugee Week. | Feedback from schools. |

Theme 4: Equal opportunities in employment and training

| Ref. | Equality strand | Action | By When | By Whom | What will be different | Outcome/Evidence |
|------|-----------------|--|--|--------------------------------|--|---|
| 4.1 | All | Ensure that all staff undertake 'Rich Mix' equality and diversity training. | Ongoing – all staff to have completed training by December 2007. | ECSEDAG / service heads. | This will promote awareness amongst staff of equality and diversity issues so that they take a more proactive approach to equality and diversity. | All staff to have completed training. |
| 4.2 | D | Work with HR to ensure that the provision of "reasonable adjustments" for staff with disabilities and learning difficulties are provided, at a minimum, within guideline timescales. | September 2007. | ECSEDAG / HR Equality Manager. | This will ensure that: <ul style="list-style-type: none"> • All staff are aware of the relevant timescales and funding arrangements; • Monitoring arrangements are in place to track DDA compliance; • HR work in partnership to ensure DDA compliance. | All necessary reasonable adjustments made, within timescales. |
| 4.3 | D | Ensure all managers are equipped to work effectively with staff with disabilities and learning difficulties including knowledge of the legislation, | December 2007 – perhaps on International Day of Disabled People. | ECSEDAG / HR Equality Manager. | This will promote awareness amongst managers of disability issues so that they are more aware of their legal responsibilities and | Disability training surgeries to be held with all managers. |

| Ref. | Equality strand | Action | By When | By Whom | What will be different | Outcome/Evidence |
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| | | funding for reasonable adjustments and the implications of "flexible/hot desk" working. | | | take a more proactive approach. | |
| 4.4 | All | Ensure that all staff have equality and diversity targets within their annual performance plans. | April 2008. | Service heads. | This will produce measurable targets that will have a real impact for service users. | Targets set within individual performance plans and reviewed in accordance with the appraisal cycle. |
| 4.5 | All | All staff should receive effective supervision and appraisal within corporate policy guidelines. | March 2007 | Service heads. | This will ensure that staff have the opportunity to raise issues and have their training and other needs met. | Supervision in place. Appraisals completed and audited. |
| 4.6 | D | Arrange seminar(s) for service heads to be encouraged to employ people with disabilities and learning difficulties. | September 2007. | ECSEDAG / Workforce Development Unit / training company. | This will encourage service heads to employ people with disabilities and learning difficulties. | Seminars(s) arranged. |
| 4.7 | D | Establish a review of funding for young people with disabilities and learning difficulties transferring into further education. | April 2007. | 14-19 Coordinator / Head of Service for Children with Disabilities and Learning Difficulties. | Funding will be better targeted and more widely publicized. | More young people with disabilities and learning difficulties transferring into further education supported by LA and other source funding. |
| 4.8 | D, A | Provide | April 2007. | Connexions. | More young people | Apprenticeships taken |

| Ref. | Equality strand | Action | By When | By Whom | What will be different | Outcome/Evidence |
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| | | apprenticeships for young people with disabilities and learning difficulties at the Skills Centre. | | | with disabilities and learning difficulties will enter training and employment and statutory education, training and employment targets are met. | up. |
| 4.9 | D | Recruit volunteers with disabilities and learning difficulties to work in libraries. | From April 2007 onwards. | Libraries and Information Services. | People with disabilities and learning difficulties will be given work experience and the awareness of library staff and users will be increased. | Volunteers employed. |
| 4.10 | R | Devise a strategy to recruit more BME teachers to reflect the percentages of BME pupils in schools. | From March 2008 onwards. | HR Equality Manager / Inspection and Advisory Service / schools / ECSEDAG. | Percentage of BME teachers to be increased from 3% to reflect better the percentages of BME pupils, currently 17.5% in primary schools and 21.1% in secondary schools. | Percentage increased in line with as yet undetermined year-on-year targets. |
| 4.11 | D | Devise a strategy to recruit more schools staff with disabilities and learning difficulties to reflect the percentage of people with disabilities | From March 2008 onwards. | HR Equality Manager / Inspection and Advisory Service / schools / ECSEDAG. | Percentage of schools staff with disabilities and learning difficulties to be increased from 1.45 for community schools and 0.9% in voluntary- | Percentage increased in line with as yet undetermined year-on-year targets. |

| Ref. | Equality strand | Action | By When | By Whom | What will be different | Outcome/Evidence |
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| | | and learning difficulties within the borough. | | | aided schools to reflect better the percentage of people with disabilities and learning difficulties within the borough, currently 8.43%. | |
| 4.12 | D, R, G | Promote participation in HR strategy to increase the percentages of women, BME staff and staff with disabilities and learning difficulties within the top 5% of earners. | From March 2008. | HR Equality Manager / Inspection and Advisory Service / schools / ECSEDAG. | The percentages of women, BME staff and staff with disabilities and learning difficulties within the top 5% of earners will be increased in accordance with BVPIs 11a, 11b and 11c. | Percentages increased in line with as yet undetermined year-on-year targets. |

Theme 5: Promoting Community Relations and community cohesion

| Ref. | Equality strand | Action | By When | By Whom | What will be different | Outcome/Evidence |
|------|-----------------|--|-----------------------------|---|--|--|
| 5.1 | R, F | Service heads will continue to report racist incidents to Assistant Directors, for reporting to HR, via Director's PA. | Quarterly (ongoing). | Service heads / Assistant Directors. | This will ensure that appropriate action is taken to prevent any recurrences. | Quarterly returns. |
| 5.2 | R, F | Black History Month events will be held at Orleans House Gallery, libraries and other venues. | October each year. | Arts Service / Libraries and Information Service. | This will celebrate African and Caribbean history and culture and promote positive messages to residents and visitors. | Events held and well-attended. Book stock promotions evaluated. |
| 5.3 | R | Black History Month event for schools. Showcase event in the Summer term and a Black History Month competition in October. | July and October each year. | Adviser for Vulnerable Pupils and Ethnic Minority Achievement / EMTAS Team Leader / EMTAS teachers. | Increased awareness in schools of issues around Black History and how to incorporate this into the curriculum. | Attendance at showcase event. Participation in BHM competition. Feedback from schools. |
| 5.4 | All | Art in the Community courses will be scheduled at Orleans House Gallery for groups such as young mums and their children, Travellers and children with special educational | April 2007. | Arts Service / lead professionals. | This will provide targeted opportunities and support for particular community groups. | Courses attended and evaluated. |

| Ref. | Equality strand | Action | By When | By Whom | What will be different | Outcome/Evidence |
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| | | needs. Advice from professionals re matters ranging from careers to housing and sexual health will be given to participants. | | | | |
| 5.5 | All | Twickenham Carnival will be held at Orleans House Gallery. | June each year. | Arts Service. | This will promote diversity to residents and visitors. | Carnival held and well-attended. |
| 5.6 | D | Continue to hold exhibitions at Riverside Gallery by artists with autistic spectrum disorders. | March 2007 and ongoing. | Arts Service. | Public conceptions (and misconceptions) of autistic spectrum disorders will be challenged and changed as necessary. | Attendance at exhibitions. |
| 5.7 | All | 'On the Edge' music event will be held at Richmond Riverside. | August each year. | Arts Service. | This will promote diversity to residents and visitors. | Event held and well-attended. |
| 5.8 | S | 'Big Gay Read' events will be held in libraries, including book reviews, promotions, etc. | February each year. | Reading Development Manager. | Promotion of books and reading to LGBT community. | Events held and well-attended. |
| 5.9 | S | Service heads will report homophobic incidents to Assistant Directors, for reporting to HR, via Director's PA. | Quarterly. | Service heads / Assistant Directors. | This will ensure that appropriate action is taken to prevent any recurrences. | Quarterly returns. |

| Ref. | Equality strand | Action | By When | By Whom | What will be different | Outcome/Evidence |
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| 5.10 | All | Review membership of all ECS-led partnerships to ensure that community groups are represented. | September 2007. | ECSEDAG. | This will enable input from community groups into partnership decisions. | Audit of partnerships completed and community group membership sought where necessary. |
| 5.11 | All | Ensure that equality and diversity 'good news stories' are regularly published in ECS Teamlink, on the intranet and circulated to the media. | April 2007 onwards. | Service heads / ECS Marketing / Communications and Media Team. | This will help to counter discriminatory attitudes and remove prejudice. | News stories published in ECS Teamlink, on the intranet, in newspapers and/or reported on radio/television. |
| 5.12 | R, S, F | Briefing sheet will be produced for all staff to define and give clear examples of racist and homophobic incidents. | June 2007. | ECSEDAG / Adviser for Vulnerable Pupils and Ethnic Minority Achievement / Corporate Equalities and Diversity Manager. | This will promote awareness amongst staff of how to recognise and respond to racist and homophobic incidents. | Briefing sheet produced, issued to staff and available on the intranet. |
| 5.13 | All | Posters with positive images and messages will be produced. | September 2007. | ECSEDAG / ECS Marketing / Communications and Media Team. | This will promote positive messages to customers and staff. | Posters produced and prominently displayed in all ECS public areas, including schools. |
| 5.14 | R, F | 'Sacred Stories' multicultural storytelling mini-festival will be held as part of the Libraries Aloud literature | May 2007 (possibly becoming an annual event). | Reading Development Manager. | This will celebrate and increase awareness of different cultures and faiths. | Events attended and feedback evaluated. |

| Ref. | Equality strand | Action | By When | By Whom | What will be different | Outcome/Evidence |
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| | | festival. | | | | |
| 5.15 | D, A | Publicize strategies to integrate young children with sensory impairments into community groups, e.g. Beavers, Brownies, etc. | September 2007. | Manager of Service for Children with Sensory Impairments. | This will promote awareness of how children with sensory impairments can become integrated within the community, rather than segregated from it. | Strategies publicized in staff and community publications and local media. |
| 5.16 | R | Commission a film company to produce a DVD entitled 'Travellers' Voices' to be used as a training tool to raise awareness. | September 2007. | Adviser for Vulnerable Pupils and Ethnic Minority Achievement. | The DVD will be a means of getting the Travellers' views and perceptions heard by the community. | DVD produced, advertised and used. |

Glossary

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| ASDAN | Award Scheme Development and Accreditation Network |
| BME | Black and Minority Ethnic |
| CYP | Community and Young People division of ECS |
| CYPP | Children and Young People's Plan 2006-2009 |
| DDA | Disability Discrimination Act |
| DSA | Disabled Student's Allowance |
| ECSEDAG | Education and Children's Services Equality and Diversity Action Group |
| EINA | Equalities impact needs assessment |
| EMTAS | Ethnic Minority and Travellers' Achievement Service |
| LBG | Lesbian, Gay and Bisexual |
| LGBT | Lesbian, Gay, Bisexual and Transgender |
| SEEB | Strategic Equalities Executive Board |
| SEN | Special Educational Needs |
| SENCo | Special Educational Needs Coordinator |

Appendix 1: Timetable of new EINAs to be undertaken

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| 2007 | Cultural Services; Early Years; Ethnic Minority and Travellers' Achievement; Policy, Performance and Systems (reorganisation); Portage; Sensory Team; and the transition to Integrated Services for Youth. |
| 2008 | Children's Centres and Extended Schools; Initial Response Team; CLA and Leaving Care; and Richmond Education Business Partnership and Way to Work. |