

From: Roger Gough, Cabinet Member for Children, Young People and Education

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To: Children's, Young People and Education Cabinet Committee – 10 July 2018

Subject: Annual Equality and Diversity Report for Children, Young People and Education 2017-18

Classification: Unrestricted

Electoral Division: All

Summary: This report provides a position statement for services within the Children, Young People and Education (CYPE) Directorate regarding equality and diversity work, providing an update on progress in delivering Kent County Council's (KCC's) Equality Objectives for 2017-18. The Council is required to publish this information on an annual basis in order to comply with its statutory Equality Act duties.

Recommendations:

The Children's, Young People and Education Cabinet Committee is asked to:

- i) note the current performance of CYPE in relation to equality objectives set out in KCC's Equality and Human Rights Policy and Objectives 2016-2020;
- ii) consider the progress CYPE has made in reducing inequalities in 2017-18; and
- iii) agree to receive this report annually in order to comply with the Public Sector Equality Duty (PSED).

1. Introduction

1.1 The Equality Act 2010 provides the framework for public bodies in England to promote equality and eliminate discrimination. KCC must also adhere to the Public Sector Equality Duty (PSED) as detailed in Section 149 of the Equality Act 2010. This duty requires the Council to promote equality, undertake equality analysis to inform all policy decisions and to publish equality information. The three aims of the equality duty are:

- Removing or minimising disadvantages suffered by people due to their protected characteristics.
- Taking steps to meet the needs of people from protected groups where these are different from the needs of other people.
- Encouraging people from protected groups to participate in public life other activities where their participation is disproportionately low.

1.2 As part of its statutory duties under the Equality Act 2010, KCC must

publish an Equality Annual Report to demonstrate compliance with the general PSED. Proactive publication of equality information ensures compliance with the legal requirements.

1.3 Compliance with the Council's equality duties should also result in:

- Better informed decision-making and policy development;
- A clearer understanding of the needs of service users, resulting in better quality services;
- More effective targeting of resources to address greatest need;
- Greater confidence in, and satisfaction with, the Council;
- A more effective workforce and a reduction in instances of discrimination.

2. Financial Implications

2.1 There are no financial implications resulting from the Annual Equality and Diversity Report. However, gathering equality information and using it to inform decision-making enables KCC to achieve greater value for money in services delivered, through more effective targeting of resources to address need.

3. KCC's Strategic Statement and Policy Framework

3.1 Advancing equality and reducing socio-economic inequalities in Kent contributes towards the achievement of 'Increasing Opportunities, Improving Outcomes' – KCC's Strategic Statement 2015-2020, the Medium Term Financial Plan 2017-20 and CYPE's Vision and Priorities for Improvement 2018-21. KCC's Equality Objectives were developed from the Council's three key strategic outcomes. The objectives correspond with existing Council priority outcomes to ensure: children and young people in Kent get the best start in life; Kent communities feel the benefits of economic growth by being in-work, healthy and enjoying a good quality of life; and older and vulnerable residents are safe and supported with choices to live independently.

3.2 KCC agreed its new Equality and Human Rights Policy and Objectives 2016-2020 in December 2016. The Equality objectives that CYPE are required to deliver upon are:

- Narrowing the achievement gaps with regard to disability race or sex.
- Increase learning and employment opportunities for those aged 16-25 with regard to Disability Race and Sex.
- Ensure more young people are able to access progression pathways post 16 including an offer or an apprenticeship with regard to Disability Race or Sex.
- Increasing access to early years services for 2 year old offer of free provision regardless of disability race or sex.
- Driving down permanent exclusions to zero for primary age children with regard to Sex and Race.
- Where appropriate fewer young people become young offenders with regard to Race Disability and Sex.

- Safeguarding children, young people and vulnerable adults from harm with regard to Sex Disability Race and Age.
- Improved life chances and outcomes of children, young people and vulnerable adults through service developments and transformation.
- The quality and range of services are improved through increasing engagement with service users and carers.

3.3 The Children, Young People and Education ‘Vision and Priorities for Improvement 2018-21’ document and the Ofsted Annual Conversation Self-Evaluation 2018 are the key strategic documents for CYPE services in Kent. The development of these documents and their priorities follow annual discussions with Headteachers, governors and other public sector partners. These documents set out shared ambitions and includes a range of ambitious priority improvements up to 2021. The strategic priorities for CYPE's Services are based on a rigorous analysis of current performance and challenging expectations for future improvements.

4. Context

4.1 Kent has 582 schools of which 455 are Primary schools, 98 are Secondary schools, 22 are Special and 7 are Pupil Referral Units. Of the 582 schools, 231 are Academies and Free schools (as at April 2018). In addition, Kent has 85 Children’s Centres.

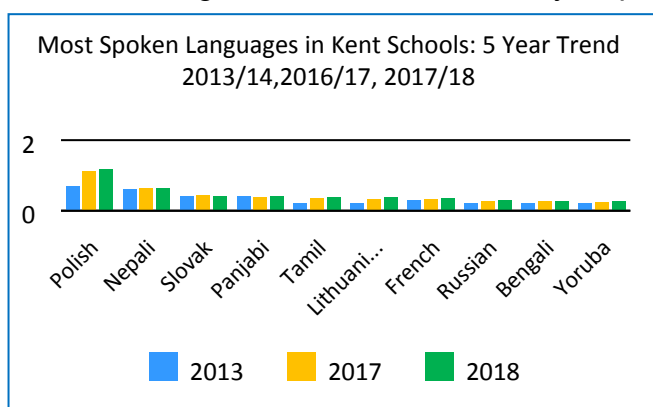
4.2 The total number of pupils in Kent schools (as at January 2018) was 231,614, with 126,799 attending Primary, 100,554 attending Secondary, 4,130 attending Special and 494 attending Pupil Referral Units. Many PRU pupils are already counted on the roll of their school.

4.3 In terms of SEND, 3% of pupils (8,475) in Kent schools have an Education Health and Care Plan (EHCP). This compares to 2.8% nationally (as at January 2018).

4.4 The percentage of pupils eligible for Free School Meals (FSM) in Kent overall is 11.7%, compared to 14% nationally (as at January 2018).

4.5 The percentage of pupils whose First Language is not English in Kent is 10.7%. The national comparison figure was not available (as at January 2018). There has been a steady increase in the number of Minority Ethnic (ME) and English as an Additional Language (EAL) pupils in Kent schools, with the largest minority groups consistently rising over the last five years.

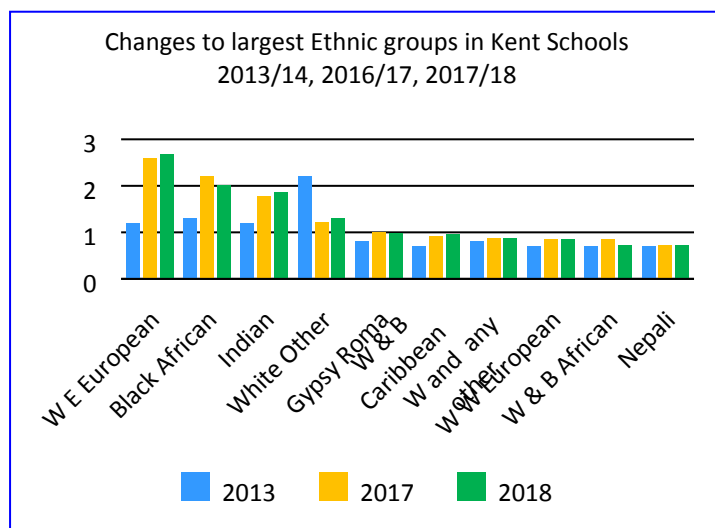
4.6 As can be seen from the table below, the most spoken language in Kent other than English is Polish, followed by Nepali, Slovak and Punjabi.



4.7 The Ethnic composition of pupils in Kent is as follows:

White British	Other White (incl. GRT)	Asian / Asian British	Black / Black British	Mixed / Dual Back-ground	Chinese	Other Ethnic Group	Refused to Disclose
79.11	6.78	4	2.72	5.28	0.32	0.87	0.92

4.8 As can be seen from the table below, the largest Ethnic group in Kent schools is White Eastern European, followed by Black African and Indian.



4.9 **Appendix 1** of this report provides information on contextual data trends between 2016 and 2018 by Area and District for all Kent schools, including Total Roll, % of FSM, % of EHCP's, % of EAL and % of Minority Ethnic.

4.10 Specialist Children's Services (SCS) works with children and families from all backgrounds, providing assessment to identify children's needs, providing appropriate and culturally sensitive support where those needs are identified and protection of those children who are at risk of significant harm as stipulated by the Children Act (1989).

4.11 The total number of children and young people accessing SCS as of 31 March 2018 was 10,088. In the following tables, the figures are broken down into the following categories: Unaccompanied Asylum-Seeking Child (UASC), Looked After Child (LAC), Child Protection/Child in Care (CP/CiN) and Care Leavers.

4.12 Children and young people supported categorised by gender (31 March 2018¹)

Gender as at 31.03.2018	UASC*	LAC (exc UASC)	CP/CIN (exc UASC and Care Leavers)**	Care Leavers (exc UASC)
Male	1039	796	3601	334
Female	84	626	3127	305
Indeterminate	-	-	3	-
Total	1123	1422	6731	639

The figure for CP/CIN excluding UASC and Care Leavers excludes unborn children which is why it totals less than 10,088.

4.13 Children and young people supported categorised by Sexuality or Gender Orientation as of 31 of March 2018. The data is percentages to ensure anonymity.

Sexual Orientation as at 31.03.2017	UASC* (%)	LAC (exc UASC) (%)	CP/CIN (exc UASC and Care Leavers)** (%)	Care Leavers (exc UASC) (%)
Bisexual	-	-	-	0.6
Gay/Lesbian	0.18	-	-	0.6
Heterosexual	15.1	0.8	0.04	34.8
Not Recorded	68.4	98.1	99.7	58.6
Rather Not Say	0.1	-	0.01	0.4
Transsexual	-	-	-	0.5
Unknown	16.2	1.1	0.25	4.5
Total	100	100	100	100

4.14 Children and young people supported categorised by Ethnicity as of 31 March 2018

Ethnicity as at 31.03.2017	UASC*	LAC (exc UASC)	CP/CIN (exc UASC and Care Leavers)**	Care Leavers (exc UASC)
White British	-	1215	5388	561
White Other	22	83	391	24
Mixed	5	84	318	33
Asian	80	9	119	3
Black and Minority Ethnic Group	501	21	132	14
Any other ethnic group	515	10	42	4
Refused	-	-	3	-
Information not yet obtained	-	-	263	-
Not Recorded	-	-	75	-
Total	1123	1422	6731	639

*UASC figures taken from caseload report and will therefore include LAC and Care Leavers

**This includes all cases from caseload report excluding those LAC and Care Leavers. This means if they were both CP and LAC they have not been included

The figure for CP/CIN excluding UASC and Care Leavers exclude unborn children.

5. CYPE Performance against Equalities Objectives for 2017-18

5.1 This report now details the actions in the last year that the CYPE Directorate has undertaken in order to narrow the inequality gaps and promote equality of opportunity to address the diverse needs of all Kent's children and young people.

5.2 Narrowing the achievement gaps with regard to disability race or sex

5.2.1 Whilst 92% of our schools overall are good or outstanding compared to 89% nationally, reflecting a transformation in the performance of our schools since 2013, there is still much work to do to narrow the attainment gap for key vulnerable groups.

5.3 Early Years

5.3.1 In 2017 74.2% of children in Kent achieved a Good Level of Development (GLD) at the end of the Early Years Foundation Stage (EYFS) which is a slight decline from the 2016 figure of 74.8%. This outcome is above the national figure of 70.7% and places Kent third amongst its statistical neighbours. Achievement gaps in 2017 were as follows:

- *Gender* - girls continued to out-perform boys with 80.6% of girls compared to 68.1% of boys achieving a GLD. This represents an improved position from a gender gap of 14.2% in 2016 to 12.5% in 2017;
- *FSM Eligible* gap - this increased from 19% in 2016 to 21% which means that 56% of children on FSM achieved a GLD compared to 58% in 2016.
- The *SEN* gap widened to from 52.8% in 2016 to 59.0% in 2017, which means fewer children with SEN (20%) achieved a GLD in 2017, compared to 27.2% in 2016.
- The gap for *Children in Care* (CiC) relates to very few children (20 Kent and 7 Other Local Authority), but the Kent CiC gap widened from 33.3% in 2016 to 49.4% in 2017. Once again this means that very few of the Kent children in care (25%) in this age group achieved a GLD by the age of five, compared to 41.7% in 2016

5.4 11 out of the 12 Kent districts were placed in the best 32 LA performers nationally, using Early Years Social Mobility indicators, according to the Social Mobility Commission's 'State of the Nation 2017' Report.

5.5 Overall, whilst Kent position is strong in comparison to the national, there is clearly still much work to be done to ensure that more children universally achieve more highly, whilst further narrowing gaps in achievement for children who may be vulnerable to not achieving to their full potential.

5.6 Primary

- The proportion of good and better schools has continued to improve in 2017/18 – 93.2% of primary schools now have a judgement of good or better, compared with 91.2 in April 2017.
- At Key Stage 1, outcomes improved across all indicators and was above the national average across all subjects. The attainment of FSM pupils was in line with national FSM attainment in reading and above in writing and mathematics.
- At Key Stage 2 (KS2), outcomes were above the national average for the second successive year, at 65% for reading, writing and mathematics combined. This placed Kent first amongst our 11 statistical neighbours in 2017.
- Attainment for FSM pupils at KS2 improved in 2017 across all measures but gaps remain wider than national due to improved outcomes for non FSM pupils. Kent is second amongst our statistical neighbours in terms of the performance of our disadvantaged pupils.
- The attainment gap for SEN pupils remains wide across all measures, although attainment for SEN pupils achieving the expected standard increased by 4 percentage points to 19.4% - the attainment gap is 53.0%, which is similar to the gap in 2016.

- Outcomes for Children in Care (CiC) improved in 2017 across all indicators – the proportion of CiC who achieved the expected standard was 37.3% compared with 21.3% in 2016. The attainment gap was 27.4 percentage points narrowed significantly compared with the gap of 37 percentage points in 2016.
- Actions have been taken to strengthen more collaborative working with SEN provision and planning colleagues – Provision Evaluation Officers Notes of Visits are now shared with School Improvement to ensure more cohesive responses to schools.
- There is now a continued focus by School Improvement Advisers on provision and achievement of vulnerable groups during school visits.
- The recommendations of the Select Committee on the Pupil Premium, due to be published in the summer, will help to inform continued improvements in narrowing the attainment gaps.

5.7 Secondary, Special and Pupil Referral Units

- The proportion of good and better secondary schools has continued to improve in 2017/18 – 91.4% of secondary schools now have a judgement of good or better, compared with 87.5% in April 2017.
- The proportion of special schools which have a judgement of good or better is 91%.
- The proportion of PRUs with a judgement of good or better has dropped to 43%.
- The proportion of Specialist Resourced Provisions with a judgement of good or better is 92.7% of those inspected.
- At Key Stage 4 (KS4) Kent has maintained standards in line with the national average but in the Progress 8 measure, in Kent state funded schools, the gap between pupils eligible for FSM and their peers is 0.77 is wider than the national gap figure of 0.52. For disadvantaged pupils, the Progress 8 measure gap between these pupils and their peers is 0.8 which is wider than the national gap figure of 0.50. This places Kent eighth in terms of our 11 LA statistical neighbours for Progress 8 and sixth for Attainment 8.
- At KS4, the FSM attainment gap in Kent has reduced from 25.1% to 22.6%, which is 7.1 percentage points wider than the national gap of 15.5%. The attainment gap for disadvantaged pupils in Kent is 23.6% which is 7.0 percentage points wider than the national gap of 16.6%. In terms of our statistical neighbours, Kent is ranked 10th out of 11 LAs for Progress 8 and last for Attainment 8. This is a cause for concern.
- On the Progress 8 measure, in Kent state funded schools the gap between pupils eligible for FSM and their peers is 0.77 which is wider than the national gap figure of 0.52.
- For Disadvantaged pupils, the Progress 8 measure gap between these pupils and their peers is 0.8 which is wider than the national gap figure of 0.5.
- In the headline Basics measure, pupils in Kent schools achieving a standard pass, grades 9-4 in English and mathematics, the attainment gap between pupils eligible for FSM and their peers is 36.4%. This is 9 percentage points wider than the 2017 national gap of 27.4%.
- For Disadvantaged pupils the attainment gap between the cohort and their peers is 33.8%. This is 6.8 percentage points wider than the 2017 national gap of 27.0%.

- The proportion of pupils eligible for FSM in Kent secondary schools who achieved the English BaccaLaureate (English and maths grade 9-4) was 6.3%, compared to 10.4% nationally. The proportion of Disadvantaged pupils achieving the same measure was 8.6%, compared to 11.6% nationally.

5.8 Although overall Minority Ethnic pupils and EAL learners generally do better than their non-minority ethnic and non-EAL peers in KS2 and KS4, the lowest achieving groups remain consistent across all key stages. Gypsy, Roma and Traveller pupils continue to have the lowest achievement. White Eastern European (WEE) pupils, Kent's largest minority ethnic group, continue to be behind non-EAL learners, alongside Black Caribbean children and young people. Language data indicates that the lowest achieving WEE pupils are Slovakian, Czech, Bulgarian and Romanian: it is likely that some of these will be undeclared Roma.

EYFSP Lowest achieving Ethnic Groups 2016/17 >10	%GLD	KS2 Lowest achieving Ethnic Groups 2016/17 >10	% Expected Standard RWM	KS4 Lowest achieving Ethnic Groups 2016/17 >10	% Attainment 8 Score	% Prog 8 Score	% E & M standard pass
Gypsy / Roma	38.0	Gypsy / Roma	23	Gypsy / Roma	106	20.0	-0.81
Portuguese	52.6	Irish Traveller	23.1	Afghan	24	21.1	0.22
Irish Traveller	55.6	Afghan	41.7	Albanian	12	36.9	0.01
Kurdish	58.3	Albanian	50.0	W E European	282	41.0	0.30
Afghan	59.0	Arab Other	50.0	Portuguese	16	42.7	0.10
Turkish Cypriot	60.0	W E European	51.9	Turkish	25	43.4	0.61
Filipino	60.0	W & B Caribbean	52.8	Black Caribbean	34	44.2	-0.10
W E European	64.0	Black Caribbean	54.2	Other Ethnic Group	24	44.2	0.24
Bangladeshi	67.1	Portuguese	57.1	Black and Any Other	50	44.6	0.21

5.9 Gypsy, Roma Traveller (GRT) pupils

5.9.1 Gypsy, Roma pupils are Kent's 5th largest minority ethnic group. In 2016/17 Gypsy/Roma pupils continued to out-perform their national peers at all key stages. Travellers of Irish heritage also exceeded the outcomes of their national counterparts in the Early Years Foundation Stage Profile and Key stage two SATs. In KS4 the numbers of Travellers of Irish heritage who were eligible to sit exams and be assessed against standards were below the number required for statistical significance.

	Ethnic Groups	2013/2014		2015/2016		2016/2017	
		Kent	England	Kent	England	Kent	England
EYFSP: % achieving a Good Level of Development	Gypsy Roma	32	31	40	26	38	31
	Traveller of Irish heritage	38	19	36	36	56	39
	All pupils	69	60	75	69	74	71
KS2: % achieving: 2014/15 L4+ RWM 2016 required standard	Gypsy Roma	35	29	19	13	23	16
	Traveller of Irish heritage	33	38	8	19	23	20
	All pupils	79	78	59	53	65	62
KS4: % achieving	Gypsy Roma	8.5	9	10	10	14.6	11

	Ethnic Groups	2013/2014		2015/2016		2016/2017	
		Kent	England	Kent	England	Kent	England
A*-C/9-4 in 5 or more subject including English and Maths	Traveller of Irish heritage	0	14	67	21	0	22
	All Pupils	58	53	59	63	62	64

5.9.2 Kent is recognised nationally as having good practice which accelerates the progress and raises the attainment of GRT pupils. In 2017/18 Inclusion Support Service Kent (ISSK) worked proactively at a national level with the DfE, and the Department for Communities and Local Government (now the Ministry of Housing, Communities and Local Government), to improve outcomes for GRT pupils. ISSK facilitated a visit from the Women and Equalities Committee to enable them to meet pupils, parents and governors at one of Kent's Primary Schools, recognised for having exemplary practice working with GRT pupils.

5.10 English as an Additional Language (EAL) Learners

5.10.1 In 2016/17 EAL learners achieved significantly above their national peers at all key stages.

ACHIEVEMENT - % REACHING THE REQUIRED STANDARD												
	2014/2015				2015/16				2016/17			
	Kent		National		Kent		National		Kent		National	
EAL	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO
EYFS	63	75	60	68	67	76	63	71	70	75	65	73
KS2	78	81	79	81	58	60	52	54	65	65	61	62
KS4	60	57	56	57	68	63	63	63	67	62	64	64

5.11 Increase learning and employment opportunities for those aged 16-25 with regard to Disability Race and Sex

5.11.1 Youth unemployment in Kent (at 1.7%) is currently below the national unemployment level (2.0%) but is higher than that of our South East neighbours (averaging 1.3%). Unemployment in five (of twelve) Districts in Kent is above the National average, significantly so in Thanet (3.6%) Thanet has the highest level of unemployment amongst young adults (18-24) of any District in the South East Region (at 6%). The figures for the five Districts (Gravesham, Swale, Dover, Shepway and Thanet) have remained stubbornly above the National level for several years.

Targeted Support for Vulnerable Learners

5.11.2 During 2016 - 2017, the Skills and Employability Service has undertaken a range of targeted projects to ensure positive outcomes for vulnerable young people, including those with learning difficulties. These include Supported Internships, Assisted Apprenticeships, Supported Employment and collaborative programmes between Schools and Colleges in Dartford, Gravesend and Shepway. The Troubled Families employment programme has supported 18 young people to take up an apprenticeship and 46 young people into paid employment.

5.11.3 Kent Supported Employment has helped 316 vulnerable learners with physical disabilities, autism and learning difficulties to move into a variety of sustainable employment outcomes over the last year including 58% into paid sustainable employment. There were also a variety of other offers including work placements and voluntary work to enable students to progress into permanent employment. Excellent results have also been achieved by working with 18 vulnerable learners from schools and training providers to move into Supported Internships and 23 into Assisted Apprenticeships. Kent Supported Employment has also been working closely with the NHS to help them employ more staff with learning difficulties as part of their five year pledge.

5.11.4 The Service has held discussions with FE colleges and staff with responsibility for SEND vulnerable learners to identify how KCC and the Colleges can work together to improve progression pathways for these young people. This includes developing new systems to support these learners through transition. A proposal will be put to the College Principals and a strategic plan will be developed in late 2017.

5.11.5 The Service has also made applications to the ESFA for specialist post 16 institution status to widen the offer to SEND young people to give them more post 16 options. These requests have been successful and will be funded from September 2017. These are small training providers who can meet the needs of these young people and engage them in employability programmes leading to employment.

The Local Employment Offer

5.11.6 Each district in Kent now has a District Employability Offer outside of mainstream education providers, which provides clear progression routes into employment or apprenticeships. There are approximately 80 offers across the districts involving 25 different providers. This is meeting the needs of over 500 young people in a variety of programmes, which include traineeships, apprenticeships and employability full time programmes lasting for a year, together with 12 week engagement programmes including work experience and intensive mentoring and resilience courses.

5.12 Ensure more young people are able to access progression pathways post 16 including an offer of an apprenticeship with regard to Disability Race or Sex

5.12.1 One of our key challenges for the future is to develop and improve the opportunities and progression pathways for all 14-19 year olds to participate and succeed, through innovative curriculum planning at Key Stages 4 and 5. This includes the transition year, so that they can access higher levels of learning or employment with training, including apprenticeships and technical options to age 24.

Attainment Post 16

5.12.2 Post 16 outcomes for 2017 show that the A Level Average Point Score per entry achieved by students in Kent schools is 31.00, compared to 30.91 last year.

5.12.3 Academic results include A Level, AS Level, International Baccalaureate, IBCP and extended project qualifications and results for 2017 show that the

Academic Average Point Score per entry achieved by students in Kent schools is 32.27, compared to 32.18 last year.

5.12.4 Technical Levels are advanced (Level 3) technical and professional qualifications, on a par with A levels and recognised by employers. The results for 2017 show that the Tech Level Average Point Score per entry achieved by students in Kent schools is 37.61, compared to 36.70 last year.

5.12.5 Applied General qualifications are advanced (Level 3) qualifications that equip students with transferable knowledge and skills. In 2017, the Average Point Score per entry achieved by Applied General students in Kent schools is 39.37, compared to 37.01 in 2016.

5.12.6 There has been a continued increase in the number of apprenticeships, and apprenticeships within schools, improved technical qualification outcomes at post 16 and an increase in the vocational pathways for young people. However, we are still not doing well enough to meet the needs of all young people to ensure their full participation and success, particularly those who do not achieve level 2 English and mathematics qualifications at GCSE. The service offers online maths and English courses to support schools and providers with this challenge.

5.12.7 There have been a number of national changes which affect post 16 programmes. These include the introduction of new performance measures at post 16; significant changes to the A level qualifications, the introduction of 3 new technical qualifications, the technical award for Key Stage 4; the technical certificates level 2 and 3 for post 16 programmes and the introduction of the Technical Baccalaureate. These create new opportunities for more young people to have better pathways and to succeed by gaining appropriate qualifications. Success in applied general and technical qualifications and the progress achieved for students in relation to their prior attainment appears to be better than the outcomes achieved for students with similar prior attainment that follow academic A level qualifications.

5.12.8 Many school sixth forms are still predominantly focused on an academic A Level offer and do not provide enough opportunities for young people who have not achieved five good GCSEs including English and Maths to increase their levels of qualifications. There is too much provision for Level 3 academic qualifications at post 16 and insufficient opportunity for students to follow technical qualifications and to gain mathematics and English qualifications by age 19.

5.12.9 The success of the International Baccalaureate Careers Related Programme in 20 Kent schools (this number is growing in academic year 2017 – 2018) shows that innovation in study programmes can achieve good results. For schools not signed up to the IB programme, a baccalaureate model is effective and impactful.

Post 16 Pathways

5.12.10 The DFE published the Post 16 Skills Plan in July 2016 which sets two clear pathways for young people at age 16 to follow either academic or technical qualifications. These changes will have a major impact on the planning and delivery of post 16 provision in schools and colleges. This autumn (2017) saw the publication of the Government's plan for Tech level qualifications. We are working with schools

to prepare for this development, together with new statutory guidance on careers education, through our events programme and in school support.

5.12.11 Although Kent has recently seen good inspection results for post 16 provision, appropriate technical pathways are not always in place to support the progression of all learners from age 14 to 19 into skilled employment. There continues to be a high drop-out rate for learners aged 17 in Year 12 in Kent schools and colleges which remains a concern. The NEET and 'not known' numbers overall are reducing, which is positive, but there are still too many young people in vulnerable groups who become NEET, particularly SEND learners and Children in Care. In the past year the NEET figures reduced to 2.6% in January 2018, which is an improvement of 0.4% on the previous year.

5.12.12 Consequently, there is a need for continued effort to address these issues and achieve more rapid developments whereby the work of schools, colleges, training providers and employers become better integrated and respond to the needs of young people and the economy. Facilitating and supporting these developments is a key priority. We aim to ensure, through the work of the Skills and Employability Service and 14-19 District Partnerships that there is further development of new technical 14 to 19 pathways and increased take up of apprenticeships and employment with training.

Apprenticeships

5.12.13 April 2017 saw the introduction of the apprenticeship Levy. All levy payers have started their payments and monies have been credited to the individual digital accounts to spend on apprenticeship training. Early signs are showing employers investing in developing their existing workforce rather than new recruits and it is possible that there will be a reduction in apprenticeship starts for 16 to 18 year olds, which is very disappointing.

5.12.14 Third quarter 2017 data shows under age 19 starts at 2400, compared to 2480 last year, and age 19 - 25+ starts at 7260, compared to 5860 last year.

5.12.15 From discussions with colleges and training providers all have expressed concerns they are seeing a downturn in numbers since the introduction of the levy in April.

5.12.16 The KCC apprenticeship scheme will continue with at least 700 apprenticeships taken on each year, at least meeting the public sector target of 2.3%. The KCC Apprenticeship Programme has placed 765 apprentices in KCC up to March 2017. With an annual target of 140 apprentices achieved in 2014-15 due to new targets being set for the public sector, our annual target has been increased to 200 from March 2017. There have been 201 Apprentice starts since 1st September 2017 due to the Apprenticeship levy.

5.12.17 Kent schools met the 2.3% public sector target of employed apprentices in March 2018. From April 2018 KCC is required to achieve an apprenticeship target equivalent to 2.3% of headcount; this supports KCC's strategic aim to increase the number of apprenticeships in Kent for those aged 16-24 years old. We have seen Schools understand the opportunities available to them through apprenticeships with greater engagement for key information.

5.13 Increasing access to early years services for 2 year olds' offer of free provision regardless of disability race or sex

5.13.1 Children Centres play a key role in identifying and supporting eligible families to take up their entitlement of a free early years childcare place for their two year olds. In Kent, the latest figure for the summer 2017 is 67%. The highest take up in Kent was in December 2016 when it reached 74%. This means that a significant number of eligible disadvantaged 2 year olds are not benefitting from the learning and development opportunities available in good quality childcare settings, hence we will continue to promote and support increased take up. 86% of those 2 year olds that are participating are in good or outstanding provision.

5.13.2 We have embedded the 'Free for Two' scheme in Kent as part of the Government's policy for Free Early Education places for disadvantaged two year olds. Whilst there are district variations, take up across the county has continued to steadily increase, with the maximum take up being 74%.

5.13.3 Free For 2 take up figures for the year 2017/18 are as follows:

- Summer Term 2017 66.6% (compares with 65.5% at the end of the summer term 2016 so slightly up at that point);
- Autumn Term 2017 72.8% (compares with 73.9% at the end of the autumn term 2016 so slightly down at that point);
- Spring Term 2018 68.7% (compares with 69.8% at the end of the sprint term 2017 so again slightly down at that point).

5.13.4 The take up of free places by two year olds is no longer formerly measured nationally (all the attention now is on 30 Hours of Free Childcare for the three and four year olds of eligible working parents), however anecdotal reports are that this very slight decrease in take up is at least a regional, if not national, trend.

5.13.5 The Early Years and Childcare Service tailors marketing activity to ensure maximum take-up of Free Entitlements by two, three and four year olds.

5.13.6 Alongside this, Early Help (particularly Children's Centres) are providing local outreach to ensure that eligible families are aware of this provision and encouraged to take up the entitlement wherever possible, and that if families choose to not do so, this is an informed choice.

5.14 Driving down permanent exclusions to zero for primary age children with regard to Sex and Race

5.14.1 Strong local collaborative working between the schools has helped keep Kent's permanent exclusion rate below the national average. There are many examples of good practice showcasing Kent schools' inclusive approach in actively finding good alternatives to the permanent exclusion of vulnerable learners. KCC Services and PRUs are committed to working in partnership with schools in their effort to improve all children's outcomes, particularly in supporting those who are in care, with SEN or from the low income families.

Permanent Exclusions

5.14.2 Work has been continuing between the PRU, Inclusion & Attendance service (PIAS) and schools to reduce the number of permanent exclusions in primary schools. Whilst numbers are low (20 in a 12-month rolling period) they are proving difficult to reduce further (at the same point last year there had been 16 in a 12-month rolling period). The current rate of permanent exclusions in Kent primary schools is in line with the national average of 0.02%.

5.14.3 Boys are over-represented in permanent exclusions from schools, accounting for nearly 80% of permanent exclusions. Most exclusions are White British pupils, though a small but significantly disproportionate number are from Gypsy/Roma families.

Fixed Term Exclusions

5.14.4 The latest data for Fixed Term Exclusions show that there are 3,057 for the current academic year to November 2017, 744 more exclusions in comparison to same period last year. The majority increase is directly related to a significant rise in Secondary school phase exclusions, up 669 exclusions from to 2,469 this academic year. In contrast, Primary School phase exclusions has experienced a smaller increase, up 75 to 588 exclusions this year.

5.14.5 Latest rolling 12 month performance (Dec 16 to Nov 17) also shows an increase in fixed term exclusions compared with the equivalent rolling 12 month period in 2015-16, up 1,076 exclusions to 10,719.

5.14.6 For the period November 16 to October 17, Primary phase school exclusions has increased by 319 to 2,124 exclusions compared with the same period in 2015-16, and Secondary school phase exclusions up by 757 to 8,595 exclusions.

5.14.7 While there is a national trend of a steady increase in fixed-term exclusion, Kent Secondary and Special Schools' fixed-term exclusion rates are still lower (better) than the national average while Primary schools' is higher.

5.14.8 To reduce Primary schools' fixed-term exclusion rate, the PRU, Inclusion and Attendance Service works with Local Inclusion Forum Teams, the Specialist Teaching and Learning Service and SEN, to support the schools and the eight local primary school inclusion projects. The local Primary School collaboration will be co-ordinated by the Inclusion Starring Groups that are being set up in each District. An Inclusion Toolkit has been developed and is being piloted to improve schools' inclusion policy and practice.

5.15 **Where appropriate fewer young people become young offenders with regard to Race Disability and Sex**

5.15.1 Children in care are over-represented in the Youth Justice cohort, accounting for between 15-20% of the total cohort month-on-month.

5.15.2 Black, Asian and Minority Ethnic (BAME) young people are also over-represented within the criminal justice system. Kent reflects the national picture and within the County approximately 15% of young people within the justice system are

BAME whilst, according to the 2011 national census, 6.3% of the Kent population are from these ethnic groups.

5.15.3 An integration pilot in South Kent has been focusing on joining up all adolescent teams and approaches, with the aim of delivering earlier intervention for vulnerable young people. Initial outcomes are encouraging, and it is hoped that longer-term this will keep more young people known to Specialist Children's Services (SCS) out of the criminal justice system.

5.15.4 A joint protocol has been introduced between Youth Justice and SCS to improve the integrated working and joint support for young people known to both services. It is anticipated that this approach will bring positive results to young people's outcomes.

5.15.5 There has been a focus with Kent Police on reducing the number of Looked After Children who are unnecessarily criminalised. A protocol on how the Police deal with looked After Children has been agreed and was published in March 2018 by the Kent Criminal Justice Board, which seeks to increase the use of restorative approaches to behaviour within Children's Homes and with Foster Carers. This would reduce the involvement of the Police and lead to fewer young people being arrested for behavioural issues.

5.15.6 Kent Police, Kent Early Help and Preventative Service and Kent Specialist Children's Services are part of a panel that considers the use of Out of Court disposals for all Looked After Children. The panel uses an Early Help assessment to determine the reasons behind the young person's behaviour and what will work best to support them so that they will not offend in the future. This panel can use non-criminal justice interventions whenever they are felt to be the most suitable intervention.

5.15.7 The Lammy Review was published in September 2017, which was an independent review into the treatment of, and outcomes for, Black, Asian and Minority Ethnic (BAME) individuals in the criminal justice system. The highlighted a worrying picture nationally, echoed in Kent, that whilst there are far fewer young people offending, reoffending and going into custody, the BAME proportion on each of these outcomes has been rising significantly. Kent has reviewed the report's findings and has been planning further analysis and an action plan to further understand the Kent context and apply the learning from the review.

5.15.8 Youth Justice will continue to develop integrated working approaches with SCS with the aim of keeping more vulnerable young people out of the youth justice system, and to improve outcomes and reduce re-offending for those young people in care who do enter the youth justice cohort. These will include:

- Working with the Kent Criminal Justice Board to implement the protocol on Police involvement with looked After Children
- Extending the Police Panel to consider children who attend Court as well as those receiving an Out of Court disposal
- Carrying out audits of cases of Looked After Children within the Youth Justice system to identify how the agreed protocols are being delivered and how they are supporting young people

- Developing a protocol with the 18+ Service so that Looked After Children aged 18 – 24 can be supported and be successful in their lives

They will also further apply the learning from the Lammy Review and work jointly with the Police and the Integrated Youth Justice Panel to ensure fair treatment for BAME in every part of the youth justice system.

5.16 Safeguarding children, young people and vulnerable adults from harm with regard to Sex Disability Race and Age

5.16.1 The core function of Specialist Children's Services is to ensure children and young people living in Kent are safeguarded, regardless of their protected characteristics. These include ensuring that they grow in a healthy environment, where their health, growth and welfare are enhanced.

5.16.2 This aim is achieved by working with other directorates and agencies, including Early Help, Education, Health, Adult Social Care and other protective services.

5.16.3 As part of its partnership working, the Kent Safeguarding Children Board produces multi-agency safeguarding policies and procedures for all Kent Agencies working with children in Kent. A programme of reviews is underway, evaluating existing policies and undertaking an Equality Impact Assessment (EqIA) for every policy. This is a significant piece of work. A schedule of work has been completed to achieve this over the next 12 – 24 months. Where a new policy or strategy is being produced, the EqIA will feature as part of its development and publication. The risk of not having EqIAs in place for all policies has been recognised in the KSCB Risk Register.

5.16.4 Following the Ofsted Review of the LSCB in March 2017, (undertaken concurrently with the inspection of the Local Authority), Inspectors reported that the Kent Safeguarding Children Board (KSCB) 'requires improvement to be good'. The Inspectors recognised areas of good multi-agency partnership working and safeguarding but made recommendations around the need for the Board to have a wider understanding of multi-agency performance information and to have greater oversight of the key risks that might reduce the ability of partner agencies to safeguard children. Work is progressing satisfactorily to address the Ofsted recommendations.

5.16.5 As at 31 March 2018, the number of children with a Child Protection Plan (CPP) was 1,461, compared to 1,185 in March 2017, which is equivalent to a 23.3% increase in children with a CPP. The gender breakdown of CPPs is as follows: 36 unborn, 690 female and 735 male.

5.16.6 The CP service has worked hard to engage children and young people to ensure their involvement in CP conferences and core group meetings. The service continues to embed a young people only conference. This is a unique and innovative way of running CP conferences where young people lead on the preparation and convening of the conference with the Child Protection Chairs (CPCs). The child and young person participation in conferences is improving.

5.17 Improved life chances and outcomes of children, young people and vulnerable adults through service developments and transformation

5.17.1 Kent Fostering Service are continuing with the 'Open Your Heart' Campaign that was launched in 2017 with the aim of recruiting 150 foster carers for Kent's children. This is open to all members of the Kent community who are ready to provide a safe and loving home for our looked after children. Fostering information events are organised throughout Kent which prospective carers can attend. In recent events, prospective applicants have been provided with information on how to become a foster carer in Kent, they had opportunities of meeting with current foster carers and professionals who shared their experiences of working with or being a foster carer. These events have so far attracted a good number of potential applicants from BME and other protected groups. Kent Fostering Service attend Pride Events across the county.

5.17.2 The Lifespan Pathway within the DCALDMH Division came into operation in April 2017. This is enabling better transitions for disabled children, young people and adults, with good feedback from families particularly for those leaving school and moving on to the next stage of life. Leaflets have been developed to provide information to young people and their families and shared with Special Schools. A new IT system was introduced in January 2018 which supports better tracking of activity, plans and outcomes for disabled young people.

5.17.3 A consultation has been carried out with disabled young people and their families in May 2018 and the results will be collated to inform the service of any changes required to ensure outcomes are improving.

5.17.4 The short break service continues to support children and young people who access their services in a person centred way, ensuring those with specific physical and learning needs are appropriately supported. There has been more working together between the Adult and Children's Short break services, with one Service Manager over both services, which enables greater flexibility to meet individual needs.

5.17.5 A new Kent Enablement and Prevention Service using Family Support Workers, in conjunction with the Tizard Centre at the University of Kent, began in June 2017. This service is supporting families of disabled children and young people with time-limited intervention to manage challenges they face, equipping them with strategies which support them to cope with daily life and build their resilience.

5.17.6 With the rising population and ethnic and cultural diversity in Kent it is important that frontline practitioners in Kent understand how such changes can heighten tensions within communities, causing concerns around deprivation, poverty, gang involvement, physical chastisement, criminal behaviour, radicalisation, and other forms of abuse and exploitation of children. Understanding identity and culture in a broader context helps practitioners in their understanding and to develop informed and sustainable strategies in working with those identified as being at risk of harm. It is for this reason that a seminar was held in October 2017, entitled Beyond the Margins II- '21st Century Identities'. The event, which also involved national collaborators as well as our partners in Early Help, focused on identity and key concepts linked to areas of practice, such as culture and identity and how practitioners understanding can help support and promote the wellbeing of children and families they work with. The event provided a forum for practitioners to reflect

and learn through workshops, presentations, sharing of personal experiences on why and how identity as a concept is relevant to everyday work with children young people and their families. A further Beyond the Margins 3 is planned for October 2018 exploring the themes around faith and religion.

5.18 The quality and range of services are improved through increasing engagement with service users and carers

5.18.1 Evidence suggests that most vulnerable children, particularly those in care, including UASC, are not often involved or consulted in how they are supported or cared for by adults or professionals in their lives. SCS employs and embeds a child-centred approach which ensures that children and young people are at the core of the services that we offer. Children from minority communities, including disabled children, have been consulted and included in many of our activities.

5.18.2 Young people have been recruited and trained through the 'Recruit Crew' programme to work alongside HR and managers as active members of recruitment panels and fostering panels. The Recruit Crew programme provides accredited training where young people are trained in recruitment and selection procedures to equip them with the skills to become interview panel members. The training has a focus on helping to ensure young people review candidates in a measured and impartial way and tackles subjects like 'unconscious bias'. 33 young people aged 14 to 20 have been trained to date including 7 UASC. Young people of all abilities, including those with disabilities, are included to sit on service user panels. Since September 2017 young people have been involved in 55 recruitment selection processes so far and on each interview panel or recruitment process at least one member of the panel has undertaken the training.

5.18.3 Kent's three Children in Care Councils - The Super Council, (for under 11s), OCYPC (11 to 16s) and The Young Adult Council (for 16+) - continue to ensure that we listen to the views and opinions of children and young people of all ages, from all areas of the County. The Councils are inclusive of our UASC cohort as a result of young people telling us they want to meet together. A variety of activities and events are run throughout the year with an aim to increase young people's involvement in decisions that affect them. The employment in Virtual School Kent of care-experienced apprentices amplifies their voices and helps to ensure we are being inclusive of all age ranges, genders, beliefs, and cultures.

5.18.4 Children and young people in the care of KCC can now voice their views to social workers and the other professionals who work with them using the Mind of My Own (MOMO) App. It offers a way to capture the wishes, feelings and feedback on the services we provide to children and young people, helping ensure this is at the heart of our practice.

5.18.5 In addition to the MOMO One App, MOMO Express has also been rolled out to Specialist Children's Services and is designed to meet the needs of young children under eight and those with learning disabilities. It is equipped with visually stimulating pictures and sounds appropriate for them. Children can answer questions about themselves, their education, their health, or their social care.

5.18.6 Families who require interpreting services are being offered the telephone interpreting service, which is proving very helpful and reliable.

5.18.7 The views of disabled and D/deaf Looked after Children and Young people are being collected through a variety of adapted communication methods to ensure that their “voice” is heard.

5.18.8 Representation on Kent Safeguarding Children’s Board (KSCB) - both the Board and sub-groups - has been strengthened to ensure policies include the needs of disabled children and that all partners reflect on how well their services are safeguarding disabled children. There is a specific focus in the KSCB Business Plan on meeting the safeguarding needs of disabled children.

5.18.9 The Early Years and Childcare working group, a cross-cutting group between Education and Social Care, is engaging with out of school providers to ensure disabled children are being included in their offer and that their needs are being met, with advice and support available from Officers.

5.18.10 The Independent Review Officers (IRO) Service gathers feedback from children and young people prior to their review meeting via the child’s consultation form. Any feedback from MOMO is also considered. Leaving care surveys are undertaken (73 noted between April to December 2017) and feedback used to consider children/young people’s experience whilst in care via bi-annual reports. Feedback from parents is also sought with 21 Parent leaflets collated to date. 196 Foster Carer/Partner Agency leaflets have been completed and 101 Staff leaflets collated.

5.18.11 Between April to December 2017, there has been an increase in the number of children and young people chairing their review. The promotion and support of a child’s identity is considered within each review meeting ensuring plans for permanency are in place by the second review meeting. The IRO Service has supported the delivery of workshops for carers/social work staff on transitions and pathway planning and facilitated a workshop at the Beyond the Margins II conference on promoting a child’s identity.

5.18.12 The participation of mothers over the year was 84.9%. The participation of fathers was 66.9% and this has been a focus for CPCs to enable better participation for a cohort of parents that has historically not been encouraged to take a full role within the CP process.

6. Governance

6.1 As part of the Equality Act 2010, the Council has a statutory duty to show due regard to equality issues arising from any important decisions it makes relating to its policies, procedures and budget. The Council discharges this duty through a process of Equality Impact Assessments (EqIA). These assessments capture evidence about the impact of LA decisions and policies on the people of Kent.

6.2 To ensure that managers discharge their equalities obligations, KCC has ensured a system of internal controls, based around EqIAs. Accordingly, in 2012 governance arrangements were agreed by the Council to ensure compliance with the Public Sector Equality Duty (PSED) following an internal audit. Governance is now based on decisions having an EqIA at both Directorate Management Team and Member levels. If decisions about service changes and provision are taken without full equality analysis, the local authority is open to potential Judicial Review.

7. Equality Impact Assessment

7.1 There is no requirement to undertake an Equality Impact Assessment because this paper reports performance monitoring on the previous year's work and internal governance arrangements.

8. Conclusion

8.1 This CYPE Annual Equalities Report 2017-18 sets out progress on the relevant equality objectives detailed in paragraph 3.2. The Directorate can demonstrate that it provides accessible and usable services but needs to continue to improve outcomes and narrow achievement gaps, as well as ensure the children, young people and families with multiple disadvantages are safeguarded and receive the services and support they need to learn, develop and thrive.

Recommendations:

The Children's, Young People and Education Cabinet Committee is asked to:

- i) note the current performance of CYPE in relation to equality objectives set out in KCC's Equality and Human Rights Policy and Objectives 2016-2020;
- ii) consider the progress CYPE has made in reducing inequalities in 2017-18; and
- iii) agree to receive this report annually in order to comply with the Public Sector Equality Duty (PSED).

9. Background Documents

9.1 Kent County Council Equality Objectives 2016-2020:
<http://www.kent.gov.uk/about-the-council/strategies-and-policies/corporate-policies/equality-and-diversity/equality-and-diversity-objectives>

10. Contact details

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