

## **Appendix 2**

### **London Borough of Merton**

### **Children Schools and Families**

#### **Equalities and Community Cohesion Action plan April 2014/15**

- 1.1 Children, Schools and Families department (CSF) produce an annual Equalities and Community Cohesion Action (ECCA) plan which contributes to the council's Corporate Equalities Strategy 2013-17, and the Community Cohesion Strategy 2012-15.
- 1.2 The Corporate Equalities Strategy meets the council's specific duty under the Equality Act 2010 to set and publish equalities objectives in order to perform the general duties under the Act. 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 ("Protected characteristics" are: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex, and sexual orientation).
  - Foster good relations between people who share a relevant protected characteristic and those who do not share it.
- 1.3 Merton's Community Cohesion Strategy 2012-15 states the borough's commitment to community cohesion and implements actions to be delivered across the Merton Partnership, to address any identified community divisions and to build upon the work that has already been done by residents and community organisations. The key priorities of the strategy are: 1. Improving engagement with minority and new communities; 2. Supporting and engaging with the Voluntary and Community Sector; 3. Supporting employment and economic development opportunities; 4. Engaging and supporting children, young people and families; 5. Continuing interfaith dialogue; 6. Improving health outcomes; 7. Monitoring community tensions and maintaining community cohesion.
- 1.4 The CSF ECCA plan leads on the key objectives in the Corporate Equalities Strategy, and the Community Cohesion Strategy related to children, young people and families. It sets out the CSF's priorities and key activities for equalities and community cohesion improvements for the year.

#### **CSF Equalities and Community Cohesion Action (ECCA) plan**

- 2.1 Historically the ECCA plan has provided a broad overview of improvement priorities, actions and outcomes for children and young people with the relevant 'protected characteristics' as listed above, as well as for 'vulnerable groups'.
- 2.2 Vulnerable groups are described, by the statutory guidance 'Working Together to Safeguard Children 13' as:
- Disabled and has specific additional needs;
  - special educational needs;
  - young carer;
  - showing signs of engaging in anti-social or criminal behaviour;

- in a family circumstance presenting challenges for the child (for example substance abuse, adult mental health, and domestic violence);
  - showing early signs of abuse and/or neglect.
- 2.3 In addition to these CSF refers to 'looked after children' and those from 'areas of deprivation' as vulnerable groups, in that they require targeted support to achieve improved outcomes.
- 2.4 In 2012 the Children's Trust reviewed its Children and Young People's Plan (CYPP) 2013-16. They agreed to focus the strategy on raising the bar for all children and young people and on narrowing the gaps for vulnerable and under achieving groups. The CYPP therefore focuses on the following:
- Early intervention and prevention for all.
  - Safeguarding for all.
  - Looked After Children.
  - Children with Special Educational Needs and disabilities.
  - Young offenders or those at risk of offending.
- 2.5 One of the core values of the CYPP is expressed as follows: **We challenge inequality, promote inclusion and value diversity**. Improving outcomes for all children requires us to address the poorer outcomes some children can experience through, for example, poverty, ill health and discrimination. Services should contribute to reducing and removing such barriers and closing gaps in outcomes where they exist. They should be responsive to the diverse needs and aspirations of Merton's changing population.
- 2.6 As the ECCA plan is part of a suite of strategic documents within the CSF Department, its format and approach has been reviewed for 2013/14, to ensure that it effectively complements the CYPP and implements the core value related to 'equality and diversity' as described above. The ECCA plan now, as far as possible, focuses on improving outcomes, where poorer outcomes have been identified, for:
- **Groups with legally defined 'protected characteristics' (see para 1.2)**
  - **Vulnerable groups (see para 2.2 and 2.3) where poorer outcomes are related to 'protected characteristics'**
- 2.7 The improvement priorities and key activities identified in the ECCA plan are targeted and evidence based. They have been identified through the department's service planning process, by equality impact assessments (Equality Analysis – see Appendix 1 below), and through a range of needs analyses including:
- The work of Merton School Improvement supported by the annual School Standards Report.
  - Childcare Sufficiency Assessment (annual).
  - Family Poverty Assessment.
  - Area profile for Children's Centres.
  - Looked After Children Placement Sufficiency Strategy (annual).
  - Merton 2017 analysis of the impact of Census 2011 data on Merton Council services.
- 2.8 The CSF ECCA plan is structured to reflect the five key equalities objectives as described in the Corporate Equalities Strategy as follows:
- Equality Objective One – Tackling inequality
  - Equality Objective Two – Service Access
  - Equality Objective Three – Improving engagement

- Equality Objective Four – Promoting Community Cohesion
- Equality Objective Five – Workforce Development

2.9 Each equality objective is broken down into improvement 'priority area' which in turn identifies: key activities, intended outcome (what will happen as a result of the activity) and performance measures.

2.10 The ECCA plan is monitored by the CSF ECCA Group. The terms of reference for the group are shown in Appendix 2.

## **CSF ECCA key equalities objectives and priorities 2014/15**

### **1. Equality Objective – Tackling inequality**

#### **1.1.1 Corporate Equality Strategy (CES) Priority Area: Deliver support to schools to close gaps in achievement.**

**Intended outcome:** Close attainment gap between Merton and national, for target groups – Black and Asian Minority Ethnic (BAME), Looked After Children (LAC), Pupil Premium and Special Educational Needs.

#### **Activities:**

- Continued roll out of Singapore maths programme in primary schools with a focus on reaching Black pupils.
- Support target primary schools to implement writing support with a focus on Pakistani pupils.
- Support target secondary schools to implement English support with a focus on Bangladeshi and 'Asian-other' pupils.
- Improve the process and frequency of pupil performance data tracking of Looked After Children including implementation of IT system.
- Create primary school base for pupils with Autistic Spectrum Disorder (ASD).
- Implement Free School Meal project plan to maximise draw down of Pupil Premium\* funding to improve educational attainment of disadvantaged pupils.

#### **Performance measures:**

<b>Indicators</b>	<b>2012/13 academic year out turn.</b>	<b>2013/14 academic year target.</b>	<b>By whom</b>	<b>By when</b>
Key stage 2 expected progress in maths – Black pupils.	87% (national 89%)	In line or above national.	Merton School Improvement Team (MSI) MSI	Standards report January 2015
Key stage 4 expected progress in maths – Black pupils.	73% (national 74%)			
Key stage 2 expected progress in writing – Pakistani pupils.	91% (national 92%).			
Key stage 4 expected progress in English - Bangladeshi pupils.	63% (national 78%)			
Key stage 4 expected progress in English - 'other Asian' pupils.	79% (national 81%)			
Key stage 4 5+ A-C grades including English and maths – Looked After Children.	33% (national 40%)			
Children in Need GCSE - % 5+A*-C	42.1% (national 33.7%)	Above national		
Children in Need GCSE - % 5+A*-C including English and maths.	15.8% (national 15.2%)			

Pupil premium gap - expected progress from key stage 1 to 2 in: -Reading -Writing -Maths	3% 2% 2%	Reduce gap.		
Pupil premium gap - expected progress from key stage 2 to 4 in: -English -Maths	13% 18%	Reduce gap.		
SEN gap – expected progress from key stage 1 to 2 in: -Reading -Writing -Maths	8% 11% 16%	Reduce gap.	MSI/SENDIS	
% of pupils eligible for Free School Meals – Merton total	(January 2014 school census): 17%	Increase	School Organisation.	January 2015 School Census.
% of pupils eligible for Free School Meals – Merton total (excluding academies)	15.4%			
Primary	14.9%			
Secondary	15.7%			

\*Pupil premium includes those eligible for Free School Meals, Looked After Children and 'military service' families

**1.2.1 CES Priority Area: Continue to develop a spectrum of short break provision for children and young people with SEND/challenging behaviour.**

**Intended outcome:** Parents and carers of disabled children can continue to care, and/or provide more effective care for their child, and disabled children and young people have the chance to do something they enjoy.

**Activities:** Develop, describe and publish the 'Local Offer' in line with the Children and Families Act requirements to provide information for disabled children, young people and their families about the range of services they can expect from local agencies, including education, health and social care.

**Performance measures:**

Indicators	2013/14 out turn	2014/15 target	By whom	By when
<p>-The 'provision of short breaks' indicator has been removed from this year's ECCA action plan performance measures as it is no longer a sensible measure. Following the implementation of the Children and Families Act and the 'local officer' parents will be able to choose support from a range of services and functions therefore the shorts breaks offer will not be utilised in the same way as currently reported. CSF DMT will continue to internally monitor and review performance data in relation to children with disabilities in line with national legislative changes as when new suitable indicators are identified.</p> <p>-A narrative update will be provided to the ECCA group at the mid-year review and year end. Providing a suitable and comprehensive local offer for children with disabilities remains a priority for CSF ECCA plan.</p>				

**1.3.1 CES Priority Area: Increase take up of children’s centre services by families (with 0-4 year olds) from 30% most deprived areas, or who are eligible for free school meals (FSM).**

**Intended outcome:** Improved outcomes for all young children in the foundation years, with a focus on supporting ‘school readiness’ for children and parents.

**Activities:**

- Promote and deliver the range of children’s centre services with a focus on reaching families living in deprived areas and less likely to engage.
- Continue to roll out the strategy for funded childcare places for eligible 2 year olds ensuring take up at good and outstanding settings.
- Improve EYFSP scores/GLD scores where current scores are below national, with a focus of support on reading and writing.
- Promote and deliver parenting programmes.

**Performance measures:**

<b>Indicators</b>	<b>2013/14 out turn</b>	<b>2014/15 target</b>	<b>By whom</b>	<b>By when</b>
Increase in % of total 0-4 year estimated ACORN population, from areas of deprivation (IDACI 30%), whose families have accessed children’s centre services.	77.7%	75% (minimum)	Early Years and Children’s Centres Service	March 2015
Total No of two year olds accessing 2 year old funding over the year.	613	705		
% of FSM children achieving a Good Level Of Development at EYFS	2012/13 <i>academic year:</i> 33% (36% national)	2013/14 <i>academic year:</i> In line or above national		
% of boys from areas of deprivation (IDACI 30%) achieving a Good Level of Development at EYFS	2012/13 <i>academic year:</i> 38% (44% national)	2013/14 <i>academic year:</i> In line or above national		
% of early years parents, from areas of deprivation (IDACI 30%), completing evidenced based parenting programmes.	n/a	track		

## 2. Equality Objective – Service Access

### 2.1.1 CES Priority Area: Increase the number and range of in house local foster carers, as identified by the LAC sufficiency assessment (2014-15).

**Intended outcome:** Looked After Children (LAC) are in placements which meet their needs and where there is an increased chance of continuing in the same school, and having appropriate contact with family and friends.

**Activities:**

- Refresh recruitment plan and implement a minimum of three targeted recruitment campaigns for 2014/15, prioritising local carers for teenagers, and experienced foster carers.
- Complete an analysis of the current range of Merton foster carers to contribute to improving the sufficiency of placements for LAC. (ART)
- Complete foster carers survey. (LAC, permanency and placements)

**Performance measures:**

Indicators	2013/14 outturn (as at the 31st March 2014 & average monthly figures)	2014/15 target	By whom	By when
Total number of approved foster carers	14	20	Access to Resources Team.	March 2015
Number of approved foster carers from target groups (YTD)	3	10		

## 3. Equality Objective – Improving engagement

### 3.1.1 CES Priority Area: Continue to support and develop participation/ governance opportunities for young people aged 13-19.

**Intended outcomes:** Young people have a voice in decisions that affect their lives, and develop skills and confidence to make a positive contribution.

Children and young people benefit from the support and intervention provided by services because they are designed in direct reference to the expressed needs, views and experiences of children and young people.

**Activities:**

- Implement monitoring of the user voice strategy and action plan.
- Review the department's young people's participation and engagement functions, streamlining key functions and targeting activities more sharply on the most vulnerable groups.
- Continue to support Young Advisors, Young Inspectors and the Youth Parliament to input into the planning and governance of services for children and young people.
- Participation/ consultation events to be held for all age groups of Looked After Children, supported by the Children in Care Council.
- Regular reporting of Children in Care council activities to the Corporate Parenting Group.

- Commission consultation with young people about the 'local offer'.

**Performance measures:**

Indicators	2013/14 out turn	2014/15 target	By whom	By when
No of 'user voice' related articles in Young Merton Together during the year.	N/A	Set baseline.	CSP	March 2015
No of young advisers trained and active.	2 sets trained ('health' and 'One Mitcham').	Maintain	Education Inclusion	March 2015.
No of young inspectors trained and active.	14	Maintain		
No of members of Merton Youth Parliament.	40 on roll; 25 regularly attend.	Maintain		
Number of Looked After Children aged 7-13 attending CICC/Participation events	New	30	LAC, Permanency and Placements.	March 2015.

#### 4. Equality Objective – Promoting Community Cohesion

**4.2.1 CES Priority Area:** Continue work to prevent First Time Entrants (FTE) to the Youth Justice system, including preventive work with groups who are at risk of offending, and to prevent reoffending.

**Intended outcome:** High risk children and young people, and their families, take part in interventions which prevent the onset of anti social behaviour and youth offending, and reoffending.

**Activities:**

- Implement core and priority prevention programmes to continue to reduce first time entrants (FTE) to the youth justice system (YJS).
- Implement the range of programmes to prevent reoffending.
- Monitor the increasing number of young women in the FTE cohort to inform and develop current prevention strategies.
- Analysis of over representation of BAME groups in the 'FTE', 'reoffending' and 'young women' cohorts in order to inform prevention strategies – to report mid and end of year.

**Performance measures:**

Indicators	2013/14 out turn	2014/15 target	By whom	By when
Reduction in FTE to the YJS overall.	88	80	Family and Adolescent Services.	March 2015.
Rate of proven reoffending in the youth justice system	1.1%	Below national (1.04%).		
No of young women who are FTE to the YJS.	8	To track		



**Community Cohesion Strategy (CCS) key priority 3 – Supporting employment and economic development opportunities.**

**Intended outcome:** Encourage and support the skills development and employability of vulnerable groups (Ref CCS 8 and 9).

**Activities:**

- Identify and engage with the remaining cohort of families within the Transforming Families programme across Merton and specifically in Phipps Bridge. (Ref CCS 8b).
- Implement the following aspects of the work of the Raising Participation Age Executive Group: (Ref CCS 8e).
  - Complete the RPA needs analysis to identify groups who are vulnerable to becoming NEET, in order to inform service commissioning.
  - Produce a clear referral pathway for teenage parents.
  - Develop Year 11 English as an Additional Language (EAL) base/ solution to support young people who are newly arrived/new to English to continue in education/training.
- Establish, deliver and pilot the Preparation for Adulthood pathways to support young people with SEN/ LDD.
- Continue to deliver Independent Living courses to care leavers.
- Continue to recruit apprentices across the CSF Department, prioritising care leavers.
- Deliver Information Advice and Guidance to families including income maximisation (Community Cohesion Strategy 13c).

**Performance measures:**

Indicators	2013/14 out turn	2014/15 target	By whom	By when
No of families engaged in the TF programme – year 2.	185 = 100% (year 2 cohort)	61/100%	Family and Adolescent Service.	March 2015
No of Phipps Bridge families engaged in the TF programme.	9/12	12		
Rate of young people (16-18) not in education, employment or training (NEET).	4.9%	5%		
Rate of teenage parents who are NEET.	9.55%	reduce		
Rate of young people with LDD (statement) who are NEET.	5.95%	reduce		
Reduction in rate of young people (16-18) whose EET status is 'not known'.	5%	8%		
Reduction in rate of young people (16-18) with LDD who are 'not known'	N/A	To track		
% Care Leavers EET.	TBC from 903	TBC	LAC, permanency and placements.	March 2015
No of school leavers aged 16-18 with SEND transferred to an Education, health and social care plan.	N/A	To track	SENDIS	March 2015
No of young apprentices recruited to CSF.	6	track	HR	March 2015
No of Merton care leavers recruited as apprentices to CSF.	3	track	HR	

% of *FIAG closed cases from areas of deprivation (IDACI 30%), who have received a positive outcome. *Family Information Advice and Guidance officer.	n/a	track	Early Years	March 2015
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### CCS key priority 4 – Engaging and supporting children, young people and families.

**Intended outcome:** Support schools, settings and youth services to ensure that children and young people can learn and enjoy themselves in an environment that is free from bullying and discrimination. (ref CCS 12).

**Activities:**

- Implement the anti-bullying strategy in schools and settings (ref CCS 12b):
  - Support schools to address bullying, including that which is related to the ‘protected characteristics’, and looked after children.
  - Deliver focus group on cyberbullying with children and young people to identify support needs and to inform training for schools.
- Continue to offer support to schools on how to promote community cohesion (ref CCS 12c):
  - Support schools to ensure their compliance with the Equality Duty 2010, including delivering a workshop on their duty to publish an annual ‘equalities statement’.
- Encourage tolerance and multi-culturalism in schools and settings (ref CCS 12d):
  - Continue to encourage schools to monitor and report on racist and homophobic incidents, and continue to work as part of Stonewall’s Education Champions programme.

**Performance measures:**

Indicators	2013/14 out turn	2014/15 target	By whom	By when
% of schools good or better for behaviour and safety – primary	98%	100%	Virtual Behaviour Service (VBS)	March 2015
% of schools good or better for behaviour and safety – secondary	100%	100%		
% of young people concerned about bullying (Young Residents’ Survey).	29%	Reduce		
% of FT exclusions that were for bullying	3.1%	track	MSI	Summer term 2015.
% of schools with a published equality statement, information and objectives.	55%	60%		
Production of the annual racist incidents report.	Annual report 2012/13 due in the Summer term.	Complete annual report for 13/14.		

## 5. Equality Objective – Workforce Development

**5.6.1 Corporate Equality Strategy (CES) Priority Area:** Improve capacity of staff to deliver services to a diverse customer base. (Ref CES)

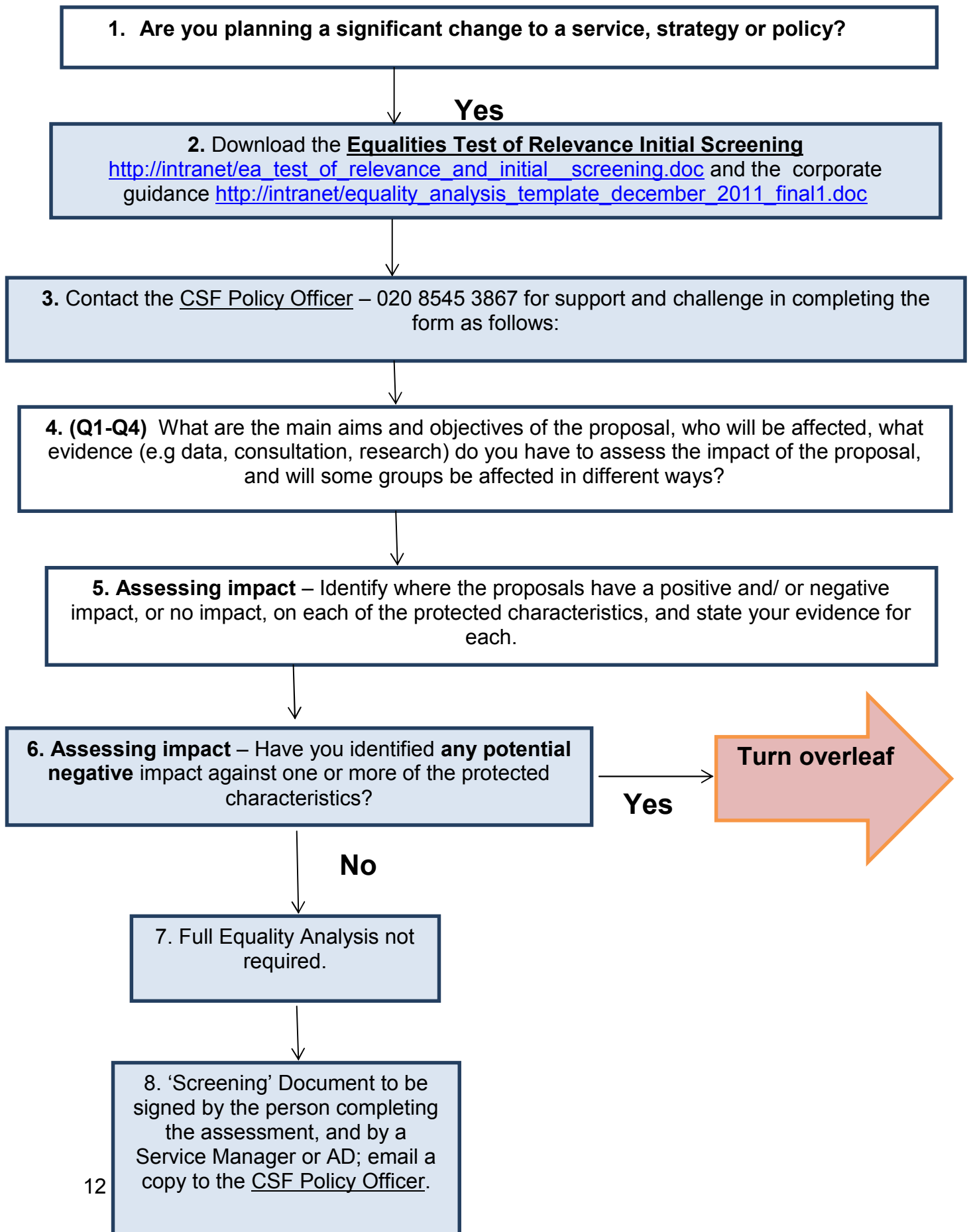
**Intended outcome:** Ensure that casework meets the needs of all children, young people and families by taking sufficient account of issues related to equalities and diversity.

**Activities:** Deliver training on equalities and diversity to social workers.

**Performance measures:**

Indicators	2013/14 out turn	2014/15 target	By whom	By when
-Quality assurance audits of casework have highlighted that, in some cases, there is insufficient information collected by social workers about equalities and diversity to ensure a full assessment of needs. To improve the quality of casework social workers will be provided with targeted training and development on equalities and diversity issues. - A narrative update on progress will be provided to the ECCA group at the mid and end of year review.				

# Appendix 1 - Equality Analysis process - Children, Schools and Families Department (June 2013).



**9. Equality Analysis** – Download the Equality Analysis form [http://intranet/equality\\_analysis\\_template\\_december\\_2011\\_final\\_1.doc](http://intranet/equality_analysis_template_december_2011_final_1.doc) and complete as follows: (with continued support and challenge from the CSF Policy Officer as above)

**10. (Q1-4)** These are a repeat of the ‘screening’ questions with the addition of: **Q2.** How does the proposal contribute to council objectives? and **Q4.** State any other partners that may be responsible for the proposal?

**11. (Q5) Evidence** – Give an analysis of what the evidence (e.g data, consultation, research) tells you about the impact of your proposal on the protected characteristics, and identify any gaps in evidence.

**12. Analysis of impact (Q6)** – Identify where the proposals have a positive and/ or negative impact, or no impact, on each of the protected characteristics, and state your evidence for each.

**13. Action planning (Q7&9)** – State the actions you will implement to mitigate against the negative impact identified, and complete the action plan.

**14. Sign off and publication** – Document to be signed by the person completing the assessment, and a Service Manager or AD; email a copy to the CSF Policy Officer who will log a copy with the Corporate Equalities Officer and publish on the Merton website at: [www.merton.gov.uk/equalities\\_information.htm](http://www.merton.gov.uk/equalities_information.htm)  
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**15. Performance monitoring** – Add the actions from the Equality Analysis action plan (**Q9**) to your level 3 service plan action table. This will ensure that the improvements are implemented, monitored and evaluated as part of the department’s service planning process.

## **Appendix 2**

### **CSF EQUALITIES AND COMMUNITY COHESION ACTION GROUP (ECCA)**

#### **TERMS OF REFERENCE**

##### **Objectives**

- To develop a clear understanding of how community cohesion and equalities issues impact on the CSF services and activities.
- To identify sustainable outcomes which will enhance the cohesion of Merton's communities and hence the quality of life through the activities of the department.
- To discuss and agree the CSF Department's Equalities and Community Cohesion Action Plan.
- For all these activities, to:
  - promote and develop good practice.
  - oversee policies and initiatives relating to children, young people and -families.
  - reflect and inform corporate policies and initiatives.
  - develop strategic linkages with other organisations, within and outside Merton.

##### **Terms of Reference**

1. Lead and develop the CSF department's approach to equalities and community cohesion and provide a link with the Corporate Equalities Strategy Group (CESG).
2. Understand and develop how community cohesion and equalities apply to work within the CSF arena.
3. Monitor the performance of CSF on the equalities and cohesion agenda.
4. Develop ways of involving children, young people, families and schools in setting the agenda, including consultation with key representatives, user surveys and complaints analysis.
5. Analyse equalities and community cohesion data, such as population, standards and outcome data, and recommend areas for positive action.
6. Encourage managers to champion, incorporate and monitor equalities and community cohesion activities within their teams, via the team planning regime and team level equality assessments.
7. Develop and monitor a comprehensive Equalities and Community Cohesion Action Plan based on current priorities, including those identified by Equality Analyses.
8. Report regularly to DMT on issues identified through the group's work.

##### **Composition of Group**

Lead Officer: Assistant Director of Commissioning, Strategy and Performance - Paul Ballatt

Social Care and Youth Inclusion: Lee Hopkins (to represent social work teams as listed below); and Curtis Ashton for Family and Adolescent Services.

- MASH and CP.
- Social Work Intervention.
- Permanency, placements and LAC.
- Safeguarding, Standards and Training.
- Family and Adolescent Services.

Education: 1 from each service to attend

- Early years – Allison Jones/Lucy Hill
- SEN and Disabilities Integrated Service – Mandy Lawson
- Service Standards and Quality – Ann Long
- Education Inclusion – Shazia Khadim

Commissioning Strategy and Performance:

- Assistant Director, CSP – Paul Ballatt
- Service Manager, Policy, Planning and Performance – Naheed Chaudhry
- Policy officer – Lisa Deer

Corporate HR:

- Sue Watson – HR Manager for CSF
- Melanie Faulkner-Barrett – Learning Development and Diversity Manager.

### **Frequency of Meetings**

It is agreed that the group meet quarterly, outside of school holidays.

### **Expectations of Group Members**

It is expected that Members of the Group will: -

- act on behalf of their Division and make arrangements for feedback to/from managers in that Division
- take lead roles in specific work areas, carrying out related tasks and projects as necessary.

### **Link to Corporate Equalities Strategy 2013-17:**

<http://www.merton.gov.uk/equality-strategy.htm>