



Achieving for Children

Equalities Summary Report

2017/18



achieving
for children

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1. Introduction

Achieving for Children produce an annual equalities report each year to demonstrate compliance with the Public Sector Equality Duty (PSED). This report sets out what we have done during 2017-18 and what we plan to do over the next three years.

The report enables us to show:

- a strong understanding of the needs of the children and young people in Kingston, Richmond and Windsor and Maidenhead, regardless of their backgrounds;
- a robust equality and diversity framework that ensures effective leadership of the equality and diversity agenda internally and sufficient challenge externally, so that we are always focused on improving our equality and diversity practice;
- our progress in eliminating unlawful discrimination, advancing equality of opportunity, and fostering good relations by outlining some of our achievements and by highlighting good practice;
- our identified equality objectives for the next three years that will guide our future equality and diversity work;
- an equalities assessment schedule for the next three years which ensures that key decisions that we make fully take into account equality and diversity considerations and their impact; and
- the key information sources that influence our approach to equality and diversity.

2. Background and context

The PSED came into force on 5 April 2011 with the aim of embedding equality considerations into the everyday work of public bodies to enable them to tackle inequality and discrimination more effectively. The PSED has three general duties that require public bodies to have due regard to the need to:

- Eliminate unlawful discrimination, harassment, victimisation and other conduct prohibited by the Equality Act 2010;
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- Foster good relations between people who share a protected characteristic and those who do not share it.

Expanding upon previous equality duties (for race, gender and disability), the PSED now encompasses nine protected characteristics:

- Age;
- Sex or Gender;
- Race (including ethnic or national origins, colour and nationality);
- Disability;
- Religion and Belief (includes a lack of belief);
- Sexual orientation;
- Gender reassignment;
- Pregnancy and Maternity; and
- Marriage and Civil Partnership (although only in respect of eliminating unlawful discrimination).

In addition to the general duties, the Government introduced specific duties to assist public bodies, like Achieving for Children, to achieve the aims of the general duties. These are: to publish annual information to demonstrate its compliance with the PSED; and set and publish equality objectives at least every four years, from 6 April 2012.

3. Achieving for Children - who we are and what we do

Achieving for Children is a community interest company created by the Royal Borough of Kingston upon Thames and the London Borough of Richmond upon Thames to provide their children's services. In August 2017, the Royal Borough of Windsor and Maidenhead became a co-owner of Achieving for Children, and we now deliver children's services across all three boroughs.

Our ambition, set out in our vision statement, is to help children to live safe, happy and successful lives. To help deliver this vision, we have created a set of promises for the organisation that will guide our decision-making and the way that we work with children, families and partners. Our promise in relation to equality and diversity is that: we will embrace diversity and champion inclusion.

Our Workforce

In 2017-18, we employed 1,031 full time equivalent employees. Our employees come from a broad range of professional disciplines including social work, teaching, health services and public sector management.

We work hard to ensure that our workforce represents the diversity of the children and young people we work with. We are also committed to the recruitment, continuing employment, training, career development and promotion of people with disabilities. In 2017-18:

- 82.5% of our employees were female.
- 28% of our employees were from a Black, Asian or Minority Ethnic (BAME) backgrounds.
- 3.5% of our employees reported that they had a disability.
- The largest faith group is Christian (44%). Employees with no faith or religion or who did not declare their religion or belief account for 50% of the workforce.
- The majority of employees are aged 25 to 54; 6% are under 25 and 2.5% are over 65.

- 18.5% of our employees are married or in a civil partnership; 8% are single; 2% are co-habiting; 4% have a partner; 1% are divorced; and under 1% are separated. The marital status of 66% of our employees is not known.
- 3% of our employees are gay, lesbian or bi-sexual and 59% are heterosexual. The sexual orientation of 38% of employees is not known or they declined to specify or preferred not to say.
- 82% of our employees who earn over £50,000 are female; 3.5% of these employees have a disability and 26.5% of these employees are BAME.

Gender Pay Gap

Under the Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017, public sector employers with 250 or more employees are required to publish a snapshot of their workforce data.

Our data, which has been published on the government's website, shows that:

- 79% of our workforce are women;
- 75% of the top quartile of earners are women;
- The average hourly pay for women is 1.8% lower than for men; and
- The median hourly pay for women is 2.2% lower than for men.

The gender pay gap is not about equal pay for men and women. It is the difference between the average and median pay of men and women. It does not measure equal pay, which relates to what women and men are paid for the same jobs or work of equal value. In Achieving for Children equal pay is addressed through our job evaluation scheme.

The data required by government is a fairly simplistic indicator of a complex set of issues. Our ambition is to ensure equality of opportunity for women. We will seek to achieve this by:

- Refining and developing our attraction and recruitment processes.
- Championing our talent and leadership programmes.
- Reviewing and developing our learning and development offer.
- Growing and promoting our mentoring and coaching offer.
- Supporting women to remain in work through our flexible working arrangements.

4. Equalities profiles

Achieving for Children collects and collates a range of information about the children and young people that we work with and support. This includes equalities information which is reported to Kingston, Richmond and Windsor and Maidenhead Councils as part of our contract arrangements and to the Corporate Parenting Groups in all three boroughs.

To provide context to our work and to show an understanding of the children and young people we work with, we have included a range of equalities data relating to groups such as children in need, children subject to a child protection plan, looked-after children and the school population. This information is used by services to ensure that we are effectively meeting the differing needs of our children and young people. This allows us to highlight any key issues or trends as they arise and take action to address them.

Please note, the data presented below may include combined figures across Kingston and Richmond, or Kingston, Richmond and Windsor and Maidenhead, or it may be separated by borough. This is made clear in the accompanying text.

General information (from the Kingston Children and Young People’s Needs Assessment- September 2016; the Richmond Children and Young People’s Needs Assessment - September 2016 (these needs assessments are completed every 2 years; and the Royal Borough of Windsor and Maidenhead Self-Evaluation- January 2018)

- There are 41,600 children and young people aged 0-19 in Kingston, 47,758 in Richmond and 35,155 in Windsor and Maidenhead. In all three areas, children aged 0-4 make up the largest group within the 0-19 population.
- The 0-19 population is expected to grow by approximately 10% in Kingston by 2026 and by 1.5% in Richmond by 2035. In Windsor and Maidenhead it is expected to remain largely the same by 2037, with the greatest population growth amongst those aged 65+.
- The gender breakdown of males and females aged 0-19 is almost 50/50 in all boroughs.
- 38.6% of children and young people in Kingston, 30.0% from Richmond and 20.0% from Windsor and Maidenhead (this total includes ‘White Other’) are from a Black, Asian or Minority Ethnic (BAME) background. 61.0% of children and young people from Kingston, 70.0% in

Richmond and 80.0% in Windsor and Maidenhead are White British. Kingston's 0-19 population are more diverse than the population as a whole (Kingston BAME population is 30.7%). Similarly in Richmond, the 0-19 population is slightly more diverse than the population as a whole (Richmond BAME population is 29.0%. It should be noted this includes 'White Other'). In Windsor and Maidenhead however the 0-19 population is less diverse than the overall population (Windsor and Maidenhead BAME population is 22.0%).

- There are 1,042 children and young people with a Statement of Special Educational Need (SEN) or Education, Health and Care Plan (EHCP) in Kingston, 1,239 in Richmond and 917 in Windsor and Maidenhead.
- 11.8% of children in Kingston, 8.3% of children in Richmond and 9.3% of children in Windsor and Maidenhead are living in poverty. This is significantly lower than the national average of 18.6%.
- 2.6% of young people in Kingston, 3.1% of young people in Richmond and 1.8% of children in Windsor and Maidenhead are not in education, employment or training (NEET) (compared to a national average of 4.5%).

Children in Need (CiN) (from Children's Social Care Performance Reporting - February/March 2018)*

- In Kingston, 51% of children in need are male, 47% are female, and 2% are unborn. In Richmond, these figures are 53% male, 44% female and 3% unborn. In Windsor and Maidenhead, 48% are male, 49% female and 3% are unborn or gender is not yet recorded.
- The largest age group amongst children in need for both Kingston and Richmond is those who are aged 10-15 at 34% and 37%, respectively. In both Kingston and Richmond, this is followed by those aged five to nine with 26% and 23% respectively. In Windsor and Maidenhead, 28% are aged 10-14; 27% are aged five to nine; and 26% are aged between 0 and four.
- 41% of children in need in Kingston are White British and 48% are from a BAME background (information relating to 11% of children in need is either not recorded or not yet obtained). The largest BAME groups are Any Other White (8%) and Any Other Asian background (8%). 51% of children in need in Richmond are White British and 35% are from a BAME background (information relating to 14% of children in need is either not recorded or not yet obtained). The largest BAME groups are Any Other White (9%) and Any Other Asian background (5%).
- 18% of children in need in Kingston and 13% of those in Richmond have a disability.

* Please note, CiN definition used: all children <18yrs old, not Child Protection or Children Looked After and with an open referral as at February/ March 2018). Please also note, CiN ethnicity and disability data in Windsor and Maidenhead was not available to include in this report. The intention will be to align reporting in 2018/19 as far as is possible.

Children subject to a Child Protection Plan (CPP) (from Children's Social Care Performance Reporting - February/March and April 2018)

- 48% of children subject to a Child Protection Plan in Kingston are male and 50% are female (2% are unborn). In Richmond, 55% are male, 44% are female and 1% are unborn. In Windsor and Maidenhead, 49% are male and 51% are female.
- In both Kingston (35%) and Windsor and Maidenhead (28%) , the largest age group of children subject to a Child Protection Plan are those aged five to nine. The largest groups in Richmond are those aged one to four and 10 to 15 (30% in each).
- 55% of children subject to a Child Protection Plan in Kingston are White British and 42% are from a BAME background (3% are unknown/not stated). The largest BAME group is Any Other Asian background (9%). 51% of CPP children in Richmond are White British and 49% are from a BAME background (2% are unborn and their ethnicity is unknown/not stated). The largest BAME groups are Any Other White and Black Caribbean (17%). In Windsor and Maidenhead, 68% of CPP children are White British and 32% are from a BAME background. The largest BAME group is Pakistani (12%).

Children Looked After (from Children's Social Care Performance Reporting - February/March and April 2018)**

- 63% of looked after children in Kingston are male and 37% are female. In Richmond these figures are also 63% and 37%, respectively, while in Windsor and Maidenhead, it is 55% and 45%.
- In Kingston, 40% of looked after children are aged 16 to 17 year olds - this is the largest age group followed closely by 10 to 15 year olds (39%). In Richmond the largest age group is also 16 to 17 year olds (42%) followed very closely by 10 to 15 year olds (37%). In Windsor and Maidenhead,
- 41% of looked after children in Kingston are White British and 59% are from a BAME background. The largest BAME groups are Any Other White (9%) and Black African (9%). In Richmond, 43% of looked after children are White British and 57% are from a BAME background. The largest BAME group is Any Other Mixed background (11%) followed by Any Other White background (9%).

** Please note Children Looked After ethnicity data in Windsor and Maidenhead was not available to include in this report. The intention will be to align reporting in 2018/19 as far as is possible.

School Population (from the Spring Census 2018)

- Achieving for Children are working with 74,736 children and young people across 177 state-funded schools in Kingston, Richmond and Windsor and Maidenhead.
- This includes 878 children and young people in seven special schools across the three local authorities (340 in Kingston, 221 in Richmond and 317 in Windsor and Maidenhead).
- There are also 58 children and young people who have their main registration at the Pupil Referral Units in Kingston (24) and Maidenhead (34).
- 70.4% of children and young people attending state-funded primary and secondary (including middle schools) schools in Kingston, Richmond and Windsor and Maidenhead attend non-denominational schools, with 18.1% attending Church of England Schools, 10.7% attending Roman Catholic schools and 0.8% attending schools of other Christian faiths.
- In all state-funded schools that Achieving for Children work with there is a slight male gender bias, with 50.9% males to 49.7% female.
- However the gender bias is much more pronounced in special schools where 68.7% of pupils registered are male and in the Pupils Referral Units where 74.1% of pupils registered are male.
- In total there are 2367 pupils in schools in the three local authorities who have either a Statement of Special Educational Need or an Education Health and Care Plan. This equates to 3.2% of the school population. There are also a further 7,092 pupils who are identified as requiring support for special educational needs (K), 9.5% of pupils. In total 12.7% of the school population are identified as having special educational needs.
- 54.6% of pupils in the three areas are White British, there are however significant differences in the three local authorities. In Kingston 44.5% of pupils are White British with 54.0% of pupils coming from Black and Minority Ethnic groups. In Richmond schools 57.4% of pupils

are white British with 40.2% from Black or Minority Ethnic groups and in Windsor and Maidenhead 63.1% of pupils are White British with only 35.8% of pupils from Black or Minority Ethnic groups.

- A wide variety of languages are spoken by pupils in the schools we work with. Approximately 25% of pupils in the schools in the three authorities have a first language other than English. Similar to the ethnicity profile of the three authorities, there are significant differences between the areas. In Kingston 33.5% of pupils are recorded as having English as an additional language, in Richmond, 24% of pupils have English as an additional language and in Windsor and Maidenhead 15.1% of pupils have English as an additional language. In Kingston 4% of pupils speak Tamil, 2.9% speak Urdu, 2.5% speak Arabic and 2.4% speak Korean as a first language. In Richmond 2.7% of pupils speak Polish, 1.7% Spanish, 1.2% French and 1.2% speak Arabic as a first language. In Windsor and Maidenhead 2.0% speak Panjabi, 1.9% Polish, 1.8% Urdu and 0.8% Panjabi (Mirpuri) as a first language.
- 7.4% of pupils in Kingston and Richmond and 9.0% of pupils in Windsor and Maidenhead are eligible for Free School Meals. This is lower than the national average of 18.3%.

5. Equality and Diversity Framework

Achieving for Children's approach to managing equality and diversity is set out in an Equality and Diversity Policy which has been agreed by the Deputy Chief Executive and the Chair of the Board of Directors and published on the Achieving for Children website. An Equality and Diversity Framework has been put in place to sit alongside the policy, and the key elements of the framework can be found below:

Responsibility for Equality and Diversity

While the Achieving for Children Board and the Achieving for Children Chief Executive have ultimate responsibility for equality and diversity, on an operational basis, the Deputy Chief Executive takes the lead in this area. Support is provided by the Achieving for Children Equalities Lead, who is an officer in the Strategy and Programmes Team. Other members of the Strategy and Programmes Team also provide support when required.

Equality Assessments and Equality Assessment Schedule

Achieving for Children will require managers to complete equality assessments to demonstrate that we are considering the equality implications of the decisions we are making. Actions from equality assessments are monitored through team plans by service managers. Updates on the actions will be requested to be reported in the Annual Equalities Summary Report. An equality assessment schedule will be compiled annually as part of the business planning process. It will include key projects from the Achieving for Children Business Plan (the completion of an equality assessment is mandatory for all projects) and any ad hoc areas of work that require an assessment of the equality implications.

Publication of Equalities Information

The Equalities Lead is responsible for creating and maintaining the Equality and Diversity section on the Achieving for Children website. A range of equalities information will be published on the website.

Challenge to our approach to equality and diversity

An Achieving for Children Equalities Working Group, made up of heads of service from the Business Services Directorate, has been established. The group are responsible for signing off equality assessments and providing constructive challenge to our equality practice, and to discuss any equality related issues that arise.

The Equalities Lead will attend equality and diversity meetings within each Council as required. Achieving for Children will also attend the Richmond External Stakeholders Scrutiny Group (ESSG) twice a year to receive external challenge. ESSG is an independent equalities group made up of a range of people from across the protected characteristic groups and from the community and voluntary sector. It also includes four local residents who act as critical friends and who have professional backgrounds in the public sector and considerable experience of equality and diversity.

Reporting and monitoring

Achieving for Children will produce an Annual Equalities Summary Report in the summer of each year in keeping with the business planning cycle which will enable us to demonstrate how we are meeting the PSED. Other equality reports are produced as and when requested by the owning Councils.

6. Equality achievements

This section sets out our key achievements in relation to equality and diversity and demonstrates how we are implementing the PSED. It is worth noting that as we deliver services to children and young people the majority of our work relates to age.

Age

- 96% of pupils in Kingston, 90% of pupils in Richmond and 87% of pupils in Windsor and Maidenhead attended a school judged to be good or outstanding by Ofsted. This represents a greater proportion in all three local authorities than the national average.
- 76% of pupils in Kingston, 78% of pupils in Richmond and 77% of pupils in Windsor and Maidenhead achieved a good level of development in the Early Years Foundation Stage. These were above the national average of 71% and represented an improvement in each local authority based on the previous year.
- The proportion of pupils achieving the expected standard or above in reading, writing and mathematics at Key Stage 2 (KS2) last year was 65% in Kingston, 76% in Richmond and was 66% in Windsor and Maidenhead - all above the national average of 61%. The proportions achieving the high standard in each subject were 12%, 27% and 12% respectively. Again, this was above the national average of 9% in each local authority.
- The progress 8 score for each local authority was above the national average at Key Stage 4, with scores of +0.41 in Kingston, +0.14 in Richmond and +0.13 in Windsor and Maidenhead, indicating that pupils made more progress from their different starting points than their peers nationally. Attainment also remained above the national average.
- School place planning remains a priority in both operational areas. In Windsor and Maidenhead, we worked with the Council to expand Cheapside Primary School to create 98 additional school places. We started lease negotiations to enable two free schools to begin construction; and contributed to a school feasibility programme to identify options for new school places as part of local housing developments.
- We expanded the Achieving for Children Virtual School to Windsor and Maidenhead. The Virtual School works with children looked after as if they are on roll of the virtual school and attending a single school, even though they will be attending different schools across the

authority and beyond to promote their educational achievement. Children looked after continue to be at a disadvantage in terms of their educational experiences and outcomes, both locally and nationally. However our work in both Kingston and Richmond and Windsor and Maidenhead has resulted in improvements in attainment, attendance and reducing the numbers of children and young people not in education, employment or training.

- In Kingston and Richmond, we have expanded our Strengthening Families offer to provide additional support to our most complex families. Our approach is underpinned by the belief that families, with the support of local services and communities, can be supported to improve their circumstances and find solutions to problems by building on their strengths. The new Strengthening Families Plus offer includes intensive family coaching, domestic violence prevention, parenting support, adult mental health specialists and employment advice. We have worked with 60 families, delivering positive outcomes including: supporting seven young people to return home from care; stabilising seven foster placements; helping 12 families to sustain the changes they have made following child protection interventions; and completing parenting work with a further four families so that they no longer need our support.
- We have developed a Youth Resilience Service for young people in Kingston and Richmond by integrating our Adolescent Response Team, Substance Misuse Service, and Youth Offending Service. The service aims to enable young people to remain with their families by supporting sustainable in relation to their offending, substance misuse, risky behaviour or homelessness (16/17 year olds). There is a coordinated approach through one assessment and one care plan facilitating access to specialist social work support, family therapy; educational psychology; emotional mental health services and substance misuse work. The service worked with 222 young people, including at an innovative youth offending project at Tolworth bus garage in partnership with RATP Dev London, where young people are completing community service by cleaning buses and removing graffiti. 20 young people have been supported with four going on to follow apprenticeship programmes with the company.
- The Duke of Edinburgh's Award Scheme experienced great success in Kingston and Richmond with over 3,450 young people signed up and 1,681 young people completing their Bronze, Silver or Gold Award. The impact has meant that over 45,000 hours of volunteering have been given back to the local community via the volunteering section of the scheme, which has a social value of over £465,000. In Windsor and Maidenhead, two young people, a youth service manager and a longstanding volunteer were invited to St James' Palace to attend the

awards event. The young people were presented with their Gold Awards, and the manager and local volunteer who supported them were recognised with long service awards.

- Early years' providers in Kingston and Richmond benefited from a government grant of £130,699 to support the delivery of 30 hours of free childcare for working families. 1,487 children eligible for the offer have accessed a 30-hour funded place with local providers. An average of 93% and 89% of all eligible two year olds were successfully placed in childcare provision in Richmond and Kingston respectively. The two year old offer aims to improve disadvantaged children's social and cognitive outcomes, so that by the age of five they are ready to start school.
- Our Leaving Care services have increased the number of care leavers in education, employment or training. In Kingston and Richmond, we have established a range of workshops with JobCentre Plus, and have delivered workshops to help care leavers develop skills in budgeting and cooking, as well as raising their awareness of substance misuse and sexual health. In Windsor and Maidenhead, we have improved access to apprenticeships and seen more care leavers gain places at university. We have also delivered specific initiatives to increase interest in careers in construction. In Kingston and Richmond, we have developed a new eight-week construction course for young people aged 16 to 24; in Windsor and Maidenhead, we have delivered construction and engineering workshops to pupils in two schools.
- The School Nursing Team in Windsor and Maidenhead has established a nocturnal enuresis clinic to help manage bedwetting in children and young people. 40 children and young people were supported. 80% completed the programme successfully and feedback from children and young people and parents and carers has been extremely positive.
- Over 7,000 votes were cast in the Windsor and Maidenhead Youth Choice Youth Voice scheme that awards grants of up to £500 for individuals or up to £1,500 for youth groups for children and young people aged between eight and 19 years old. Now its sixth year, grants worth over £20,000 were given out across four categories- individuals, youth groups, targeted groups and schools. All applicants had to explain how funding would benefit themselves or young people in the borough. The winners were chosen by the Youth Ambassadors, a group made up of a range of young people, including those with SEND, aged 11-19 from different settings such as schools, youth centres and other youth groups.
- We delivered a range of age specific sessions across our youth provision in both Kingston and Richmond and Windsor and Maidenhead to ensure children and young people of all ages are able to attend. For example, in Windsor and Maidenhead, we hold separate youth club

sessions for seven to 12 year olds and for young people aged 13 to 19 years old and in Richmond, we hold a junior club for children aged four to eight at our Powerstation Youth Club in Mortlake.

Gender

- The Youth Service in both operational areas celebrated International Women's Day in March 2018 with a number of special events across youth centres.
- The Youth Service in Kingston and Richmond identified a gender imbalance in the young people that access youth services such as youth clubs. Around 57% of those engaging with the service were male. To address this, a number of specific programmes and projects were put in place for females such as the Fulham Football Group to encourage young females to play football. We have also established female only youth groups including Girls a Loud, a young women only youth club, our Young Women's Group, providing support, advice and guidance for young women around risky behaviours, emotional wellbeing and future aspirations, and our Girls Group at the Powerstation Youth Centre. In addition, more of the universal services on offer have been revised so that they are now aimed at young women. As a result, the number of females accessing youth provision has increased.
- In Windsor and Maidenhead, we have extended our commitment to tackling domestic abuse by entering into a new partnership with the DASH Charity to offer dedicated support and advice to families. The service provides independent advocates for adults, both male and female, and children who may be at risk of domestic abuse to help them to remain safe, as well as an outreach service. We will continue to work with partner organisations, including Thames Valley Police and the voluntary sector to offer a range of support services.

Race (including ethnic or national origins, colour and nationality)

- The Youth Service in both Kingston and Richmond and Windsor and Maidenhead celebrated Black History Month in October 2017 with a number of special events across youth centres.
- To ensure our traveller community are aware of, and able to access, our children's centre activities and youth services, we hold specific information, advice and guidance sessions at traveller sites in Kingston.

- An Independent Fostering Agency (IFA) is being established across Kingston, Richmond and Windsor and Maidenhead to meet regulatory requirements. The new IFA will undertake work to identify more foster carers from a BAME background as there is a shortage of carers from non-White British backgrounds and will have a focus on arranging foster placements for Unaccompanied Asylum Seeking Children (UASC) as this has proved problematic in all operational areas.
- Our analysis of attendance data at our children's centres has demonstrated a high number of Polish families in Chessington in Kingston. To encourage these families to access our services, we have established a Polish Kids' Club at the Chessington Children's Centre.
- We deliver a range of training courses across all our children's centre provision aimed at parents who have English as a second language. For example, we hold well-attended 'Learning English at Home' classes at the Barnes Children's Centre to help improve English reading and writing in small and friendly sessions, and hold English as a Second Language (ESOL) classes at Norman Jackson Children's Centre.
- Additional work that has taken place in relation to race is set out in the 'Equality Objectives' section of this report.

Disability

- We implemented Emotional Wellbeing Champions in schools in Windsor and Maidenhead to remove the stigma around mental health. 162 Champions and 32 members of school staff were trained to lead campaigns across 20 different schools in the borough. We expanded the Emotional Literacy Support Assistant (ELSA) so that schools are better able to support the emotional needs of their pupils. 84% of schools in Windsor and Maidenhead have at least one ELSA with 148 ELSAs in total across all schools. The Educational Psychology Service manage and regularly run training programmes for Teaching Assistants working in schools. This enables them to provide individualised and small group support for pupils who need more intensive input to overcome emotional challenges and develop resilience.
- There has been an increase in referral rates for children and young people requiring neuro-developmental assessments in Kingston and Richmond. The Educational Psychology Service completed a pilot project to offer a consultation session to parents or carers of children and young people who have recently been assessed for autistic spectrum disorders. Consultations were held with 14 families. 78% reported that that the consultation helped them to make a difference at home and 67% reported that it helped make a difference at school. The pilot programme has been extended to reach more families.

- The Kingston and Richmond Emotional Health Service held a successful event in Kingston town centre for young people and their families to mark World Mental Health Day in October 2017 and to raise awareness of the range of mental health services delivered by Achieving for Children that can be accessed by families. Activities were held in Kingston town centre, including a wish and worry tree, facepainting, a problem-solving booth, a mental health quiz and a drawing competition.
- We have developed a new approach to SEN transport which promotes independent travel for children and young people with SEND. The approach has included the introduction of a new and streamlined assessment process and a review of drop-off and pick-up points to maximise the efficiency of routes.
- Our SEN services have successfully met the national deadline to transfer all Statements of Special Educational Needs to Education, Health and Care Plans by 31 March 2018. This has involved converting 2,500 Statements in Kingston and Richmond and 902 in Windsor and Maidenhead.
- We have developed and delivered a range of training courses to enable employees and partners to better understand and better meet the needs of children and young people with SEND. This includes courses relating to Attention Deficit Hyperactivity Disorder (ADHD) and Autistic Spectrum conditions.
- We continue to provide additional support to the Kingston and Richmond Children in Care Council as a number of the current cohort have learning difficulties. We are focusing on teaching functional and social skills which is enabling the young people to fully participate in the discussion of issues raised by the group.
- In Windsor and Maidenhead, we delivered life-skills sessions for 15-22 year olds with learning disabilities to help them prepare for independent living. This included sessions on online safety and cyber-bullying, sexual health, personal hygiene and healthy living, ways into work and money management.
- In Kingston and Richmond we have established the Lighthouse Project for young people with Autistic Spectrum Disorder (ASD). It is a closed group that is accessed via referrals from either professionals or parents. The sessions take place once a week and young people who attend have a set structure for the evening. Each session includes a planned educational workshop or activity as well as the freedom to enjoy time with friends and accessing the many facilities available at Ham Youth Centre. We have also established a group, Express SIBS, for children who have a brother or sister on the autistic spectrum to come together, make new friends and have a space to share their feelings.

Religion and Belief (includes lack of belief)

- In response to feedback, we are working in partnership with our employees to establish an annual cultural awareness programme to ensure we celebrate key cultural events for people of different faiths and beliefs and better enable staff to observe these important events.

Sexual orientation

- We have recruited new members for 'Shout This Way', which is a supportive, confidential and safe youth project for young people who are questioning their sexuality, identity or gender or who identify as lesbian, gay, bisexual, or transgender in both Kingston and Richmond. The group meets regularly and shapes their own programme of work and as part of their remit have attended regional and national events. They also offer information, advice and guidance to anyone who is in contact anonymously.
- To develop a better understanding of same sex couples that foster, the Fostering Service in Kingston and Richmond arranged for a same sex couple who foster to come in to speak to staff about their experiences.
- We have delivered lesbian, gay, bisexual, transgender, queer/questioning and others (LGBTQ+) training to professionals across the company. The training is designed to enable delegates to understand what steps they can take to be inclusive to the young LGBTQ+ people in their care and also how they can challenge their own understanding, in order to be a greater support to these young people. Public Health England's study, 'Producing modelled estimates of the size of lesbian, gay and bisexual (LGB) population of England' (2017) estimates that 2.5% of England's population identifies as LGB or 'other', with the largest concentration, 5.5% in Greater London. This demonstrates the importance of ensuring our employees are able to meet the needs of young people who are LGBTQ+.

Gender reassignment

- As noted above, we have delivered LGBTQ+ training to employees across Kingston, Richmond and Windsor and Maidenhead. The course includes a focus on those who may be transgender or considering gender reassignment so we can ensure we are able to meet the specific needs of these young people.
- Please see the 'Equality Objectives' section which sets out activities that have taken place in relation to gender reassignment.

Pregnancy and maternity

- During 2016-17 in Kingston and Richmond we identified that there were a growing number of expectant mothers amongst our children in care cohort. We have continued to monitor this and as yet have not identified any specific trends. We have though put in place tailored support for these young people. For example, the Young People's Supported Accommodation Service in Kingston and Richmond have established a weekly life-skills session for our care leavers who are young parents, in collaboration with midwives and a local faith group. The group has been so successful and well-attended, that a second session has been set up. The young people attending have been extremely positive about the group as they have said they previously found it difficult to access traditional parent groups. We have also established a play session called Busy Babies for other young mums up to 24 years of age and their children to come together and meet new friends. The group has been well received and has brought together a number of young parents who would otherwise be socially isolated.

Marriage and Civil Partnership

- We have not undertaken any specific actions in relation to marriage and civil partnership.

We have also have a number of case studies that demonstrate the impact we have had on the lives of children and young people in Kingston and Richmond and in Windsor and Maidenhead:

ACHIEVING WITH ARCHIE

Archie and his mum have been accessing Ham Children's Centre for three years. Archie was diagnosed with Autistic Spectrum Disorder in 2016 - just before he started primary school. Archie attended activities at the children's centre to help him prepare for his transition to school. During the summer, he attended a group specifically focused on enabling children with speech, language, communication and sensory needs to achieve and have active lives in and out of school. A member of children's centre staff also did 1:1 work in the family home focused on listening and concentration. He has made an encouraging start, but still finds it difficult to process sensory information during

the school day, and struggles with the transition between school and home. He is now dropping in to the children's centre at the end of the school day so he can have a calm, quiet space to wind down and process his feelings before he goes home. This has a very positive impact on the whole family, as the time at home is then more relaxed.

ACHIEVING WITH DAVID

David is in Year 8 at a secondary school in Maidenhead. His father died when he was in primary school and he has found the transition to secondary school to be challenging. This has resulted in him displaying inappropriate and challenging behaviour at school and is at risk of permanent exclusion. An Educational Psychologist was able to meet with David who described that he often felt overwhelmed with anger and that he did not mean the things he said to his teachers and to his mum when this happened. He explained that he wanted to stay at the school, but that he wanted the staff there to understand the best ways of talking to him when he was feeling angry. The Educational Psychologist was able to help David to understand his emotional responses, agree appropriate ways to support David in school, and explore possible support services with David and his mum including bereavement support services. Following this intervention, the risk of exclusion for David has been significantly reduced.

ACHIEVING WITH CONNOR

Seven year old Connor has cerebral palsy and uses a wheelchair; he has no movement in his legs and right arm and cannot sit unaided. He has very basic communication skills and cannot make clearly-formed words. Connor has complex needs and is reliant on his parents for all his care, including feeding, washing and dressing. This places considerable demands on Connor's parents and means that it is sometimes difficult for them to spend time with their younger son, Ryan, and do family activities with him such as visiting the park to play on the swings. Connor receives overnight respite care at the Windham Croft Centre for four nights each month, and also attends some after-school, weekend and holiday activities at the centre where he can enjoy playing with other children and his support worker. These short breaks enable Connor's parents to spend valuable time with Ryan and take a break from their caring duties. They describe the centre as a lifeline for their family and a place where they know Connor is safe, clean, happy and stimulated by his environment.

7. Equality objectives

Our equality objectives have been developed based on a review of key equality and diversity data and information and through focus groups with service managers. As a result of this analysis and these discussions we have identified the following four equality objectives. New objectives will be developed in 2020/21.

Equality objective	Why has this been identified as an equality objective?	Progress
Providing support to the increasing numbers of Unaccompanied Asylum Seeking Children (UASC)	National data shows that the number of UASC entering the UK has risen by more than 50% in a single year, with increasing numbers having their claims for asylum refused. Increasing numbers of UASC has been attributed to the ongoing refugee crisis. In Kingston and Richmond, there are at least four new UASC coming into our looked after children and leaving care services each month. We will respond to this by increasing the supply of sufficient supported accommodation and by ensuring that employees are appropriately trained to provide effective support to meet the differing needs of UASC.	<ul style="list-style-type: none"> ● To broaden the choice of local supported accommodation, we changed the way in which we commission support for care leavers. A review of existing placements has highlighted that some care leavers are in accommodation and have support packages that do not reflect their assessed level of need. This includes our UASC. We have worked with these care leavers to find more appropriate placements aimed at supporting them to become more independent. ● We completed a £1.2 million refurbishment of sheltered accommodation for older people in central Kingston to create supported accommodation for 16 care leavers. Young people and local residents contributed to the design of the building and the operating model. The new accommodation, which opened in January 2018, has enabled care leavers to return to the local area to be closer to their family, friends and support networks. We also launched a crowdfunding campaign to create artwork for the

		<p>unit to make it feel more like a home. Art therapists worked with 12 young people to create the artworks; the project also helped them to develop new skills and to build relationships with each other. Specifically, a number of UASC were involved in the creation of a video to generate community support for the project.</p> <ul style="list-style-type: none"> ● Workforce Development have developed and now deliver a specific training session to help staff better understand the needs of UASC. The training enables the attendees to: demonstrate an improved understanding of how and why children come to the UK; describe how to assess the best long-term plans for a child; and give examples of risks and protective factors for unaccompanied children. ● Workshops about Child Sexual Exploitation (CSE) have been delivered to all care leavers by the Leaving Care service. These have been adapted for Unaccompanied Asylum Seeking Children (UASC) to include information relating to forced marriage, honour- based violence and female genital mutilation where appropriate. ● We have supported 11 care leavers, including UASC into apprenticeships, traineeships, college or employment. ● Through Kingston Health and in partnership with Refugee England, we have organised bereavement counselling for our UASC who are supported by the Leaving Care Team.
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		<ul style="list-style-type: none"> ● To ensure our Life Skills workshops for care leavers are accessible to all, we have provided interpreters to help those whose first language is not English.
<p>Integrating care and support for children and young people with special educational needs and disabilities within their local communities</p>	<p>The number of children and young people with Statements of SEND or an EHCP in Kingston and Richmond is growing by 6% year on year; this has been accompanied by an increase in the number of children with severe and complex needs. There is a lack of in-borough respite care and residential school provision for these children and young people, which means that we are reliant on higher-cost provision outside of the boroughs. We are seeking to develop local respite facilities and residential units so that young people receive excellent education and care closer to their homes and their families. We are also aiming to develop integrated support for children with SEND in Richmond upon Thames, so that their health and care needs can be more easily met by a multi-professional team working on a single site.</p>	<ul style="list-style-type: none"> ● In Kingston and Richmond, to ensure school places for pupils with special educational needs and disabilities (SEND), we consulted on proposals to provide almost 200 additional school places by creating new and expanding existing specialist resource provisions in mainstream schools. We also worked with the Auriga Academies Trust to establish a new free school which will open in September 2019. The free school will enable more children and young people with SEND to be educated locally. ● We are continuing to work with Kingston Council to develop a new eight-bed facility at Moor Lane in Chessington to provide overnight short break care for children and young people with SEND. Children and young people using the facility will benefit from the wide range of services provided at Moor Lane, including children’s social care, health services, therapies, family support and an accessible playground. Preliminary designs for the building have been created with the help of existing service users and their families. The facility is planned to be ready for occupation in 2019. The children using the new centre will be able to benefit from the wide range of services we already provide at Moor Lane, including integrated health services, therapies, family support and an accessible playground.

<p>Implementing a coordinated approach to addressing Child Sexual Exploitation (CSE) to safeguard children and young people at risk</p>	<p>Child Sexual Exploitation (CSE) has been identified as a growing concern both nationally and locally. In response, Achieving for Children is working with the Local Safeguarding Children Boards (LSCB) to implement CSE strategies which aim to adopt a coordinated approach to address CSE.</p>	<ul style="list-style-type: none"> ● In response to Kingston and Richmond’s LSCB strategy towards a coordinated approach to addressing child sexual exploitation (CSE), AfC has developed the Phoenix Project to address the key factors that may place children and young people at risk of sexual exploitation. The aim of the project is to provide direct intervention for children and young people at risk of CSE or who are being sexually exploited through the management of up to 25 cases a year across AfC. During 2017/2018, which was the project's second year of operation, 10 participants from the previous year continued to work with the project and 16 new referrals were received. Of these 16 new referrals nine participated in the project, two were offered consultation with the referring professional, and one was supported through parental support sessions. All of the new referrals were female, with one of the continuing participants being male. ● Across Kingston and Richmond and Windsor and Maidenhead, we supported National CSE Awareness Day on 18 March. The aim of the day is to highlight the issues surrounding CSE; encouraging everyone to think, spot and speak out against abuse and adopt a zero tolerance to adults developing inappropriate relationships with children or children developing inappropriate relationships with other children.
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		<ul style="list-style-type: none"> • We have delivered a range of training across all three boroughs raising awareness of CSE and equipping practitioners with the knowledge and skills to address suspected cases of CSE.
<p>Ensuring our employees are equipped and trained to deliver support to children and young people who are affected by identity issues</p>	<p>As a result of analysis of a number of recent Serious Case Reviews, we have identified a need to improve the organisational understanding of cultural, gender and sexual identity issues experienced by children and young people. We need to improve the awareness of the attitudes of different communities and in turn improve our effectiveness at assessing and responding to individual needs. We intend to create resource packs and advisors for key communities, develop a clear practice framework with risk assessment tools, and implement reflective group supervision as well as learning groups. We will focus not solely on training but also on leadership and expectations.</p>	<p>Culture</p> <ul style="list-style-type: none"> • Children’s Social Care arranged for a lecturer from Kingston University to come to speak to employees about cultural identity. We have also invited community leaders to come deliver lunchtime briefings for employees to increase knowledge about the different community groups that we serve and their differing needs. • Workforce Development have commissioned Barnardos to deliver a Cultural Awareness course for employees. The course enables the attendees to reflect on day to day encounters with equality, diversity and inclusion in work settings; understand the impact of cultural background in assessments- in particular safeguarding; and inform and challenge their own thinking around cultural background. • We have begun to deliver training sessions entitled ‘Cultural perspectives on Female Genital Mutilation (FGM)- why it happens and what we can do to end it’ which have been well-attended by practitioners from across AfC. The session helps professionals become familiar with the challenges individuals face in FGM practicing communities. For those working with these families, it

		<p>seeks to address the conflict between culture and safeguarding children.</p> <p>Sexual identity</p> <ul style="list-style-type: none">● We commissioned Gendered Intelligence, a community interest company who provide training and awareness raising sessions, have provided transgender training for our employees to widen knowledge and understanding in this area.● As noted in section 6, we have delivered LGBTQ+ training to employees across Kingston, Richmond and Windsor and Maidenhead. See section 6 for more details.
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8. Equality Assessment Schedule

Equality assessments are produced by Achieving for Children for all key strategic projects. All of the equality assessments due for completion in 2017-18 have been completed and published on Achieving for Children's website. This includes:

- Redesign our approach to commissioning supported accommodation for care leavers to broaden the choice of local provision and support including opening the Green Leas leaving care accommodation;
- Improve the commissioning of placements for children in care to broaden the choice of local provision and support;
- Transform the culture and working practices of early help and children's social care services in the Cluster Model by ensuring more joined up services, including with partners, to avoid duplication, maximise resources and improve the journey of the child;
- Implement an innovative recruitment and retention scheme which attracts and retains experienced and well-qualified practitioners and managers;
- Develop and implement a new pay and rewards strategy for all staff across the company; and
- Deliver the admission of the Royal Borough of Windsor and Maidenhead into the company.

In addition, a range of equality assessments reviewing the impact of service redesigns on employees have been completed. Given the small number of people that are affected by the redesigns, they are not published as the data included means employees are identifiable.

Looking ahead, the equality assessment schedule for 2018-22 is set out below. This may be subject to change as the business plan is reviewed each year. Unless otherwise indicated, equality assessments will be completed across all boroughs.

Title	Lead
RESILIENCE	
Strengthen family-based solutions, including family group conferencing (FGC) and use of the family drug and alcohol court (FDAC), so that vulnerable families are better supported to care for their children without the need for them to become looked after.	Associate Director for Safeguarding (K&R)/ Deputy Director for Health, Early Help and Children’s Social Care (W&M)
Embed the systemic family therapy model across social care services to support social workers in their approach to building resilience in families.	Associate Director for Safeguarding (K&R)/ Deputy Director for Health, Early Help and Children’s Social Care (W&M)
Fully implement the Signs of Safety practice model across all services to ensure a consistent, collaborative and strengths-based approach to supporting children and young people in need of help and protection.	Director for Children’s Social Care (K&R)/ Deputy Director for Health, Early Help and Children’s Social Care (W&M)
Develop and improve the consistency of social work practice in Windsor and Maidenhead so that children and young people are safe and experience high quality support and care.	Deputy Director for Health, Early Help and Children’s Social Care (W&M)
Continue the integration of health, social care and wellbeing services, with a particular focus on meeting the emerging emotional health needs of children and young people at the earliest opportunity.	Associate Director for Health Services (K&R)/ Service Leader for Inclusion and Pupil Support (W&M)
CAPACITY	
Ensure effective medium- term planning for school places planning to ensure there is a school place for every pupil, and all schools are financially sustainable.	Associate Director for School Place Planning (K&R)/ Service Leader for Education and Schools (W&M)
Establish the company as an independent fostering agency and use the new operating model to increase our ability to recruit and support local foster carers.	Associate Director for Provider Services

Develop the capacity needed to improve the commissioning of placements for children in care and those with SEND, as part of the delivery of the local Placement Commissioning and Sufficiency Strategy.	Associate Director for Commissioning
Develop and operate local residential children's homes to meet the requirements of children and young people with higher-level care needs	Associate Director for Provider Services
Develop and operate local supported accommodation to meet the needs of young people who are leaving care	Associate Director for Provider Services (K&R)/ Deputy Director for Health, Early Help and Children's Social Care (W&M)
INCLUSION	
Create local school places for children and young people with SEND through the development of specialist resource bases in mainstream schools	Director of Education Services (K&R)/ Service Leader for Education and Schools (W&M)
Develop respite care facilities for children with SEND and complex health needs at the Moor Lane Centre in Kingston	Director of Education Services (K&R)
Develop resources to support assessment and early intervention in mainstream early years settings, schools and colleges so that they are equipped to meet the needs of children and young people with SEND who are below the threshold for an EHCP.	Strategic Lead for Educational Inclusion (K&R)/ Service Leader for Inclusion and Pupil Support (W&M)
Develop alternative education provision for children and young people with challenging behaviours who have been permanently excluded or are at risk of exclusion from school	Strategic Lead for Educational Inclusion (K&R)/ Service Leader for Inclusion and Pupil Support (W&M)
INDEPENDENCE	
Implement new eligibility criteria and a new SEND transport policy to deliver new transport options that promote independent travel and life skills.	Associate Director for Commissioning
Expand vocational opportunities for young people, including the further development of local traineeships and apprenticeships, particularly for those leaving care or with disabilities.	Associate Director for Commissioning/ Service Leader for Education and Schools (W&M)

Support care leavers (including unaccompanied asylum seeking children and those with special educational needs and disabilities), to develop the skills and have access to the housing options they need to successfully transition to adulthood and independence.	Associate Director for Permanency (K&R)/ Deputy Director for Health, Early Help and Children’s Social Care (W&M)
Work to reduce the gap in attainment in literacy and numeracy between children in receipt of the pupil premium grant and their peers.	Director of Education Services (K&R)/ Service Leader for Education and Schools (W&M)
Work with colleagues in adult social care to improve the pathway and transition planning for young people with SEND	Director of Education Services (K&R)/ Service Leader for Inclusion and Pupil Support
RESOURCES	
Implement an innovative recruitment and retention scheme which attracts experienced and well-qualified practitioners and managers, and helps to retain a permanent and resilient workforce	Associate Director for Workforce
Review and reorganise HR, and ICT services, and develop a strategic asset and accommodation strategy, so that the company has the corporate services it needs to be effective and deliver value for money	Associate Director for Strategy and Transformation
Develop and implement an engagement strategy that strengthens our relationships with children, families, schools, and communities so that our decision-making is increasingly informed by local needs	Associate Director for Business Development and Communications
Develop the organisational culture of the company, including redefining our values, behaviours and ways of working, so that the whole workforce embraces strengths-based approaches to working with families, and feels valued, supported and motivated	Associate Director for Workforce

9. Information Sources

The following information sources have been used in the development of this report:

Information Source	Description	Location
Achieving for Children's Equality and Diversity Policy	Sets out Achieving for Children's approach to equality and diversity.	http://www.achievingforchildren.org.uk/Mainfolder/documents/AfC_Equality_and_Diversity_Policy.pdf
Achieving for Children SEND Local Offer website	This section of the website provides information on local services and support available for families including children and young people aged 0-25 years with special educational needs or disabilities.	https://www.afcinfo.org.uk/local_offer
Achieving for Children website	Sets out information about Achieving for Children including: who we are; what we do; what we have achieved; what we plan to do over the coming years.	http://www.achievingforchildren.org.uk/
Achieving for Children key documents (includes the Annual Report and the Impact Report)	Brings together the key documents for Achieving for Children which includes the Annual Report and Statement of Accounts and the Impact Report.	https://www.achievingforchildren.org.uk/key-documents/
Achieving for Children Equality Assessments	Publication of all equality assessments completed by Achieving for Children.	https://www.achievingforchildren.org.uk/equality-diversity-documents/

Kingston Council Data Observatory	Sets out a range of data including equalities information relating to the Royal Borough of Kingston upon Thames.	http://data.kingston.gov.uk/
Kingston Children and Young People's Needs Assessment - September 2016	Sets out key equality and diversity information relating to children and young people in Kingston.	http://data.kingston.gov.uk/resource/view?resourceId=828
Kingston Council website	Holds information relating to the population in Kingston upon Thames	https://www.kingston.gov.uk/
Richmond Council DataRich	Sets out a range of data including equalities information relating to the London Borough of Richmond upon Thames.	http://www.datarich.info/
Richmond Council website	Holds information relating to the population in Richmond upon Thames	https://www.richmond.gov.uk/
Richmond Children and Young People's Needs Assessment - September 2016	Sets out key equality and diversity information relating to children and young people in Richmond.	http://www.datarich.info/resource/view?resourceId=749
Windsor and Maidenhead Local Officer	This section of the website provides information on local services and support available for families including children and young people aged 0 - 25 years with special educational needs or disabilities.	http://directory.rbwm.gov.uk/kb5/rbwm/directory/localoffer.page
Windsor and Maidenhead Council website	Holds information relating to the population in Windsor and Maidenhead	https://www3.rbwm.gov.uk/

Windsor and Maidenhead Youth Services	Information relating to the provision of youth services in Windsor and Maidenhead	https://www3.rbwm.gov.uk/wamster/info/1/youth_centres/11/8-13_youth_service_provision
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